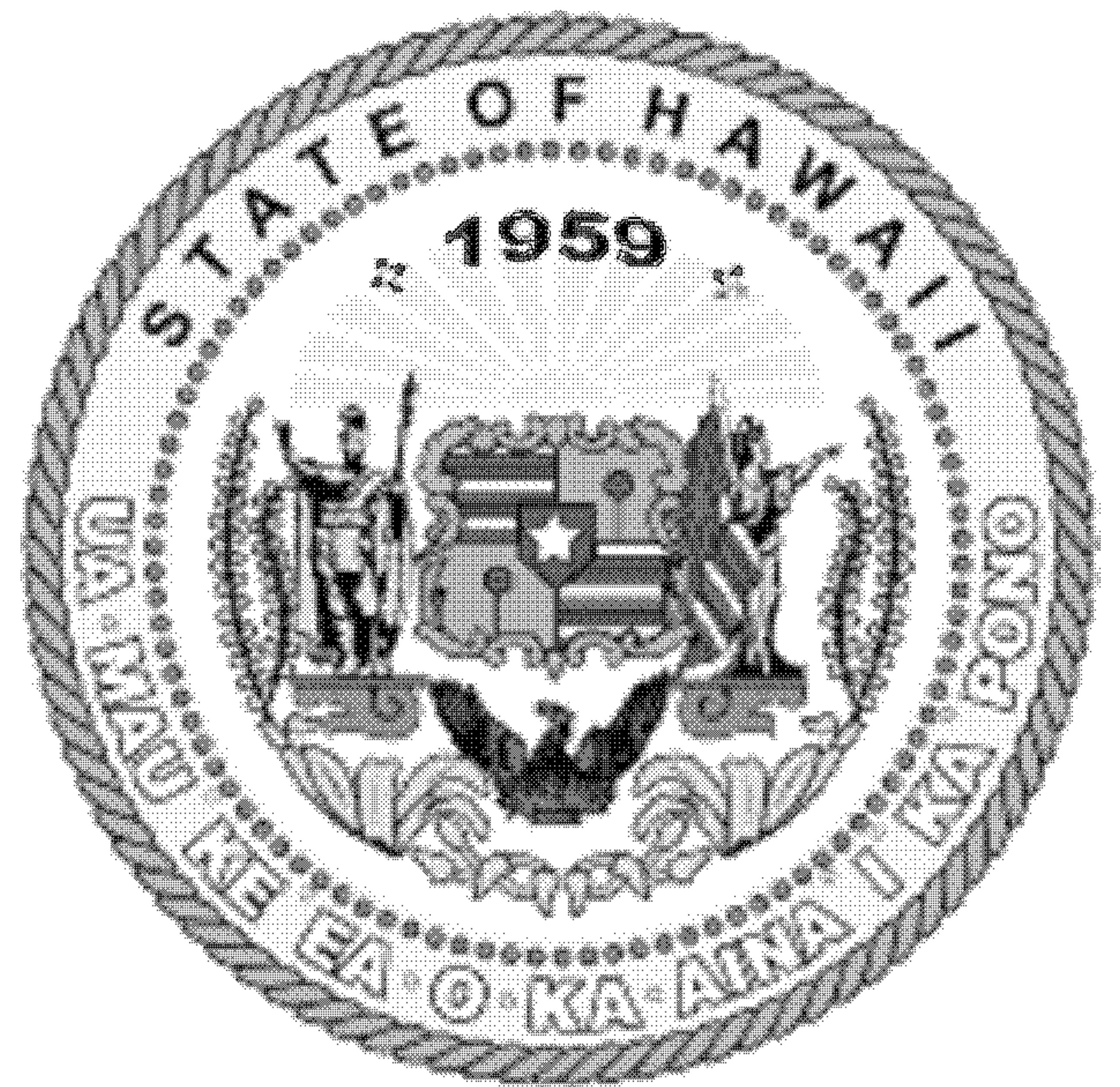


HAWAII

Race to the Top:

Early Learning Challenge





EXECUTIVE CHAMBERS
HONOLULU

NEIL ABERCROMBIE
GOVERNOR

October 6, 2011

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

The Honorable Kathleen Sebelius, Secretary
U.S. Department of Health and Human Services
200 Independence Ave. S.W.
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius,

I am pleased to submit Hawaii's application for Race to the Top – Early Learning Challenge funding for your consideration. During my campaign for Governor, I promised to focus on transforming Hawaii's early learning and development system into one that can serve as a national model. Keeping to this promise, I am committed to establishing a Department of Early Childhood that will enhance the coordination and effectiveness of many programs and services dedicated to the wellbeing of our *keiki* (children), prenatal to age five.

This comprehensive system will require dedicated resources of public funds to leverage, coordinate and build off of the existing public and private resources in the state. Along those lines, I am currently including a strategy to sustain long term resources in my executive policy package for Hawaii's 2012 state legislature.

Our efforts to improve the quality, affordability, and accessibility of critical early childhood programs are guided by the latest advances in science such as the use of a Tiered Quality Rating and Improvement System (TQRIS) guided by evidence-based early learning and development standards and family engagement standards. As a state known for its cultural diversity, we take special care to adapt early childhood policies and practices to ensure they are culturally responsive in the Hawaii context. All of our early childhood initiatives are guided by these values: (1) families and communities are the primary caregivers and educators of *keiki*; (2) *keiki* develop and learn best in the context of a family and community where they are safe and valued, their physical needs are met, and they feel psychologically secure and intellectually challenged; and (3) *keiki* are capable, competent and valued.

The framework of the Hawaii State Advisory Council (SAC) includes outcomes for a comprehensive, high-quality early learning system, including choice, access, affordability, sustainability and cultural integrity that serves all of Hawaii's children, prenatal to age 5 and that lays a foundation for lifelong success. This

framework lays the basis for the state's plan which includes the pillars of education, health, parent education and family support and workforce and professional development.

If Hawaii is awarded the Early Learning Challenge funding, we will be able to accelerate implementation of our state plan while demonstrating best practices for cultural competence. Some highlights of our state plan are indicated below according to five key areas of reform:

1) *Enhancing the integration and coordination of programs, policies, and services* is being achieved through the work of the Hawaii SAC, state departments and workgroups. Together, public and private stakeholders collaborate on the many important early childhood initiatives already underway while looking towards the future. The establishment of a Department of Early Childhood, scheduled for 2015, will provide the needed authority and accountability for an aligned and integrated comprehensive early childhood system. In the meantime, I have established and filled an Early Childhood Coordinator position in my Cabinet to lead efforts and oversee implementation of the state's early childhood plan, including the Race To The Top Early Learning Challenge grant implementation.

2) *Designing and implementing a Tiered Quality Rating and Improvement System (TQRIS) based on demanding statewide program standards* is the main component of the system. The State Department of Human Services (which will be the lead agency and fiscal manager of the Early Learning Challenge grant), is ready to pilot the TQRIS program at the start of 2012. Beginning with training, coaching, and financial incentives, all state licensed and regulated early childhood programs will be supported to participate in the TQRIS and advance through five tiers of quality rating. This includes center-based and family child care programs. By the end of 2015, our TQRIS will be implemented in 100% of our local Head Start and Early Head Start programs. It will also include a concentration of Early Intervention (IDEA part C), and Special Education Preschool (619)(IDEA Part B) programs. All of the state departments administering early learning and development programs have agreed to specific activities to support this endeavor.

3) *Improving early learning and development outcomes, with a focus on children with high needs*, will be guided by a new comprehensive set of early learning and development standards and family engagement standards. This will trigger the adoption of these standards by the state departments, allowing them to be infused into their applicable and appropriate programs. As an example, we will embed these standards into family and community focused programs such as Home Visiting, Family Friends and Neighbor Care and Family Child Interaction Learning. In addition, our plan focuses on ensuring children have access to family centered medical homes which increases access to child development and early mental health screenings. This grant will also allow us to develop an integrated child data system to provide needed interdepartmental information sharing centered on the child.

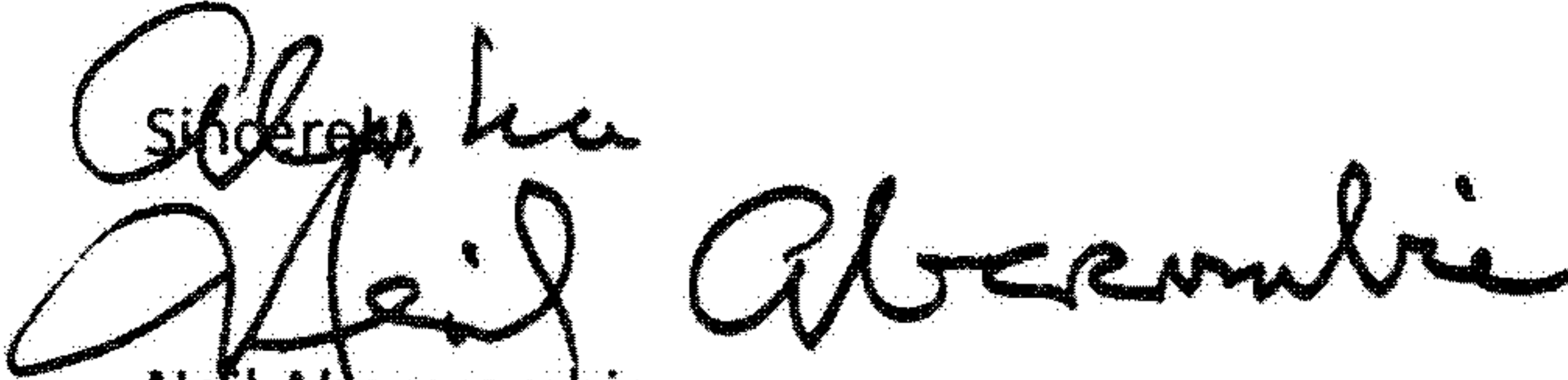
4) *Enhancing the quality and quantity of the early childhood education workforce* is already the focus of a number of local initiatives that will be further enhanced through new community-based centers. These centers will expand social capital by building articulated career paths so that our quality early childhood practitioners can thrive in the field and earn wages that will contribute to the economic stability of the state. These centers will focus on recruitment, retention and professional development opportunities to increase and strengthen the network of early childhood professionals and allow them to better serve the children and families in their communities. Particular focus will be on training practitioners how to

effectively support the development and learning of children with high needs.

5) *Measuring outcomes and progress* is being addressed through two major initiatives. We will build on our existing classroom-level kindergarten readiness assessment to develop a new kindergarten entry assessment for individual students, to be implemented statewide by 2015. The state is leveraging existing privately funded P-3 initiatives, to improve child outcomes. We will also further develop our P-20 longitudinal data system to include early childhood data.





In summary, Hawaii is well on the way to having all the key ingredients of a high quality comprehensive early childhood system which will result in all children being ready to learn and succeed in school and beyond. Through this grant application process, partners have shared expertise and knowledge so that together, we can build upon the foundation of what is in motion. Hawaii now has a comprehensive plan for systemically coordinating and implementing an early care and education structure that focuses on the whole child. Race To The Top funds will ensure this plan gets executed with expediency. We are committed to closing the school readiness achievement gap between children of high needs and their peers at kindergarten entry.

I appreciate this opportunity to apply for Early Learning Challenge funds that Hawaii can use to greatly accelerate our progress.


Neil Abercrombie
Governor, State of Hawaii

IV. APPLICATION ASSURANCES AND CERTIFICATIONS
Race to the Top – Early Learning Challenge
(CFDA No. 84.412)

Legal Name of Applicant (Office of the Governor): Office of the Governor of Hawai'i	Applicant's Mailing Address: 415 South Beretania Street Honolulu, Hawaii 96813
Employer Identification Number: 99-0252020	Organizational DUNS: 809930217
Lead Agency: Department of Human Services Contact Name: Pankaj Bhanot, Deputy Director <i>(Single point of contact for communication)</i> Terry Lock, Office of Early Childhood	Lead Agency Contact Phone: 808-586-4998 Lead Agency Contact Email Address: pbhanot@dhs.hawaii.gov terry.lock@hawaii.gov
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Brian E. Schatz, Lieutenant Governor	Telephone: 808-586-0255
Signature of Governor or Authorized Representative of the Governor: 	Date: October 12, 2011
Lead Agency Authorized Representative (Printed Name): Patricia McManaman, Director	Agency Name: Department of Human Services
Signature of Lead Agency Authorized Representative: 	Date: OCT 14 2011

Participating State Agency Authorized Representative (Printed Name): Kathryn Matayoshi, Superintendent	Agency Name: Department of Education
Signature of Participating State Agency Authorized Representative: 	Date: OCT 14 2011
Participating State Agency Authorized Representative (Printed Name): Loretta J. Fuddy A.C.S.W., M.P.H, Director	Agency Name: Department of Health
Signature of Participating State Agency Authorized Representative: 	Date: OCT 14 2011
Participating State Agency Authorized Representative (Printed Name): M.R.C. Greenwood, President	Agency Name: University of Hawai'i
Signature of Participating State Agency Authorized Representative: 	Date: OCT 14 2011
Participating State Agency Authorized Representative (Printed Name): Dwight Takamine, Director	Agency Name: Department of Labor and Industrial Relations
Signature of Participating State Agency Authorized Representative: 	Date: OCT 14 2011

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

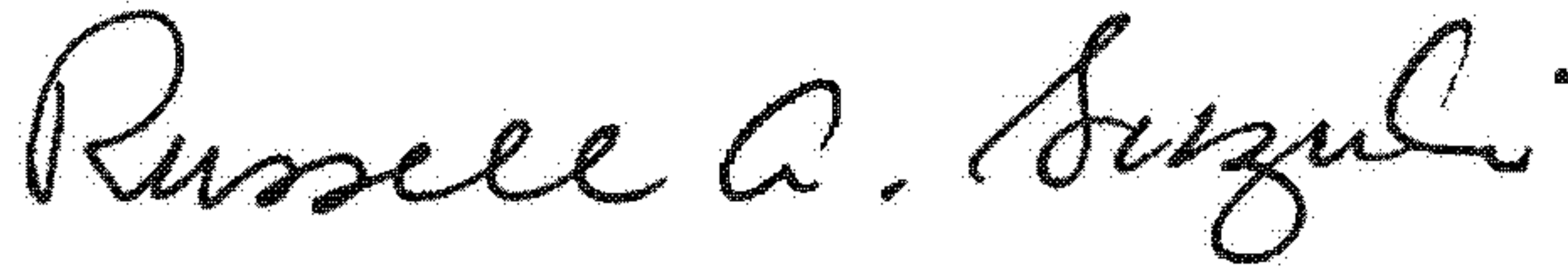
State Attorney General or Authorized Representative of the Attorney General (Printed Name): Russell A. Suzuki

Telephone:

(808) 586-1292

Signature of the State Attorney General or Authorized Representative of the Attorney General :

Date:

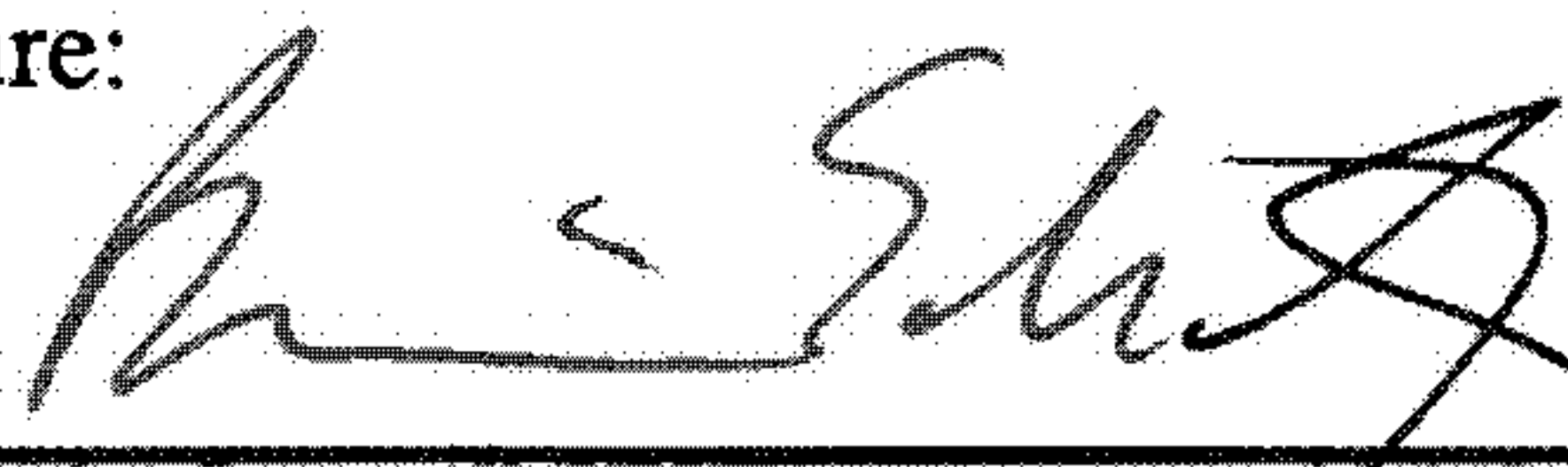


10-16-2011

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR
Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name): <i>Brian E. Schatz, Lieutenant Governor</i>	
Signature: 	Date: October 12, 2011

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the Department of Human Services (“Lead Agency”) and the Department of Education, the Department of Labor and Industrial Relations, the Department of Health, and the University of Hawaii (each individually and collectively referred to as “Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);

- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION


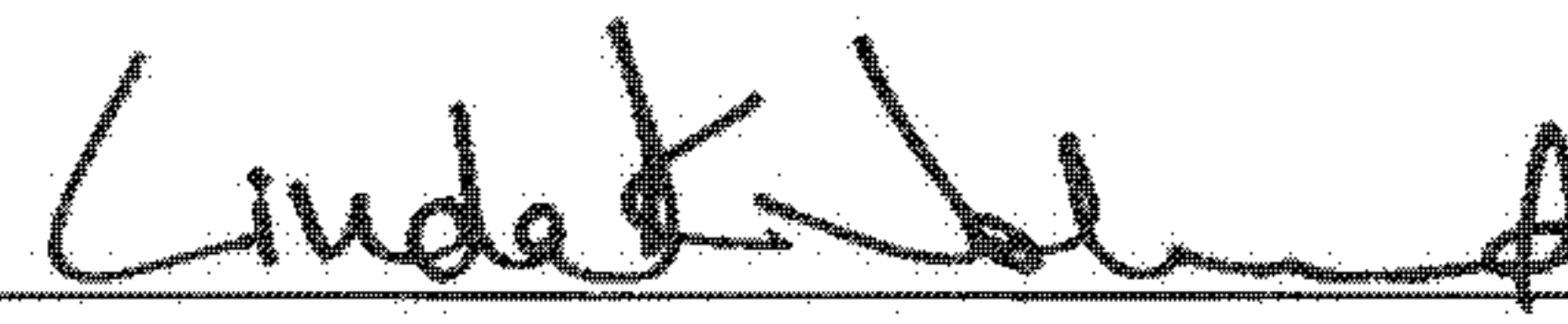
This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

	OCT 14 2011
_____ Signature	_____ Date

Patricia McManaman, Director	Department of Human Services
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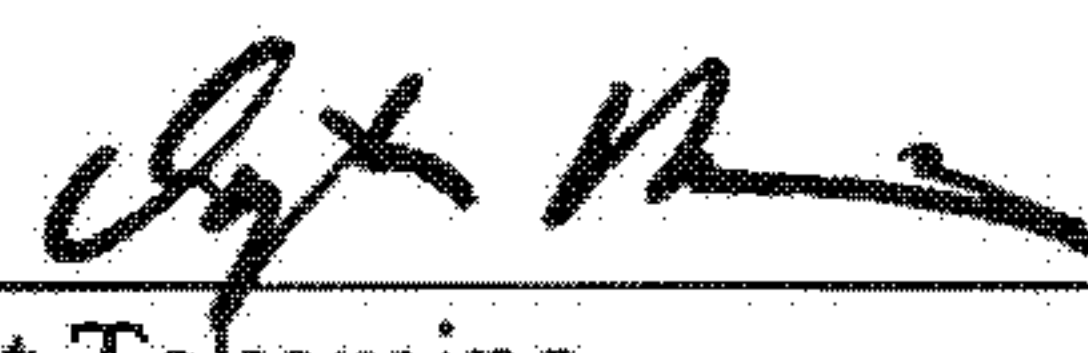
	
_____ Kathryn Matayoshi Superintendent, Department of Education	_____ M.R.C. Greenwood President, University of Hawaii

OCT 14 2011

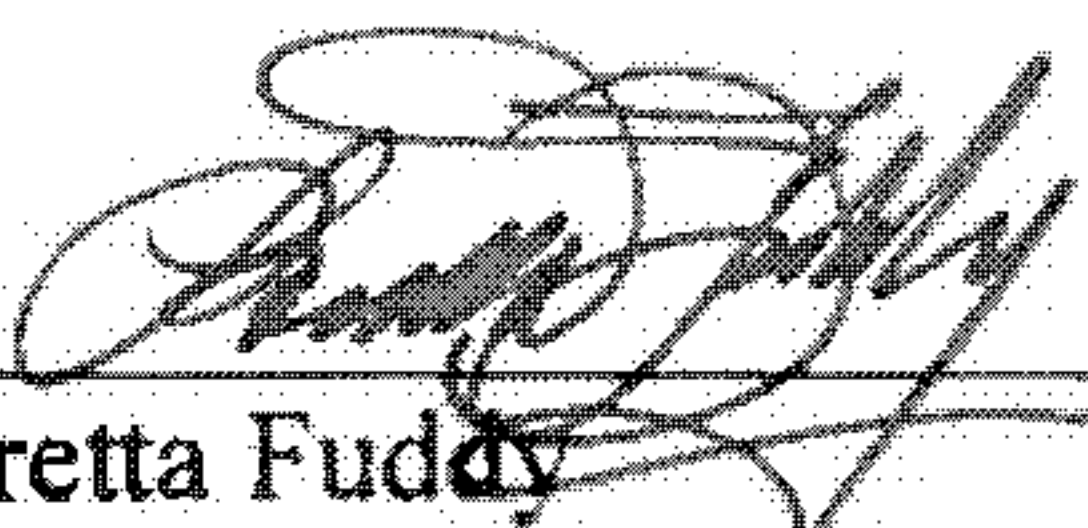
Date

OCT 14 2011

Date



Dwight Takamine
Director, Department of Labor and
Industrial Relations



Loretta Fuddy
Director, Department of Health

OCT 14 2011

Date

OCT 14 2011

Date

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agencies* hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Note agency partners as described in both the General and Longitudinal Data MOU:

- Hawaii State Department of Human Services (DHS)
- Hawaii State Department of Education (DOE)
- Hawaii State Department of Health (DOH)
- Hawaii State University of Hawaii (UH)
- Hawaii State Department of Labor and Industrial Relations (DLIR)

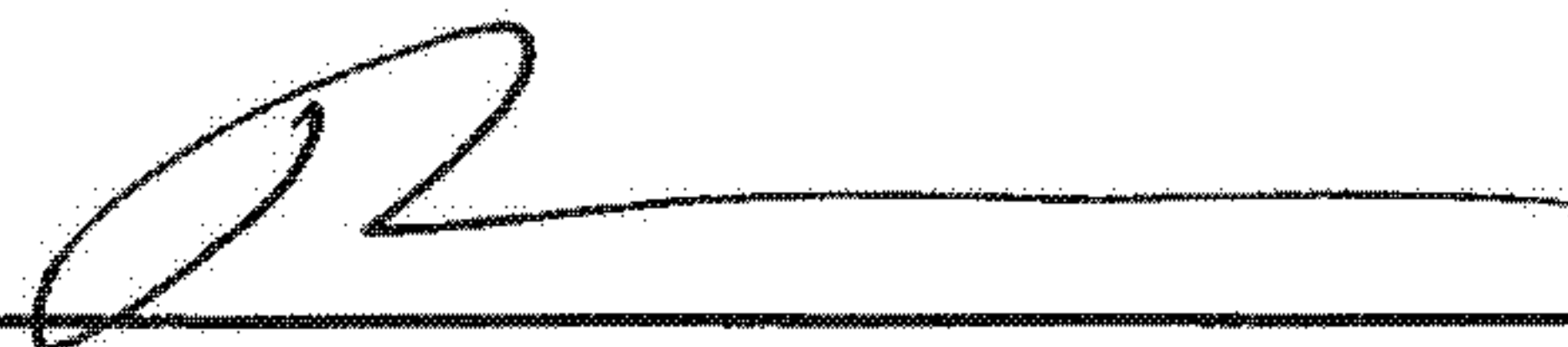
Selection Criterion	Participating Party	Type of Participation
(B)(1) Develop & adopt common statewide Tiered Quality Rating Improvement System (TQRIS)	DHS, DOE, DOH	To plan, develop, and adopt statewide TQRIS in Center Based Care, Family Child Care, Family, Friends and Neighbor Care, Head Start/Early Head Start, Family, Child Interaction Learning and Home Visiting Programs (as appropriate) IDEA Part C, Early Intervention Services (EIS) (as appropriate) and IDEA Part B (619) Pre-school Special Education (as appropriate).
	DHS	Provides oversight of TQRIS design and implementation
(B)(2) Promoting participation in state’s TQRIS	DHS	Implementation within all DHS programs.
(B)(3) Rating and monitoring early learning development programs	DOH, DOE, DHS	Will actively participate on TQRIS advisory committee (representing the needs of their programs) to develop a monitoring and rating component of this system with a commitment to implement.
(B)(4) Promoting access to high-quality early learning and development programs for children with high needs.	DOE	Support dual enrollment of pre-school special education students in general early childhood education programs. Agrees to deliver special education and related service to all qualified children with high-needs.
	DHS/DOE/DOH	Will give priority to services for children identified as having high-needs.
	DOH	Will make referrals to early childhood education programs
	DHS, DOH, DOE, UH	Sit on advisory committee to develop early childhood data system (ELDS) to enable real-time coordination of referral services.
	DHS, DOE, DOH, UH	Develop data system; ensure access for partners to include and utilize data in order to make appropriate referrals.
(B)(5) Validating effectiveness of state TQRIS	DHS, DOH, DOE, UH, DLIR	Will actively participate on TQRIS advisory committee (representing the needs of their programs) to develop an assessment component for the programs. Sharing child outcome data through the statewide longitudinal data system.


(C)(1) Developing and using statewide high quality Early Learning Development Standards (ELDS)	DHS, DOH, DOE	Agrees to be on advisory committee to finalize ELDS.
	DHS, DOH, DOE	Endorse, adopt and implement ELDS to the extent applicable to the programs that are managed.
	DOE	Endorse the use of ELDS in early childhood programs not limited to pre-school special education and migrant education programs. Responsible for ensuring the training of users on appropriate usage of the ELDS for all early childhood programs' educators serving age 3-5 years old; including but not limited to pre-school special education and migrant education programs. Incorporate ELDS data into the Electronic Database for Comprehensive Student Support System (eCSSS) framework for Individualized Education Program (IEP) development and other reports to monitor student progress.
	DHS	Use as component in TQRIS assessment.
	DOH	Adopt as a component of Home Visiting (HV), Early Intervention Services (EIS) as appropriate.
	UH	Convene UH early childhood, teacher education, & related programs to address implications of new standards on higher education curriculum.
	(C)(3) Identifying & addressing the health, behavioral & developmental needs of children with high needs to improve school readiness.	DOH/DOE/DHS
DOH		Promote health outcomes through family child medical homes, child developmental screenings early mental health screenings and training practitioners in working with children of high behavioral and developmental needs.
DHS		Promote to programs within childcare programs, med-quest units, and child welfare services. (All units of this department) Ensure Early childhood program educators are aware of and encouraged to make referrals to offer health, behavioral and developmental screenings.
DOE		Provide access for all early childhood programs serving ages 3-5 years old to the Comprehensive Student Support System (CSSS) full continuum of supports and interventions services.
(C)(4) Engaging and supporting families.	DHS, DOH, DOE	Agrees to be on advisory committee to finalize Family Engagement Standards (FES)
	DHS, DOH, DOE	Endorse, adopt and implement FES to the extent applicable to the programs that are managed.
	DOH	Adopt as a component of Early Intervention Services (EIS) and Home Visiting (HV) as appropriate.
	DOE	Endorse the use of Family Engagement Standards (FES) in all early


		<p>childhood programs serving ages 3-5 years old.</p> <p>Responsible for ensuring the training of FES for all early childhood programs' educators serving ages 3-5 years old including, but not limited to pre-school special education and migrant education programs.</p> <p>Incorporate FES into all early childhood programs serving ages 3-5 years old including, but not limited to, pre-school special education and migrant education programs to assist educators to support families to improve child outcomes.</p>
	UH	<p>Convene UH early childhood, teacher education, & related programs to address implications of new standards on higher education curriculum.</p>


(D)(1) Developing a workforce knowledge and competency framework and progression of credentials.	DHS	Expansion of the Registry
(D)(2) Supporting early childhood educators in improving their knowledge, skills and abilities.	DOE, DOH, DHS	Support the opportunity for staff and professionals to be trained on ELDS & FES
	DHS	Implement TQIAS
	UH	Convene UH early childhood, teacher education, & related programs to address implications of new standards on higher education curriculum.
(E)(1) Understanding the status of children's learning and development at kindergarten entry.	DOE	<p>Approve use of the ELDS as a foundation for kindergarten entry assessment development.</p> <p>Responsible for creation of Kindergarten Entry Assessment (KEA)</p> <p>Implement Kindergarten Entry Assessment (KEA) throughout Kindergarten classes through training of Kindergarten teachers including data input and linkage to the state longitudinal data system to provide kindergarten feedback reports.</p>
(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services and policies.	DHS, DOH, DOE, UH, DLIR	<p>Participate in data system design, collection and use as well as data governance.</p> <p>Agree to share data between systems to the extent applicable. (Data MOU)</p>
	UH	Develop and implement the P-20 data system

*All federal and state funded programs contributing to and collaborating in the key reform areas are under the oversight and responsibility of either the Lead Agency or one of the Participating Agencies. As such, the respective Lead or Participating Agency has the authority to pledge resources, both human and fiscal, of those programs and has the ability to ensure full accountability and commitment of those programs to the key reform areas.



OCT 14 2011
Date
Patricia McManaman, Director, Department of Human Services
(Authorized Representative of Lead Agency)


OCT 14 2011
Date
Kathryn Matayoshi, Superintendent, Department of Education
(Authorized Representative of Participating Agency)


OCT 14 2011
Date
Loretta J. Fuddy A.C.S.W., M.P.H, Director, Department of Health
(Authorized Representative of Participating Agency)


OCT 14 2011
Date
M.R.C. Greenwood, President, University of Hawai'i
(Authorized Representative of Participating Agency)

for


OCT 14 2011
Date
Dwight Takamine, Director, Department of Labor & Industrial Relations
(Authorized Representative of Participating Agency)

**MEMORANDUM OF UNDERSTANDING
FOR THE PURPOSE OF SHARING DATA**

**A Partnership between Hawaii State Agencies:
Department of Education
University of Hawaii
Department of Labor and Industrial Relations
Department of Health
Department of Human Services**

This Memorandum of Understanding (“MOU”) is entered into by and between the following State of Hawaii entities: the Department of Education (“DOE”), whose address is 1390 Miller Street, Honolulu, HI 96813; the University of Hawaii (“UH”), whose address is 2444 Dole Street, Honolulu, HI 96822; the Department of Labor and Industrial Relations (“DLIR”), whose address is 830 Punchbowl Street, Honolulu, HI 96813; the Department of Health (“DOH”), whose address is 1250 Punchbowl Street, Honolulu, HI 96813; and the Department of Human Services (“DHS”), whose address is 1390 Miller Street, Honolulu, HI 96813 (each individually a “Partner” and collectively the “Partners”). The Effective Date of this MOU shall be the date of the last signature affixed to this MOU.

PURPOSE

The purpose of this MOU is to enable the Partners to establish a means by which they may share and maintain confidentiality of data. The data to be shared shall support a long-term longitudinal system developed to improve the early childhood development, educational, and workforce outcomes for the citizens of Hawaii. The statutory authority for the data sharing provided in this MOU is described in Hawaii Revised Statutes (“HRS”) § 27-7, which directs appropriate state agencies to share data to support research, as described herein, to meet the longitudinal data requirements of the federal American Recovery and Reinvestment Act of 2009, as amended.

The Partners acknowledge that each Partner contributes at some point in the continuum to the development of children from prenatal and early childhood through family, developmental, health, educational, and child care services, as well as throughout the educational continuum, including preschool, elementary, secondary, and post-secondary education, and workforce training programs. Early childhood development, educational and workforce outcome data can be used to determine the short and long term results of the programs and services provided by the Partners to the affected target group. Early childhood development, educational and workforce outcome data are not the exclusive outcomes of the services provided by the Partners but are the focus of the objectives of the data sharing described in this MOU.

The Partners recognize that identifying specific research and evaluation questions are critical in determining which data are needed for the desired outcome and then to determine how to provide access to the appropriate data. Toward this end, the Partners will participate in a Data Governance and Access Committee (the “Committee”), described in HRS § 27-7(c). The Committee will determine protocols to assess relevance of the proposed research and evaluation

questions for the desired outcomes and policies; the Committee will also approve requests for access to data that are available through the Partners based on institutional and role-based affiliation, and in compliance with applicable confidentiality laws, rules, regulations, and other legally binding agreements. The Committee members will consist of representatives from the Partners and will meet on a quarterly basis, at a minimum, or as frequently as determined necessary by the Committee.

Research questions posed by the Partners are expected to require access to individual records of a person, such as a child or a student, whether in the family setting, educational setting, workforce setting and/or employment-related setting (e.g., unemployment). The exchange and merging and the de-identified format of individual records (“Data”) will enable the Partners to access the Data to conduct outcomes research for research, evaluation and audit purposes.

The Partners enter into this MOU because the Partners have a common understanding that it each has Data that are relevant to the purposes of this MOU and each of the Partners desire to comply with the privacy interests and confidentiality rights of the individuals to whom the Data apply.

To ensure that the Data are used appropriately and for the purposes for which the Data are provided, each Partner agrees to share the Data in a manner that safeguards the confidentiality of the Data and agrees to comply with the applicable federal and state laws, rules and regulations related to confidentiality of personal Data, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”), the early intervention state plan, the HRS, the Hawaii Administrative Rules (“HAR”) and/or any other applicable federal and state laws. Each Partner agrees that the Data that the Partner is given access to will be used for educational research and for the purpose of improving educational and workforce outcomes for the citizens of Hawaii. The Partners agree that any use or disclosure of the Data will only be in a de-identified aggregate format and not in an individual format.

PREAMBLE

WHEREAS, the Partners agree to share Data related to children, students, workforce, employment, health status, and programs by providing the Data to Hawaii P-20, which is administered through the University of Hawaii Office of the Executive Vice-President for Academic Affairs/Provost (“Hawaii P-20”), to track participation and performance and to improve success throughout the early childhood, education, and career continuum.

WHEREAS, the Partners agree to coordinate the sharing of Data concerning children or students who (1) receive or have received services from DOH programs; (2) attend or have attended DHS-licensed programs; (3) attend or have attended DOE school(s); and/or (4) attend or have attended UH (hereafter “Subject Students”) by:

- facilitating the transfer of child, student, workforce, employment, and program Data from the Partners, and
- ensuring the confidentiality of records and that the Partners’ use of Data is consistent with applicable laws and regulations related to confidentiality of personal Data, including

but not limited to FERPA, the early intervention state plan, and the HRS, HAR, and/or any other applicable federal and state laws;

WHEREAS, the Partners wish to participate in research which will evaluate and improve their respective programs through the analysis of demographic, child, student, workforce, employment, and other relevant program Data concerning Subject Students;

WHEREAS, it is necessary for the Partners to choose to participate in Data sharing for the purpose of verifying child, student, employment, and health status; evaluating and analyzing their respective programs; and reporting to funding agencies (e.g., the Federal Government or private foundations) as provided herein;

AGREEMENTS

NOW THEREFORE, the Partners agree to share relevant Data, needed for the research which will evaluate and improve their respective programs, under the following terms and conditions:

1. De-identifying educational records of a student:
FERPA, as amended in 2008, under 34 CFR § 99.31(b), recognizes that an educational agency or institution may release de-identified student level data from education records for the purpose of education evaluation, audit, and research by attaching a code to each record so that the records are devoid of personally identifiable information, and provided further that the Partners understand that:
 - The educational institution will not disclose any information on how it generates or assigns a record code, or that would allow a recipient to identify a student based on a record code;
 - The record code is used for no purpose other than to identify an otherwise de-identified record for purposes of education research and will not be used to ascertain personally identifiable information about a student;
 - The record code is not based on social security number or any other personal information; and

2. Child, student, workforce, employment, health status, and program Data sharing:
Pursuant to HRS § 27-7, the Partners shall share child, student, workforce, employment, health status, and program data which shall be provided at least annually, consistent with the dates agreed to by the Partners. The Data shall be provided in the manner and form agreed to by the Partners.

Under the guidance of the Committee, the Partners will establish data coding, formatting and cleaning protocols and procedures. The Partners are responsible for data cleaning as specified by data coding and formatting procedures. Data uploads will occur as established by a timeline that is mutually determined by the Partners. The transmission of confidential data by the Partners to Hawaii P-20 will be done via a secured data transfer mechanism, and will be subject to a separate written agreement between affected Partners, which will include terms to ensure compliance by the Partners and Hawaii P-20 with all applicable federal and state laws, rules, regulations, and other legally binding documents.

The types of data to be shared consists of demographics, wage/unemployment insurance data, graduation and diploma information, program/major, student transcript records, student test scores (e.g., Scholastic Achievement Test, Hawaii State Assessment, and placement test scores), survey data (e.g., Senior Exit Plans Survey), provider/educator qualifications, child/family subsidy eligibility information, program participation, child health data not covered under HIPAA (Health Insurance Portability and Accountability Act), and other data as specified and agreed upon by the Partner representatives and the Committee.

The use and distribution of the Data will be determined by the Committee. The Partners and their authorized representatives shall strictly adhere to decisions about and restrictions on the use and distribution of Data. Further, the Partners agree that if conflicts arise with respect to the transmittal or use of Data, the Partners will address and resolve the conflicts through the Committee, utilizing resources available to the Committee, including legal counsel as warranted. Until agreement is reached, the Data in question will not be transmitted or used.

3. At a minimum, each Partner will provide the following:

- **DOE:**
Student course enrollment (including grades, credits attempted and earned); diploma award information; student demographics; student name (first and last); and educator qualifications.
- **UH:**
Student course enrollment (including grades, credits attempted and earned); program/major degree award information; test/placement scores; student demographics; student name (first and last); and social security number.
- **DLIR: Unemployment Insurance (“UI”) Data:**
Employee name (first and last); wages; and employer name, address, and NAICS (North American Industry Classification System) code.
- **DOH:**
Program participation; services received; program outcomes; child demographics; child socio-economic status; and child name (first and last).
- **DHS:**
Program participation; services received; program outcomes; child demographics; child socio-economic status; child name (first and last); provider/educator qualifications; and program quality information.

4. **Approved Uses of Data**

- **Matching of the Data to the Correct Person:** Personally identifiable records that are matched upon the agreement of the Partners, are limited to satisfying, or contributing to evaluation, research and reporting requirements related to child development, student educational, or workforce outcome measures that must be specified in advance and approved by the Committee.
- **Redaction of Identifiable Information After Matching:** Once matched, personal identifiers, such as names, identification numbers assigned by Partners, or social security numbers will be removed from all individual-level data in order to ensure the confidentiality of all records. Data will be de-identified as specified by Item 1 “De-identifying educational records of a student.” Once de-identified, the confidentiality of code source shall be strictly maintained.

5. **Legal Authority/Justification Pertaining to DLIR, Unemployment Insurance (“UI”) Data**
DLIR, UI Division (“UID”) is the state agency charged with the administration of state UI law and stores information on employers in this State as prescribed by HRS § 383-94 of the Employment Security Law, and HAR § 12-5-17.

Legal authority for the release of UI Data by UID is found in HRS §§ 27-7 and 383-95, and the related regulations, HAR §§ 12-5-211, 12-5-215, 12-5-219, and 12-5-220. Disclosure of UI Data to a state agency shall be considered to be in the public interest only if such disclosure is in connection with its public duties and the information so disclosed will be used for the performance of such public duties, and the Director of DLIR has deemed that the disclosure to any of the other Partners meets these criteria. All UI Data is considered confidential and authorized or requesting agencies shall enter into a confidentiality agreement with DLIR, UID in order to disclose information from employing units.

6. **Confidentiality of Data**

The Partners shall maintain the confidentiality of any and all Data shared under this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the Data processed, stored, or transmitted under this MOU, the Partners shall establish a system of safeguards that will at a minimum include the following:

- Procedures and systems that ensure all Data are kept in secured facilities and access to the Data is limited to personnel who are authorized to have access to the Data under this MOU.
- All Partners, their staff and/or faculty at the participating state agencies involved in receiving, handling, transmitting, and processing Data provided under this MOU will be required to execute a confidentiality agreement requiring them to maintain the confidentiality of all Data that contain personally identifiable information.

- Procedures and systems shall be developed and implemented and shall require the use of secured passwords to access computer databases used to process, store, or transmit child, student, or workforce Data provided under this MOU.
- Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit child, student, and workforce Data provided under this MOU.
- Procedures and systems shall be developed and implemented that ensure that all confidential Data processed, stored, and transmitted under this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to the Data.
- The procedures and systems developed and implemented to process, store, or transmit Data provided under this MOU shall ensure that FERPA, the early intervention state plan, any applicable departmental policies, the HRS, the HAR, and/or any other applicable federal and state laws are complied with.
- Hawaii P-20 Program will coordinate the matching and de-identification of student-records in order to protect the confidentiality and privacy of individual students.
- The operational procedures and systems developed and implemented shall provide contingencies to ensure that unauthorized access to personally identifiable information is reported appropriately in accordance with HRS chapter 487N.
- Data shared by any Partner shall not be duplicated, disseminated, or otherwise redisclosed by any of the Partners without agreement of the Committee.

7. Costs

To the extent that there may be costs involved in implementing this MOU, those costs may need to be negotiated amongst the Partners.

8. Entire Agreement

This MOU states the entire agreement between the Partners with respect to its subject matter and supersedes any previous and contemporaneous written or oral representations, statements, negotiations, or agreements, except for the Memorandum of Understanding entered into in October 2009 between the Hawaii Department of Education, University of Hawaii, and Department of Labor and Industrial Relations and any and all accompanying Addenda.

9. Execution

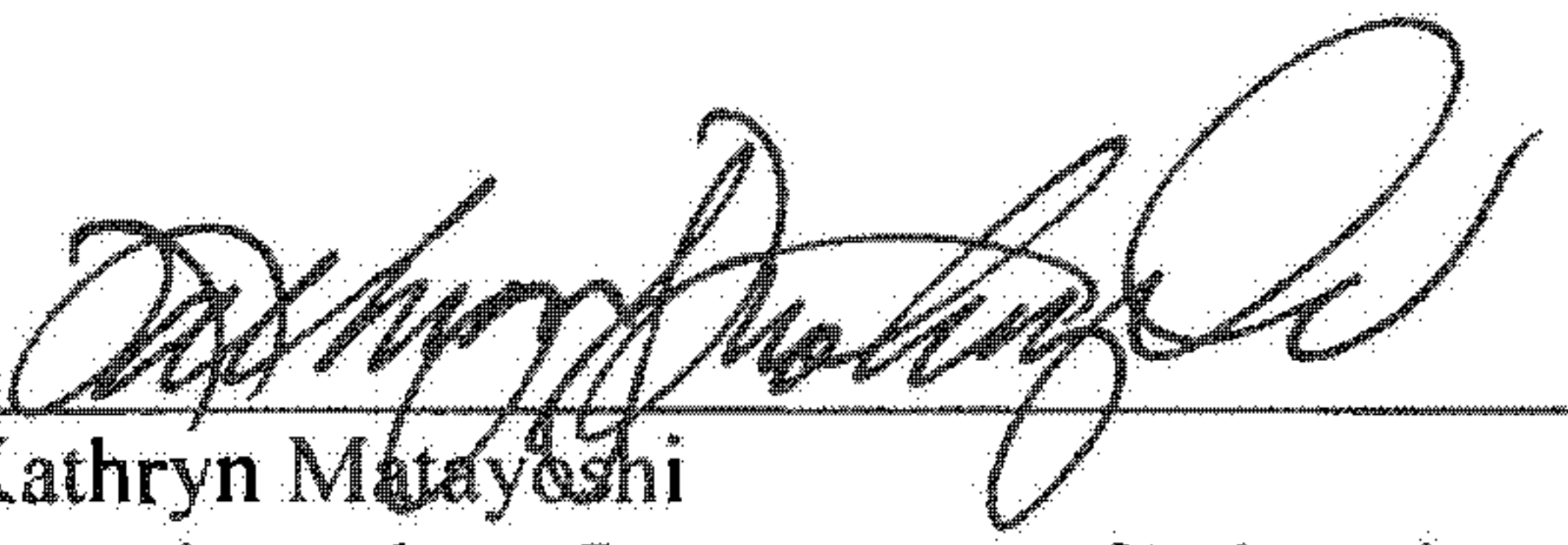
Each person signing this MOU on behalf of the Partners represents that he or she has authority to sign on behalf of and to bind such Partner.

10. **Assignment**
None of the signatories to this MOU or the state agency he or she represents may assign his, her, or their rights, duties, or obligations under this MOU, either in whole or in part.
11. **Severability**
If any provision of this MOU is held to be illegal, invalid, or unenforceable, that provision shall be fully severable. The remainder of this MOU shall remain in full force and effect, unaffected by the severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.
12. **Waiver**
Waiver by any Partner to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of the right. All rights and remedies provided for in this MOU are cumulative.
13. **Modification and Amendments**
This MOU may be amended or modified at any time by mutual agreement in writing of the Partners to this MOU. The Partners further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority, if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the Partners are implemented which materially affect the intent of the provision of this MOU, the Partners through their authorized representatives shall meet within a reasonable period of time (e.g., within twenty (20) business days from the date of notice of such change of law, policy, or regulations, or within some other period of time as agreed to by the Committee) to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.
14. **Termination**
Any Partner to this MOU may terminate its participation by delivering a written notice of its intent to terminate participation thirty (30) days prior to the effective date of termination to the Superintendent of the Department of Education, the President of the University of Hawaii, the Director of the Department of Labor and Industrial Relations, the Director of the Department of Health, and the Director of the Department of Human Services. All Data which is developed, prepared, or assembled prior to receipt of the notice shall be delivered to the respective Partners.


This MOU may also be terminated by mutual agreement of the Partners. The effective date of the termination shall be determined by the Committee.

15. Terms of this MOU

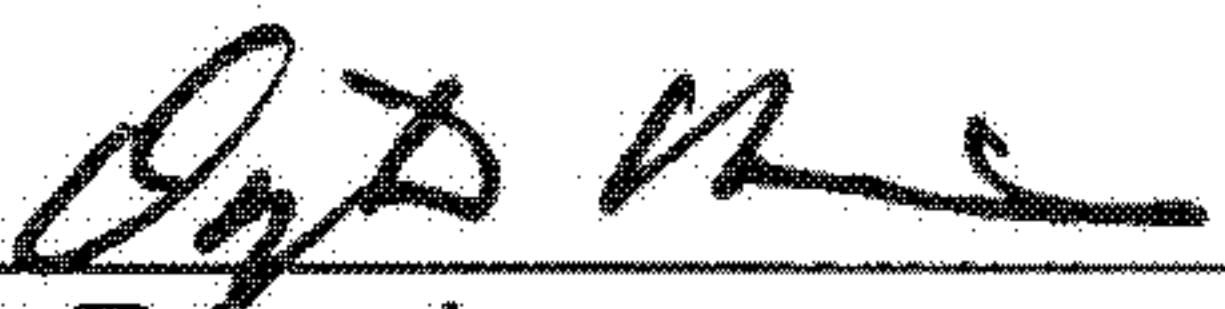
This MOU shall be in effect from the Effective Date as noted in paragraph 1 of this MOU until participation is terminated as noted in Item 13 "Termination." Early termination of this MOU by any Partner shall not affect the Data already shared by the terminating Partner.


Kathryn Matayoshi
Superintendent, Department of Education

OCT 14 2011
Date


M.R.C. Greenwood
President, University of Hawaii

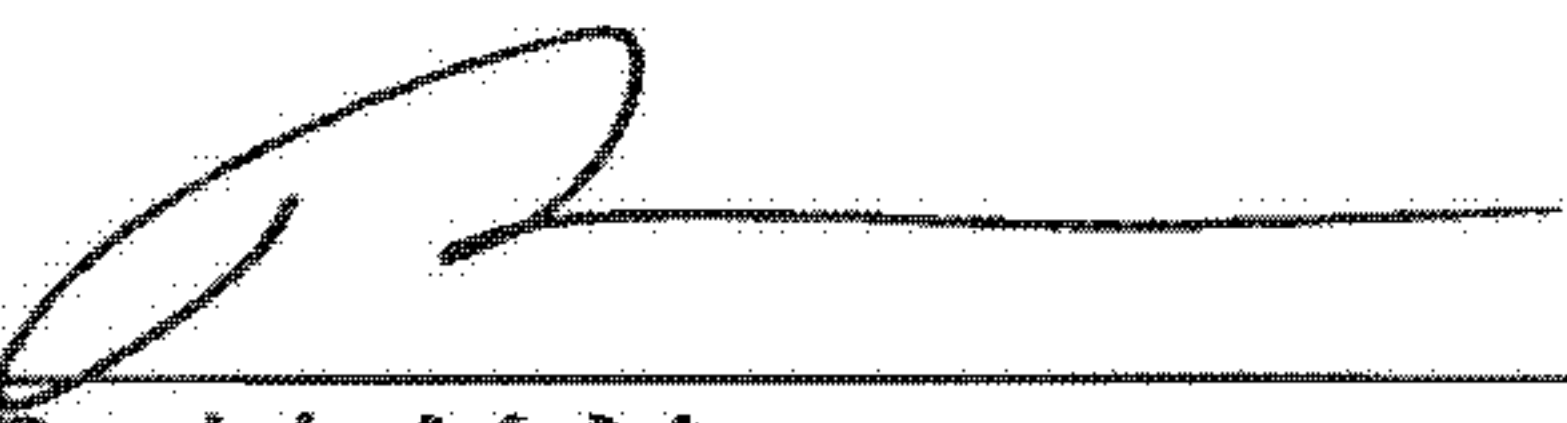
OCT 14 2011
Date


Dwight Takamine
Director, Department of Labor and
Industrial Relations

OCT 14 2011
Date


Loretta Fuddy
Director, Department of Health

OCT 14 2011
Date


Patricia McManaman
Director, Department of Human Services

OCT 14 2011
Date

V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency’s level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State’s Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
State Department of Human Services* (DHS)		State Advisory Council Adoption Services Child Abuse Prevention Child Care and Development Funds (CCDF) Child Care Advocacy & Facilitation Services Child Care Connection Hawaii – Child Care Subsidies Child Care Connection Hawaii – Quality Indicatives Child Care Licensing Child Care Provider Registry Child Protective Services Foster Care Services First-to-Work On-Site Child Care

		<p>Full Inclusion for Infants and Toddlers Head Start State Collaboration Grant Healthy Child Care Hawaii Homeless Programs Branch – Section 8 Housing Vouchers Infant and Toddler Care for Teen Parents Infant & Toddler Training Learning to Grow Project Medicaid Outreach Medicaid, Hawaii QUEST, and HMSA Children's Plan Nutrition Consultation and Menu Review Oahu Child Care Background Check Pre-Plus Programs Preschool Open Doors Quality Care Project (QRS) Child Care Resource & Referral CCR&R SNAP (Supplemental Nutrition Assistance Program) Temporary Assistance for Needy Families (TANF) Training and Scholarship Services</p>
<p>State Department of Education (DOE)</p>		<p>State Advisory Council (Early Learning Council) State Educational Agency Hawaii Parent Information Resource Center (HPIRC) IDEA Part B Preschool - Section 619 Linapuni School Early Learning Center Preschool Tuition Subsidies for RTTT.DOE Zones of School Innovation (Oahu and Big Island) Naalehu School Pre-School Programs/Services for Homeless Children Title I of ESEA Child and Adult Care Food Program</p>
<p>State Department of Health (DOH)</p>		<p>Childhood Lead Poisoning Prevention Community Health Centers Community-based Parent Support Groups Early Childhood Comprehensive Systems Grant Early Childhood Parenting Education Early Intervention Services (EIS) Hawaii Children's Trust Fund Community Based Child Abuse Prevention (CBCAP) Hawaii Immunization Program Healthy Start Maternal and Infant Early Childhood Home Visitation IDEA Part C Parent Line</p>

		Keiki Care Newborn Hearing Screening Program (NHSP) Newborn Metabolic Screening Program (NBMSPP) Title V (Maternal and Child Health Services) Block Grant Women, Infants and Children Nutrition Services (WIC) Pregnancy Risk Assessment Monitoring (PRAMS) Evidence Based Home Visitation Grant Public Health Nursing Branch
University of Hawai'i (UH)		Center on the Family Early Childhood Education, Honolulu Community College Early Childhood Education, Hawaii Community College Early Childhood Education, Kauai Community College Early Childhood Education, Maui College Early Childhood Education, University of Hawaii, West Oahu College of Education, University of Hawaii at Manoa Center on Disabilities
Department of Labor and Industrial Relations		Child Care Development Specialist Apprenticeship Program Workforce Investment Act (WIA) Child Care Services for Head Start Parents

* Indicates Lead Agency.

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes (see supporting documentation, Appendix page 1)

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes (see cover page of award notice, Appendix page 6).

No

A. SUCCESSFUL STATE SYSTEMS

To properly educate a Hawaiian child, one must consider the role of the child's family and the surrounding community. To our kūpuna [elders], family and community were the beginnings, the foundations of education. (Nā Lau Lama, 2008, p. 5).

This Native Hawaiian cultural insight, that families and communities are the first educators of children, has guided the development of Hawaii's High Quality State Plan. This Plan will build a comprehensive early learning and development (ELD) system centered on children ages 0-5 and their families. The agenda at the heart of this Plan consists of ambitious yet achievable goals for children, programs, and practitioners to meet standards that have been tailored to the Hawaii context. A solid foundation for achieving these goals will be established through focused implementation of all the key activities recommended by the National Governors Association to create a high quality ELD system: (1) coordinate early childhood governance through a state advisory council, (2) build an integrated professional development system, (3) implement a tiered quality rating and improvement system (TQRIS), (4) develop a longitudinal and coordinated early childhood data system, (5) use a comprehensive set of early learning and development standards (ELDS) for children ages 0-5, aligned with the K-3 common core state standards, to guide practice and quality improvement, and (6) integrate Federal, State and private funding sources. (Note: a glossary of all acronyms and abbreviations used in this application is provided at the end of this application, starting on page 171).

Hawaii is submitting this application for Race To The Top – Early Learning Challenge (RTT-ELC) funding to accelerate creation of a high quality ELD system, with a special focus on supporting children with high needs and their families in Hawaii's rural areas. About 43% of Hawaii's population is classified as rural, and many of Hawaii's most rural areas have particularly high concentrations of children with high needs. This application gives priority to evidence-based culturally competent strategies and practices for reaching and engaging rural families and ELD providers in the communities where they live.

With the State Administration making early childhood a high policy priority and early childhood stakeholders ready and eager to build on an established foundation that includes strong private sector participation, Hawaii is poised to implement the systemic reforms needed to break down silos and create a statewide ELD system. This system will be integrated, culturally

competent, and focused on achieving the shared vision that all young children enter kindergarten having reached their full potential to be healthy, valued, safe, and ready to learn and succeed in life. Hawaii's High Quality State Plan proposes initiatives for both (1) *vertical alignment* across the educational continuum called the P-20 (where P stands for "provisions for early learning" and 20 indicates higher education and lifelong learning beyond the kindergarten to grade 12 educational system), and (2) *horizontal alignment* across the various State and private sector agencies, where all systems work together to promote the healthy development and well-being of *keiki* ages 0-5 and their families.

Hawaii's reform agenda infuses the Hawaii Early Learning and Development Standards (ELDS) throughout the statewide ELD system. The program standards used within the TQRIS are oriented to ensuring that ELD programs employ evidence-based and culturally competent practices and strategies for: (1) supporting *keiki* to meet the benchmarks of the Hawaii ELDS so they enter kindergarten ready to learn and succeed in life, and (2) engaging families to gain capacity for reinforcing ELD program efforts at home and in the community. Early childhood workforce development likewise focuses on providing practitioners with cutting-edge skills and knowledge for these two central endeavors. The quality of programs and professional development will be regularly assessed and improved through the analysis of information collected through the linked databases of the Hawaii Practitioner Registry, TQRIS, and a statewide longitudinal data system covering P-20.

To address the unique strengths and needs of remote rural areas, community-based demonstration "hubs" will be established in four high need areas. The hubs will first test and refine strategies and practices for local workforce development, family engagement, and use of the TQRIS for program improvement. Each hub will tailor its activities to the local cultural and socioeconomic context. To the extent possible, the hubs will co-locate near health clinics and social service agencies to integrate services at the local level for children with high needs and their families.

In addition to its comprehensive High Quality State Plan, Hawaii has a number of characteristics that make it a superb choice for RTT-ELC funding. One is that Hawaii is the nation's most ethnically diverse state, making it an excellent testing ground for identifying best practices for cultural competence in service provision, program quality improvement, and family engagement. Hawaii also has an exceptionally active and committed private sector that conducts

or funds numerous ELD programs. In addition, Hawaii has a unique State government structure in that State-level departments provide or fund many public services statewide (as opposed to the typical county-based provision of services), making statewide reform more manageable and likely to succeed. Most importantly, the Governor and his Administration have made early childhood a top policy priority and are committed to making Hawaii a national early childhood leader.

Cultural Context and History of Pioneering Early Childhood Initiatives

Hawaii is a special place where people from around the world, especially the Asia-Pacific region and the US Mainland, have come to settle. No ethnic group comprises more than about a quarter of the population. Hawaii's reputation as a "melting pot" is reflected in Census 2010 data indicating that nearly one-third of marriages in the Islands involve interracial couples, about four times the national average. A "local" island culture has developed on the foundation of the host Native Hawaiian culture, melding a diverse array of ethnic foods, music, language, arts, customs, and values. Within this diversity, one key area where values converge is a shared commitment to strong families that honor and embrace their children with *aloha* and nurturance. The Hawaiian word *keiki*, which means child(ren), also crosses cultural barriers and is known and used by virtually all residents of the state, so it will therefore be used throughout this application.

Hawaii's diverse family-focused values have prompted and guided the development of pioneering services and programs for Hawaii's *keiki* for many years. For example, Hawaii is home to America's oldest family foundation, the Samuel N. & Mary Castle Foundation, serving *keiki* ages 0-5. This foundation helped establish progressive kindergartens in the late 1800s and a preschool teacher-training unit at the University of Hawaii in the 1940s. As described further on page 11, the nation's largest independent P-12 school, Kamehameha Schools, has been using a large endowment to invest in educational initiatives for Native Hawaiians for over 125 years.

In the 1970s, Hawaii was also among the first states to offer public preschool special education classrooms for *keiki* with disabilities. Also in the 1970s, services for infants and toddlers with disabilities were initiated, starting with a program staffed by volunteers that evolved into the Hawaii Department of Health's Early Intervention Section. During the 1980s, Hawaii established the pioneering Healthy Start child abuse and neglect prevention program that served as the prototype for Healthy Families America, now recognized by the federal Health Resources Services Administration (HRSA) as an evidence-based home visiting model. Hawaii

was also among the first states to promote the family-centered medical home model, starting in 1986 with a SPRANS (Special Projects of Regional and National Significance) grant. This model provides comprehensive primary care health services, as now promoted through the 2010 Federal Patient Protection and Affordable Care Act.

Hawaii's commitment to ensuring a positive start for vulnerable *keiki* is also reflected in the 1989 adoption of broad eligibility criteria for Early Intervention Services, making Hawaii among the states with the highest percentage of *keiki* in this vital program. In addition, Hawaii was an early leader in providing tuition subsidies to enable low-income *keiki* to attend private preschools via the Preschool Open Doors program.

Despite budget shortfalls in recent years, Hawaii's early childhood advocates and leaders were able to maintain many key programs. A change in administration led to even greater prioritization of early childhood programs and a pledge to restore state funding. During his successful 2010 election campaign for Governor of Hawaii, former Member of Congress Neil Abercrombie pledged to make Hawaii once again a national leader in the early childhood field, stating: "Our values are clear: in Hawaii, we put children first. We have always felt an obligation to future generations and we act on that obligation even when that means sacrificing something today." He put forth an early childhood policy plan as part of his broader initiative to invest in human capital, transform government, and build a sustainable economy. The goals of this plan include the eventual establishment of a Department of Early Childhood to coordinate and integrate activities that are currently the responsibility of a number of different public agencies. To lay the foundation for this development, Governor Abercrombie has established and filled a Cabinet-level early childhood leadership position within his own office. This position will align system development efforts with Hawaii's State Advisory Council (SAC) and across public and private departments and agencies.

Hawaii's High Quality State Plan is guided by the Hawaii SAC's *Framework for a Comprehensive Early Childhood System*. The Framework uses a holistic approach to address the collective needs of Hawaii's *keiki* ages 0-5, with the goal of ensuring that "all children are valued, safe, healthy and ready to succeed." To achieve this goal, the Framework prescribes strategies and outcomes in four major interrelated domains of effort: (1) early education and care, (2) health, (3) parent education and family support, and (4) workforce and professional development.

(A)(1) Demonstrating past commitment to early learning and development.

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs. Evidence for (A)(1) includes:

- *The completed background data tables providing the State's baseline data for--*
 - *The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);*
 - *The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and*
 - *The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).*
- *Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.*
- *Data currently available, if any, on program quality across different types of Early Learning and Development Programs.*
- *The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).*
- *The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).*
- *The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).*
- *The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).*
- *The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).*
- *The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).*
- *The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).*
- *The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).*
- *The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).*
- *The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).*

The 2010 Census placed Hawaii's population at 1,360,301, including 87,407 *keiki* ages 0-5, an increase of about 12% from 2000. The state's diversity is clearly reflected in the ethnic/racial breakdown of the Census Bureau's American Community Survey 2009: 26.9% White, 14.6% multiracial, 13.6% Filipino, 13.3% Japanese, 9.0% Hispanic/Latino, 5.4% Native Hawaiian, 4.2% Chinese, 1.6% Korean, 4.4% other Asian, 2.3% Black, 1.3% Samoan, 2.1% other Pacific Islander, 1.3% other race/ethnicity, and the remaining 14.6% multiracial.

The estimate that Native Hawaiians comprise 5.4% of the population is based on those with more than 50% Hawaiian blood. However, many other residents have Native Hawaiian ancestry and are classified as Part-Hawaiian for State purposes. The State DOE estimated that in SY2009-2010, 27.7% of public K-12 students were Native Hawaiian/Part-Hawaiian. These students, along with other Pacific Islanders, tend to be overrepresented in such high need indicators as referrals for special education, dropping out of school, juvenile justice involvement, homelessness, and health problems. However, Native Hawaiians/Part-Hawaiians are not labeled a high need population in this application because the great majority do achieve success in life. Rather, Native Hawaiian/Part-Hawaiian *keiki* with high needs will be served in the context of the high need populations described below and shown in Table (A)(1)-2. As described throughout this application, the various initiatives in progress or proposed for improving outcomes for *keiki* with high needs are rooted in Native Hawaiian values that help ensure Native Hawaiian/Part-Hawaiian *keiki* and their families are served in a culturally and linguistically competent manner. The term "Native Hawaiian" will be used in this application to refer to the Native Hawaiian/Part-Hawaiian population.

Hawaii's Keiki with High Needs

Keiki from Low-income Families. The US Department of Health and Human Services (DHHS) adjusts poverty guidelines upward for Hawaii based on the state's higher living costs. These guidelines are used to determine income-based eligibility for Federally supported programs such as free and reduced lunch at public elementary schools, for which the cutoff is 130% and 185%, respectively, of the DHHS poverty line for Hawaii. Hawaii's income poverty level is higher than other states, except Alaska. (The 185% Federal poverty rate will be used throughout this application except where noted otherwise.) Applying the 2010 free/reduced lunch participation rate of 47.2% to the 2010 Census count yields an estimated 41,500 (about 47.5%) *keiki* ages 0-5 who come from low-income families that are likely to have difficulties paying for

their attendance at high quality ELD programs.

Children with Disabilities. For the past several years, Child Count data collected on December 1 indicate that at that point, Hawaii is serving about 3,000 *keiki* with disabilities through IDEA Part B Section 619 and Part C. However a significantly higher number are served over the course of the next 12 months as new *keiki* are identified. Hawaii has a rigorous Child Find Initiative identifying *keiki* ages 0-5 who will qualify for IDEA Parts B and C.

English Language Learners. As one of the nation's leading destinations for immigrants, Hawaii has high rates of foreign-born residents (18.8%) and people who speak a language other than English at home (24.9%) (American Community Survey 2009). The proportion of *keiki* who are English Language Learners is correspondingly high. Extrapolating family demographic information collected by the State DOE for new kindergarten students leads to an estimate of about 12,900 (about 33%) *keiki* ages 0-5 who are English Language Learners, defined as those who have home languages other than English.

Keiki in the Child Welfare System. According to the State DHS Child Welfare Services Branch, 708 *keiki* were served in 2011 in the Enhanced Healthy Start Program for *keiki* who have experienced, or are at-risk for, child abuse and neglect. Families who agree to participate are supported through home visiting to gain strengths in the areas of family and social communication, inter-personal relationships, anger management, substance abuse, mental health concerns, child development, and parenting skills. In addition, an estimated 400 *keiki* ages 0-5 are in foster care.

Keiki without Homes. According to a Homeless Utilization Report of the University of Hawaii at Manoa's (UHM) Center on the Family and the State of Hawaii Homeless Programs Office, approximately 3,000 (about 3.4%) *keiki* ages 0-5 received homeless shelter and/or outreach services during the 12-month period through June 2010. The largest ethnic groups in the homeless population are Pacific Islanders (40%) and Native Hawaiians (39%).

Migrants from Pacific Islands. A large proportion of immigrants to Hawaii come from other Pacific Islands. Once in Hawaii, they tend to experience among the lowest socioeconomic outcomes relative to other racial/ethnic groups. Because life is so different on the often remote islands they come from and native languages are generally used at home, a high proportion of migrant *keiki* are English language learners who tend to experience a

substantial readiness gap compared to their peers at entry to kindergarten. In the past, Samoans have predominated among Pacific Islanders coming to Hawaii and now comprise about 1.3% of the state's population. More recently an increasing number of migrants have been coming from the Federated States of Micronesia (FSM). In implementing the RTT-ELC grant, Hawaii will ensure that programs and services are culturally and linguistically competent for Pacific Island migrants (e.g., by translating written materials into commonly used languages and providing language interpreters when needed).

(A)(1)(a). Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period.

Hawaii's investments in its ELD system since January 2007 are described below according to type of program. Like many other states in recent years, Hawaii has been forced to make painful budget cuts across all State departments. A number of programs have made strategic adjustments to eligibility criteria (e.g., by lowering income cut-off points) in order to maintain quality core services for those with the highest needs. According to an analysis by the Good Beginnings Alliance, total 2010 early childhood expenditures in Hawaii amounted to approximately \$200 million (nearly \$2,300 per *keiki* ages 0-5). The State of Hawaii invested a total of \$73.3 million, about 37% of all early childhood expenditures. The four counties provided less than 1%. Federal funds amounted to \$90 million (45%). Private sources provided about \$36 million (18%).

State Government Investments in the Early Learning and Development System

State Spending for Early Head Start and Head Start. From 2007 to 2009, the State Department of Labor and Industrial Relations, Office of Community Services awarded competitive grants to Head Start providers to subsidize attendance by *keiki* needing full-day care. These grants totaled \$535,500 in 2009, but no funds were available in 2010 and 2011 due to budget cuts. However, there was no reduction in the in-kind provision of public classrooms and military, church and park facilities, valued at over \$3 million in school year (SY) 2009-2010. In that year, Head Start served about 26% of *keiki* ages 3-4 from low-income families and Early Head Start served 3% of those ages 0-2.

State-funded Preschool. The State DOE only serves preschool-age *keiki* with qualifying disabilities under IDEA Part B Section 619.

State Contributions for IDEA Part B Section 619. The State DOE expended \$34 to \$36 million annually for preschool special education during each of the past five years. Each year over 1,100 *keiki* ages 3-4 with qualifying disabilities are served in about 260 special education preschool classrooms located in 156 elementary schools throughout the state. The DOE also conducts outreach activities annually (Operation Child Find) to identify *keiki* needing services.

State Contributions for IDEA Part C. The State DOH invests heavily in its early intervention services for *keiki* ages 0-3 with developmental delays and their families. According to Child Count figures, 1,926 *keiki* were served in 2010. Expenditures increased from nearly \$9 million in 2007 to over \$16 million in 2009. Despite the ongoing budget crisis, there were only slight funding decreases the past 2 fiscal years, in part because of monies available from a special fund for Medicaid reimbursements and from the American Recovery and Reinvestment Act (ARRA). Additional State funding has been appropriated for the next 2 fiscal years to make up for the ending of ARRA funds.

Newborn Metabolic Screening. In 2010, the State DOH's Family Health Services Division used approximately \$1 million in State special funds to conduct newborn metabolic screening.

State Department of Human Services (DHS) Child Care Programs. In 2010, the State DHS spent about \$12.3 million in State funds for early childhood services and over \$37 million to subsidize child care costs for *keiki* ages 0-5 from low income families. About 1,100 *keiki* ages 3-4 participated in programs receiving Child Care Development Funds (CCDF) with about 2,800 attending licensed centers and registered family child care homes (about 27% of all low-income *keiki* ages 3-4). Almost 30% (2,066) of CCDF participating *keiki* ages 0-2 attended licensed centers and family care homes, although care by relatives was the predominant choice for *keiki* under 3. When license-exempt Family, Friend, and Neighbor care is included, DHS-supported child care programs served about 49% of all low-income *keiki* ages 3-4 and 40% of those ages 0-2.

State DHS Enhanced Healthy Start Program. In 2010, the DHS spent about \$2.7 million in State funds for this program offering free child development information, family strengthening activities, and home visiting supports to families in the child welfare system with *keiki* ages 0-3.

State DHS Contributions to CCDF. The DHS has been spending about \$5 million annually for the State CCDF match, slightly exceeding the required match amount from 2007

through 2009. Hawaii's CCDF State Plan sets aside 10% (rather than the required 4%) for quality improvement activities, for which DHS spent about \$2.6 million in 2010.

TANF Spending on Early Childhood Programs. Hawaii's transfers from TANF to CCDF totaled \$10.4 million in 2007, \$19.9 million in 2008, \$19.0 million in 2009, and \$14.9 million in 2010. Additional State third party TANF maintenance of effort funds spent for child care were \$18.5 million in 2007, \$10.9 million in 2008, \$14.5 million in 2009, and \$18.4 million in 2010. The allocation for third party maintenance of effort spent on child care in 2010 and 2011 was \$16.9 million for each year.

State DOH Home Visiting Program. As noted earlier, Hawaii pioneered the development of the entirely State-funded non-mandatory Healthy Start home visiting program for environmentally at-risk *keiki* ages 0-3. Expenditures totaled about \$13 million in 2006 and \$12 million in 2008, but due to the State budget crisis fell to \$3.5 million in 2009 and less than \$1 million in 2010. Nevertheless, the State DOH has managed to continue Healthy Start services for the most vulnerable *keiki* using funding from a variety of sources, including tobacco settlement funds, grant funds, and TANF funds. Through a partnership with the DHS Child Welfare Services, Enhanced Healthy Start Services are now provided to *keiki* at-risk of abuse or neglect.

Preschool Open Doors. State support for this tuition subsidy program for low-income *keiki* ages 3-4 to attend preschool increased from about \$5 million in 2006 to about \$6 million in 2008 and 2009, but has been cut back to \$2.5 million due to the budget crunch. About 1,500 *keiki* ages 3-4 were served at the program's highest point in 2008, and in 2010 it continued to help over 600 children attend preschool (about 6% of low-income *keiki*).

State Funded Family Education Programs. State funding totaled about \$1.7 million in 2010 for the following family education programs: (1) a State DOE program at three public schools that combines parenting education and early learning experiences (Families for REAL), (2) the State DOH parenting and community support programs of the Maternal and Child Health Branch (e.g., mobile outreach, The Parent Line, Baby Hui), and (3) Office of Hawaiian Affairs support for non-profit organizations targeting Native Hawaiian families and their *keiki*.

Hawaii Dependent Care Tax Credit. Hawaii provides a State income tax credit of up to \$4,800 per family for documented care expenses for up to 2 dependents. In 2005, the last year for which published tax credit statistics are available, about 27,400 tax filers received a total \$8.9 million in dependent care tax credits (however, the proportion claimed for child care for *keiki*

under the age of 5 is unknown).

Private Investments in the Early Learning and Development System

Funding by Various Local Foundations. Private foundations have played a leading role in developing Hawaii's ELD system and continue to make substantial contributions. For example, in 2010 they contributed about \$2.5 million for family-child interaction learning (FCIL) programs, more than a fifth of Federal funding for these programs that serve about 7,000 *keiki* and their families annually.

Funding by W. K. Kellogg Foundation for Hawaii P-3 Initiative. A substantial investment from outside Hawaii is being made by the W. K. Kellogg Foundation, which in 2007 began funding an eight-year grant for Hawaii's P-3 Initiative at about \$1 million annually. The Hawaii P-3 is an integral part of the Hawaii P-20 Partnerships for education and focuses on using culturally responsive strategies to support vulnerable *keiki* with high needs who perform persistently below their peers on standardized measures, including third grade reading.

Funding by Kamehameha Schools for Early Childhood Programs. In 1883, Princess Bernice Pauahi Paki Bishop bequeathed her large estate to establish schools to educate Native Hawaiian *keiki*. Today, her endowment supports not only Kamehameha Schools, the largest independent P-12 school in the country, but also ELD programs targeting Native Hawaiian *keiki*, especially those with high needs. Kamehameha Schools increased its investment in these programs from about \$21 million in 2006 to \$33 million in 2010, reflecting its decision to make supporting community-based early childhood programs for Native Hawaiian *keiki* a strategic priority. Kamehameha Schools operates about 30 preschools on five islands in communities with large Native Hawaiian populations, providing financial aid based on need. Kamehameha Schools also offers scholarships to low-income families to attend other preschools. In 2010, these two initiatives combined supported the preschool attendance of about 27% of all of Hawaii's low-income *keiki* ages 3-4. Kamehameha Schools also operates the Hi'ilani early childhood family education program, provides grants to non-profit family-child interaction learning programs, and funds ELD system-building activities.

(A)(1)(b). Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs.

Hawaii's ongoing budget crisis has forced cuts in State funding for various ELD programs. Hawaii's early childhood stakeholders have worked together to cushion these cuts and

focus resources on *keiki* and families most at-risk. Although cutbacks have occurred, these do not represent policy changes in the commitment to provide quality services to *keiki* with high needs.

IDEA Part B Section 619 and IDEA Part C. Enrollment in special education preschools operated by the State DOE under IDEA Part B Section 619 has remained steady at about 1,500 children each year. However, cuts to several State DOH programs have led to a reduction in the number of *keiki* served through IDEA Part C from about 3,500 to 2,000.

Programs Receiving CCDF Funds. According to the previously noted analysis by the Good Beginnings Alliance, total enrollment of *keiki* 0-4 in programs receiving CCDF funds has increased in recent years, from 9,984 in 2008 to 11,495 in 2009 to 12,129 in 2010. These programs thus reach a large percentage of low-income *keiki*.

Early Head Start and Head Start. In 2009, ARRA funding was used to add 120 slots for Early Head Start and 18 slots for Head Start.

Kamehameha Schools. Following a decision to commit more resources to early childhood, the number of *keiki* with high needs served by Kamehameha Schools' preschool, tuition subsidy, and family strengthening programs rose from 1,790 in 2007 to 2,769 in 2010.

(A)(1)(c). Existing early learning and development legislation, policies, or practices.

Hawaii's existing early childhood legislation, policies, and practices aim to ensure the health, well-being, safety and positive educational outcomes for Hawaii's *keiki*.

Important Early Childhood Legislation

Healthy Start Pilot Project (1984). In 1984, the State Legislature funded a child abuse and neglect prevention program. The Department of Health (DOH) and the Hawaii Family Stress Center worked collaboratively to use the funding to start a three-year pilot of the Healthy Start program in Leeward Oahu. In 1989, the State Legislature provided funding for planning, program development, and coordination of services for children and youth. The DOH used that funding to expand the Healthy Start program statewide.

Preschool Open Doors (1989). State funding was approved to help families pay for early education and care using a sliding scale based on ability to pay. Components of the project included child development workshops and staff development in participating preschools.

Early Intervention Services (1989). Act 107, SLH 1989 (Hawaii Revised Statutes (HRS) §§ 321-351 to 354), was passed to develop a statewide, coordinated, interdisciplinary program providing a continuum of services for *keiki* ages 0-3 with or at-risk for developmental delays (as

mandated by IDEA Part C). It also established the Hawaii Early Intervention Coordinating Council to advise and assist in identifying sources of fiscal and other support.

UHM Center on the Family (1991). This center was created by the University of Hawaii Board of Regents in response to a Legislative resolution to enhance the well-being of Hawaii's families through interdisciplinary research, education and community outreach. One of its focal areas is early childhood.

Newborn Screening and Early Identification Legislation (1996). Several State DOH early screening and intervention programs were established in statute, including newborn hearing screening (HRS §§ 321-361 to 363) and newborn metabolic screening for potentially serious disorders (HRS § 321-291).

Hawaii's Early Childhood Master Plan (1996) and Act 77, SLH 1997. The Early Childhood Master Plan described an early childhood coordinating structure that was then implemented through Act 77, SLH 1997. The structure included a Cabinet-level interdepartmental council, a statewide non-profit coordinating agency (the Good Beginnings Alliance), and community councils in each of Hawaii's four counties.

Safe, Healthy and Ready to Succeed (1998). House Concurrent Resolution No. 38, 1998, established as state policy the goal that "All of Hawaii's Children Will be Safe, Healthy and Ready to Succeed". Indicators for each goal were selected by an advisory group, and the Good Beginnings Alliance began tracking indicator data annually for the Interdepartmental Council.

Pre-Plus Facilities on Elementary School Campuses (2001). Monies totaling \$5 million for the biennium were allocated to build preschool facilities on public elementary school campuses, with the State DHS then contracting private providers. In 2008, Act 14, SLH sp 2008 (codified in HRS § 346-1.7) formalized the Pre-Plus Program to expand access to affordable high-quality preschools.

School Readiness Definition (2002). Act 13, SLH 2002, defined "school readiness" to mean that young children are ready to have successful learning experiences in school when there is a positive interaction among the child's developmental characteristics, school practices, and family and community support.

Early Childhood Task Force (2005). Act 151, SLH 2005, established this task force to develop a framework to increase access to early childhood education; improve early learning programs; support the professional development of early childhood educators; educate the family

and community about the value of early education; identify mechanisms to compensate early childhood educators; and ensure inter-agency coordination.

Early Learning Educational Task Force (2006). This task force was established by Act 259, SLH 2006, to develop a plan for a statewide coherent, comprehensive, and sustainable early learning system featuring cross-sector and interdepartmental collaboration, continuing professional development of practitioners, and mechanisms for promoting the importance of early learning to families, policymakers and the general public.

Keiki First Steps (2008). Act 14, SLH sp 2008, established a foundation for developing Hawaii's statewide early learning system and created a 13-member Early Learning Council, with public and private representatives, as the entity to develop recommendations for funding, direct services, and professional development. A Keiki First Steps Trust Fund (to be administered by the Council) and a grant program (to be administered by the State DHS) were also established. The activities and responsibilities of the Hawaii Early Learning Council are supported by Federal funding as authorized by the Improving Head Start for School Readiness Act of 2007 (Head Start Act, 42 U.S.C. § 9837b).

Early Learning Council (2008). Act 194, SLH 2009, clarified and revised parts of Act 14, SLH sp 2008, including authorizing designees for all Council members and adding a Head Start representative.

Important Policy and Practice Initiatives

Early Childhood Education Professional Development System (1996). The 21-member public-private Hawaii Early Childhood Career Development Coalition was formed in 1996 to oversee early childhood professional development efforts, including establishment of workforce quality standards and a registry of practitioners and their qualifications. In 2007, the coalition was expanded to 25 members and reconstituted as Hawaii Careers with Young Children (HCYC). Its accomplishments include: (1) developing of a set of Common Core Competencies for Early Care and Education Practitioners, (2) promoting coordination among higher education institutions offering early childhood degrees, (3) creating a website that will link practitioners with a variety of workforce career and professional development information and resources, and (4) piloting the first phase of a training quality assurance and improvement system.

Quality Improvement for Family, Friend, and Neighbor (FFN) Care (1998). A partnership of State DHS-funded organizations and several private agencies is working to improve the

quality of unregulated FFN, the kind of child care most commonly received by *keiki* with high needs.

School Readiness Task Force (2001). This task force, co-chaired by the Superintendent of Schools and the CEO of Kamehameha Schools, was charged with developing a school readiness agenda for Hawaii. It developed: (1) the Hawaii State School Readiness Assessment, (2) the Hawaii Preschool Content Standards, (3) Family and Community Guidelines (child development strategies for preschool-aged *keiki*), and (4) a Transition Tool Kit (for smoother pre-K to K transitions).

P-20 Partnerships for Education (2002). The mission of this partnership of educational institutions and organizations is to strengthen the educational pipeline so that all students achieve career and college success. The lead partners are currently the University of Hawaii, the State DOE, and the Hawaii State Advisory Council (SAC). Hawaii's P-3 Initiative is an integral component of this larger systems change endeavor, promoting the development of a cohesive continuum of early learning experiences from ELD programs through 3rd grade.

Governor's Support of Early Childhood (2011). Through Executive Order No. 11-17, signed in April 2011, the Hawaii Early Learning Council was designated to be the State SAC on Early Childhood Education and Care. Executive Order No. 11-17 further rescinded Executive Order No. 10-06 and Executive Order 10-09 from the previous administration. Executive Order No. 10-06 established and continued the Interdepartmental Council on Early Childhood Education (Interdepartmental Council) and established the Hawaii State Advisory Council as temporary commissions and placed both entities within the Office of the Governor. Executive Order No. 10-09 amended Executive Order No. 10-06 by deleting all reference to the Interdepartmental Council as a result of the repeal of the Interdepartmental Council on June 30, 2010. The Governor's Executive Order No. 11-17 was enacted to eliminate the confusion as to which entity is responsible for Hawaii's early learning system-building efforts. The Hawaii Early Learning Council will therefore be referred to as the Hawaii SAC throughout this proposal. In June 2011, a Cabinet-level Early Childhood Coordinator position was created in the Governor's Policy Office, and a long-time early childhood practitioner and advocate began work in this position the following month, with her first major initiative being to lead development of the State's Early Learning Challenge application. The decision to pursue this application is further evidence of the Governor's commitment to strengthening Hawaii's ELD system as described in

his “Plan for a New Day in Hawaii” policy document.

Departmental Policies and Practices Supporting Early Learning and Development

State Department of Education. The DOE is implementing or developing a variety of innovative early learning policies and practices. For example, all public elementary schools are required to hold transition planning conferences to promote smoother student transitions, including pre-K to K, with early childhood partners typically involved in the conferences. The Hawaii State School Readiness Assessment is being used by kindergarten teachers to assess the readiness of their students as a whole to inform their classroom planning as well as departmental policy decisions based on the tracking of readiness trends. The DOE included in its successful Race To The Top application a plan to increase quality preschool access for *keiki* with high needs, including provision of full preschool tuition subsidies to *keiki* with high needs in 2 demonstration “Zones of School Innovation”.

State Department of Human Services. The DHS’s many early childhood initiatives are described throughout this application. The most recent policy change came in September 2011 with the introduction of a new form, the Early Childhood Pre-K Health Record Supplement (DHS 908), be completed by a physician prior to entry into a pre-K program. The purpose of the form is to gather information on the *keiki*’s health, growth and developmental status to support creation of health plans for those who are determined to be in need of such plans.

State Department of Health. Along with the DHS and DOE, the DOH has major early childhood responsibilities. A current focus is partnering with the medical community and community health centers to promote the Family-Centered Medical Home model. The DOH also administers Hawaii’s Title V Maternal and Child Health Block Grant, which through a 2009 needs assessment identified the following early childhood priorities which are guiding planning and policy adjustments: (1) preventing unplanned pregnancies, (2) preventing alcohol use during pregnancy, (3) promoting developmental screening for *keiki* ages 0-5, (4) reducing childhood obesity for *keiki* ages 0-5, and (5) reducing abuse and neglect for *keiki* ages 0-5.

University of Hawaii System. Most of the State university system’s campuses operate programs that provide child care for the *keiki* of faculty and students and also serve as practicum settings for students seeking early childhood degrees. The system offers a continuum of early childhood certificates and degrees from community college through graduate school, including a P-3 Graduate Certificate program established in 2009. The UHM Center on the Family has

played a key role in promoting systems change as the lead agency in the Quality Care Project funded by the State DHS and as a partner in Hawaii's tiered quality rating and improvement (TQRIS) initiative.

(A)(1)(d). Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

A draft of Hawaii's Early Learning and Development Standards (ELDS) for *keiki* ages 0-5 was completed in 2011 by a cross-sector workgroup of early childhood professionals (see table of contents in Appendix, page 125; the full document is not provided because it is about 170 pages long). After reviewing the literature, the workgroup decided to model the Hawaii ELDS on the Washington State Early Learning and Developmental Standards, as recommended by experts in the field, as well as the Alaska Early Learning Guidelines, which were developed to be culturally responsive to the Native Alaskan host culture and could therefore serve as a model for promoting cultural competence. The draft Hawaii ELDS are pending endorsement by the State SAC, after which they will be further refined, packaged, and widely disseminated to guide early childcare programming and quality improvement, as detailed in Section (C)(1).

(A)(1)(d)(2) Comprehensive Assessment Systems

The Hawaii Association for the Education of Young Children (HAEYC) has been implementing the Hawaii Early Childhood Accreditation Project (HECAP) since 2000, in the process developing much of the foundation on which the TQRIS will be built. HECAP has supported over 150 programs to prepare for or seek accreditation, reaching nearly 1,000 practitioners and about 10,000 *keiki* and their families. HECAP facilitators provide support on the many steps required to achieve accreditation, including use of appropriate assessment methods and tools.

In addition, many of the elements of a comprehensive assessment system are already in use or being piloted. For example, many ELD programs (including home visiting programs, Early Head Start/Head Start, Kamehameha Schools programs, and family-child interaction learning programs) include developmental screening in their menu of services, and some also use formative assessments to guide the individualization of services and monitor child progress. IDEA Part C programs utilize multidisciplinary evaluations to determine eligibility and for

program planning. Part B 619 programs are required to use the standardized version of the Early Brigrance to inform instruction and report on child outcomes uniformly. A variety of quality improvement and accreditation tools are also widely used, as described in Section B.

Hawaii's TQRIS design includes all of the elements of a comprehensive assessment system through which programs can be categorized according to five tiers of quality and supported to advance to higher tiers. As detailed in Section B, a three-month TQRIS pilot will begin in January 2012 with licensed center-based and family child care programs, with initial assessments in March 2012 followed by 18 months of field testing quality improvement supports including technical assistance, coaching, and financial rewards. Results of the pilot will be used to refine the TQRIS for statewide implementation starting with licensed programs. Throughout this time the TQRIS will also be adapted for use with other ELD programs and settings not subject to licensing, such as family-child interaction programs.

(A)(1)(d)(3) Health Promotion Practices

Health Insurance for Keiki Ages 0-5. Over the years, Hawaii has positioned itself as a leader in promoting the health of *keiki* beginning at the prenatal stage. A major factor is Hawaii's ranking as having among the highest rates of health insurance coverage for its residents, due to the enactment of pioneering legislation known as the Prepaid Health Care Act of 1974. The State provides medical assistance to *keiki* from families with incomes up to 300% of the Federal poverty level through the Medicaid program and the Children's Health Insurance Program (CHIP). In addition, the Medicaid State plan was amended in 2009 to allow full Medicaid coverage for pregnant women and children under age 19 who are lawful permanent resident aliens but who would otherwise be subject to a five-year waiting period under federal law.

Medical Home Model. As previously mentioned, Hawaii has also been at the forefront of demonstrating the medical home model, which offers team-based care led by a personal physician who supports patients and their families to maximize health outcomes. The Hawaii Medical Home Implementation Project for Children with Special Health Care Needs (2002-2005) helped to operationalize the concept by educating stakeholders, providing state-level policy leadership, and developing components for both state and national curricula.

Dental Health. In response to findings that *keiki* under the age of 8 in Hawaii suffer from some of the worse oral health conditions in the nation, the Hawaiian Islands Oral Health Task Force was established to develop a high quality plan to address the problem. The task force

promotes evidence-based strategies and relevant legislation.

Standardized Systemic Screening, Surveillance and Follow-Up. Hawaii is at near universal levels in providing newborns with metabolic (99.7%) and hearing (98%) screening and has a well-regarded early identification and intervention system in place. There continues to be a concern, however, that *keiki* who are not enrolled in an early learning setting or connected to a medical home may not receive screening services and follow-up care.

Social Emotional Development and Mental Health. Hawaii's early identification and intervention system includes a focus on social development and mental health. With support from the national Center on the Social Emotional Foundations for Early Learning (CSEFEL), practitioners statewide are being trained statewide on a social-emotional competence model that utilizes coaching of parents to support the social emotional development of *keiki*, including those with challenging behaviors (see page 134).

(A)(1)(d)(4) Family Engagement Strategies

Effectively addressing the learning and developmental needs of *keiki* requires the active and committed participation of their families. Public and private service providers have long recognized that engaging the wide diversity of families in Hawaii requires close attention to their cultural and linguistic backgrounds. An important consideration is that Hawaii families are often reluctant to talk about their problems and concerns with strangers and to perhaps push away teachers, social workers, doctors, and other practitioners who start to probe into their personal lives almost as soon as they meet. Many service providers have therefore found that it is most effective to proceed slowly and cautiously, first establishing a personal relationship and mutual understanding through a willingness to “talk story” (sharing through discussion) (Mokuau, 1990; Native Hawaiian Health Research Consortium, 1985). Most practitioners born and raised in the context of Hawaii's “local” culture (which reflects the shared values and lifestyles of the host culture as well as the mixing of Pacific Island and Asian cultures) are adept at using the “talk story” approach to effectively assess and address the strengths, resources, and challenges of families. Hawaii has also piloted the community parent leadership and advocacy café model that engages families in discussing topics of relevance to them and their communities in order to pursue action plans. Discussions are underway to develop a more intentional use of this strategy in Hawaii as it has proven to be very successful in other states.

The recently published *Head Start Parent, Family and Community Engagement (PFCE)*

Framework (Office of Head Start, September 2011) will be another valuable tool to promote family engagement by helping ELD programs conduct self-assessments around family engagement, and to develop effective strategies to enhance efforts in this critical area.

Hawaii's TQRIS design includes "family engagement" as one of its program standards. Family engagement is viewed as a continuing process that needs to be supported through adherence to policies that ensure communication, opportunities for involvement, and the provision of resources or referrals.

The Common Core Competencies for Early Education Practitioners address family engagement within the Relationships competency, which includes proficiencies related to building positive relationships with families, supporting individual strengths and needs, addressing concerns constructively, and acknowledging accomplishments.

The draft Hawaii ELDS were developed with much attention to cultural responsiveness and adherence to three key values that acknowledge family engagement: (1) families and communities are the primary caregivers and educators of *keiki*; (2) *keiki* develop and learn best in the context of a family and community where they are safe and valued, their physical needs are met, and they feel psychologically secure and intellectually challenged; and (3) *keiki* are capable, competent and valued. This document provides sample early learning strategies and interactive activities that can be used by family members to enhance the development of their *keiki*.

(A)(1)(d)(5) Professional Development of Early Childhood Educators

As described in more detail in Section D, Hawaii has been building a strong system of support for a knowledgeable, competent and effective early childhood education workforce for more than 20 years. Hawaii Careers with Young Children (HCYC), a 25-member workforce and professional development system-building collaborative, is providing guidance and leadership for this effort. With funding from Kamehameha Schools, HCYC developed and implemented a plan to bring existing components together into a coordinated formal system, called Hawaii Career Access and Navigation of Early Childhood Systems (CANOES), which was established in August 2011.

Higher education institutions have also contributed to workforce development through pre-service and in-service programs, some of which are offered online. The University of Hawaii system offers Associate's, Bachelor's, and Master's degrees in Early Childhood. To encourage practitioners with high school educations to continue on to higher degrees, community colleges

on the Island of Oahu and the Big Island offer a non-credit-to-credit conversion program. Chaminade University, a private institution, offers Associate's, Bachelor's, and Master's degrees in Early Childhood Education as well as a Master's in Child Development. Other higher education institutions, like Concordia University and University of Phoenix, have also been meeting the needs in rural areas of the state through on-line courses.

(A)(1)(d)(6) Kindergarten Entry Assessments

Since SY2004-2005, kindergarten teachers have been using the Hawaii State School Readiness Assessment (HSSRA) to rate the readiness level of their classes as a whole on 24 skills and characteristics. Hawaii will build on this assessment infrastructure to develop an kindergarten entry assessment for individual students, based on the Hawaii ELDS, to be implemented statewide by SY2014-2015.

(A)(1)(d)(7) Effective Data Practices

In 2009, the University of Hawaii System, the State DOE, and the Department of Labor and Industrial Relations came together to enter into a data sharing MOU and submitted an application to the US DOE's Statewide Longitudinal Data Systems Grant Program. Although Hawaii was not awarded a grant, the process of writing the application served to shift Hawaii's thinking from a K-12 system focus to one of a P-20 educational pipeline. When Hawaii received longitudinal data system funding from the State Fiscal Stabilization Fund under the America Competes Act, it committed to build an interagency data system that includes early childhood, public K-12, university, military and workforce data. The purpose is to share data to see the impact of educational outcomes on workforce outcomes and to guide improvements in professional development. Currently, a K-12 vertical alignment is in place and a P-20 vertical alignment is in process. Data systems are in place for specific early childhood populations (e.g., IDEA Part B-DOE, IDEA Part C-DOH, and DHS licensed and subsidized child care) and the larger ELD system (e.g., Kamehameha Schools, Head Start, and FCILs funded through the Native Hawaiian Education Act), but these systems are not yet linked.

A new in-hospital early identification and intervention program is a potential data source of great relevance for longitudinal tracking. Beginning in 2012, home visiting programs contracted by the State DOH will begin screening newborns, assessing families, and making referrals as part of the Healthy Families America model. This systematic assessment process will yield rich data for Hawaii's longitudinal data system and support the tracking of interventions

and outcomes for *keiki* who are the most vulnerable.

Table (A)(1)-1: Children from Low-Income families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	6,120 *8,385	34.8% *47.2%
Toddlers ages 1 through 2	11,411 *16,735	34.2% *47.2%
Preschoolers ages 3 to kindergarten entry	10,387 (3-4 yr. olds) *16,137	29.7% *47.2%
Total number of children, birth to kindergarten entry, from low-income families	28,008 (0-4 yr. olds) *41,257 (0-4 yr. olds)	32.5% *47.2%

Annual Estimates based on 2007-2009 American Community Survey.

**Hawaii Federal Poverty Guidelines estimate based on % of Free/Reduced Lunch children in DOE elementary schools using DHHS Poverty Guidelines for Hawaii and child population ages 0-4 from Census 2010 – American Factfinder Table QT-P2, Single Year of Age & Sex:2010 for Hawaii.*

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays	DOH (Part C): 1,926* DOE (Part B): 1,163 (ages 3-4)**	3.5% (estimate based on 0-3 population) 4.3% (estimate based on 3 & 4 yr. old population)
Are English learners	***12,913 (birth to K extrapolation)	14.7% (Kindergarten) HSSRA

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Reside on "Indian Lands"	N/A	N/A
Are migrant	247 (DOE birth to 2; 3-5 yr. olds)	0.3%
Are homeless	2,929 (6/30/2009-6/30/2010)****	3.3%
Are in foster care	400 (0-5 year olds) 26*****	0.4%
Other as identified by the State Describe:		
Dept. of Health Home Visiting (environmental-risk for child abuse and neglect)	295 (children 0-4 in 2 high risk areas only, FY 2011)	0.3%
Dept. of Human Services Enhanced Home Visiting (children in CWS system)	708 (FY 2011)	
Children of native Hawaiian ancestry	26,110 native Hawaiian children between the ages of 0-4 years. A total of 9,713 (37.7%) of these children live in families where the income is at or below 200% of the Federal Poverty Guidelines of Hawaii	21.3%
<p><i>*DOH (Part C): 1926 (12/1/10 Child Count # provided to USDOE for children 0-3 with IFSPs</i></p> <p><i>**Developmental disabilities data from OSEP Table 1 for Hawaii, Child Count 2010, ages 3 & 4.</i></p> <p><i>***Department of Education does not evaluate pre-K children for ELL eligibility; this number represents info from HSSRA survey where English is reportedly second language in the home</i></p> <p><i>****UH Center on the Family Homeless Utilization Report (2010)</i></p> <p><i>*****Estimated number of preschool students with disabilities in foster care based on Surrogate Parent data as of July 2011; Dept. of Human Services Child Welfare Services information for the 400 number</i></p>		

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Specify:</i> <i>Data Source and Year: DOE internal data base for 2010</i>			70	70
Early Head Start and Head Start¹ <i>Data Source and Year: 2009-2010 PIR</i> <i>FE = Funded enrollment</i> <i>AE = Actual Enrollment</i>	FE: 497 (includes Infants & Toddlers) AE: 614 (includes Infants & Toddlers)		FE: 2,681 AE: 3,160	FE: 3,178 AE: 3,774
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year: Child Count on 12/1/2010 for Part C & Part B provided to OSEP</i>	170	587	1,169 (2-3 yr. olds) Part B: 1,519 (3-5 yr. olds)	1,926 1,519
Programs funded under Title I of ESEA <i>Data Source and Year:</i>			NA – a few summer transition programs are funded, but not systematically	0

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<p>Programs receiving funds from the State's CCDF program</p> <p><i>Data Source and Year: Good Beginnings Alliance analysis of DHS child care database, all child participants, FY 2010</i></p>	<p>Center-based: 109</p> <p>FCCH: 228</p> <p>Relative or license-exempt: 1,414</p>	<p>Center-based: 1,001</p> <p>FCCH: 728</p> <p>Relative or license-exempt: 3,535</p>	<p>Center-based: 2,509</p> <p>FCCH: 334</p> <p>Relative or license-exempt: 2,278</p>	<p>Center-based: 3,612</p> <p>FCCH: 1,290</p> <p>Relative or license-exempt: 7,227</p>
<p>Other:</p> <p><i>Specify: DOH Home Visiting program</i></p> <p><i>Data Source and Year: 2009</i></p>	1,150	1,721	N/A	2,871
<p>Other:</p> <p><i>Kamehameha Schools Programs (KS preschools, Pauahi Keiki Scholars preschool subsidies, Hi'ilani child-parent programs)</i></p> <p><i>Data Source and Year: Good Beginnings Alliance analysis of Kamehameha Schools data tables for all Kamehameha programs, family income under 200% of Hawaii Poverty Guidelines</i></p>	178	264	2769	3,211
<p>Other:</p> <p><i>Family Child Interaction Learning (FCIL) programs</i></p> <p><i>Data Source and year: Good Beginnings Alliance data collected directly from FCIL programs, statewide; PY 2009-2010</i></p>				6,838

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other: <i>Specify: Dept. of Human Services Preschool Open Doors subsidies for enrollment in preschool centers</i> <i>Data Source and Year: Good Beginnings Alliance analysis of DHS Child Care database, FY 2010</i>			620	620

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start² <i>Data Source: Dept. of Labor & Industrial Relations, Office of Community Services</i>	\$357,141	\$223,000	\$535,489	\$535,489	NA
State-funded preschool <i>Specify: Use of general funds for DOE pre-K program; amounts are estimated for 2010 and 2011 using DOE cost/child (most recent data available on DOE website).</i>	\$136,272	\$436,600	\$533,716	\$868,840	\$994,312
	(\$11,356 x 12 ch)	(\$11,800 x 37 ch)	(\$12,412 x 43 ch)	(\$12,412 x 70 ch)	(\$12,412 x 76 ch)
State contributions to IDEA Part C	\$8,900,021	\$16,117,754	\$16,141,585	\$14,898,735	\$13,160,003

² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	Not available	*SY 07-08 \$33,943,269	**SY08-09 \$36,582,844	***SY09-10 \$33,892,565	Not available
Total State contributions to CCDF³	23,550,921	23,550,921	20,519,188	14,387,957	16,008,724
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	Exceeded 13,464,936	Exceeded 13,326,772	Exceeded 10,249,167	Exceeded 3,801,249	Exceeded 4,88,667
TANF spending on Early Learning and Development Programs⁴	TANF transfer to CCDF: \$10,400,000	TANF transfer to CCDF: \$19,900,000	TANF transfer to CCDF: \$18,950,000	TANF transfer to CCDF: \$14,850,000	TANF transfer to CCDF: Not available
Other State contributions DOH Home Visiting Program <i>Specify: General funds, EIS special funds, TANF</i>	\$13,793,813	\$15,600,102 \$11,951,556 (General & EIS special funds only)	\$10,007,817 \$3,414,217 (General & EIS special funds only)	\$1,320,000 \$811,626 (General & EIS special funds only)	\$1,500,000
Other State contributions <i>Specify: Preschool Open Doors (subsidies)</i> <i>Total dollar amounts include POD funding already.</i>	FY 2006 \$5,099,167	\$6,253,119	\$5,820,340	\$2,520,228	Not available
Other State contributions DHS Enhanced Healthy Start (CWS)	\$2,167,245 ***	\$2,684,050 ***	\$3,127,745	\$2,769,911	\$2,746,177
Total State contributions:					

³ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

⁴ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
<p><i>[Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date. Include 2011 if data are available.]</i></p> <p><u>State-funded preschool:</u> Estimates based on DOE reported enrollment and average cost/child, DOE Annual Financial Report (most recent data on costs SY 2008-2009 used for 2010 and 2011)</p> <p><u>DOH Part C:</u> internal fiscal reports</p> <p><u>DOE Part B:</u></p> <p>*Costs are an estimate derived from the State of Hawaii Dept. of Education Fiscal Report July 1, 2007-June 30, 2008 and July 1, 2008-June 30, 2009 and the OSEP Table 1 for Hawaii, "Child Count" for 2007 & 2008, ages 3 & 4.</p> <p>**The fiscal reports for school year 2009-2010 has not been finalized or posted. Tentative special education cost expenditure obtained for fiscal year 2009-2010 was used to derive costs for the 2009 year. OSEP Table 1 for Hawaii, "Child Count" for 2010, ages 3 & 4 was used.</p> <p><u>CCDF MOE and State Match:</u> CLASP DataFinder, Child Care Subsidies: Spending tables for FFY 2006-2009 and ACE data tables for Child Care and Development Fund 2007, 2008, and 2009 (most recent available data)</p> <p><u>TANF spending for ELD Programs:</u> CLASP DataFinder, Child Care Subsidies, Spending table for FFY 2007; Hawaii Alternative TANF 7-Year Alternative Financial Plan, submitted to Hawaii State Legislature, April 2010</p> <p><u>DOH Home Visiting Program:</u> Good Beginnings Alliance data collected from DOH MCHD fiscal officer, FY 2009, 2009, 2010 – general and early intervention special funds only</p> <p><u>Preschool Open Doors:</u> Good Beginnings Alliance data estimated from analysis of DHS BESSD child care database, child care expenditures</p> <p><u>DHS Child Welfare Services Enhanced Healthy Start Program:</u></p> <p>***Missing one provider's data.</p>					

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years⁵				
	2007	2008	2009⁶	2010¹⁷	2011¹⁷
State-funded preschool <i>Specify: DOE Official Enrollment Count (OEC) reports</i>	12	37	43	70	76
Early Head Start and Head Start⁷ <i>(funded enrollment)</i>	3049	3049	3178	3187	3187
Programs and services funded by IDEA Part C <i>(annual December 1 count)</i>	3856	3509	2080	1926	N/A
Programs and services funded by IDEA Part B, section 619	* 1543 **2477	*1552 **2501	*1508 **2455	*1519 **2398	Child count not available
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	N/A	N/A	N/A	N/A	N/A
Programs receiving CCDF funds <i>(average monthly served)</i> FCC = Licensed Family Child Care GCC = Licensed Group Child Care (Preschool) GCH = Licensed Group Child Care Home IT = Licensed Infant/Toddler Center-based Program LE-FCCM = Military-licensed Family Child Care LE-GCCM = Military-licensed Group Child Care The numbers reflected in the GCC data	FCC-1126 GCC-3266 GCH-20 IT-261 LE-FCCM-1 LE-GCCM-65	FCC-1307 GCC-3821 GCH-23 IT-300 LE-FCCM-3 LE-GCCM-47	FCC-1437 GCC-3769 GCH-27 IT-441 LE-FCCM-4 LE-GCCM-51	FCC-1409 GCC-3450 GCH-24 IT-464 LE-FCCM-2 LE-GCCM-42	FCC-1190 GCC-2820 GCH-30 IT-336 LE-FCCM-3 LE-GCCM-44

⁵ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

⁶ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ⁵				
	2007	2008	2009 ⁶	2010 ¹⁷	2011 ¹⁷
include children with Preschool Open Doors.					
Other <i>Dept. of Health Home Visiting Program</i>	4553	4411	3270	227	295
Other <i>Dept. of Human Services/ Enhanced Healthy Start</i>	466	829	920	829	708
Other Kamehameha Schools programs: KS Preschools, Pauahi Keiki Scholars tuition payments, Hi'ilani prenatal to 3 family-child program	2,646	2,867	3,618	3,812	4,433
Other Family Child Interaction Learning (FCIL) programs	6193	6044	6553	6838	Not available

[Enter text here to indicate data source and clarify or explain any of these data if needed. Include 2011 if data are available. The final column of data should match that reported in Table (A)(1)-3.]

Part B:

** Part B data taken from OSEP Table 1 for Hawaii, Child Count, 2007, 2008, 2009, 2010, ages 3-4*

*** Part B data taken from OSEP Table 1 for Hawaii, Child Count, 2007, 2008, 2009, 2010, ages 3-5*

Preschool Open Doors: *data from Good Beginnings Alliance analysis of DHS Child Care database*

Kamehameha Schools: *data from Good Beginnings Alliance analysis of Kamehameha Schools program enrollment data: KS preschool data for low-income children only*

Family Child Interaction Learning (FCIL) Programs: *data collected by Good Beginnings Alliance from InPeace, Keiki O Ka Aina, Partners in Development Foundation, Dept. of Health-Maternal Child Health Branch (mobile outreach and Baby Hui), Armed Services YMCA, Family Support of West Hawaii, DOE (Families for R.E.A.L. and Migrant Even Start), Alu Like, Kamehameha Schools*

Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards			
<i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X
<i>[Enter text to explain or clarify information as needed]</i>			

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify:</i>	* N/A	* N/A	* N/A	* N/A	* N/A
Early Head Start and Head Start⁸	**X	**X	**X	**X	
Programs funded under IDEA Part C	N/A	N/A	N/A	N/A	N/A
Programs funded under IDEA Part B, section 619	*** X	** *X	*** X	*** X	*** X
Programs funded under Title I of ESEA	N/A	N/A	N/A	N/A	
Programs receiving CCDF funds					

⁸ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	Tiers 2-5	Tiers 2-5	Tiers 1-5	Tiers 1-5 (ERS) Tiers 3-5 (CLASS)	
State licensing requirements					
Other <i>Describe:</i>					
<p><i>* <u>State-funded Preschool</u>: elements are recognized as important, but they are not being implemented systematically across schools at this time</i></p> <p><i>** <u>Head Start</u>: combination of Program Performance Standards, Annual Self-assessment, & participation in P-3 communities</i></p> <p><i>*** <u>HIDOE Preschools for children with disabilities</u>: Not required but practice occurs as follows:</i></p> <p><i>Screening may be conducted for a preschool student with a disability if suspected of a need for speech, occupational therapy or physical therapy.</i></p> <p><i>Formative assessments consist of the Brigance Developmental Inventory.</i></p> <p><i>Measurements of Environmental Quality & Quality of Adult-Child Interactions are conducted in some preschools supported by the Hawaii P-3 initiative, using the Classroom Assessment Scoring System (CLASS).</i></p> <p><i>Other includes statewide use of the Brigance for the Preschool Outcomes Measurement System (POMS) to report statewide preschool data for the Office of Special Education (OSEP).</i></p>					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Specify</i>	* N/A	* N/A	* N/A	* N/A	
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C	N/A	N/A	N/A	N/A	
Programs funded under IDEA Part B, section 619	** X	** X	** X	** X	** X
Programs funded under Title I of ESEA	N/A	N/A	N/A	N/A	N/A
Programs receiving CCDF funds	X				
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	If DHS licensing has it (check off for Tiers 1-5)	If DHS licensing has it (check off for Tiers 1-5)	If DHS licensing has it (check off for Tiers 1-5)	If DHS licensing has it (check off for Tiers 1-5)	Annual first aid/CPR certification required for all practitioners (Tiers 1-5)
State licensing requirements	X	Encouraged but not required	Encouraged, but not required	Encouraged but not required	
* <i>State-funded Preschools: Recognized as important, but not implemented systematically across all schools</i>					
** <i>HIDOE Preschool for students with disabilities: these are not required but are in practice:</i>					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
<p><i>Health & Safety: Creative Curriculum and Hawaii Preschool Content Standards(HPCS)</i> <i>Screenings, referrals: Brigance, Hawaii Early Learning Profile, Behavior Assessment Screening System (BASS) and Assessment of Basic Language and Learning Skills (ABLIS)</i> <i>Health Promotion: HPCS, Creative Curriculum, Food Pyramid, School Moves Curriculum</i> <i>Health Literacy: Preschool Play Days & Keiki Health Fair Days – coordinated with adaptive physical education teacher</i> <i>Other: Healthy Hawaii Initiative</i></p>					

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required	
Types of Programs or Systems	Family Engagement Strategies Required Today
State-funded preschool	The DOE has a parent engagement policy but no specific strategies are currently required for State-funded preschools
Early Head Start and Head Start	Governance/parent leadership (monthly policy council meetings and parent committees; leadership and governance training); family partnership goal-setting agreements (goal-setting with each family); minimum 2 home visits/year; parent-staff conferences; transition planning; parent workshops; volunteer opportunities; parent-child interaction activities; parent newsletters; parent logs; special events planning and participation; annual program self-assessment participation; community resource and service referrals
Programs funded under IDEA Part C	Parents identify needs, priorities and strengths during IFSP process; participate on evaluation team; receive services in natural environments; act as mentoring “consultants” to families on meeting developmental needs of their <i>keiki</i> ; given activities to use for parent-child interactions; participate in yearly family survey; participate in assessing extent their <i>keiki</i> met their early intervention goals; participate in family activity days with their <i>keiki</i> .
Programs funded under IDEA Part B, section 619	Federally required family engagement strategies include parent involvement at IEP meetings and receipt of initial and exit information on student behavior. In addition, parents are engaged through funding to attend the annual HAEYC conference, direct trainings, membership on transition project/teams, and special events (Spring Keiki Fest, Open House, Parent Info

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required	
Types of Programs or Systems	Family Engagement Strategies Required Today
	Fair, play days, and field trips.
Programs funded under Title I of ESEA	Not applicable (early childhood programs are not currently funded under Title I)
Programs receiving CCDF funds	DHS Child Care licensing regulations require ongoing communication with parents; timely information-sharing around health, development, and behavioral issues; and parental support with transitions to new settings or programs
Current Quality Rating and Improvement System requirements, by tier	<p>Tier 2: FCC: Program has parent handbook</p> <p>Tier 3: Centers: Program has parent handbook; has new parent orientation; provides at least 1 parent conference per year; offers at least 3 family supports</p> <p>Tier 3: FCC: More than 1 visit by parent and <i>keiki</i> during enrollment process for a gradual transition; at least 1 meeting a year with parents to discuss their <i>keiki</i>'s progress and any childrearing issues; at least 5 modes used to communicate with parents.</p> <p>Tier 4: Centers: Evidence curriculum incorporates family engagement aspects of the Hawaii ELDS; program offers at least 5 family supports and uses at least 6 modes of communication.</p> <p>Tier 4: FCC: Evidence the daily curriculum plan is implemented and incorporates family engagement aspects of the Hawaii ELDS; family resource library with information about community resources; at least 6 modes used to communicate with parents.</p> <p>Tier 5: Centers and FCC: Written assessment plans show evidence plans were communicated with families; at least 6 family supports and at least 7 modes of communication.</p>
State licensing requirements	DHS Child Care licensing regulations require ongoing communication with parents; timely information-sharing around health, development, and behavioral issues; and parental support with transitions to new settings or programs
Other: DOH Home Visiting Program	Families assessed to be at-risk during hospital-based early identification are further assessed with Kempe Family Stress Checklist and referred for home visiting if indicated.
<i>[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]</i>	

Table (A)(1)-10: Status of All Early Learning and Development Workforce Credentials Currently Available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Child Development Associate Credential (CDA)	Yes, with the Attitudes, Skills and Knowledge for Early Childhood Practitioners (ASK)			
Certificate of Completion (UH Community Colleges)	Yes, with the ASK			
Certificate of Achievement (UH Community Colleges)	Yes, with the ASK			
Certificate of Graduate Studies, Pre-K to Grade 3 (UH-Manoa)	Not Available			
AS Early Childhood Education	Yes, with the ASK			
BA Social Sciences/Early Childhood Concentration	Not Available			
BEd Elementary/PK3	Not Available			
BS Early Childhood	Not Available			
MEd Early Childhood Education	Not Available			
MEd Child Development	Not Available			

Table (A)(1)-10: Status of All Early Learning and Development Workforce Credentials Currently Available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
MEd Montessori	Not Available			
MEd Curriculum Studies/Early Childhood Emphasis	Not Available			
<p>With the exception of the national CDA credential, Hawaii does not have a system of credentials for the early childhood workforce. Instead, practitioners meet workforce qualifications through the CDA, higher education degrees, or certificates and coursework as required by DHS for licensed childcare programs, or by employers who may be exempt from DHS regulation such as the Family Child Interaction Learning programs. No data is available that will allow computation of the number and percentage of Early Childhood Educators currently in the workforce who have earned these certificates and degrees.</p>				

Table (A)(1)-11: Summary of Current Postsecondary Institutions and Other Professional Development Providers in the State that Issue Credentials or Degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
University of Hawaii		
Hawaii Community College	10	Yes, with the Attitudes, Skills and Knowledge for Early Childhood Practitioners (ASK)
Honolulu Community College	20	Yes, with the ASK
Kauai Community College	4	Yes, with the ASK
Maui College	2	Yes, with the ASK

Table (A)(1)-11: Summary of Current Postsecondary Institutions and Other Professional Development Providers in the State that Issue Credentials or Degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
UH Hilo	0	Not Available
UH Manoa – Undergraduate	10	Not Available
UH Manoa – Graduate	2*	Not Available
UH West Oahu	15	Not Available
Chaminade University	56 (2009)	Not Available
<p>UH Manoa undergraduate and graduate programs are NCATE accredited in ECE. Chaminade University programs are MACTE accredited. UH Community College programs are in self study for Early Childhood Associate Degree Accreditation through NAEYC.</p> <p>*25 are expected to graduate in December 2011 from Early Childhood Education Masters program</p>		

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? <i>(Y/N)</i>					
Domain aligned to Early Learning and Development Standards? <i>(Y/N)</i>	Y	Y (HSSRA includes early math but not early scientific development)	Y	Y	Y
Instrument(s) used? <i>(Specify)</i> <i>Hawaii State School Readiness Assessment (HSSRA)</i>		Y (HSSRA - except early scientific development)	Y (HSSRA)	Y (HSSRA)	Y (HSSRA)

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Evidence of validity and reliability? (Y/N)	Y	Y (except early scientific development)	Y	Y	Y
Evidence of validity for English learners? (Y/N)	Y	Y (except early scientific development)	Y	Y	Y
Evidence of validity for children with disabilities? (Y/N)	Y- DOE sped preschool -Use of the Brigance	Y- DOE sped preschool -Use of the Brigance	Y- DOE sped preschool - Use of the Brigance	Y- DOE sped preschool - Use of the Brigance	Y- DOE sped preschool - Use of the Brigance
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	Y	Y	Y	Y	Y
Results included in Statewide Longitudinal Data System? (Y/N)	Y	Y	Y	Y	Y

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>"X" indicates the Essential Data Element is included in each of Hawaii's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Early Intervention data system (Part C)	X	X*	X	X	X**	X***	X****
electronic Comprehensive Student Support System (eCSSS) - used by DOE sped preschool	X	X	X	X			
Electronic Student	X	X	X	X			X

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>“X” indicates the Essential Data Element is included in each of Hawaii’s data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Information System (eSIS) - used by DOE sped preschool							
POMs/Brigance used by DOE sped preschool	X	X	X				X
CLASS used by DOE sped preschool at select sites noted in P-3 grant					X		
DOH Home Visiting	X	X	X	X	X	X	X
DHS							
<p><i>*The database includes all early intervention staff, including occupational and physical therapists, speech-language pathologists, social workers, etc., not just “early childhood educators.”</i></p> <p><i>**Demographic information includes information on their discipline and licensure.</i></p> <p><i>***Data is included that could be used to determine quality (e.g., when Multidisciplinary Evaluation and Individualized Family Support Plan were completed to determine if required timelines met).</i></p> <p><i>****Partially. Services provided by the Early Intervention Program are inputted into the database along with service date and provider. However there are other services that are not currently inputted into the database.</i></p>							

(A)(2). Articulating the State’s rationale for its early learning and development reform agenda and goals.

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs. Evidence for (A)(2) includes:

- *The State’s goals for improving program quality statewide over the period of this grant.*
- *The State’s goals for improving child outcomes statewide over the period of this grant.*
- *The State’s goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.*
- *Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).*
- *Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).*
- *Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).*

For each Focused Investment Area (C), (D), and (E), a description of the State’s rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State’s choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State’s ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

(A)(2)(a). Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

The many public and private programs, initiatives, and funding streams described in the preceding section underline the great complexity of Hawaii’s ELD system. Hawaii is eager to take on the challenge of building on the established foundation and community strengths to bring the following shared vision into reality:

High quality early learning and development programs produce keiki who, no matter their level of need or socioeconomic status, are “ready to learn and succeed” when they enter kindergarten and go on to success in later grades as reflected in reading at the third grade level at a minimum in third grade (in alignment with the vision of Hawaii’s P-3 Initiative and Race To The Top Phase 2 grant).

Hawaii’s High Quality State Plan to achieve this vision is based on facts defined by research. The National Governors Association has studied multiple states to identify proven strategies for improving school readiness and closing the kindergarten readiness gap between

keiki with high needs and their peers. *Building Ready States: A Governor's Guide to Supporting a Comprehensive High-Quality Early Childhood State System* (Demma, 2010) recommends the following key actions to build a comprehensive, high-quality early childhood system: (1) coordinate early childhood governance through a state early childhood advisory council, (2) build an integrated professional development system, (3) implement a quality rating and improvement system, (4) develop a longitudinal and coordinated early childhood data system, (5) develop a comprehensive set of early learning guidelines and standards for *keiki* ages 0-5, aligned with K-3 content standards, and (6) integrate Federal, State and private funding sources. Hawaii's High Quality State Plan is designed to implement all six of these key actions in a coordinated and strategic manner, as described under the goals and objectives below.

As described in later sections of this application, Hawaii has already made progress in each of these key areas and is poised to bring them together into a coherent system that will effectively support *keiki* and their families, with a special focus on those with high needs. RTT-ELC funding will enable Hawaii to take action at an accelerated rate. Hawaii has had ELD quality improvement grants in the past, but the prospect of an RTT-ELC grant to implement a coherent statewide plan that is fully endorsed across the public and private sectors presents a rare opportunity that has energized the early childhood community.

Through the RTT-ELC grant, Hawaii will become a *laboratory of innovation for culturally competent school readiness policy and practice*. The grant design acknowledges and addresses the following key considerations for achieving systemic reform:

- Progress requires close collaboration by all key State, local, public and private partners, both vertically and horizontally.
- Creating an integrated system that prepares *keiki*, especially those with high needs, to be school ready is so complex and difficult that no single individual, program, or organization can do it on its own, so all stakeholders need to take on responsibility.
- Leaders at all levels need to work together to ensure their units and personnel look beyond immediate concerns to focus on achieving the long-term vision.
- Reform takes courage, creativity, commitment and capacity.

Focus on Communities Where Needs Tend to Be High

Hawaii will focus implementation of the RTT-ELC grant on rural communities identified on the basis of socioeconomic indicators of high levels of poverty, low levels of educational attainment, and poor transportation connections to major population centers. Each major grant activity will include a component targeting these identified communities where needs are high and challenges are great, yet there are also significant community and cultural strengths on which to build. The goal is to field test various strategies and practices and continually improve them in response to feedback to create effective strengths-based models that can be replicated in other high need communities. This initiative will begin with four of Hawaii's highest need communities, to be selected within the first month after the start of the grant, one on each of the four largest islands, Oahu, Maui, Kauai, and Big Island. Oahu is the location of Hawaii's capital, Honolulu, the state's only major urban center. About 70% of the state's population lives on Oahu, which has a density of nearly 1,500 people per square mile, although there are several socioeconomically depressed rural areas on the island. The next island in population is the Big Island, which is so big that its population density is only about 37 per square mile.

The reason for focusing on rural communities is shown in the numbers. Public schools in rural areas tend to have high rates of student eligibility for free or reduced price lunch, often 70% or even 80% in remoter areas compared to the state average of 51%. The results of the Hawaii State School Readiness Assessment (HSSRA) for SY2009-2010 show a large readiness gap between new kindergarten students in rural areas compared to overall state figures. The HSSRA gathers kindergarten teacher ratings of the overall readiness of their classrooms at the start of the school year. When the top decile of schools with the highest rates of student eligibility for free or reduced price lunch (which are nearly all in remote rural areas) are compared to the overall state ratings, the following results are obtained for percent of classrooms in which at least three-quarters of students are judged to be "ready": 28% versus 48% for approaches to learning, 14% to 34% for literacy, 14% to 30% for math, 30% to 48% for school behaviors, 28% to 59% for social/emotional, and 58% to 71% for physical (see chart in Appendix, page 164).

The US Economic Research Service (<http://www.ers.usda.gov/StateFacts/HI.htm>) reports that in 2010, 42.7% of the Hawaii's population of about 1,360,000 was classified as

rural. In 2009, rural per capita income was about \$34,320, about \$11,200 less than the urban average, and the rural unemployment rate was 9.0% compared to the urban rate of 5.6%. These rural-urban differences are due in large part to the closure of virtually all of the pineapple and sugar plantations that were once the major employers in many rural areas. The poor socioeconomic conditions in many rural communities is one reason rural schools predominate among schools designated as “hard to staff” by the State DOE. At the same time, rural residents tend to form tight-knit communities where mutual support in dealing with hardships and challenges is the norm.

Traditional Native Hawaiian values place great importance on caring for and living off the land, and Native Hawaiians are the largest ethnic group in many rural communities. Their predominance in many poor rural communities is one reason that Native Hawaiians tend to rank lower than other ethnic groups on most socioeconomic indicators. For example, a comprehensive review by Kanaiaupuni and Isibashi (2003, page 1)) of data on Native Hawaiian K-12 students concluded that:

“compared to other major ethnic groups, Hawaiian children have the lowest test scores and graduation rates, and are overrepresented in special education and subsidized lunch programs. Hawaiian students also have disproportionately higher rates of grade retention and absenteeism than do non-Hawaiian students. Public schools in Hawaii, especially those with large numbers of Hawaiian students, have difficulty correcting these problems partly due to inexperienced teachers and high turnover among staff.”

Many of today’s Native Hawaiian *keiki* ages 0-5, along with other indigenous Pacific Islanders, are likely to be headed towards similar poor outcomes in the K-12 education system unless concerted developmentally appropriate and culturally responsive efforts are made to ensure they enter kindergarten ready to learn on a par with their peers. The importance of responding to the “culture loss” experienced by many Native Hawaiians was one of the factors that sparked what has been called the Native Hawaiian “cultural renaissance” of the 1980s. One outcome was the establishment of the US DOE’s Native Hawaiian Education Program. Another accomplishment was the establishment of several State-funded public schools taught in the Hawaiian language, after a long history of its use being banned on school campuses. The value of using culturally and linguistically responsive educational approaches is reflected in

findings that *keiki* who speak Hawaiian at home, and who attend schools where the Hawaiian language is predominantly used, make up one of the most academically successful subgroups of Native Hawaiians (Wilson & Kamanā, 2006).

A variety of culturally responsive educational strategies and practices targeting Native Hawaiian student have been developed and tested over the years, many with funding from the US DOE's Native Hawaiian Education Program (NHEP). The NHEP is currently supporting several research and demonstration projects designed to create evidence-based models of culturally and linguistically responsive supports for some of the most vulnerable *keiki*, including those who have experienced, or are at risk for, abuse and neglect. The NHEP also funds many early childhood programs that use the family-child interaction learning (FCIL) approach, which is rooted in Native Hawaiian values and maximizes the involvement of families as the "first educators" of their *keiki*. Hawaii's implementation of the RTT-ELC grant will always maintain a focus on applying the lessons from Native Hawaiian oriented projects to settings where Native Hawaiians are a major part of the target population.

Community-based Hubs to Enhance Knowledge and Skills of Practitioners and Families

Hubs will be established on each of the four major islands in the form of Professional Development Recruitment and Resource Centers (PDRRCs). PDRRCs were one of the workforce enhancement measures recommended by the Early Learning Educational Task Force (described on page 13) in a 2008 report to the State Legislature. The PDRRCs are meant to serve as one-stop-shops for professional development, community outreach, and supporting families to gain capacity for ensuring their *keiki* reach their fullest potential for health, development, and school readiness. The PDRRCs will make connections with other early childhood organizations in their communities and collaborate in local outreach and awareness efforts. They will also help to coordinate and schedule the local professional development and family training efforts of the State DHS, DOE, and DOH. The new Office of Early Childhood (described below on page 61) will promote collaboration in this regard among the State agencies.

PDRRCs will be places where interested family and community members can: (1) find out about ELD career opportunities and required qualifications and professional development, (2) apply for available supports and incentives that promote retention and advancement up the

career ladder (e.g., scholarships, salary supplements, substitutes for practitioners when they need to leave the workplace for training), and (3) participate in community-based professional development opportunities as well as learning opportunities for family and community members. A PDRRC strength is that potential practitioners can meet with specialists trained in career counseling and recruitment and retention issues in the ELD field. The knowledge of PDRRC staff about their communities will serve as the foundation for recruiting and encouraging people to achieve higher levels of education aligned with the Hawaii Career Framework.

With RTT-ELC funding, four PDRRCs will be launched in 2012 and 2013 in targeted rural areas with high percentages of *keiki* and families with high needs. Operating costs will be minimized by co-locating PDRRCs at public schools or with other early childhood organizations, such as People Attentive to Children (PATCH), Hawaii's DHS-contracted Child Care Resource and Referral Agency. Before PDRRCs gain a physical location, they will initiate online career counseling, professional development, and recruitment services.

The Aspirational and Strategic Goals of Hawaii's High Quality State Plan

The goals of Hawaii's High Quality State Plan and how they will be achieved are summarized below. There is one "aspirational" goal plus four "strategic" goals focused on creating a solid foundation for achieving the aspirational goal. Each goal has several objectives. All six key actions recommended by the National Governor's Association to build a comprehensive, high-quality ELD system are directly addressed by at least one goal or objective. The State High Quality State Plan in turn includes eight detailed high quality plans addressing key system components, and these are summarized in the relevant application sections and also in the Budget Narrative which shows proposed allocations and staffing for implementing plan activities. Numerous benchmarks and progress indicators are specified in the high quality plans and tables of performance measures throughout this application; a subset are provided for the goals and objectives below to illustrate how they will be used to assess progress.

ASPIRATIONAL GOAL 1: By the end of 2015, Hawaii will have an integrated statewide early learning and development system that continuously improves its quality and significantly better health, development, and learning outcomes for

***keiki* ages 0-5 in order to close the school readiness gap between *keiki* with high needs and their peers at kindergarten entry.**

This aspirational goal will be achieved by the end of the RTT-ELC grant period. The objectives below provide benchmarks that will indicate whether the goal has been achieved.

Objective AG1.1: Increase the quality of early learning and development programs through enrollment in the TQRIS.

The benchmarks below will reflect progress in developing the TQRIS under Objective 2 of Strategic Goal 1.

- Enroll at least 50% of Head Start/Early Head Start programs in the TQRIS by 2013, 75% by 2014, and 100% by 2015, thereby supporting at least 1,875 *keiki* through the TQRIS by 2013, 2,812 by 2014, and 3,750 by 2015.
- Enroll at least 10% of DHS licensed center-based and family child care programs in the TQRIS by 2014.
- Enroll at least 150 FFNs in the TQRIS by 2014 and 200 by 2015.

Objective AG1.2: Increase the inclusion of *keiki* with disabilities in high quality programs for the general population

The benchmark below addresses the need to foster the development of *keiki* with disabilities by maximizing their opportunities to interact and play with peers without disabilities in normative settings:

- At least 68 IDEA Part B 619 students will also be enrolled in high quality ELD general population programs that participate in the TQRIS by the end of 2012, 188 by the end of 2013, 320 by the end of 2014, and 378 by the end of 2015.

Objective AG1.3: A high proportion of *keiki*, including those with high needs, meet the benchmarks of the Hawaii Kindergarten Entry Assessment (KEA).

The benchmark below will reflect progress in supporting *keiki* to enter kindergarten ready to learn and succeed, based on the results of the Kindergarten Entry Assessment (KEA) to be developed under Objective 2 of Strategic Goal 3.

- At least 25% of *keiki* meet benchmarks when the KEA is first administered statewide at the start of SY2014-2015, and at least 30% in SY2015-2016.

Objective AG1.4: A high proportion of *keiki*, including those with high needs, are able to

read at the third grade level or higher when they exit third grade.

The benchmark below matches a major goal of the P-3 Initiative. It will become increasingly relevant in future years as an indicator of how well the ELD system is preparing *keiki* to be ready to learn when they enter kindergarten. It is expected that higher rates of school readiness, as reflected in results of the KEA, will lead to higher rates of achieving the third grade reading benchmark.

- The percent of *keiki*, including those with high needs, who read at the third grade level when they exit third grade increases at least 2% annually starting with SY2015-2016.

STRATEGIC GOAL 1: Culturally responsive and developmentally appropriate standards for early learning and development, program implementation, and practitioner competencies are infused throughout the early learning and development system to guide practice, continuously improve programs, and upgrade the early childhood workforce.

As stressed by the National Governors Association, standards by which progress can be measured are essential for assuring and improving the quality of all components of a high quality ELD system. The objectives below will promote the use of individual *keiki* standards, program standards, and practitioner competencies at all levels of the system.

Objective SG1.1: Infuse the Hawaii Early Learning and Development Standards throughout the early learning and development system to guide policies, practices, and assessments.

The Hawaii ELDS are scheduled for packaging and dissemination in early 2012. RTT-ELC funds will be used to train a broad range of programs and practitioners to understand and use the standards to guide practice, beginning with development of training curricula to be field tested in the middle of 2012. The Hawaii ELDS will also be infused into professional development, TQRIS ratings, and data elements of various databases. In addition, program standards and common core practitioner competencies for family engagement will be developed and promoted. Family engagement is an essential ongoing process for providing caregivers with the knowledge and skills they need to support their *keiki* to meet the Hawaii ELDS to the maximum extent possible. Progress will be assessed using the following benchmarks.

- 100% of ELD practitioners in the *targeted high need communities* will be trained on the

Hawaii ELDS by the end of 2012, and at least 40% of ELD practitioners *statewide* by the end of 2013, 60% by the end of 2014, and 80% by the end of 2015.

- By 2015, the Hawaii ELDS will be utilized within the TQRIS by 100% of Head Start/Early Head Start programs and 100% of IDEA Part B 619 classrooms.

Objective SG1.2: Develop and implement a system-wide tiered quality rating and improvement system (TQRIS).

The Hawaii SAC's *Framework for a Comprehensive Early Childhood System* promotes the TQRIS as the foundation of an effective standards-based system. Hawaii's TQRIS is under development based on aligned sets of program standards, the Hawaii ELDS, and Hawaii's Common Core Competencies for Early Care and Education Practitioners. It accommodates diverse programs in various settings along the ELD continuum. The first phase will be piloted in early 2012 with a cohort of State licensed center-based and licensed family child care programs that are funded through Head Start/Early Head Start, CCDF, IDEA Part B 619, and/or private funds. RTT-ELC funding will be used to build on this momentum by: (1) doubling the number of programs in the pilot, (2) creating tools for TQRIS operation in two additional types of ELD settings, (3) creating and refining the administrative structure for program implementation, (4) promoting the participation of all Head Start/Early Head Start programs in the TQRIS through coaching, mentoring, quality improvement mini-grants, and other incentives, and (5) increasing opportunities for *keiki* with disabilities to participate in programs that both serve the general population and are linked to the TQRIS. By 2015, Hawaii will have validated assessment tools for all settings as the basis for progressing towards higher levels of quality.

Objective SG1.3: Improve the rates at which keiki with high needs meet the health and development benchmarks of the Hawaii ELDS.

School readiness depends not only on the level of academic skills, but also on good health and development that support classroom energy, attention, and motivation. Hawaii will support *keiki* to reach their full potential for health and development through a variety of measures, including promotion of the family-centered medical home model through the DHS Medicaid Program. This model provides primary care for the whole family, including a schedule of periodic well-child care. The model also encourages parents to take care of their

own health, which is important for them to be able to “be there” and care for their own *keiki*. Another major initiative will be to train health and other providers to use standardized screening tools so health, development, and behavior issues can be identified and addressed at an early stage while most amenable to treatment. The benchmarks below will indicate progress in these initiatives.

- By the end of 2012, 20% more providers use the *family-centered medical home model* model for *keiki* with high needs, 40% more by the end of 2013, 60% more by the end of 2014, and 80% more by the of 2015.
- By the end of 2012, 20% more providers screen with standardized developmental tools, 40% more by the end of 2013, 80% more by the end of 2014, and 100% more by the of 2015.

Objective SG1.4: Practitioners give high priority to using evidence-based practices and strategies to meet standards for family engagement.

Families provide the most important context in which *keiki* learn, grow, and develop. *Keiki* are most likely to achieve optimal outcomes when families and ELD providers are on the same page and reinforce each others support of *keiki*. Family engagement guided by the Strengthening Families Approach and Protective Factors Framework is thus a critical ingredient of high quality programs and practitioners, and is included as a priority area in both the program standards used by the TQRIS and the common core practitioner competencies that guide professional development. The benchmark below will indicate progress in instilling family engagement as a core practice.

- 100% of ELD practitioners in the *targeted high need communities* will be trained to use a Family Engagement Standards Toolkit by the end of 2012, at least 40% of ELD practitioners serving *keiki* with high needs *statewide* will be trained by the end of 2013, 60% by the end of 2014, and 80% by the end of 2015.

Objective SG1.5: Provide families with essential skills and knowledge for effectively supporting their keiki to meet their full potential to be healthy, safe, values, and ready to learn and succeed in life at kindergarten entry.

Families will be provided with up-to-date information and essential skills for childrearing, with a focus on those whose *keiki* have high needs. The following benchmarks will reflect progress in this regard.

- By the end of 2015, at least 250 families will complete Trauma Prevention Training.
- Each year from 2012 – 2015, at least 300 families with *keiki* ages 0-3 involved in the child welfare system will receive *in-home parent training* through the evidence-based Attachment and Biobehavioral Catch-Up (ABC) model.

STRATEGIC GOAL 2: Build an integrated early childhood professional development system.

Research indicates that a high quality professional development system in any field requires two key components: (1) a framework defining competencies needed for effective practice at different levels and a progression of credentials for career advancement, and (2) supports and professional development opportunities for practitioners to obtain necessary skills and knowledge. Hawaii will address each of these components through separate objectives under Goal 2.

Objective SG2.1: Develop a Workforce Knowledge and Competency Framework (WKCF) and integrate it into the professional development system.

Research confirms that positive outcomes for *keiki* are associated with practitioners who have a college education, ELD-specific courses, and on-going professional development. Current workforce improvement efforts will be broadened and accelerated with RTT-ELC funding, as detailed in Section D. Over the past few years, with private funding support, efforts to develop a coherent formal system have born fruit with the establishment of Career Access and Navigation of Early Childhood Systems (CANOES). As part of CANOES, Hawaii Careers with Young Children (HCYC) has developed a set of Hawaii Common Core Competencies for Early Care and Education Practitioners applicable across four major ELD settings (center-based, family child care, home visiting, and family-child interaction learning). These competencies are being incorporated into a system-wide Career Framework that supports practitioners moving through various qualification levels aligned with the many different jobs and roles in the ELD field.

Objective SG2.2: Develop a great early childhood workforce by recruiting and supporting practitioners to improve their knowledge, skills, and abilities and progress up the early childhood career ladder.

Implementation of the RTT-ELC grant will include a focus on promoting professional

development and retention by offering scholarships and incentives to practitioners to support achieving higher levels of education tied to the Career Framework (Objective SG2.1) within a TQRIS system (Objective AG1.1 and Objective SG2.1). The grant will also facilitate collaboration and coordination among institutions of higher education and community-based professional development organizations to assess pre-service and in-service education needs. Identified needs will be addressed through new or expanded offerings that are more accessible to rural practitioners (e.g., through online distance education) and that include attention to program standards and core competencies in the critical areas of family engagement and cultural competence (Objective SG1.3).

HCCYC is developing within the CANOES system: (1) a website providing comprehensive workforce and professional development information that will link to the Practitioner Registry, (2) an articulated and coordinated system of degree progression and clock-hour professional development aligned with the Common Core Competencies and tied to jobs, roles, and recommended compensation within the Career Framework, (3) a virtual data system for on-going collection of workforce data, tied to the Practitioner Registry and Trainer Quality Improvement and Assurance System (TQIAS), and (4) community-based Professional Development Recruitment and Resource Centers (PDRRCs). The following benchmarks will reflect progress in the development of a great workforce.

- From 2012 to 2015, the number of institutions of higher education aligned with the Hawaii WKCF increases from four to nine, and the number of early childhood practitioners receiving credentials from “aligned” institutions increases from 36 to 100.
 - From 2012 to 2015, the percentage of practitioners who are progressing to higher credential levels in early childhood education (ECE) aligned with the WKCF will increase as follows: from 5% to 50% for certificate in ECE/infant toddlers, from 5% to 50% for certificate in ECE/preschool, from 5% to 75% for AS ECE, from 5% to 50% for BS ECE, and from 5% to 10% for MEd ECE.
 - By the end of 2015, at least 100 ELD practitioners on Oahu, 25 on Kauai, 50 on Big Island, 25 on Maui will have been supported to further their educations through scholarships, wage supplements, and work substitutes.
 - By the end of 2012, at least 20 trainers will be qualified to conduct training on the five

modules of the CSEFEL on social-emotional development of infant/toddlers and preschoolers, and they will train at least 400 ELD practitioners to successfully complete the modules by the end of 2014.

- By 2015, at least 100 ELD practitioners will be trained to use the evidence-based Attachment and Biobehavioral Catch-Up (ABC) model to provide in-home training to families with *keiki* who have experienced, or are at risk of experiencing, child abuse and neglect.
- By the end of 2015, at least 1,000 non-clinical ELD practitioners will participate in Trauma Prevention Training workshops.

STRATEGIC GOAL 3: Develop a longitudinal and coordinated early childhood data system that includes a kindergarten entry assessment.

A statewide longitudinal data system (LDS) is an essential component of any high quality ELD system as it provides a means of assessing the impact of programs and services as the basis for continuous quality improvement. The State DOE operates an LDS that includes K-12 students, and is working with the Hawaii P-20 Partnerships for Education to extend it to include *keiki* under the age of 5 as well as students in higher education. Hawaii will use RTT-ELC funding to accelerate implementation of the early childhood component of the statewide cross-agency LDS, called the P20 LDS, which will be housed and administered within the University of Hawaii system. In addition, a Hawaii Kindergarten Entry Assessment will be developed for statewide use to provide data that can be used to gauge kindergarten readiness for various subpopulations and track progress in improving readiness over time.

Objective SG3.1: Complete development of a longitudinal data system that links data across the early childhood, K-12 education, higher education, and workforce and lifelong learning systems.

A two-pronged approach to LDS development will be employed. One prong is to develop mechanisms for horizontal integration and coordination of data collected by ELD programs about the *keiki* they serve. These mechanisms will evolve along with development of the TQRIS data collection and reporting system. TQRIS data will be also be linked with other data systems being developed for implementation of the Affordable Care Act (e.g., exchange of electronic medical records, “insurance connector”). The intent is to link early childhood data with *keiki* health records beginning in 2014 when both sets of systems are scheduled for full

implementation. The other prong is to include early childhood data in the statewide P20 LDS, which already has the capacity to link individual record data from K-12 education to higher education to wage records, and already provides reports on various indicators and research questions. Early childhood data collected by the State DOE will be included in the P20 LDS.

Objective SG3.2: Develop a Hawaii Kindergarten Entry Assessment (KEA) and implement it statewide at the start of SY2014-2015.

The KEA will be developed on the foundation established by the classroom-level Hawaii School Readiness Assessment which is administered in 100% of the public kindergarten classroom at the start of each school year. The KEA will be used for individual students and will serve as a key indicator of how well the ELD system is preparing *keiki* to meet the aspirational goal of being ready to learn and succeed in life by the time they enter kindergarten. The KEA benchmark for the aspirational goal is the percent who meet kindergarten entry standards, while the benchmark for this objective will be the extent to which the KEA is administered in kindergarten classrooms across the state.

- The KEA will be administered at all 42 public elementary schools participating in the KEA pilot at the start of SY2012-2013, at 100% of the elementary schools in the targeted rural communities at the start of SY2013-2014, and at 100% of elementary schools statewide at the start of SY2014-2015.

STRATEGIC GOAL 4: Develop collaborative governance structures to guide and coordinate the operation, improvement, and sustainability of Hawaii's early learning and development system.

Hawaii will implement a coordinated set of system building activities with strong stakeholder input and guidance through the State SAC. The establishment of a Department of Early Childhood will promote collaboration and coordination across existing silos of activity, and the existing foundation of strong support from private funders will be leveraged to ensure that key system components are sustained after the RTT-ELC grant ends.

Objective SG4.1: Coordinate grant activities and obtain broad stakeholder input and guidance through the Hawaii State Advisory Council (SAC).

A state advisory council on early childhood is the first component of a comprehensive high-quality early childhood system recommended by the National Governors Association. Act

77, SLH of 1997, established a Cabinet-level interdepartmental council that was later designated to serve as Hawaii's SAC. This role is now filled by the Hawaii Early Learning Council, established in Statute via Act 14, SLH sp 2008, and referred to in this application as the Hawaii SAC. Its 14 members, appointed by the Governor with the advice and consent of the Senate, represent entities including State departments, higher education, various ELD organizations, and philanthropic foundations. The Hawaii SAC's mission is "to establish a viable and durable governance entity with authority, funding and accountability to plan/implement an early learning system to meet the needs of Hawaii's families and communities." The Hawaii SAC will play a major role in implementing the RTT-ELC grant by: (1) continuing to advise on the development and piloting of the TQRIS, (2) continuing to be the lead partner for early childhood in the Hawaii P-20 Partnership, (3) establishing subcommittees to develop grant-related plans and products, (4) reviewing and approving key system components, including the Hawaii Early Learning and Development Standards (ELDS), Family Engagement Standards for programs, Kindergarten Entry Assessment, and Common Core Competencies for Early Education Practitioners, and (5) continuing to provide a conduit into the community through monthly meeting forums and workgroup meetings open to the public.

Objective SG4.2: Establish a State Department of Early Childhood.

In his successful campaign for Governor, Neil Abercrombie pledged to create a Department of Early Childhood to coordinate efforts across the various silos of activity on early childhood issues across several State departments. The establishment of a new State department is a complex process that requires decisions on its specific roles and responsibilities in relation to other departments and the passage of enabling legislation. A new Office of Early Childhood (OEC) is therefore being established to coordinate efforts across agencies and take responsibility for managing the RTT-ELC grant. The OEC, and eventually the DEC, will have more direct influence with State agencies to promote collaboration and adherence to MOU requirements. Details of how the OEC will work with the Hawaii SAC and manage the RTT-ELC grant are provided in Section (A)(3).

Objective SG4.3: Integrate Federal, State and private funding sources.

Hawaii has a long history of local private foundation investment in ELD programs as

well as braiding Federal and State funds to operate important programs like CCDF-funded child care and Medicaid. A good example of braided funding programs are family-child interaction learning programs that are rooted in Native Hawaiian values and supported by a combination of Federal and private foundation funds. Further strengthening and expanding of these collaborative fiscal efforts will be explored and promoted by the new State Office of Early Childhood that will have overall responsibility for managing the grant.

(A)(2)(b). An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals.

Over the years many different agencies, individuals, and funders have been involved in developing and implementing a wide range of programs and services based on varying values and standards. Stakeholders recognize that these disparate parts and efforts do not constitute a true “system” with integrated and mutually supportive components. Hawaii’s reform agenda is therefore focused on breaking down barriers and enhancing partnerships to establish a coordinated standards-based system, as envisioned by the National Governors Association (Demma, 2010). A new Office of Early Childhood is being established specifically to coordinate reform efforts, underlining the State Administration’s commitment to achieving real sustainable reform.

Forging collaborative partnerships across agencies and across the public and private sectors is part and parcel of Hawaii’s strategies for achieving all the goals and objectives in its High Quality State Plan. This is the primary mission of Strategic Goal 4, to develop collaborative governance structures to guide and coordinate the operation and improvement of Hawaii’s ELD system. Collaborative cross-agency bodies, such as HCYC, will continue to drive development of the integrated early childhood professional development system envisioned for Strategic Goal 3. The TQRIS to be developed under Aspirational Goal 1 and Strategic Goal 1 is a major cross-agency effort that will touch all ELD program types and settings operated by the State DHS, DOE, DOH and numerous private agencies. The P20 LDS to be further developed under Strategic Goal 3 is a partnership effort of major early learning, K-12, and higher education entities that is forging links between once separate “data silos”. As the Hawaii ELDS are infused throughout the ELD system through

Strategic Goal 1, policies, practices, and assessments will become more uniform and effective. And system development efforts under Strategic Goal 4 will lead to enhanced braiding and leveraging of funds and resources from multiple public and private sources.

(A)(2)(c). A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

(A)(2)(c)(1) Rationales for Selection Criteria for Focused Investment Area (C)

Rationale for (C)(1) Developing and Using High-quality Early Learning and Development Standards

This focused investment area was chosen because the Hawaii ELDS are in the final stage of approval by the Hawaii SAC, and there is a need for resources and cross-agency collaboration to infuse them throughout the ELD system.

CURRENT STATUS: The Hawaii ELDS are in draft form and will be ready in early 2012 for implementation to guide programs and practitioners. To maximize consistency and aid the transition to kindergarten, the Hawaii ELDS are being designed to align with the State DOE's Hawaii Content and Performance Standards that guide teaching in the public schools. They will later be brought into alignment with the DOE's K-2 Common Core State Standards that are now under development.

WITH RTT-ELC: Once the Hawaii ELDS are finalized in the 1st quarter of 2012, training curricula will be developed and field-tested at the start of the second quarter. Training will begin first in the targeted high need communities, at the start of the 3rd quarter. Training will be expanded statewide in phases with the goal of having all ELD programs trained and using the Hawaii ELDS by 2015. In addition, higher education coursework will be updated to address the Hawaii ELDS, which will also be incorporated into the foundation of the TQRIS.

Rationale for (C)(3) Identifying and Addressing School Readiness Needs of Children with High Needs

Hawaii has chosen to address this focused investment area because of its philosophical commitment to ensuring that ALL *keiki* experience optimal growth and development that, in turn, will enable them to fully benefit from early learning opportunities. In addition, attention and energy are needed to mitigate the effects of the state budget crisis on funding to meet the health, behavioral, and developmental challenges of *keiki* with high needs.

CURRENT STATUS: Hawaii faces challenges to early childhood health care related to funding cuts, shortages of highly qualified personnel, access to health services, and lack of knowledge in the general population about the importance of prevention and keeping to a schedule of well-child care.

WITH RTT-ELC: Promote leveraging of resources (e.g., Medicaid's Early Periodic Screening, Diagnostic and Treatment, or EPSDT, benefit), increase number of qualified practitioners, increase the capacity to provide child care health consultation, and promote the family-centered medical home model.

Rationale for (C)(4) Engaging and Supporting Families

The *keiki* and family unit is a core Native Hawaiian value, and engaging and supporting families beginning prenatally is an important philosophical aspect of Hawaii's system. In view of research findings that family engagement is critical for achieving good ELD outcomes for *keiki*, Hawaii has chosen to address this focused investment area.

CURRENT STATUS: Family engagement is one of the program standards domains for only a subset of ELD programs. Most ELD practitioners need support in implementing family engagement strategies systematically and consistently within their programs.

WITH RTT-ELC: High quality family engagement standards will be developed, incorporated into TQRIS rating guidelines, infused into professional development curricula, and promoted for use by all ELD programs and settings, with priority given to targeted high need communities.

(A)(2)(c)(2) Rationale for Selection Criteria for Focused Investment Area (D)

Rationale for (D)(1) Developing a Workforce Knowledge and Competency Framework

Hawaii has chosen to address this focused investment area because it recognizes that such a framework is an essential component of a comprehensive and coordinated professional development system.

CURRENT STATUS: Hawaii Careers with Young Children is developing a comprehensive early childhood workforce knowledge and competency Career Framework that includes the Common Core Competencies for Early Care and Education Practitioners.

WITH RTT-ELC: Finalize the Common Core Competencies and assure alignment with higher education institutions and community-based professional development organizations,

beginning with professional development opportunities related to family engagement and cultural competency.

Rationale for (D)(2) Supporting Early Childhood Educators to Improve Knowledge, Skills, and Abilities

This focused investment area has been chosen because ongoing collaborative efforts to improve professional development have provided a ready foundation to leverage for accelerated system reform.

CURRENT STATUS: Collaborative efforts are underway to develop and integrate the components of a professional development system in order to: (1) support ELD practitioners working in a variety of ELD settings and roles, (2) increase the number highly qualified ELD practitioners, and (3) address issues related to high staff turnover within the field.

WITH RTT-ELC: Current efforts will be expanded and enhanced, with a focus on bringing professional development opportunities to targeted high need communities. Important components to be addressed include infusion of the Common Core Competencies into curricula, completion of a Trainer Quality Improvement and Assurance System (TQIAS), expanding the capacity of Hawaii's Practitioner Registry, and establishing PDRRCs in targeted high need communities.

(A)(2)(c)(3) Rationale for Selection Criteria for Focused Investment Area (E)

Rationale for (E)(1) Understanding Children's Learning and Development Status at Kindergarten Entry

The rationale for choosing this focused investment area is that assessing readiness to learn at kindergarten entry has been identified as a key indicator of how well *keiki* are being served in ELD programs, and the current assessment is considered inadequate because it is administered at the classroom rather than individual student level.

CURRENT STATUS: Since SY2004-2005, kindergarten teachers have used the Hawaii State School Readiness Assessment (HSSRA) to rate readiness at the classroom (rather than individual student) level. However, this assessment is based on teacher impressions and the results are not well suited to individualizing instruction.

WITH RTT-ELC: Hawaii will develop a new Kindergarten Entry Assessment (KEA) to be administered to all new kindergarten students at the start of each school year by the start

of SY2014-2015. The results will be linked to the P20 LDS. The KEA will be aligned with the Hawaii ELDS so practitioners in diverse ELD programs and settings are building toward a common core of knowledge.

Rationale for (E)(2) Enhancing Hawaii’s Longitudinal Data System to Include Early Learning Data

Hawaii has chosen this focused investment area because it is already a priority being addressed by the P-20 Partnerships for Education and the RTT-ELC grant can be used to accelerate progress.

CURRENT STATUS: The P-20 Partnerships of key educational entities is developing an LDS that will be capable of linking across multiple agencies to provide a picture of the learning progress of individuals across the lifespan.

WITH RTT-ELC: Progress in linking data from ELD programs as well as the KEA will be accelerated, providing policymakers and practitioners with data to inform decision making.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3). Aligning and coordinating early learning and development across the State.

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders. Evidence for (A)(3)(a) and (b):

- *For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.*
- *The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).*
- *A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).*

Evidence for (A)(3)(c)(1):

- *The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).*
- *A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)*

Evidence for (A)(3)(c)(2):

- *A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)*

(A)(3)(a). Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability.

(A)(3)(a)(1). *The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective.*

The establishment of a Department of Early Childhood by 2015 is one of the top goals of the Governor's early childhood policy initiative. Recognizing that creating a department takes time, the RTT-ELC grant will be managed by an interim Office of Early Childhood led by the State Early Childhood Coordinator (EC Coordinator), a position recently created and filled within the Office of the Governor. To manage the RTT-ELC grant, the EC Coordinator will lead

an Executive Management Team (EMT) composed of the chair of the Hawaii SAC and Cabinet-level leaders from participating State agencies. The EMT will be responsible for ensuring that the grant agenda and goals are being accomplished in a timely manner. The EMT will promote interagency coordination, streamline decision-making, effectively allocate resources, and create long-term sustainability. The lead agency for the grant will be the State DHS, which has statutory responsibility for child care licensing, manages the CCDF program, and provides major funding for various components of the system. Two organizational charts are provided in the Appendix, pages 166 and 167. The “Overview of Structure” chart shows the relationships among the participating State agencies, the Hawaii SAC, and EMT. The “Office of Early Childhood (OEC) Structure” chart shows the staffing of the OEC and the placement of the EMT within the structure.

The EMT will establish an inter-departmental workgroup composed of agency liaisons from DOH, DHS, DOE, and University of Hawaii. This workgroup will ensure that the decisions made by the EMT are carried out by the agencies in alignment with the grant goals and timeframe. Other workgroups will be established as needed to carry out RTT-ELC activities. These workgroups will typically be composed of a mix of agency staff funded by the RTT-ELC grant along with staff whose time is donated by their agencies.

The EMT will use the Balanced Scorecard project management process to coordinate efforts and keep them on track in achieving the grant goals. The Balanced Scorecard, introduced by Kaplan and Norton (1992), is widely used for project management throughout the business and public sectors. It is an instrument that incorporates strategic planning and processes for implementation and management to achieve an organization’s mission and goals. The Balanced Scorecard guides the development of concrete objectives and measures of progress and quality for four domains: expenditures, stakeholders, internal processes, and progress towards objectives (evaluation information from this latter domain is then used to improve procedures and quality in the other domains). Special project management software will be used to help keep track of the complex array of grant activities and quality indicators. An example of such software is Dashboard, which has the capacity to automatically update projects as team members enter information and to provide visual representations of the current health of projects.

The EC Coordinator will hire and supervise the OEC Senior Program Manager who will

be responsible for overall management of the RTT-ELC grant. The Senior Program Manager will assist the EC Coordinator in hiring and supervising Project Managers for the various projects that will work towards specific grant objectives. For example, one Project Manager will be responsible for monitoring and supporting the TQIRS projects, while another will be responsible for the workforce and professional development projects. The Project Managers will be responsible for: (1) fostering collaboration among and alignment between the participating State agencies and other partners involved in their projects, (2) monitoring and tracking the progress of specific project activities, (3) facilitating workgroups established to conduct project activities, and (4) working with the other Project Managers to take advantage of potential cross-project and cross-agency linkages and synergies to make progress towards the goal of a comprehensive integrated ELD system. The OEC Senior Program Manager and the team of Project Managers will use the Balanced Scorecard to keep grant activities on track to achieve their goals and objectives. They will also develop and implement policies, procedures, templates and tools that will ensure effective and efficient management and monitoring of all projects.

As the lead agency for the grant, the State DHS will: (1) ensure that the fiscal processing of grant funds and the allocation of resources are done on a timely basis, (2) provide regular reports on expenditures and ELD program indicators (e.g., number of *keiki* served) to be used for grant project monitoring and quality improvement, and (3) support the participating State agencies in carrying out their Scopes of Work as specified in MOUs. To enable the DHS to carry out these responsibilities, the RTT-ELC grant will fund positions within DHS, including a grants specialist to provide regular fiscal updates.

(A)(3)(a)(2). The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any.

As committed in the attached Participating State Agencies MOU and Scopes of Work, each of the participating State agencies will have lead roles and responsibilities for particular RTT-ELC grant components:

- The State DHS will be the lead agency, with primary responsibility for: (1) developing and implementing the TQRIS for State licensed center-based and home-based ELD programs, in collaboration with impacted private organizations, (2) facilitating system-wide development and infusion of the Hawaii ELDS and Family Engagement Standards, (3) conducting workforce and

professional development activities, (4) collaborating in development of the statewide longitudinal data system, and (5) managing grant-related contracts.

- The State DOH will be responsible for: (1) training professionals in the importance and implementation of the family centered medical home model, (2) conducting early health and development promotion activities, (3) enhancing the capacity of providers to effectively implement family engagement strategies, and (4) collaborating in development of the statewide longitudinal data system.

- The State DOE will be responsible for: (1) developing a new kindergarten entry assessment and implementing it statewide by the start of SY2014-2015, (2) collaborating in expanding its longitudinal data system to the early childhood domain, and (3) developing and demonstrating models for promoting early learning in its RTTT Zones of School Innovation (e.g., provision of tuition subsidies so *keiki* ages 3-4 with high needs can attend preschool).

- The University of Hawaii will be responsible for incorporating early childhood and kindergarten readiness data into the longitudinal data system it is developing through the P-20 Partnerships for Education.

Several Early Learning Intermediary Organizations will be contracted by the State DHS to take responsibility for certain grant components, including: (1) enhancement of the Practitioner Registry to include new data elements and be more useful for practitioners, and (2) complete development of the Hawaii Workforce Knowledge and Competency Framework and work to ensure it guides professional development at all workforce levels.

(A)(3)(a)(3). The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes.

As described above, the EC Coordinator and the EMT will use the Balanced Scorecard approach and project management software (such as Dashboard) to strategically plan, implement and manage the grant. The “strategic project oversight committee” model is also being used for Hawaii’s Race To The Top grant. Such a committee: (1) is a high level special executive leadership group focused on managing strategic organizational initiatives, (2) identifies, approves, and monitors projects necessary to implement the Balanced Scorecard, (3) establishes clear alignment of project designs to strategic goals and objects, (4) coordinates resources for project implementation, and (5) monitors measures related to the Balanced Scorecard to keep projects on target.

The primary role of the EMT led by the EC Coordinator is to make strategic system-level policy decisions that cut across all participating State agencies to ensure department-level alignment and coordination. Having the Hawaii SAC chairs on the EMT ensures a strong voice for the system-level private sector perspective, which is expected to help promote expanded private-public partnerships. EMT decision making will serve as the basis for developing system-level policy agreements that will be incorporated into MOUs between participating State agencies and the lead agency. These MOUs will include Scopes of Work delineating the specific tasks and activities to be undertaken by the participating agencies.

An effective decision making process that promotes broad acceptance relies on being clear about who makes what decisions and how they are made. To this end Hawaii will employ a decision making matrix such as the Decision Rights and Accountability Sample. In addition, the EMT will use effective conflict resolution strategies to smooth its decision making when system-level disagreements arise. At the inter-departmental level, the OEC Senior Program Manager and team of Project Managers will work collaboratively with the departmental liaisons. When conflicts arise, a resolution process similar to that used by the Center for Adaptive School's Cognitive Coaching Program will be used (Garmston & Wellman, 1999).

Training on conflict management and resolution will be part of the regular in-service sessions offered by the OEC's Human Resources Manager. This position will develop employee policies and procedures and policy recommendations for resolving disputes (e.g., Open Door Policy, grievance policy and procedures), to be approved by the EC Coordinator before being issued and reviewed with each OEC staff member. These guidelines will empower those closest to the dispute to resolve the dispute. There will also be guidelines for resolving inter-departmental and system-level disputes and possible appeal processes.

(A)(3)(a)(4). The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant.

If Hawaii is chosen to receive an RTT-ELC grant, an immediate first step will be a two-day retreat sponsored by the Governor and the Hawaii SAC. The primary target audience will be the nearly 70 stakeholders who attended Hawaii's RTT-ELC "kick off" held on August 23, 2011. The retreat will: (1) celebrate the launch of the High Quality State Plan and receipt of the

RTT-ELC grant, (2) re-affirm the vision, mission and goals of the grant, (3) introduce the new Office of Early Childhood and how the current work of the Hawaii SAC will continue on a parallel track with the RTT-ELC grant, (4) explain the roles and responsibilities of the participating State agencies, key partners, and Hawaii SAC, and (5) clarify the scope of work and timeline of the start-up and implementation of the RTT-ELC program. Throughout the four-year grant period there will be: (1) annual Governor's Conferences on Early Childhood, (2) regular dissemination of updates on progress achieved by the grant, and (3) a website providing information about the grant and links to resources for practitioners and families. The Governor's EC Coordinator, the participating State agencies, and the Hawaii SAC are committed to casting a wide net, seeking participation from stakeholders and key players in the public and private sectors, including representatives from the early childhood field, government, business, faith-based, parents and nonprofit entities. A coordinated community relations and engagement approach will be established to involve stakeholders in the planning and implementation of grant activities. This will be specifically handled by the Communications Manager and Specialists in the OEC after the grant program starts up.

(A)(3)(b). Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency.

An array of resources, expertise, and creativity will be required to achieve the goals of Hawaii's High Quality State Plan. As described below, the State DHS, DOE, DOH, DLIR, and University of Hawaii have indicated their strong commitment by entering into a joint MOU specifying their respective roles and responsibilities in the RTT-ELC grant.

(A)(3)(b)(1). Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan.

There are two MOUs attached to Hawaii's application. The first is the general MOU required to be submitted along with the application for RTT-ELC funding. The second MOU is more specifically focused on Hawaii's statewide Longitudinal Data System (LDS). This MOU was expedited by the five participating State agencies to ensure it would be signed by the time Hawaii submitted its RTT-ELC application, reflecting their strong commitment to the High Quality State Plan.

(A)(3)(b)(2). “Scope-of-work” descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs.

The scopes of work specified in the general MOU apportion responsibilities as follows:

- The State DHS will have primary responsibility for: (1) developing and implementing the TQRIS for State licensed center-based and home-based ELD programs, in collaboration with impacted private organizations (e.g., ‘Eleu, a coalition of FCIL programs for which a special TQRIS component will be developed), (2) system-wide infusion of the Hawaii ELDS, (3) workforce and professional development activities, and (4) managing grant-related contracts.
- The State DOH will be responsible for: (1) conducting early health and development promotion activities, and (2) enhancing the capacity of providers to effectively implement family engagement strategies.
- The State DOE will be responsible for: (1) developing a new kindergarten entry assessment and implementing it statewide by the start of SY2014-2015, (2) collaborating in expanding its longitudinal data system to the early childhood domain, and (3) developing and demonstrating models for promoting early learning in its RTTT Zones of School Innovation (e.g., provision of tuition subsidies so *keiki* ages 3-4 with high needs can attend preschool).
- The University of Hawaii will be responsible for incorporating early childhood and kindergarten readiness data into the longitudinal data system it is developing through the P-20 Partnerships for Education.

(A)(3)(b)(3). A signature from an authorized representative of each Participating State Agency.

Department of Human Services	Pat McManaman, Director
Department of Education	Kathryn Matayoshi, Superintendent
Department of Health	Loretta Fuddy, Director
University of Hawaii	M.R.C Greenwood, President
Department of Labor and Industrial Relations	Dwight Takamine, Director

(A)(3)(c). Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a).

Broad stakeholder commitment is reflected in the many letters of commitment or support provided in the Appendix.

(A)(3)(c)(1). Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils.

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Hawaii State Advisory Council (also known as Early Learning Council)	Y
Hawaii Early Intervention Coordinating Council (HEICC)	Y
The Head Start Associations of Hawaii and Outer Pacific (HSAH-OP)	Y
Hawaii State Head Start Collaboration Office (HSCO)	Y
Special Education Advisory Council (SEAC)	Y
Hawaii P-20 Partnerships for Education P-3	Y
People Attentive to Children (PATCH) Child Care Resource & Referral	Y
Hawaii Association for the Education of Young Children (HAEYC)	Y
Hawaii Careers With Young Children (HCYC)	Y
Childcare Business Coalition (CBC)	Y
ELEU Native Hawaiian Early Childhood Roundtable	Y
Good Beginnings Alliance (GBA)	Y
Hawaii Baptist Early Education Association	Y
Kia'i ka Ike	Y

(A)(3)(c)(2). Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State’s legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children’s museums; health providers; and postsecondary institutions.

In addition to the letters listed above, another 60 letters of intent and support from other stakeholders have been received. All letters are provided in the Appendix starting on page 10.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Office of the Governor Office of Early Childhood	<ul style="list-style-type: none"> Office of Early Childhood (OEC) oversees the implementation of the state’s Hawaii’s Race to the Top Early Learning Challenge (RTT-ELC) project. Convenes and a member of Executive Management Team, the advisory group to the RTT-ELC Grant. Ex Officio member of State Advisory Council (SAC) System Coordination, all Tiered Quality Rating Improvement System (TQRIS), TQRIS Evaluation, Early Learning and Development Standards (ELDS), Family Engagement Standards (FES), Health Standards, Family Centered Medical Home Initiative, Child Developmental & Early Mental Health Screening, Cultural Competency Curriculum, Professional Development Recruitment and Resource Center (PDRRC), Registry Expansion, Kindergarten Entry Assessment, Department of Early Childhood Data System, Longitudinal Data System. Required Technical Assistance is overseen by the OEC. OEC is also responsible for Policy, Research, Evaluation, Partnership Development, Human Resources, Administration and Grants Management.
Department of Human Services	<ul style="list-style-type: none"> Lead agency and fiscal agent for the RTT-ELC project. Member of the SAC, Member of the RTT-ELC Executive Management team. Programmatic Lead: Collaborate with OEC on system coordination, primary responsibility for TQRIS oversight, TQRIS Assessment Unit, TQRIS FFN/FCIL, TQRIS HS/EHS, 619 TQRIS CB/FCC, TQRIS Evaluation, ELDS/FES, Cultural Competency Curriculum, PDRRCs, Training Quality Improvement Assurance System (TQIAS), Registry Expansion, Attachment and Biobehavioral Catch-Up (ABC) Training, Trauma Training. Participate in Longitudinal Data System,
Department of Health	<ul style="list-style-type: none"> Member of the SAC, Member of the RTT-ELC Executive Management team. Programmatic Lead: Family Centered Medical Home Initiative, Child Developmental & Early Mental Health Screening, Center for Social Emotional Foundations for Early Learning (CSEFEL) training through the PDRRCs. Participate in Longitudinal Data System

Department of Education	Member of the SAC, Member of the RTT-ELC Executive Management team. Programmatic Lead: Kindergarten Entry Assessment, training through the PDRRCs. Participate in Longitudinal Data System,
University of Hawaii	Member of the SAC, Member of the RTT-ELC Executive Management team. Programmatic Lead: Longitudinal Data System
Department of Labor and Industrial Relations	Participate in Longitudinal Data System
Other Entities	
Hawaii State Advisory Council	The Hawaii SAC will play a major role in implementing the RTTT-ELC grant by: Advising implementation of Hawaii's State Plan (1) continuing to coordinate development and piloting of the TQRIS, (2) continuing to be the lead partner for early childhood in the Hawaii P-20 Partnership, (3) establishing subcommittees to develop grant-related plans and products, and (4) reviewing and approving key system components, including the Hawaii ELDS, FES for programs, Kindergarten Entry Assessment, and Common Core Competencies for Early Education Practitioners.
State Interagency Coordinating Council for Part C of IDEA	Advisory to OEC on participation of Part C of IDEA in State Plan

Table (A)(3)-4. High Quality Plan for Establishment of Department of Early Childhood

Activity	Responsible	Timeline	Milestones/Outcomes
Goal 1: Establish a temporary Office of Early Childhood			
Establish a temporary State Office of Early Childhood	EC Coord	Jan '12	State Office of Early Childhood
Examine early childhood governance structures used in other states, including mission, programs, funding, and relationships other Departments	EC Coord	Feb-Mar '12	Information on operational options for Hawaii's Dept. of Early Childhood
Conduct content analysis and develop recommendations feasible for future Dept. of Early Childhood	EC Coord	Mar-Jul '12	Set of recommendations for structure, policies, and procedures for Dept. of Early Childhood
Complete a white paper for the Governor proposing how Dept. of Early Childhood would operate	EC Coord	Jul-Aug '12	White Paper for the Governor

Develop a communication plan to gain key stakeholder support for a new Dept. of Early Childhood	EC Coord	Sep-Jan '13	Communication Plan to secure buy-in for future Dept. of Early Childhood
Goal 2: Establish permanent Department of Early Childhood			
Develop plan for data, information and technology system for future Dept. of Early Childhood	EC Coord, EC Data Mgr	Jan-Dec '13	Information and Technology System Plan
Implement information and technology system plan	EC Data Mgr TQRISP staff	Jan-Dec '14	Information and Technology System operational
Secure legislative approval during 2014, along with budget to establish Dept. of Early Childhood	EC Coord	Jan-Apr '14	Bill passed to establish Dept. of Early Childhood
Secure and set up physical office space with cubicles, equipment, furnishings, technology	EC Coord Facil Mgr	May-Dec '14	Move to new office
Develop communication plan to provide status updates and completion of new Dept. of Early Childhood	EC Coord	Jan '15	Public announcement of new Dept. of Early Childhood
Assess effectiveness of start up phase of Dept. of Early Childhood	EC Coord	Dec '15	Report to Governor
<i>Abbreviations: EC Coord = State Early Childhood Coordinator, EC Data Mgr = Data manager for State Office of Early Childhood, Facil Mgr = Facilities Manager, TQRISP = Grant-funded TQRIS Project</i>			

(A)(4). Developing a budget to implement and sustain the work of this grant.

Evidence for (A)(4)(a):

- *The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).*
- *Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.*

Evidence for (A)(4)(b):

- *The State's budget (completed in section VIII).*

The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

(A)(4)(a). Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used.

Hawaii requests a total of \$49,965,623 in Federal RTT-ELC funds to support its ambitious reform agenda. Over the four-year grant period, Hawaii plans to leverage an additional \$22,774,482 from State funds, designated Federal funds, and private fund commitments. Due to the nature of the State, Federal, and private budgets and appropriations, precise figures cannot be forecast beyond 2012.

An estimated total of \$21,999,822 is supporting system building efforts during 2012, including \$826,330 committed by private funders. Development of the TQRIS is being supported with \$425,000 in State General funds. The total Federal allocation for 2012 was \$20,748,492, most of which came from CCDF set-asides, for the following purposes:

- \$819,563 to develop and infuse Hawaii ELDS and Family Engagement Standards (CCDF set-aside)
- \$1,046,500 for workforce development efforts (CCDF set-aside)
- \$1,164,990 for coordinated system building efforts (CCDF set-aside)
- \$11,393,964 towards TQRIS, including quality assurance and improvement activities (CCDF set-aside).
- \$7,488,465 from IDEA.
- \$150,000 from HRSA's Maternal and Child Health Bureau.

(A)(4)(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

- (1) Is adequate to support the activities described in the State Plan;**
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and**
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan.**

The budget tables and budget narrative explain how RTT-ELC grant funding will be used to effectively and efficiently implement Hawaii's High Quality State Plan.

(A)(4)(c). Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

The intense collaborative process of developing Hawaii's High Quality State Plan created

a powerful synergistic momentum among key early childhood stakeholders representing private and public organizations and groups. To sustain this momentum, a series of critical steps will be taken over the next few months that will include the following:

- The preliminary results of Hawaii's Early Childhood Fiscal Mapping Project, conducted by The Finance Project, will be shared with key early childhood leaders in the middle of November, 2011. The Finance Project will use feedback from this to develop recommendations that will be feasible and effective in Hawaii. Hawaii is one of only five states that have undertaken this kind of deep and detailed fiscal mapping by The Finance Project.
- A facilitated one-day Early Childhood Leadership retreat will be held in before the end of 2011. The purpose is to: (1) further clarify the roles of key early childhood leaders, (2) establish good working relationships among the leaders, (3) develop agreement on collectively supporting the High Quality State Plan, and (4) build consensus for a collective early childhood legislative package and an accompanying advocacy plan for the upcoming 2012 session of the State Legislature.
- Events to publicize and support the early childhood legislative package will be conducted prior to the legislative session that starts in mid-January 2012.

The key priorities proposed for the legislative package are described below.

Preventing Loss of Early Childhood Education Access for Late-born Five-Year-Olds. A change in public educational programming is scheduled to take effect beginning SY2013-2014. This change will mean that *keiki* who turn 5 years old between August 2 and December 31 will no longer be provided with access to free kindergarten or junior kindergarten services. The Hawaii SAC and other early childhood stakeholders are crafting legislative proposals to ensure these *keiki* will have access to high quality educational services. One possible option being considered is to use available funds for a new public-private pre-kindergarten program that will be accessible for late-born 5-year-olds.

Sugar Sweetened Beverage Tax Bill. The Governor's administrative package proposes to create dedicated funding for early childhood development through a tax of one penny for each ounce of a sugar sweetened beverage purchased, wherever sugar sweetened beverages are sold. This bill will emphasize that the consumption of sugar sweetened beverages negatively impacts the health and well-being of *keiki*. Research indicates that sugar sweetened beverages are the

number one cause of obesity in children and youth, especially those who are low-income, because these heavily advertised beverages are less expensive and more accessible compared to other more healthy beverages like milk. Revenue from this tax could be up to about \$40 million a year. The tax revenues will be used to promote early childhood development, including physical health, social-emotional development, and cognitive development. These new revenues will be used to restore funding that had been cut over the past few years to help balance the State budget. Priority will be given to restoring DOH prevention and early intervention programs, DOE early care and education programs, and a range of DHS programs including child care subsidies.

Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
Federal	\$20,748,492				\$20,748,492
State	\$425,000				\$425,000
Private	\$826,330	\$387,330	\$387,330		\$1,600,990
Federal	\$20,748,492				\$20,748,492

B. HIGH-QUALITY, ACCOUNTABLE PROGRAMS

(B)(1). Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).*
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--*

- *A copy of the tiered Program Standards;*
- *Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;*
- *Documentation of how the tiers meaningfully differentiate levels of quality.*

Hawaii is committed to implementing a comprehensive statewide tiered quality rating and improvement system (TQRIS) as an organizing quality improvement mechanism that crosses silos of activity within the ELD system to bring together the many program standards and assessment tools used within a complex array of programs and settings. Hawaii's TQRIS, now on the verge of an initial pilot phase, will serve to focus the vision of ELD programs and practitioners on the goal of preparing Hawaii's *keiki* to enter kindergarten healthy and ready to learn and succeed in life. All program rating and quality improvement activities conducted within the context of the TQRIS will be oriented to this goal. The TQRIS will in turn be interwoven with the other ELD system components being developed and refined with RTT-ELC funding:

- TQRIS program standards will guide programs and activities to focus on supporting *keiki* to meet the Hawaii ELDS, with the ultimate "test" being results of a new Kindergarten Entry Assessment and success in meeting academic standards in subsequent grades.
- The TQRIS will link with Hawaii's longitudinal data system, now being expanded from K-12 coverage to P-20 and into the workforce and lifelong learning.
- The development of a great early childhood workforce is oriented to producing a corps of practitioners well-prepared to support *keiki* ages 0-5 and their families in the communities where they reside using evidence-based strategies aligned with the Hawaii ELDS and TQRIS program standards, including those for family engagement and cultural competence.
- The piloting of the TQRIS at the start of the RTT-ELC grant will cover programs in targeted rural communities with relatively few resources and high challenges, as the basis for developing effective models for expanding and ensuring the effectiveness of the TQRIS in other high need communities throughout the state.

The State DHS is in the process of developing, piloting, and refining components of the TQRIS for the programs it funds or licenses. This effort is being led by the Quality Care Program for Center-based and Home-based Programs (QCP), funded by the DHS to recognize and reward

quality in preschools and childcare centers. The QCP is a public-private partnership between the UHM Center on the Family, the state chapter of the National Association for the Education of Young Children, Honolulu Community College (a part of the State university system), and People Attentive to Children (PATCH), Hawaii's DHS-contracted Child Care Resource and Referral Agency. The TQRIS targets licensed centers and family child care (FCC) homes serving *keiki* subsidized with CCDF funds, Head Start and Early Head Start centers, and Head Start inclusion sites that collaborate with IDEA Part B 619 classrooms in public schools.

The QCP will pilot the TQRIS beginning in January 2012 with a sample of DHS licensed infant/toddler classrooms, preschool classrooms, Hawaiian language based centers, and FCC homes. The programs are located throughout the state in both rural and urban settings. The pilot will start with an orientation meeting to introduce participating programs to the TQRIS coaching staff and reliable assessors. In March 2012, the programs will be assessed using an appropriate Environmental Rating Scale tool. Programs that have National Association for the Education of Young Children (NAEYC) or National Association for Family Child Care (NAFCC) accreditation will also be assessed using the Classroom Assessment Scoring System (CLASS) and Program Administration Scale (PAS) or Business Administration Scale for Family Child Care (BAS). Once a program's assessments are complete, it will be supported to improve quality over an 18-month period through financial incentives and targeted coaching.

(B)(1)(a). The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that is based on a statewide set of tiered Program Standards.

(B)(1)(a)(1). Early Learning and Development Standards.

In Fall 2010, the Hawaii SAC endorsed a set of ELD domains that have been used by the QCP to guide its development of the TQRIS for programs funded or licensed by the State DHS. The QCP established five program standards areas to address in the TQRIS, excluding those areas already required for licensing (Transportation, Health and Safety, and Nutrition). Based on the results of the TQRIS pilot, the QCP will develop definitions for each tier in each standard area, to be submitted to the Hawaii SAC to identify other settings under State jurisdiction where they can be applied.

The five program standards areas addressed by the TQRIS include:

Early Childhood Care and Education. Quality early childhood programs have written

curricula that describe plans for using materials in developmentally appropriate learning experiences in stimulating environments. The implementation of this plan is evident through child-teacher interactions and the ability of programs to utilize child observations and assessments to provide curricula that supports the learning and development of *keiki* in all domains, including social and emotional. The elements include: Child/Teacher Interactions; Curriculum; Child Assessment; Mental Health; and Environment.

Diversity and Inclusion. Quality ELD programs employ culturally competent practices and strategies to support the full inclusion and acceptance and appreciation of children who are from various cultural backgrounds, are English language learners, and/or have disabilities. Well-trained teachers do this through intentional teaching, accommodations, and purposeful choice of materials while viewing children within the context of family and community. The elements include: Materials; Activities; Child/Teacher Interactions; Staff Training; and Family Involvement. The development of program standards in this domain will be guided by the NAEYC's Quality Benchmark for Cultural Competence Project.

Program Design and Management. Quality ELD programs have written plans that explain their human resource policies, such as staff orientation, performance evaluation, and staff compensation. Their management design should also detail facilities management, budget planning, and mechanisms for self-assessment of the program. This information is used to develop staff training plans and determine the classroom sizes and child/teacher ratios. The elements include: Classroom Size and Ratios; Staff Compensation; Self-assessment Mechanisms; and Staff Development Plan.

Family Engagement. Quality early childhood programs view family engagement as a continuing process and partnership. Programs can enhance this relationship through carefully-developed policies that ensure communication with families, opportunities for involvement, and provision of resources or referrals. Elements include: Policies; Resources & Education; Communication; Involvement; and Outside Family Support Resources.

Staff Qualifications. Quality programs employ teaching staff and directors who understand the developmental needs of *keiki* and optimal learning environments and curricula for meeting those needs. They have studied early childhood education, both formally and informally, and believe learning is a continuum for them as well as the children they serve. Elements

include: Teacher Qualifications; Director Qualifications; and Individual Professional Development Opportunities.

(B)(1)(a)(2). Comprehensive Assessment System.

The elements within the DHS TQRIS standard areas will be measured by tools already established to be valid and reliable: Classroom Assessment Scoring System (CLASS); Early Childhood Environment Rating Scale-Revised (ECERS-R); Infant Toddler Environment Rating Scale-Revised (ITERS-R); Family Childcare Environment Rating Scale (FCCERS-R); Program Administration Scale (PAS); and Business Administration Scale for Family Child Care (BAS).

Each of these standardized tools is able to measure elements identified in the quality TQRIS Standard Areas (see Table 1 in Appendix, page 131). These tools were selected due to: (1) ability to measure identified indicators of quality; (2) substantial evidence of high levels of validity (construct, concurrent, predictive, and content); (3) utility for program self-study of readiness for NAEYC or NAFCC accreditation; (4) widespread adoption which allows for cross-state comparisons; (5) ability to test for inter-reliability; (6) availability of trained reliable assessors in Hawaii; and (7) their ability to link, high scores to positive outcomes in the development of *keiki*.

The TQRIS utilizes a five-level building block rating system to ensure similar quality across system elements and to encourage progressive quality improvement efforts from one level to the next. Meeting DHS licensing standards is a prerequisite to participate in the TQRIS. In order to be placed at a certain level, all criteria associated with standard areas of that level must be met. This includes having a specific “score” on the assessment tool, such as CLASS, ERS, and PAS/BAS, and staff obtaining a specified level on the Voluntary Registry Framework. Table 2 (Appendix page 136) shows the criteria by TQRIS level for center-based programs serving *keiki* ages 0-3, Table 3 (Appendix page 138) for preschool center-based programs, and Table 4 (Appendix page 140) for in family child care homes.

(B)(1)(a)(3). Early Childhood Educator Qualifications.

To assess staff qualifications, the TQRIS employs Hawaii’s Voluntary Registry that is currently used to verify credentials and education attainment of center-based DHS-licensed program staff. The data system being developed for the TQRIS links to information obtained during DHS licensing inspections.

(B)(1)(a)(4). Family Engagement Strategies.

Hawaii uses the Strengthening Families Approach and Protective Factors Framework to guide family engagement strategies. Family engagement will be promoted in the context of the TQRIS through a progression of standards applicable across a range of settings, as detailed in Section (C)(4)(a). The present section therefore focuses on family engagement strategies that will be promoted for Family, Friend, and Neighbor (FFN) care providers who are unlikely to participate in the TQRIS in the near future. Learning to Grow (LTG), a project conducted by the UHM Center on the Family, supports families with *keiki* in FFN care by providing informative brochures, booklets, newsletters, and DVDs on topics including *keiki* safety, healthy development, and school readiness; the importance of selecting quality child care; and the importance of registering their *keiki* early for kindergarten to foster a smooth transition into school. Home learning packets are also mailed monthly to families and their child care providers. LTG also enhances the skills and knowledge of early childhood and family service practitioners through training workshops on a range of topics including Working with Families.

(B)(1)(a)(5). Health Promotion Practices.

Health promotion practices are assessed when a program is licensed by the State DHS. Only DHS-licensed centers or FCC homes will participate in the TQRIS pilot. Information obtained during licensing verification visits will be shared with the TQRIS administrators, including: type of license issued (provisional or regular); expiration date of license; and any health/safety code violations. In addition to being licensed, the TQRIS also requires annual proof that FCC providers, teaching staff, and directors (as identified by DHS) have met the annual on-going professional development requirement of having a current first aid/CPR certificate.

(B)(1)(a)(6). Effective Data Practices.

The TQRIS data system currently being developed is an expansion of the one that was designed for use by the Quality Care Program. This current system allows for: (1) automation for data calculation, streamlining, and report generation; (2) utilities for data annotation, reuse, and analysis; (3) data validation for error checking and logic verification; and (4) a tracking platform for logging, archiving, and progress monitoring. This database was initially designed to be a building block upon which the additional data collection needs of the TQRIS can be added. The data systems that it will link to include: (1) the systems operated by DHS for licensing and

subsidy distributions; (2) the Registry administered by the Resource and Referral agency; (3) the local AEYC affiliate that will provide coaching; (4) the P-3 system that will provide student assessment data and longitudinal data; and (5) the State university that will be conducting the program assessments. All of this information will be used for developing quality improvement plans, TQRIS rating levels, research reports, and DHS reports.

(B)(1)(b). The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children.

Once the Hawaii Early Learning Standards (ELDS) are finalized (November-December 2011), the standards in the domains of Early Childhood Care and Education, Family Engagement, and Program Design and Management will be integrated into the TQRIS design. Expected evidence at each TQRIS level will be documented, as well as how they will be measured using the identified program assessments (ERS, PAS/BAS, and NAEYC or NAFCC accreditation), as summarized in Table 2 in the Appendix (page 136). For example, evidence of the following items will be obtained: (1) degree to which the Hawaii ELDS are evidenced in the curriculum, as measured by ERS (program structure); (2) degree to which formative child assessments are connected to the Hawaii ELDS, as measured by PAS (Child Assessment), NAEYC Accreditation (Assessment of Child Progress), and NAFCC (Developmental Learning Outcomes); (3) degree to which parents are informed of the Hawaii ELDS, as measured by ERS (Parents and Staff/Parents and Provider), PAS (Family Engagement)/BAS (Provider-Parent Communication), and NAEYC (Families)/NAFCC (Relationships, Providers with Parents and Families); and (4) degree to which the Hawaii ELDS are integrated into the staff development plan, as measured by ERS (Parents and Staff/Parents and Provider), PAS (Human Resource Development)/BAS (Provider as Employer), and NAEYC (Leadership and Management)/NAFCC (Professional and Business Practices).

(B)(1)(c). The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that is linked to the State licensing system for Early Learning and Development Programs.

The TQRIS pilot requires all participating programs to be licensed. As the TQRIS is

developed, electronic data used by the State DHS and DOH to assess and track adherence to program standards will be linked and used to sort programs into the appropriate levels of the TQRIS. Licensing requirements will eventually be extended to other settings, such as DHS-funded FFNs, that will then be linked to the TQRIS.

Table (B)(1)-1: Status of all Program Standards currently used in Hawaii							
	Program Standards Elements ("X" indicates element is addressed)						
Existing Program Standards	ELDS	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
QRIS Program Standards (DHS licensed programs: Head Start, EHS; CCDF funded; IDEA PART B, 619 in HS)	X	X	X	X	X	X	
NAEYC Program Standards (programs enrolled in HECAP, TQRIS)	X	X	X	X	X	X	
NAFCC Program Standards (FCC programs enrolled in TQRIS)	X	X	X	X	X	X	
Head Start Performance Standards	X	X	X	X	X	X	
Healthy Families America (Home Visiting)	X	X	X	X	X		

Table (B)(1)-1: Status of all Program Standards currently used in Hawaii							
	Program Standards Elements (“X” indicates element is addressed)						
Existing Program Standards	ELDS	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Parents as Teachers (Home Visiting)	X	X	X	X	X	X	
Home Instruction Program for Preschool Youngsters (Home Visiting)	X		X	X		X	
Hawaii Preschool Content Standards (programs serving 4-year-olds)	X	X		X	X		
DHS licensing code (FCC and center-based licensed: Head Start, EHS; CCDF funded; IDEA PART B, 619 in HS classrooms)	X		X	X	X		
Learning to Grow Developmental Guidelines (CCDF funded licensed-exempt: FFN)	X						
Family-Child Interaction Learning Programs Standards	X	X	X	X	X	X	

Table (B)(1)-1: Status of all Program Standards currently used in Hawaii							
Program Standards Elements ("X" indicates element is addressed)							
Existing Program Standards	ELDS	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
(FCILs)							

Table (B)(1)-2. High Quality Plan for Establishing and Operating a Statewide TQRIS

Activity	Responsible	Timeline	Milestones/Outcomes
Goal 1: Establish an Early Childhood TQRIS Division within the State DHS			
Recruit and hire administrative team	State DHS	Feb '12	Division Head and 6 specialists
Create TQRIS Assessment Unit to create assessment infrastructure	EC Coord State DHS	Mar '12	Highly trained corps able to effectively support programs to participate in the TQRIS
Goal 2: Establish TQRIS components and ensure appropriate for their respective settings			
Ensure each TQRIS component uses valid/reliable measurement tools and provides improvement supports	TQRISP staff	Feb '12 ongoing	Measurement tools and supports defined for each TQRIS component
Conduct pilot of TQRIS component for DHS licensed programs	TQRISP staff	Jan-Dec '12	Pilot results use to refine design of TQRIS for licensed programs
Establish TQRIS component for DHS licensed programs	TQRISP staff	Dec '12	TQRIS component for DHS licensed programs operational
Support licensed programs through training, coaching, fiscal incentives	TQRISP staff	Mar '12 ongoing	100%
Develop valid and reliable health and safety checklist for license-exempt programs	TQRISP staff	Jun '12- Dec '13	Valid and reliable health and safety checklist for license-exempt programs
Field test and refine checklist for license-exempt programs	TQRISP staff	Jan '14- Dec '15	•150 programs in test during '14 •250 programs in test during '15
Establish TQRIS component for DHS license-exempt programs	TQRISP staff	Jan-Dec '13	TQRIS component for DHS license-exempt operational
Establish TQRIS component for FCILs	TQRISP staff	Jan-Dec '14	TQRIS component for FCILs
Establish TQRIS components for other programs as they are identified	TQRISP staff	Jan '13 ongoing	TQRIS components for other programs operational
Goal 3: Link TQRIS with other data systems			
Make TQRIS and P20 Longitudinal Data System interoperable and linked	TQRISP staff LDSP staff	Feb '12- Dec '13	TQRIS linked with P20 Longitudinal Data System
Link TQRIS with Practitioner Registry	TQRISP staff	Jul '12- Dec '13	TQRIS linked with Practitioner Registry
Link TQRIS with administrative data system of Dept. of Early Childhood	TQRISP staff EC Data Mgr	Jun-Dec '14	TQRIS linked with data system of Dept. of Early Childhood
Link TQRIS with other relevant data systems	TQRISP staff	Jul '12 ongoing	TQRIS linked with other relevant data systems
<i>Abbreviations: EC Coord. = State Early Childhood Coordinator, EC Data Mgr = Data manager for State Office of Early Childhood, LDSP = Grant-funded Longitudinal Data System Project,</i>			

TQRISP = Grant-funded TQRIS Project

(B)(2). Promoting participation in the State's Tiered Quality Rating and Improvement System.

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System.

(B)(2)(a). Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system.

In its role as coordinator of TQRIS efforts statewide, the Hawaii SAC has developed several planning initiatives, including creation of a Quality Improvement Workgroup. This workgroup is charged with facilitating the creation of TQRIS components for the following four settings: (1) DHS-licensed programs; (2) DHS-licensed-exempt programs; (3) home visiting programs; and (4) family-child interaction learning (FCIL) programs funded through the Native Hawaiian Education Act. The workgroup is also orchestrating the development of a system that connects children who attend DOE IDEA Part B 619 programs (that are not DHS licensed) to a program that is in a TQRIS. The two co-chairs of the Quality Improvement Workgroup have been active members of the TQRIS design and planning team. They both have been integral to making sure the mission and work of the Hawaii SAC is being met and considered in TQRIS plans.

The Quality Improvement Workgroup supports TQRIS development by coordinating meetings and offering technical assistance to State agency representatives charged with TQRIS development. With RTT-ELC funding, a full-time TQRIS facilitator and three TQRIS specialists will be hired. The facilitator will be responsible for connecting the various TQRIS designs so that they: (1) are uniform in their design elements, (2) create a flow from one TQRIS to the next, (3) incorporate the Hawaii Early Learning Standards, and (4) are connected to the State's Resource and Referral agency. The facilitator will also serve as the lead contact person connecting the Quality Improvement Workgroup, the Hawaii SAC, and the key participating State agencies (DOH, DHS, DOE, and University of Hawaii). The three TQRIS program specialists will support the work of the Quality Improvement Workgroup, including assisting with TQRIS design, developing needed infrastructure, identifying what funds are available to support TQRIS implementation, and developing plans for TQRIS piloting and subsequent statewide implementation.

Plans for maximizing the TQRIS participation of different categories of programs are provided in the sections below. However, family-child interaction learning (FCIL) programs for Native Hawaiian *keiki* do not readily fit any of these categories and will therefore be addressed here. 'Eleu is a consortium of organizations conducting FCIL programs for this population which includes a high proportion of *keiki* with high needs. They meet monthly to ensure that services are being provided where needed, to share best practices, and to collaborate and share resources so that limited funds are best utilized and leveraged. 'Eleu is the decision making entity for FCILs and is the place to support the design and implementation of a TQRIS. This group recently agreed on the use of the Peabody Picture Vocabulary Test (PPVT), Ages and Stages Questionnaire (ASQ), and Ages and Stages Questionnaire-Social-Emotional (ASQ-SE) for all programs as both a formative assessment tool and to measure the program's impact on *keiki*. Some of the FCILs have also been exploring the appropriateness of using various assessment tools such as CLASS, NAEYC accreditation, and ECERS. 'Eleu has also been exploring the possibility of developing and field testing for validity and reliability a program assessment tool that measures Native Hawaiian culture and identity and is connected to the Family-Child Interaction Learning Program Standards. Over the next four years, with technical assistance from the Quality Improvement Workgroup, 'Eleu plans to develop a TQRIS component that can address the unique characteristics of FCILs while at the same time aligning their program standards with those used by other programs in the state.

(B)(2)(a)(1). State-funded Preschool Programs.

Hawaii does not have a universal pre-K program, but does have a limited number of State-funded preschool programs. The State DHS provides preschool tuition subsidies so low-income families can afford to send their *keiki* to private community preschools. Private community preschools will be included in the 2012 pilot of the TQRIS.

(B)(2)(a)(2). Early Head Start and Head Start Programs.

A TQRIS component for Head Start/Early Head Start will be developed and field-tested beginning around mid-2012 with early learning programs that have an internal coach/mentor infrastructure (see Section (B)(4)(c)(1), page 95, for a description of the coaching initiative, known as Quality Improvement Assurance). The field test will include training Head Start coaches on the skills and strategies used for achieving improvement through TQRIS

participation. The TQRIS Head Start/Early Head Start component will use the ITERS or ECERS along with the CLASS and PAS/BAS for assessment, and assessment results will be used to improve the internal coaching program. Head Start programs will also be encouraged to pursue NAEYC accreditation, and those that do will be supported through technical assistance and other resources from the Hawaii Association for the Education of Young Children.

(B)(2)(a)(3). Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA.

Programs for *keiki* with disabilities funded through IDEA Part B 619 and Part C are already subjected to close oversight and employ well-established quality assurance and improvement procedures required for Federal and State reporting. Hawaii has a long history of IDEA Part B 619 programs that are Head Start collaboration sites licensed by the State DHS, and these programs will therefore participate in the TQRIS. As described in Section (B)(4)(c)(2), other Part B and C programs will be supported to be connected to the TQRIS through the dual enrollment of their *keiki* with disabilities in programs for the general population that are engaged in continuous quality improvement through participation in the TQRIS.

(B)(2)(a)(4). Early Learning and Development Programs funded under Title I of the ESEA.

Hawaii's Title I programs do not typically serve *keiki* prior to entry to kindergarten, although some elementary schools use Title I funding to run summer transition programs for *keiki* entering kindergarten in the Fall who have not had previous pre-kindergarten experience.

(B)(2)(a)(5). Early Learning and Development Programs receiving funds from the State's CCDF program.

The State DHS is planning a TQRIS component for license-exempt FFN care providers. This initiative will be implemented by the Learning to Grow (LTG) project of the UHM Center on the Family. LTG has been contracted by the DHS since June 2000 to provide educational outreach services and resources to families with *keiki* ages 0-5 as well as their FFN care providers. LTG will continue this work and will also, by June 2012, complete research on the different ways states have approached developing a TQRIS for license-exempt family child care providers. Next, they will move into designing a model for Hawaii that will include identifying common standards areas; identifying tools that are reliable and valid and can measure those standards; creating a technical assistance plan to support providers in improving quality; and developing a strategy to educate the public about the TQRIS. This TQRIS component will be

tied to a CCDF tiered subsidy reimbursement plan by the time it starts in 2014 with an estimated 150 providers, with this number projected to grow to 200 providers by 2015. Approximately 12 FCC homes will be included in the 2012 TQRIS pilot.

(B)(2)(b). Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program).

Affordability is a critical issue for many families in Hawaii that is addressed in part through the State DHS's subsidy programs for child care expenses and preschool tuition. This school year the State DOE also started to provide preschool tuition subsidies, using \$6 million of its \$75 million Race To The Top budget for this purpose in its two Zones of Innovation. Building on this foundation to enable preschool attendance for more *keiki* from low income families throughout the state will be a major policy issue on the agenda of the State SAC and its Strategic Project Oversight Committee. The Hawaii DOE has committed to exploring the use of a portion of its Title I funds for early learning opportunities for *keiki* under 5 on its campuses. Another option to be explored is the Obama Administration's decision to consider waiver applications from states for more flexibility in the use of ESEA funds, with the possible options expected to include the repurposing of some funds to early learning programs. The State DHS will review the current child care subsidy structure to ensure that parents can afford the co-payments.

The lack of available child care programs is a major problem in most areas outside of urban Honolulu. A 2007 estimate showed that there were enough spaces in the Honolulu School District to accommodate 99% of all 4-year-olds, while centers in the rural Leeward Oahu School District some 30-40 miles away could only accommodate 46%. Likewise, centers on the Island of Maui, Island of Kauai, and the Big Island only had capacity for 56%. The relative lack of capacity in rural areas reflects both greater reliance on family, friends and neighbors for child care and a lack of adequate facilities and qualified staff. It is expected that the workforce and professional development activities described in Section D will increase the number of qualified practitioners in rural areas (for example, through more community-based trainings and use of online distance education), leading to an increase in the number and capacity of quality child care programs to enroll *keiki* with high needs.

(B)(2)(c). Setting ambitious yet achievable targets for the numbers and percentages of

(B)(3). Rating and monitoring Early Learning and Development Programs.

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System.

(B)(3)(a). The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency.

The State DHS has developed a high quality rating plan for its licensed centers and FCCs enrolled in the TQRIS pilot. The tools that have been selected are the Classroom Assessment Scoring System (CLASS); Early Childhood Environment Rating Scale-Revised (ECERS-R); Infant Toddler Environment Rating Scale-Revised (ITERS-R); Family Childcare Environment Rating Scale (FCCERS-R); Program Administration Scale (PAS); and Business Administration Scale for Family Child Care (BAS). The scores from these observational tools are used to assign TQRIS ratings (see Table 2 in the Appendix, page 136). These values were established based on recommendations by tool authors or representatives of tool publishers, as well as what has been used in other TQRISs nationwide. Based on pilot results, the thresholds may be adjusted in order to allow for appropriate variation among the TQRIS levels of participating programs.

In order to ensure the correct use of these tools, established systematic procedures will be used for training and assessing the reliability of the QRIS Assessors. Training to introduce the observational assessment tools, their content, and the scoring procedures is underway and will continue through Winter 2012. The training on the CLASS is provided by a representative of this tool's publisher, TeachStone. The training for the three ERS scales and PAS/BAS is being conducted by one of the scale authors. To establish reliability on these tools, the TQRIS Assessors and one of the scale authors make a series of site visits together, scoring the visits and then comparing their scores to determine the extent of their inter-rater reliability. Reliability certification and re-certification for TQRIS Assessors is only granted by TeachStone for CLASS; the McCormick Center for Early Childhood Leadership for PAS/BAS; and Frank Porter Graham Child Development Institute for the ECERS-R, FCCERS-R, and ITERS-R.

Each tool has an Assessor who is considered the Anchor because this person has the most experience with the tool and has established direct contact with the test developers if any questions arise. Maintenance of reliability within the TQRIS is established through on-going inter-reliability testing between the TQRIS Anchor and the Assessors. The first three assessments conducted by the TQRIS Assessors are done with the Anchor. Assessors are considered reliable if they achieve at least 80% agreement with their Anchor on three consecutive visits. To maintain reliability following this initial inter-rater reliability check, the TQRIS Assessor and Anchor conduct an assessment together at least once every ten visits.

During the TQRIS pilot, all classrooms within a setting will be assessed. In order to evaluate the on-going progress programs have made with improvement efforts, several rounds of assessments will occur, with the minimum being one follow-up assessment. A baseline ERS assessment will be conducted on all programs within six weeks of enrollment in the TQRIS. If a program has achieved NAEYC or NAFCC accreditation, the CLASS and PAS/BAS assessment will also occur at this time. The next round of assessments will occur between two and 12 months after the initial assessment.

As previously described, the Learning to Grow (LTG) project is helping the DHS develop the TQRIS component for its licensed-exempt FFNs. If it is decided to include compliance with health and safety standards as a TQRIS element for FFNs, then LTG will develop a checklist that meets the expectations outlined by the National Association of Child Care Resource and Referral Agencies and design an implementation system to ensure that verifications are conducted in a reliable manner.

During the pilot period for the DHS component of the TQRIS, other State agencies will be developing similar components by identifying reliable and valid observation tools; describing other ways to assess program quality through national certifications; establishing procedures for ensuring inter-rater reliability among assessors; and determining the frequency of assessments.

(B)(3)(b). The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and

use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Public outreach efforts will be initiated while the various TQRIS components are still in the piloting phase. Parent focus groups will be conducted to gain insight into which strategies will be most effective in informing parents about tiered quality levels, and the results will be used to develop a public awareness campaign explaining what constitutes a high-quality early childhood program.

After the TQRIS pilot concludes and the TQRIS plan is finalized in 2014, enrolled programs will receive a tiered quality rating. Based on what is learned from the parent focus groups and after 25% of the programs are at Level 3 or higher, the system for informing the public about TQRIS ratings will be implemented. In view of the high rate of Internet usage among adults who are likely to have young *keiki*, the Internet is considered the most cost effective way of widely disseminating rating and licensing information. At least two websites will be used. One will be a TQRIS specific website where parents and providers can look up TQRIS information and check on specific programs and their ratings. In addition, the Resource and Referral website operated by PATCH is expected to provide parents with TQRIS rating information when looking for programs for their *keiki*. The goal is to give parents as much information as possible so that they can make informed decisions about which programs offer the best quality for their families.

(B)(4). Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System.

(B)(4)(a). The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation).

Two types of incentives are included in the TQRIS pilot: quality awards and quality improvement grants. Beginning in September 2015, quality awards will be based on TQRIS ratings, with award amounts based on the level achieved, the size of the program, and the number of *keiki* subsidized by DHS. The number of subsidized *keiki* a program has enrolled 90 days prior to TQRIS certification will be multiplied by a set dollar amount, and this total will be added to the level award. A program may receive more than one quality award if it advances more than one level during the year-long period that runs from September 1 to August 31. Payments will be made in one installment by November 30. If a program has decided to remain at a level or has achieved a Level 5 rating, the quality award will be given annually provided the program submits a renewal application.

Quality improvement grants will be given to programs to support their efforts to move from one level to a higher one and/or to meet specific quality improvement goals. A program that has not yet reached Level 5 may submit a quality improvement grant application with its quality improvement plan. A program that has received a Level 5 rating may also apply for a quality improvement grant by submitting an application that documents why the funds are needed with specific evidence from the program's quality assessment report, and explains how the funds will be used, with reference to specific elements of the program's quality improvement plan. Funds for these grants will be sought from private foundations.

As described further in Section (B)(4)(c)(1), Head Start and Early Head Start programs will be supported to improve quality through a coaching initiative.

(B)(4)(b). The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services).

Hawaii's *keiki* with the highest needs attend a variety of ELD programs. Programs that serve a large proportion of *keiki* from low income families include Head Start/Early Head Start licensed programs and licensed-exempt FFNs. The Head Start philosophy embraces continuous program quality improvement, and Head Start programs must meet federal program standards to ensure quality. Approximately 3,000 families using FFN care and their FFN care providers

receive educational outreach from the Learning to Grow Project to help them improve the quality of care they provide. Hawaii's ambitious yet achievable goals include: (1) increasing the quality of Head Start and Early Head Start programs by enrolling at least 50% in the TQRIS by 2013, 75% by 2014, and 100% by 2015, and (2) increasing the quality of FFNs by developing an inspection system to verify health and safety elements of FFN settings as part of a new TQRIS component that will enroll 150 FFNs by 2014 and 200 FFNs by 2015.

In order to expand access for *keiki* with high needs, Hawaii will need to look at every local, State, and Federal dollar, public or private, that touches and can touch *keiki* ages 0-5 and develop policies that can funnel these resources to build a stronger ELD system with many more slots for those with high needs. As part of RTT-ELC grant activities, participating State Agencies will be brought together each year as they are planning their annual budgets to strategize ways to expand access by braiding and leveraging their funding streams. The US DOE's Title I (Education for the Disadvantaged) program in particular represents an excellent opportunity for states to expand and enhance access to early learning opportunities for low income *keiki*, and the Hawaii DOE has expressed willingness to explore devoting a portion of its Title I funds in this way. Another option to be explored is the Obama Administration's decision to consider waiver applications from states for more flexibility in the use of ESEA funds, with the possible options expected to include the repurposing of some Title I funds to early learning programs for *keiki* under 5.

(B)(4)(c). The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System Ambitious yet Achievable Targets for Early Learning and Development Programs by setting ambitious yet achievable targets.

(B)(4)(c)(1). Setting ambitious yet achievable target for the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; Increasing Number of Programs in Top Tiers of the TQRIS.

As described below, Hawaii is implementing or developing a wide range of initiatives supporting both home- and center-based programs to achieve progressive advancement into the upper TQRIS tiers.

The improvement component of the DHS TQRIS is built upon much of the work that has been done in Hawaii to support a range of early childhood practitioners through technical

assistance, training, coaching, mentoring, and financial incentives. Development of the TQRIS high-quality improvement plan was led by several of the public and private agencies that have provided the longest and most consistent quality improvement supports (HAEYC, PATCH, UHM Center on the Family, and Honolulu Community College). Quality improvement efforts have been spearheaded by two projects funded through a combination of private and public funds, the Hawaii Early Childhood Accreditation Project (HECAP) and the Quality Care Program (QCP).

HAEYC, Hawaii's NAEYC affiliate, has been implementing HECAP statewide since 2000, reaching over 150 programs, nearly 1,000 practitioners, and about 10,000 and their families. HECAP has developed much of the foundation on which the TQRIS will be built. HECAP provides free support, technical assistance, and resources to any early childhood program seeking to improve quality through adherence to NAEYC standards, with the goal of gaining NAEYC accreditation. This is done through an Accreditation Facilitator who observes programs during one to four visits annually, provides feedback, and helps create an improvement plan for both program and professional development. Available supports include a series of workshops on high quality issues and NAEYC standards; access to a resource library; provision of a mentor and/or coach to assist in improving quality through an NAEYC self-study process; up to 50% reimbursement for NAEYC accreditation fees; and a subscription to the Quality Gazette newsletter. HECAP accommodates programs at various stages of NAEYC accreditation by assigning programs to a tiered system.

The QCP was established to improve the quality of child care for *keiki* in both home- and center-based settings. It is implemented by a public-private partnership that includes HAEYC, PATCH, the UHM Center on the Family, and Honolulu Community College. As the precursor to the TQRIS, QCP provided training, technical assistance and financial incentives to support programs in achieving higher levels of quality care. Family child care providers enrolled in the QCP received monthly educational packets through the mail. Home-based providers could meet DHS re-licensing requirements through active participation in the program. Center-based programs received technical assistance and training after undergoing a self-assessment and verification process that examined the alignment of their programs with the Hawaii Preschool Content Standards (HPCS) for Four-Year-Olds. The TQIRS is an expansion and refinement of

the QCP model.

The TQRIS field test scheduled to begin in March 2012 will focus the quality improvement component, which is based on the work of the QCP and HECAP. The improvement process begins with valid and reliable program assessments, with the results summarized in a quality assessment report. To build capacity, coaching will be offered, tailored to the needs of each program. The coach will not be the person who conducts the assessments. The role of the coach is not one of being the “expert,” but rather a facilitator assisting practitioners to reflect on how they might improve their practices in the classroom, center, or home. This is done through relationship-building techniques and the creation of a quality improvement plan. In order to support the coaches and provide a consistent approach across settings, coaches will participate in on-going training by a project called Quality Improvement Assurance (QIA). Coaches will be trained to achieve a set of core competencies being developed by the QIA faculty and Hawaii Careers with Young Children (HCYC), a workforce and professional development system-building collaborative.

The QIA will be conducted through one of the public community colleges using a research-based approach to coaching that is relationship-based, culturally sensitive, and strengths-based. Support will be provided to coaches of both center-based providers (i.e., early childhood teachers, teachers aides, and directors in DHS-licensed early childhood center-based programs), and home-based early childhood care providers (i.e., registered FCC providers) who are working toward quality improvement in the TQRIS.

The QIA faculty will deliver on-going training of the TQRIS coaches. Specific tasks include developing and delivering the training for TQRIS coaches and their supervisors, and developing a coaching manual in consultation with agencies contracted to provide coaching to center- and home-based programs. This manual will include descriptions of the coaching model; essential activities to include in coaching visits or contacts; essential knowledge and skills of coaches; dosage and intensity; support of coaches; documentation of coaching contact in a standardized fashion; developing and implementing a plan for supporting TQRIS coaches that include bi-monthly meetings, phone consultations, and additional training as needs emerge; and adapting assessment training for TQRIS coaches where needed.

The HAEYC and PATCH are subcontracted to oversee, manage, and document the

quality improvement support process and outcomes for center-based participants and FCC providers, incorporating the QIA coaching approach. Both agencies are in the process of hiring or contracting TQRIS coaches.

(B)(4)(c)(2). Setting ambitious yet achievable target for increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Hawaii's primary strategy for increasing the enrollment of *keiki* with high needs in top tier ELD programs will be to strongly support programs in their communities to improve quality and advance through the TQRIS tiers. However, additional strategies will be implemented to expand access to top tier programs for *keiki* with disabilities, who are too often served in segregated settings. Research clearly shows that the development of *keiki* with disabilities is enhanced when they are able to interact and play with peers without disabilities in normative settings, as opposed to being segregated from an early age in special programs (e.g., DEC/NAEYC, 2009).

The Diversity and Inclusion program standards area of the TQRIS is guided by a philosophy of full inclusion of *keiki* with disabilities. Programs participating in the TQRIS will, therefore, be supported to achieve high tier quality ratings in the Diversity and Inclusion standards area so they will be better able to include *keiki* with disabilities and provide them with high quality supports that are developmentally appropriate and culturally responsive. Inclusion is already standard practice for 30 Head Start programs that are partnering with IDEA Part B 619 programs to operate blended classrooms where Part B students receive their special education and related services. Head Start programs and a small number of private community preschools also promote dual enrollment opportunities with nearby DOE elementary schools.

Hawaii is one of 20 states supported by the National Early Childhood Technical Assistance Center's "Expanding Opportunities" initiative to promote cross-agency collaboration to further increase the inclusion of *keiki* with disabilities in high quality ELD programs for the general population. One strategy will be to encourage and support IDEA Part C programs to develop dual enrollment opportunities for *keiki* with disabilities through partnerships with high quality child care programs and settings involved in the TQRIS, such as Early Head Start. This effort will be complemented by support being provided to Hawaii and nine other states by ZERO TO THREE (the National Center for Toddlers, Infants, and Families) to expand and enhance the

capacity of Early Head Start programs to serve at-risk *keiki* ages 0-3.

A similar strategy of promoting dual-enrollment will be employed with DOE IDEA Part B 619 programs, so that more *keiki* are in high quality early learning programs that participate in the TQRIS. This promotion will involve meeting with early learning program administrators, DOE administrators at the school and school complex levels, and direct service practitioners to discuss the benefits of inclusion for all *keiki*, staff, and families involved in programs for the general population. MOUs will be developed to formalize these partnerships. The goal is to have at least 68 IDEA Part B students dually enrolled by the end of 2012, 188 by the end of 2013, 320 by the end of 2014, and 378 by the end of 2015.

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered QRIS	0	22	79	130	159
Number programs in lowest Tier 1				26	40
Number programs in Tier 2				39	42
Number programs in Tier 3				26	33
Number programs in Tier 4				20	24
Number programs in highest Tier 5				19	20
<p>The 2012 TQRIS pilot will include 22 programs (10 center-based programs serving approximately 350 children in 25 classroom and 12 FCC homes serving approximately 70 children). During the pilot, programs will not be rated (i.e., placed on a tier). After the pilot is complete, the TQRIS will increase its enrollment to a minimum of 10% of the DHS licensed programs for calendar years 2014 and 2015 which includes 75% of the Head Start sites in 2014 and 100% in 2015. Starting in 2014, participating programs will be placed on TQRIS tiers. In addition, 10 center-based programs and 12 FCC homes in targeted high need communities will be added in 2014 to continue through 2015.</p>					

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target-end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>(not applicable)</i>											
Early Head Start and Head Start ⁹								844	23%	1,125	30%
Early Learning and Development Programs funded by IDEA, Part C											
Early Learning and Development Programs funded by IDEA, Part B, section 619								96	6%	113	7.5%
Early Learning and Development Programs funded under Title I of ESEA											
Early Learning and Development Programs receiving funds from the State's CCDF program								126	3%	189	5%
<i>"Top tier" means Levels 4 and 5 out of five levels.</i>											

(B)(5). Validating the effectiveness of the State Tiered Quality Rating and Improvement System.

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality

⁹ Including Migrant and Tribal Head Start located in the State.

Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs.

(B)(5)(a). The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality Use of Research-Based Measures to Accurately Reflect Program Quality.

An experienced evaluator will be engaged to evaluate the TQRIS pilot. The evaluator will be responsible for the evaluation design, including research questions, data collection, use of results to inform adjustments to the TQRIS design, implementation, and quality improvement supports. This information will guide decisions for taking the TQRIS to scale. Once the TQRIS is in operation, periodic evaluations will be conducted to document the effectiveness of the components and the processes associated with the system, to validate the tools used to assess quality, and to determine the degree to which TQRIS activities are resulting in the desired outcomes for *keiki*, families, programs, and the early childhood system.

Below are examples of some of the research questions to be answered by the evaluation:

- What are the important influences (resources versus barriers) on the movement of programs through the TQRIS levels?
- What is the length of time it takes for different types of program to move through levels?
- How effective are the TQRIS assessment measures in measuring quality?
- How well do the criteria for different levels that make up the TQRIS represent different levels of quality?
- Do participants in the TQRIS demonstrate greater improvements in program quality across time compared to non-participants?
- What are the comparative costs and benefits of what is needed to achieve higher TQRIS levels?

Quantitative analysis of data on the following key TQRIS elements will be conducted: quality assessment results; quality improvement plans; frequency and intensity of coaching support provided to programs; frequency and intensity of support for quality coaches; amount

and type of financial support received by programs (e.g., quality awards, quality improvement grants); implementation of quality improvement plan; program characteristics including but not limited to staff information and qualifications, program size and location, and staff retention; and child information (e.g., demographics, time in program). Qualitative analysis of interview and focus group transcripts will also be conducted to gain insight into the experiences of those participating in the TQRIS from various perspectives (e.g., program director, day care provider, preschool teacher, parent).

An external evaluator from RAND was consulted to help guide the focus of the TQRIS pilot. Upon recommendation, it was decided to test the improvement part of the design. During the next few months, a follow-up meeting with RAND will occur to see if there are possibilities for research on parent experiences with the TQRIS.

(B)(5)(b). The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

Some of the programs in the TQRIS pilot will be both DHS licensed and participating in the P-3 Initiative, which is conducting on-going child assessments and readiness screens. The tools being used in DHS licensed programs include the Social Skills Rating Scale (SSRS), Work Sampling System (WSS), Peabody Picture Vocabulary Test (PPVT), and Teaching Strategies GOLD. The combination of data collected by P-3 and DHS will enable the linking of child assessment and readiness data with TQRIS assessment data to obtain preliminary insights into the impact of program quality (as determined by the TQRIS) on *keiki* outcomes. The findings will inform the further development of procedures and indicators for assessing the relationship between quality rating changes and child progress.

(C)(1). Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs.

Evidence for (C)(1)(a) and (b):

- *To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--*
 - *Proof of use by the types of Early Learning and Development Programs in the State;*
 - *The State's Early Learning and Development Standards for:*
 - *Infants and toddlers*
 - *Preschoolers*
 - *Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;*
 - *Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality; and*
 - *Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.*

Hawaii has been engaged in the development and use of standards, frameworks and guidelines that impact early childhood outcomes, inform instruction, and guide parents and practitioners for decades. The most recent advance has been the drafting of a set of Hawaii Early Learning and Development Standards (ELDS) developed by a workgroup that was facilitated by the Good Beginnings Alliance and included the University of Hawaii at Hilo's College of Hawaiian Language, State DHS, State DOE, Hawaii Association for the Education of Young Children, Head Start Collaboration Office, Kamehameha Schools, and University of Hawaii at Manoa. This workgroup was guided by the Hawaii SAC's *Framework for a Comprehensive Early Childhood System*. The current draft of the Hawaii ELDS has been endorsed by the State DHS and was included in the Hawaii SAC's application to the federal Office of Head Start.

A high quality plan (see page 106) has been developed to advance the Hawaii ELDS as the key document for guiding development of Hawaii's TQRIS and increasing access to high quality ELD programs. The draft ELDS and high quality plan will be presented to the Hawaii SAC in November 2011. After adoption and approval to move forward, a broader ELDS advisory group will be established to support implementation of the action plan. Next steps will include: (1) further refinement of learning guidelines, indicators and/or benchmarks (what *keiki* should know and be able to do at specific ages) to provide clarity for assessment and data validation; (2) alignment of the Hawaii ELDS to the Hawaii DOE's K-2 Common Core State Standards, beginning with math and literacy; (3) performance of cross walks and alignment with existing tools (e.g., Head Start Child Development and Early Learning Framework and Hawaii Preschool Content Standards); (4) presentation of the Hawaii ELDS and related analysis

documents to the Hawaii SAC for final approval; and (5) completion of edits, formats, and printing. This step is expected to be completed by April 2012. The high quality plan also specifies later activities to disseminate and promote use of the Hawaii ELDS, as described in relevant sections below.

(C)(1)(a). The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness.

The collaborative activities to finalize and adopt the Hawaii ELDS are being guided by three culturally responsive values: (1) families and communities are the primary caregivers and educators of *keiki*; (2) *keiki* develop and learn best in the context of a family and community where they are safe and valued, their physical needs are met, and they feel psychologically secure and intellectually challenged; and (3) *keiki* are capable, competent and valued.

Because *keiki* learn and develop by experiencing the world as a whole, the Hawaii ELDS address the following five major domains that are widely acknowledged to cover all key areas of early childhood development and that have substantive research bases:

- *Physical Well-Being, Health, and Motor Development* encompasses the physical health and ability of *keiki* to engage in daily activities.
- *Social and Emotional Development* addresses emotional competence and the ability to form positive relationships that give meaning to the home, school and community experiences of *keiki*.
- *Approaches to Learning* refers to a *keiki*'s disposition, rather than skill, for becoming involved in learning and acquiring knowledge.
- *Cognition and General Knowledge* includes the ability of *keiki* to understand, think, and respond to their physical and social worlds. This domain focuses on their knowledge of how things work in the world around them; their mathematical knowledge (including early mathematics and early scientific development); their knowledge of agreed-upon social conventions such as numbers and colors; and their understanding and appreciation of the arts.
- *Communication, Language, and Literacy* encompasses the ability of *keiki* to effectively communicate verbally and non-verbally and their emerging reading and writing skills.

Each domain is broken into sub-domains comprised of components that each specify one

aspect of learning and development. For example, one subdomain of the *Physical Well-Being, Health, and Motor Development* domain is called *Motor Development 1.1*, and one component of that subdomain is called *Gross Motor Skills 1.1.1*. Each domain component includes goal statements specifying what children should know and be able to do. Thus Goal 1 under subdomain component *Gross Motor Skills 1.1.1* states, “Children demonstrate strength and coordination of large muscles.” Each goal is accompanied by sets of standards and strategies. To ensure their developmental appropriateness, there are separate sets for each of four age groups: 0-18 months, 18-36 months, 36-60 months, and 60 months to kindergarten entry. In recognition of the fact that *keiki*, especially those with disabilities or who are learning English as a second language, may have unique ways of demonstrating their developmental progress, there are several standards for each age group that demonstrate progress toward a particular goal. Each age-related set of standards is accompanied by strategies, which are suggested learning activities that adults can engage in with *keiki* at home or in an early care and education setting that will foster their accomplishment of the standards.

(C)(1)(b). The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that includes evidence that the Early Learning and Development Standards are aligned with the State’s K-3 academic standards in, at a minimum, early literacy and mathematics.

The Hawaii ELDS are designed to guide families and practitioners to better prepare *keiki* to enter kindergarten ready to meet the rigorous academic standards being implemented for the K-12 system. This school year the K-2 Common Core State Standards are the first to be phased into the K-12 system, and the Hawaii ELDS will then be brought into alignment with those standards. The ELDS already contain strong domains for early literacy and mathematics (see Appendix pages 129 and 130 for listing of the relevant standards).

In addition, with funding from the W. K. Kellogg Foundation, the Hawaii P-3 Initiative is working to ensure that K-3 programs are aligned with their early education partners by promoting a P-3 framework that: (1) aligns reading standards, curriculum, and assessments, and (2) builds stronger linkages between early childhood programs and elementary schools to enhance horizontal and vertical alignment from birth to grade 3. The aim is to strengthen seven key components: (1) leadership for literacy, (2) standards curriculum and assessment, (3) instruction, (4), professional development, (5) comprehensive early learning services and access

to 0-5 opportunities, (6) family-school transitions and partnerships, and (7) collection and use of data for quality improvement. Demonstration projects were launched in January 2010 in five high need regions of the state with the participation of 11 early childhood programs and 49 elementary schools.

The development of the Hawaii ELDS has included a focus on the subpopulation of *keiki* with high needs due to disabilities. Currently, preschool classrooms funded under IDEA Part B 619 follow the Hawaii Preschool Content Standards (HPCS), which are intended to guide the design of meaningful and appropriate curriculum for 4-year-olds. The new Hawaii ELDS will replace the current HPCS for development of Individualized Education Programs (IEPs) for 619 preschoolers. Because the Hawaii ELDS cover a broader range of ages (0-5) and abilities, practitioners will gain more choices and greater flexibility in program development, scaffolding strategies, and IEP development while meeting relevant State DOE standards.

With regard to preparing all *keiki* to enter kindergarten ready to learn and succeed, the Hawaii ELDS address not only early readiness for several academic subjects, but also readiness to demonstrate the classroom behaviors (such as self-regulation) specified in the State DOE's K-12 General Learner Outcomes (GLOs). The GLOs were developed to adhere to Board of Education Policy 4501 (Assessing/Grading Student Performance), which states that student effort, work habits, and behavior are important and must be evaluated separately from academic performance. The six GLOs are: (1) Self-directed Learner (ability to be responsible for one's own learning); (2) Community Contributor (understanding that it is essential for human beings to work together); (3) Complex Thinker (ability to demonstrate critical thinking and problem solving); (4) Quality Producer (ability to recognize and produce quality performance and quality products); (5) Effective Communicator (ability to communicate effectively); and (6) Effective and Ethical User of Technology (ability to use technologies effectively and ethically). These GLOs are addressed primarily in the Approaches to Learning domain of the Hawaii ELDS, as well as in the Social Emotional domain and Cognition and General Knowledge domain.

(C)(1)(c) The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities.

Once the final Hawaii ELDS have been completed, the previously mentioned high quality plan (page 106) includes steps to promote their adoption and use to inform and guide Program Standards, curricula and activities, Comprehensive Assessment Systems, the Hawaii’s Workforce Knowledge and Competency Framework, and professional development activities. These steps include: (1) endorsement and commitment for use in all ELD programs operated or licensed by the State DOE, DOH, and DHS, with each department entering into MOUs delineating how the Hawaii ELDS will be made a priority and used with *keiki*; (2) integration of the Hawaii ELDS into the relevant online and other data systems of all participating agencies; (3) development of procedural guidelines and training, as specified in MOUs, for each user group within center-based (DOE, DHS), registered Family Child Care (DHS), Home Visiting (DOH, DHS), and Family-Child Interaction Learning (DHS); (4) enhancing coordination among DOE, DHS and DOH in use of the Hawaii ELDS through MOUs; and (5) working with the State departments and private organizations to incorporate the Hawaii ELDS into program standards, the QRIS, the workforce knowledge and competency framework, and assessment and data collection.

(C)(1)(d). The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that includes evidence the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

The Hawaii ELDS action plan also specifies the following steps for promoting understanding of and commitment to the standards: (1) informing families and engaging them in discussion about how culturally and linguistically responsive standards support high quality early learning and development, (2) collaborating with the Hawaii Association for the Education of Young Children to disseminate information and promote understanding of the Hawaii ELDS, (3) collaborating with Hawaii Careers for Young Children (HCYC) and the PDRRCs to develop and implement a Hawaii ELDS dissemination and training schedule, and (4) publicizing and responding to requests for training and technical assistance from any and all programs and practitioners, with plans developed for sustaining these supports after 2015.

Table (C)(1)-1. High Quality Plan for Infusing Hawaii ELDS throughout ELD System

Activity	Responsible	Timeline	Milestones/Outcomes
Goal 1: Finalize the Hawaii ELDS in alignment with K-2 Common Core State Standards			

Establish ELDS advisory group to guide and support plan implementation	EC Coord	Jan '12	Advisory group established with broad stakeholder representation
Align ELDS with State DOE's K-2 Common Core Standards	Consultant, ELDSP Staff	Jan-Feb '12	ELDS aligned with K-2 Common Core Standards
Develop learning guidelines and benchmarks for ELDS	Consultant, ELDSP Staff	Feb-Apr '12	Each ELDS has guidelines and benchmarks
Crosswalk ELDS with existing tools (e.g., Head Start Framework)	Consultant, ELDSP Staff	Feb-Apr '12	Grid showing where ELDS and other tools match or differ
Present "ELDS Toolkit" for approval by Hawaii SAC	EC Coord, ELDSP Mgr	Apr '12	ELDS Toolkit approved for statewide use
Format final ELDS version and print and post on relevant websites	ELDSP Staff	Apr '12	Final ELDS Toolkit ready for dissemination and next steps
Goal 2 – Train practitioners throughout ELD system to be guided by and use Hawaii ELDS			
Work with advisory group and HAEYC to develop training plan	Consultant, ELDSP Staff	Jan-Apr '12	Training plan
Develop training materials/procedures for center-based programs, FCCs, home visiting, and FCILs	Consultant, ELDSP Staff	Feb-May '12	Training packages for each of 4 targeted ELD settings
Develop structure to provide online training and access to tools/materials	Consultant, ELDSP Staff	Mar-Jun '12	Practitioners have access to online training and ELDS tools/materials
Conduct trainings to infuse use of ELDS throughout ELD system, beginning with targeted high need communities	Consultant, PDRRCs, ELDSP Staff	May '12- Dec '15	<ul style="list-style-type: none"> •By Dec '12, 100% of targeted high need staff offered training •By Dec '13, 40% ELD staff statewide trained •By Dec '14, 60% ELD staff statewide trained •By Dec '15, 80% ELD staff statewide trained
Goal 3: Integrate data related to Hawaii ELDS into relevant data systems			
Ensure information on ELDS-related training captured by Registry	SLDSP Staff ELDSP Staff	Jun-Dec '12	Registry includes information on completed ELDS training
Determine % of <i>keiki</i> with high needs served by staff trained on ELDS	Data specialist	Annually	Annual change in % from baseline determined Jun '12
Examine links between ELDS training and KEA	Data specialist	Annually	50% increase in # <i>keiki</i> served in targeted high need communities ready to learn based on KEA
<i>Abbreviations: EC Coord = State Early Childhood Coordinator, ELDSP = Grant-funded ELDS Project, PD = professional development, PDRRCs = Professional Development Recruitment and Resource Centers, SLDSP = Grant-funded Statewide Longitudinal Data System Project</i>			

(C)(3). Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs.

Hawaii has a long history of ensuring that *keiki* have health insurance coverage, a medical home, and access to ELD programs that are safe and promote healthy development. The State DOH and DHS have primary responsibilities in these areas and work collaboratively with each other and with numerous other public and private early childhood stakeholders to realize the shared vision that all *keiki* will be safe, healthy, and ready to succeed.

However, while Hawaii has made great progress, there is still a way to go to reach vulnerable at-risk *keiki*. A 2005 study found that families with *keiki* with special health care needs reported difficulties in accessing and using community-based services (Baruffi, Miyashiro, Prince, & Heu, 2005). Obstacles were found to include lack of involvement in decision making, lack of coordinated care in a medical home, and insufficient health insurance.

Hawaii's RTT-ELC proposal is designed to foster integration and collaboration between the child health care and early childhood systems, improving their ability to reach and serve many more *keiki* whose high needs with regard to health, development, and behavior are not currently being met. At the same time, the program and individual *keiki* standards embodied in the TQRIS and the Hawaii ELDS, along with NAEYC accreditation requirements, will guide programs and practitioners to use evidence-based practices that promote good health and development. As early childhood data are incorporated into the longitudinal data system, Hawaii's capacity to monitor and provide surveillance of *keiki*'s health and development will be greatly enhanced. The development of a quality workforce will help ensure that practitioners at all levels have the knowledge and skills needed to: (1) promote good health habits for *keiki* and their families alike, and (2) understand and use protocols for health and development screening and then making referrals for *keiki* who appear to have or be at-risk for challenges.

A special strength of Hawaii's proposal is its use of community-based centers and strategies to build local systems in rural communities where resources and services tend to be lacking. Four Professional Development Recruitment and Resource Centers (PDRRCs) will be established to serve as "hubs" in some of Hawaii's communities with the greatest needs. It is envisioned that these hubs will strengthen the local early childhood workforce by facilitating professional development opportunities and providing supports and incentives to participate. Local practitioners will gain capacity to promote good health and development for *keiki* at their workplace and across their social networks. The PDRRCs will also collaborate with community

health centers, which have a long history of working with minority and vulnerable populations where English may not be the first language. The State DOH's Primary Care Office works with the Hawaii Primary Care Association to promote the health and well-being of *keiki* and their families in community health centers across the state.

(C)(3)(a). The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards.

Evidence for (C)(3)(a):

To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in criterion (C)(3)(a), submit--

- *The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children.*

(C)(3)(a)(1). Establishing a progression of standards for ensuring children's health and safety.

The draft Hawaii Early Learning and Development Standards (ELDS) address five domains, each with a progression of standards according to four age groups. The first domain is Physical Well-Being, Health, and Motor Development. As shown in the ELDS table of contents (see page 127 in the Appendix), the standards in this domain address the following elements:

- *Motor Development* includes Gross Motor Skills (strength and coordination of large motor muscles); Fine Motor Skills (strength and coordination of small motor muscles); and Sensorimotor Skills (use of sight, hearing, smell, taste, and touch to guide and integrate interactions).
- *Physical Development* includes Physical Fitness (stamina and energy to participate in daily activities; engagement in a variety of physical activities).
- *Health and Personal Care* includes Daily Living Skills (personal health and hygiene skills; practice basic personal care routines); and Nutrition (eat a variety of nutritious foods).
- *Safety* includes Safe Practices (making safe choices; avoiding harmful objects and situations); and Rules and Regulations (awareness and understanding of safety rules).

Final approval of the Hawaii ELDS by the Hawaii SAC will provide the field with widely

agreed-upon expectations about what *keiki* should be able to do at different ages that in turn will inform the development or refinement of program standards as Hawaii develops its TQRIS. Another guiding document of the Hawaii SAC is the *Framework for a Comprehensive Early Childhood System*. The Framework includes health as a key component within the early childhood system, with the goal of ensuring that “access to a comprehensive array of health services is available, including prenatal, vision, hearing, nutrition, oral health, behavioral and medical services.”

A variety of nationally recognized early childhood program standards that address health, safety, and development are in use in Hawaii. For example, the Hawaii Association for the Education of Young Children promotes NAEYC accreditation that includes health and safety standards. Head Start standards provide for comprehensive services that have helped *keiki* in the program, almost all of whom have high needs, enjoy an exceptionally high rate of access to Family-Centered Medical Homes, dental care, up-to-date immunizations, sensory and developmental screening, and follow-up treatment, as needed. An example of locally developed program standards are those of the State DHS Child Care Licensing Program, which is responsible for enforcing minimum standards protecting the health, safety, and well-being of *keiki* enrolled in licensed facilities and registered FCC homes. DHS also funds Healthy Child Care Hawaii to train child care providers to understand and meet the standards. Health and safety are also addressed in standards about what early childhood practitioners should know and adhere to developed by Hawaii Careers with Young Children, a 25-member workforce and professional development system-building collaborative.

(C)(3)(a)(2). Ensuring that health and behavioral screening and follow-up occur.

Hawaii has achieved high rates of newborn hearing (98%) and metabolic (99%) screening and has earned national recognition for its early identification and intervention for *keiki* at high risk of maltreatment. The next advance will come in in 2012 when State DOH home visiting programs begin executing contracts to start up an in-hospital early identification and intervention program. Families with newborns will be screened, assessed and referred to a network of home visiting programs, as part of the comprehensive assessment required by the Healthy Families America model. The information and data obtained can be used within Hawaii’s longitudinal data system to track interventions and outcomes beginning at birth.

Several initiatives funded by private foundation are working to increase early child screening and treatment rates in low-income communities. For example, the Aloha United Way funds community-based screening for *keiki* ages 3-4 by the Learning Disabilities Association of Hawaii (the state's Parent Training and Information Center) on the Island of Oahu's Leeward Coast and by the private non-profit Parents and Children Together (PACT) for Honolulu's Kalihi-Palama neighborhood, which has the state's highest proportion of foreign-born residents. Hawaii is also a recipient of a Maternal and Child Health Bureau grant to fortify its system of care for *keiki* with autism spectrum disorders and other developmental disabilities, including increasing screening rates using the Modified Checklist for Autism in Toddlers (M-CHAT) as recommended by the Hawaii chapter of the AAP.

Hawaii also makes extensive use of Medicaid's Early Periodic Screening, Diagnostic and Treatment (EPSDT) benefit to provide screening and follow-up care for *keiki* from low-income families, as detailed below in Section (C)(3)(d)(1).

(C)(3)(a)(3). Promoting children's physical, social, and emotional development across the levels of its Program Standards.

Hawaii has a screening algorithm developed for *keiki* ages 0-5 that shows the screening, intervention, and treatment protocol for *keiki* with developmental delays. This is done in the context of the family-centered medical home. Hawaii also has a Healthy Child Care Hawaii (HCCH) program that originated from the Healthy Child Care America grant to address health promotion in ELD programs. HCCH is administered by the UHM School of Medicine, Department of Pediatrics, with funding from the State DHS. Other partners include the American Academy of Pediatrics-Hawaii Chapter and the State DOH's Children with Special Health Needs Branch. HCCH promotes the health and safety of *keiki*. Health care consultants provide training to child care providers on health and safety-related topics. *A Practical Guide for Child Care Health Consultants* is the resource guide directory developed by HCCH. This guide is used as the basis for standards for ensuring *keiki* health and safety and is based on the following health and safety standards: (1) Caring for Our Children: National Health and Safety Performance Standards (APHA, AAP), (2) Model Child Care Health Policies (Pennsylvania Chapter of AAP), (3) Healthy Young Children: A Manual for Programs (NAEYC), and (4) Child Care Licensing Rules of the State DHS. This document serves as the basis for health promotion in ELD programs in Hawaii and addresses the following topics: oral health, injury prevention, social-

emotional-behavioral health, infectious disease, nutrition and physical activity, children who are ill or temporarily disabled, children who are maltreated, inclusion of children with special needs, and quality in child care.

(C)(3)(b). The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards.

Evidence for (C)(3)(b):

To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

As described in Section D, Hawaii is undertaking a number of training and professional development initiatives to enhance practitioner skills, knowledge, and commitment for addressing the Hawaii ELDS and other sets of standards that include attention to the health, safety, and development of *keiki*. Hawaii's professional development efforts will include a focus on personnel known as health consultants, who focus on health and safety issues that apply to *keiki*, families, and staff as a group rather than on individuals. According to the National Resource Center for Health and Safety in Child Care and Early Education (2011), a child care health consultant is "a health professional who has an interest in and experience with children, has knowledge of resources and regulations and is comfortable linking health resources with facilities that provide primarily education and social services." Child care health consultants can thus play an important role in program quality improvement. Examples of group issues that might be addressed include infection control measures to prevent the spread of disease, nutritious snacks and meals, and playground safety to prevent injuries.

Hawaii's capacity to provide child care health consultation has been greatly enhanced by Healthy Child Care Hawaii (HCCH), a collaborative effort of the State DOH's Children with Special Health Needs Branch, University of Hawaii School of Medicine's Department of Pediatrics, American Academy of Pediatrics-Hawaii Chapter, and the State DHS. HCCH has trained 148 health care professionals to serve as child care health consultants. Public Health Nurses have also served as consultants and, in addition, provide training to early childhood programs and practitioners to better meet the health and safety needs of *keiki* and their families.

For *keiki* ages 0-3 identified to be experiencing or at-risk for mental health challenges,

Hawaii will continue promoting an evidence-based intervention designed to enhance the capacity of parents to provide their *keiki* with nurturing care and positive attachment experiences. Nurturing care and attachment during the early years are well-known as critical protective factors that depend on *keiki* having positive relationships with consistent, caring adults. *Keiki* who experience these factors have been shown to have better outcomes later in life in terms of better academic grades, healthier behaviors, more positive peer interactions, and an increased ability to cope with stress (Shonkoff & Phillips, 2000). Attachment and Biobehavioral Catch-Up (ABC) is an attachment-based, in-home model of training for caregivers of *keiki* ages 0-3 who have been neglected or who are involved, or at risk of becoming involved, with the child welfare system. The efficacy of the ABC Intervention has been confirmed by randomized clinical trials funded by the National Institute of Mental Health (Dozier, et al., 2008). The ABC model was recently piloted with 45 primarily Native Hawaiian families involved with the child welfare system, with 90% of families completing the full set of ten sessions.

Hawaii's workforce development initiative will include a professional development component on the ABC model (see page 137), and also on the related topic of preventing trauma that is likely to be experienced by *keiki* who are neglected, abused, or living in households with domestic violence. A community-based training initiative is underway on the islands of Oahu and Maui. Trauma Prevention Training focuses on teaching ELD practitioners in high-risk communities, along with parents and other community members, to effectively address trauma to improve educational achievement. RTT-ELC funding will enable expanding this initiative to Kauai and the Big Island to conduct workshops, with a target of training an additional 1,000 ELD practitioners and 250 family and community members by 2015.

(C)(3)(c). The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by promoting healthy eating habits, improving nutrition, expanding physical activity.

Hawaii has responded to First Lady Michelle Obama's "Let's Move" obesity awareness campaign through greater attention to promoting physical activity and healthy nutrition. For example, HCCH developed "Hot Topics - Health and Safety for Early Childhood Programs" cards on health, safety, outdoor play, classrooms, interactions, and infant-toddler topics. HCCH has conducted interactive trainings on the cards for over 100 child care practitioners and health consultants. The State DOH has a Healthy Hawaii Initiative (funded by Tobacco Settlement

moneys) that will be working with child care practitioners to support physical activities and nutrition standards. The DOH also receives Title V funding from the Maternal and Child Health Bureau that will be used for several priorities including reducing obesity in *keiki* ages 0-5. In addition, the State DHS is conducting pilot training in preschools to promote use of the “I’m Moving, I’m Learning” curriculum.

(C)(3)(d). The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs.

Evidence for (C)(3)(d):

Documentation of the State’s existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

(C)(3)(d)(1). Increase the number of Children with High Needs who are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children’s Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA Using Screening Measures Aligned with the Medicaid EPSDT Benefit.

The State DHS administers Hawaii’s Medicaid program through its Med-QUEST Division. The EPSDT benefit provides an avenue for leveraging public and private resources to serve *keiki* with healthcare needs identified through the screening process. For screening, Med-QUEST recommends use of either the Parental Evaluation of Development Status (PEDS) or Ages and Stages Questionnaires (ASQ), although other validated tools recommended by the American Academy of Pediatrics (AAP) may be used. *Keiki* under 21 years of age who are eligible for medical assistance are provided the full complement of early and periodic screening, diagnosis and treatment services for their medical conditions without limitation, regardless of whether the services are covered in the State plan. In Hawaii, *keiki* qualify at 300% of the federal poverty income level and pregnant women qualify at 185%. The Hawaii chapter of the AAP encourages and supports pediatric providers to perform developmental surveillance with standardized screening tools at the recommended intervals of 9, 18, and 24 months or when

families express concern.

According to the 2007 National Survey of Children's Health, 27.2% of Hawaii's *keiki* ages 10 months to 5 years receive a standardized screening for developmental or behavioral problems, and 27.6% of those ages 4 months to 5 years are considered to be moderate-to-high risk of developmental or behavioral problems. Hawaii's high quality state plan proposes to increase the screening rate of *keiki* ages 2-5, which will significantly enhance the State's ability to leverage federal Medicaid dollars.

(C)(3)(d)(2). Increase the number of Children with High Needs who are referred for services based on the results of screenings, and where appropriate, received follow-up.

To enhance the capacity and quality of Hawaii's early childhood screening system, the State DOH convened the Legislative Task Force on Screening in 2007 and 2008 and subsequently used Title V funding to continue the work through its Screening Workgroup. The workgroup is analyzing available data and information to create developmental screening recommendations for enhancing identification, referral, intervention and treatment within Hawaii's larger systems of health care and early childhood development. A Hawaii-specific referral algorithm has been developed as described in Hawaii's Quick Medical Home Guide to Screening and Follow Up.

Head Start provides a good model of how screening can be used to ensure *keiki* get the support they need. Head Start program performance standards require that *keiki* receive developmental, hearing, vision, and mental health screenings within 45 days of enrollment, and that follow-up referrals are made if indicated by the results. A dental examination is also required upon enrollment and follow-up treatment is monitored until completion. Growth screening is conducted at least twice a year. *Keiki* identified with potential obesity or underweight issues are referred to Hawaii's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) program and/or other health providers. In SY2009-2010, 100% of Head Start and 86% of Early Head Start *keiki* were up to date on a schedule of preventive and primary health care per the State's EPSDT schedule, and 100% of all *keiki* were up to date with immunizations.

(C)(3)(d)(3). Increase the number of Children with High Needs who participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

Although Hawaii has a high rate of health insurance coverage for its *keiki*, some families

do not take full advantage due to lack of time or transportation or other barriers. Many families are not able to follow through with well-baby visits, and when *keiki* enter kindergarten they may lack up-to-date information on immunizations and TB tests for the required health form. Not following the well-child care schedule may jeopardize a *keiki*'s development as needs may not be identified early enough for services and treatment to have maximum effect. Hawaii will use the following strategies to ensure that *keiki*, especially those with high needs related to health, development, or behavior, receive ongoing health care as part of a schedule of well-child care (see high quality plan in Section (C)(3)(e), page 116).

- Prioritize availability of recommended primary and preventative care for *keiki* with high needs in family-centered medical homes, in partnership with families.
- Increase rates of developmental and behavioral screening prior to kindergarten entry, especially for *keiki* with high needs, in partnership with their families.
- Develop a data system to: (1) measure screening utilization and the efficacy of referral and treatment for *keiki* high needs, and (2) evaluate outcomes through systematic collection and analysis of data on screening results, fidelity to referral protocols, and service utilization.
- Promote closer collaboration, care coordination, and co-management of *keiki* with high needs between family-centered medical homes, pediatric subspecialists, and other involved practitioners.

High Quality Plan for Identifying and Addressing School Readiness Needs

Identifying and addressing school readiness needs related to health and development is an essential component of a comprehensive early learning and development system. Hawaii has developed a high quality plan (summarized in Table (C)(3)-1, page 116) for promoting access to a comprehensive array of available health services, including prenatal, vision, hearing, nutrition, oral health, behavioral, and medical services. A major focus of this plan is promoting the family-centered medical home model, which is a comprehensive approach to child wellness, prevention, and treatment. The American Academy of Pediatrics Hawaii Chapter (HAAP) has worked closely with the Title V Maternal and Child Health Bureau over the past couple of decades to expand use of this model as a key component of Hawaii's system of care. The model is based on the knowledge that health outcomes are maximized when people and their health providers develop personal relationships that are sustained over time. It is also important for all system of

care components to collaborate and coordinate their efforts. Hawaii's plan therefore promotes closer collaboration, care coordination, and co-management of *keiki* with high needs between medical home, pediatric subspecialists, and other child health practitioners and early childhood programs. This approach serves families well by reducing the duplication and fragmentation of services that often cause frustration, excessive use of time, problems navigating the system, and other barriers that often lead to *keiki* not adhering to well-child health care schedules.

Table (C)(3)-1. High Quality Plan for Enhancing Child Health and Development Outcomes

Activity	Responsible	Timeline	Milestones/Outcomes
Goal 1: Promote family-centered medical homes, especially for <i>keiki</i> with high needs			
Work with National Center for Medical Home Implementation to adapt tools for use in Hawaii	PCHOP Staff	Jan-Dec '12	Hawaii-specific toolkit to guide screening, referral, and treatment
Develop MOU with DHS (Medicaid) to pilot FCMH with <i>keiki</i> ages 0-5 through EPSDT	PCHOP Staff	Jan-Dec '12	MOU signed, FCMH pilot conducted
Develop and implement FCMH awareness-raising activities	PCHOP Staff	Jan-Dec '12	20% more providers use FCMH for <i>keiki</i> with high needs
Promote ELD program connections with FCMH by providing health resources and screening tools	PCHOP Staff	Jan-Dec '13	Referrals to FCMH increase
Pilot training in community hubs to foster community-based networking	PCHOP Staff	Jan-Dec '13	Local health system strengthened, referrals to FCMH increase
Train physicians on applying FCMH model and using FCMH Toolkit	PCHOP Staff	Jan-Dec '13	40% more providers use FCMH for <i>keiki</i> with high needs
Create data sharing system to collect FCMH screening, referral, and treatment results	Epidem., PCHOP Staff	Jan-Dec '14	FCMH data elements incorporated in relevant databases
Use pilot results to develop legislation to facilitate FCMH screening/referral	PCHOP Staff	Jan-Dec '14	Proposal for enhanced legislation
Continue awareness-raising and training activities	PCHOP Staff	Jan-Dec '14	60% more providers use FCMH for <i>keiki</i> with high needs
Use data to refine system to ensure all ELD programs have access to FCMH	PCHOP Staff	Jan-Dec '15	Local health system strengthened, referrals to FCMH increase
Continue awareness-raising and training activities	PCHOP Staff	Jan-Dec '15	80% more providers use FCMH for <i>keiki</i> with high needs
Goal 2: Expand screening and treatment for mental health and developmental challenges			
Determine baseline # health providers using standardized screening tools	Epidem., PCHOP Staff	Jan '12	Baseline % of providers using standardized screening tools
Identify or develop a standardized screening toolkit for both health care	PCHOP Staff	Jan-Mar '12	Standardized screening toolkit
Identify or develop a standardized screening toolkit for both health care providers and ELD practitioners	PCHOP Staff	Jan-Mar '12	Standardized screening toolkit
Promote use of parent-completed			Policy and legislation support use

Train/coach providers on use of standardized screening toolkit	PCHOP Staff	Apr-Dec '12	20% more providers screen with standardized developmental tools
Continue to train/coach providers on use of standardized screening toolkit	PCHOP Staff	Jan-Dec '13	40% more providers screen with standardized developmental tools
Develop protocol for early treatment of mental health challenges	PCHOP Staff	Jan-Mar '13	Treatment protocol
Develop/implement early treatment coaching model for providers	PCHOP Staff	Apr-Dec '14	Coaching model implemented
Continue training and coaching of providers	PCHOP Staff	Jan-Dec '14	80% more providers screen with standardized developmental tools
Continue training and coaching of providers	PCHOP Staff	Jan-Dec '15	100% more providers screen with standardized developmental tools
Goal 3: Data system enhancement for surveillance and data sharing			
Assess readiness of data systems and create data sharing agreements	EC Coord., Epidem.	Jan-Dec '12	•Signed interagency data MOU •Data agreements within DOH
Pilot FHSD longitudinal data system	Epidem., PCHOP Staff	Jan-Dec '13	Data system refined based on pilot results
Create vertical alignment of data systems within State DOH	Epidem., PCHOP Staff	Jan-Dec '14	Early childhood data linked within State DOH data systems
Create horizontal alignment by linking FHSD and DEC data systems	Epidem., PCHOP Staff	Jan-Dec '15	Data linked across early childhood systems
<i>Abbreviations: DEC = Department of Early Childhood, EC Coord. = State Early Childhood Coordinator, Epidem. = Epidemiologist, FCMH = family-centered medical home, FHSD = Family Health Services Division (DOH), PCHOP = Grant-funded Promoting Child Health Outcomes Project</i>			

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Number of Children with High Needs screened	EPSDT Quality Assurance	72%	74%	76%	78%
Number of Children with High Needs referred for services who received follow-up/treatment	EPSDT Quality Assurance				

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	EPSDT data may provide this information but it is a bundled service.	72%	74%	76%	78%
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care					
<i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i>					

(C)(4). Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children.

(C)(4)(a) The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children’s education and development.

Evidence for (C)(4)(a):

To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--

- *The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children’s development and learning. A State’s family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;*
- *Documentation that this progression of standards includes activities that enhance the capacity of families to support their children’s education and development.*

The National Academy of Science publication *From Neurons to Neighborhoods* (Mann, 2010) highlights ten core concepts of development, of which two are particularly relevant here:

- Human relationships, and the effects of relationships on relationships, are the building blocks of healthy development.
- Culture influences every aspect of human development and is reflected in childrearing beliefs and practices designed to promote healthy adaptation.

A related viewpoint is expressed in *Children of 2020: Creating a Better Tomorrow*: “effective programs promote social connections within a family’s community and affirm a family’s cultural identity while enhancing its abilities to function in a multicultural society” (Weissbourd, Weissbourd, & O’Carroll, 2010). These authors summarize decades of research showing that families have a powerful influence on early learning and development, and confirming that programs need to ground their activities in the context of family and community.

The drafting of the Hawaii ELDS for *keiki* was guided by three key values that reflect these research findings: (1) families and communities are the primary caregivers and educators of *keiki*; (2) *keiki* develop and learn best in the context of a family and community where they are safe and valued, their physical needs are met, and they feel psychologically secure and intellectually challenged; and (3) *keiki* are capable, competent and valued. These same values are guiding the development of program standards to be used within the TQRIS, with Family Engagement being one of the five proposed standards areas because it is clear that programs that effectively engage parents (to learn about child development and how they can foster the healthy development of their own *keiki*) will best be able to support the *keiki* they serve to meet the Hawaii ELDS.

Currently most ELD programs are not subject to family engagement requirements.

Exceptions include some federally funded early childhood programs such as Head Start and Early Head Start, IDEA Part B 619, and IDEA Part C, which have strong family engagement program standards and expectations. Child care licensing regulations do include a section on “Communication with Parents”, but it is limited to requiring that information is exchanged on a regular basis; health, developmental, or behavioral concerns are shared in a timely manner; and transitions are supported to new facilities or school settings. Programs seeking national accreditation from the NAEYC or NECPA need to document that they meet standards for family communication and involvement, but only about one-fifth of licensed preschool and infant-toddler programs have this accreditation, and only a few of the 500 or so registered FCC providers are accredited by the National Association for Family Child Care. As the TQRIS is implemented and strongly promotes accreditation, a much larger proportion of licensed settings will strengthen their family engagement policies and practices as they go through the accreditation process.

Despite the current low rates of accreditation, Hawaii can be acknowledged as a national leader in actively engaging families due to widespread use of the locally developed family-child interaction learning (FCIL) model. Family engagement is at the very heart of this model as parents or other caregivers attend program sessions together with their *keiki*, typically three times a week for an average of three hours a day. The development of the FCIL model may be seen as part of a grassroots community-based movement within the Native Hawaiian community to address socioeconomic disparities through a variety of initiatives based on traditional values and practices in a spirit of self-reliance. FCIL programs are operated free of charge by non-profit organizations with funding from the US DOE’s Native Hawaiian Education Program, the State Office of Hawaiian Affairs, and local private foundations. Although the primary target population is low-income Native Hawaiians, programs are open to all. In 2010, about 7,500 *keiki* and their families benefited.

The purpose and scope of FCILs is described in this way in a program brochure (available at <http://www.inpeace-hawaii.org>):

“The Keiki Steps program offers a wonderful opportunity for families to learn together through a specialized curriculum designed to promote Family-Child Interactive Learning (FCIL). Targeted activities help parents better understand their

role as their *keiki*'s first teacher, while children are provided with an educational environment where they can experience the world around them at their own pace. This culturally responsive instruction model follows a Native Hawaiian system of teaching and learning, which integrates outdoor activities and cultural references.”

Keiki Steps is one of the larger FCIL programs, operated by the Institute for Native Pacific Education and Culture (INPEACE) at 13 sites on four islands. Like other FCIL providers, INPEACE makes use of public schools and other easily accessible community sites.

As described in Section (B)(2)(a), ‘Eleu is a consortium of organizations conducting FCIL programs that is working to develop and implement quality improvement activities, including the development and adoption of Guiding Principles and Standards for Family-based Education Programs. Of the 19 standards, three directly address the elements of family engagement.

Another program type with a strong family engagement focus based on traditional Native Hawaiian values consists of preschools targeting Native Hawaiians. Like the FCILs, many of these preschools have their roots in the Native Hawaiian cultural renaissance that blossomed during the 1980s. An example is Pūnana Leo Preschools, which operates 11 preschools on five islands using the Hawaiian language as the medium of instruction. The Pūnana Leo model is based on Native Hawaiian cultural values, beliefs, and practices of spirituality that emphasize the importance of connections, relationships, and responsibility to one's place and people (Nā Lau Lama, 2008b). Research confirms that *keiki* who speak Hawaiian at home benefit academically when they attend schools where Hawaiian is the medium of instruction (Wilson & Kamanā, 2006). Parents are closely engaged at Pūnana Leo preschools by attending weekly language and culture classes, participating in family days, and enacting the Native Hawaiian value of “giving back” by cleaning the classrooms and school grounds.

Family Engagement Element of the Hawaii TQRIS

The TQRIS is currently being developed to address five standards areas: (1) Early Childhood Care and Education, (2) Family Engagement, (3) Diversity and Inclusion, (4) Staff Qualifications, and (5) Program Design and Management. The Family Engagement standards area expects that quality ELD programs view family involvement as a continuing process and partnership. Programs can enhance this relationship through carefully developed policies that

ensure communication with families, provide opportunities for their involvement, and offer resources or referrals as needed.

The Family Engagement Elements include: (1) Policies, (2) Resources and Education, (3) Communication, (4) Involvement, and (5) Outside Family Support Resources. The following program activities are addressed within these elements (through the PAS and BAS measures described below) with a focus on ensuring cultural and linguistic responsiveness: parent access to the program; ongoing two-way communication with families; parent education in child development; outreach to fathers and other family members; training and support for families as children move to preschool and kindergarten; social networks of support; intergenerational activities; linkages with community supports and adult and family literacy programs; parent involvement in decision making; and parent leadership development.

Once the TQRIS design has been refined based on the pilot study scheduled to start in January 2012, implementation will occur in phases beginning with licensed programs. As the TQRIS is developed, participating programs will be supported through technical assistance, coaching, and financial incentives to develop and adhere to policies and practices that meet Hawaii's Family Engagement standards.

The tiered rating of the Family Engagement standards will be based on the Program Administration Scale (PAS) and the Business Administration Scale for Family Child Care (BAS), as follows:

Level 1

- Attend Training on PAS/BAS

Level 2

- Collect Required Documents
- Complete PAS/BAS Self-assessment

Level 3 - PAS/BAS score: 3.5

- Has parent and staff handbooks
- Has a new parent orientation
- Provides at least one parent conference per year
- Offers at least three family supports*

Level 4 - PAS/BAS score: 4.25

Inclusive of Level 3 requirements and:

- Offers at least five family supports*
- Communicates by at least six modes of communication**

Level 5 - PAS/BAS score: 5.0

Inclusive of Level 4 requirements and:

- Communicates by at least eight modes of communication**

*Family Support Examples from PAS. Children's book or toy lending library; family resource library; extended care during evenings or weekends; information and/or referral to supportive services regarding family issues; convenience services (e.g., take-home meals, photographs); adult classes (e.g. literacy, computer); home visits; family meetings, seminars, or support groups; social functions for families and staff; child care during parent conferences or meetings; provision for food or clothing donations; transportation to and from the center; tuition scholarships; and discount coupons for community events or services.

**Family Communication Examples from PAS. Informal conversation; family meetings; newsletters; bulletin board; notes sent home with *keiki*; letters; e-mail; phone calls; website.

As the number of family supports and modes of communication increase over the tiered TQRIS levels for family engagement, families will become increasingly connected with and involved in the programs of their *keiki* and thereby gain enhanced capacity to support their *keiki*'s education and development.

(C)(4)(b). The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards.

Evidence for (C)(4)(b):

To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

In response to Hawaii's cultural diversity and the predominance of family-focused (rather than individual-focused) ways of life, there is a long history of including family engagement and cultural competence in both community-based and higher education professional development throughout the social services. As part of the high quality plan for workforce development

described in Section D, the availability and accessibility of family engagement professional development opportunities will be tracked. Existing non-credit and credit-bearing professional development opportunities will be analyzed to identify where family engagement is addressed. Professional development providers will be encouraged and supported to fill in any gaps that are identified in their curricula with regard to family engagement, guided by cutting edge thinking on best practices for engaging families with high needs (e.g., Head Start Resource Center, 2011).

The workforce data system now under development will collect information on individual practitioners. The goal is that by 2014, at least 90% of all practitioners working in ELD programs will have at least 15 clock hours or the credit equivalent of training in establishing and sustaining family engagement. The quality improvement component of TQRIS will provide coaching support to programs and practitioners as they implement and strengthen their family engagement practices. Coaching will emphasize adherence to the Strengthening Families Approach and Protective Factors Framework. The protective factors include parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children.

Higher Education. Approximately 100 early childhood practitioners per year participate in courses that support family engagement at community colleges, University of Hawaii at Manoa, University of Hawaii-West Oahu, and Chaminade University. An example community college learning outcome is that practitioners “build respectful partnerships with children, families, and their communities.” Learning outcomes for Chaminade University students seeking Associate’s and Bachelor’s degrees include building “positive and constructive relationships with parents, the school community and professional colleagues.”

Community-based Professional Development. People Attentive to Children (PATCH) is contracted by the State DHS to provide free or low-cost community-based professional development statewide to early childhood practitioners. Content includes building positive family relationships, responding to family needs and diversity, engagement in curriculum, and developing effective communication strategies.

Hawaii Early Childhood Accreditation Project (HECAP). HECAP provides professional development for practitioners at varying levels of knowledge, skills and dispositions, including three learning opportunities based on curricula from the Center on Social and Emotional

Foundations for Early Learning (CSEFEL) and another opportunity on families and community relationships.

Center on the Family, University of Hawaii at Manoa. Professional development opportunities include discussions focused on the importance of parents' active involvement in their *keiki*'s learning and success in school, using the *Raising A School-Ready Child: A Family Guide* as a tool. Approximately 25 professional development opportunities have been provided to organizations with 370 participants attending.

Home Visiting. The State DOH is developing the Hawaii Home Visiting Network through a Maternal Infant Early Childhood Home Visiting grant. Its professional development plan promotes the fundamental home visiting skill of family engagement.

Family-Child Interaction Learning (FCIL). A number of trainers within the FCIL program community provide FCIL practitioners with intensive culturally responsive training on family engagement and relationship building. Many of these opportunities are open to the larger early childhood community.

Head Start Association of Hawaii/Outer Pacific (HSAH/OP). Professional development opportunities for Head Start staff are conducted several times a year on topics of interest, including the issue of family strengthening and engagement. Many of these opportunities are open to the larger early childhood community.

High Quality Workforce and Professional Development Plan. Higher education faculty and community-based trainers will analyze the family engagement and cultural competence content of current professional development offerings. The results will be used to update coursework, or develop new coursework, to ensure students receive up-to-date high quality training on family engagement and cultural competence.

(C)(4)(c). The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

Evidence for (C)(4)(c):

Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family

support and engagement statewide.

Training and professional development on family engagement will inform ELD practitioners about public and private initiatives supporting at-risk families that are relevant to their spheres of activity. As a result, ELD practitioners will be able to refer families to programs and other resources they may need, which is an important way to engage families. In addition, they will be better able to make connections with programs and services with goals and interests similar to theirs, as the basis for forming partnerships and leveraging each other's resources.

Programs, Services, and Resources of Value for Family Engagement and Support

Teen Parent Child Care. This project involves DHS contracts to DOE and private child care vendors to provide on-site or near-campus infant and toddler care for teen parents in high schools around the state in order to help them remain in school through graduation.

Neighborhood Place (NP). In partnership with private non-profit organizations, the State DHS is implementing the NP model in five communities on three islands. Each NP works to strengthen at-risk families and prevent or reduce child maltreatment through the following services: referral and linkage; systems navigation; service provider coordination and collaboration facilitation; family assessment; coaching and counseling; outreach and family support; parenting education and child development activities; community engagement; and public awareness.

Home Visiting Family Support Programs. As previously described, this State DOH program works with high risk families to prevent child abuse and neglect. Practitioners statewide are being trained to use the CSEFEL coaching to give parents skills and knowledge for supporting the social-emotional development of their *keiki* (see description of training on page 134).

Early Head Start/Head Start. Head Start has long been recognized for its inter-generational approach and its emphasis on parent leadership and governance, parent volunteerism, parent-child interactions, and parent partnerships in all decisions related to the development of their *keiki*. Head Start programs will be supported to use the recently-released Head Start Parent, Family, and Community Engagement Framework to guide strategic planning, program design and management, and identifying professional development opportunities for staff around family engagement.

DOH Training and Technical Assistance. The State DOH has been working with national early childhood initiatives (Strengthening Families, Zero To Three, and CSEFEL) to promote use of the Risk and Protective Factors framework and the Family Strengthening model by ELD programs.

DOH Parenting Support Programs. The State DOH contracts private organizations to operate a statewide system of community-based parenting education and family support services that build on parents' strengths to provide them with important skills, knowledge, and supports.

Primary School Adjustment Project (PSAP). This State DOE project supports school success for elementary school students, including promoting smooth transitions and adjustment to kindergarten. A home-school liaison fosters positive home-school relationships.

Family Resource Network Centers (FRNCs). Learning to Grow, a project of the UHM Center on the Family focused on at-risk families, has partnered with various schools and community agencies to establish 14 FRNCs on Hawaii's four major islands. FRNCs provide families with information on topics including caring for *keiki*, health and safety, getting ready for school, early learning activities, family financial issues, children with special needs, and resources available in the community.

Training Tracks Newsletter and Catalog. This PATCH service lists all of its professional development opportunities, with classes suitable for families indicated by a "family" icon.

High Quality Plan for Promoting Family Support and Engagement Statewide

A high quality plan has been created to develop and disseminate Hawaii-specific Family Engagement Standards as the basis for increasing access to high quality ELD programs. RTT-ELC funds will be used to establish the previously described ELDS Project, which will facilitate and oversee development and training for both the Hawaii ELDS and FES. The Hawaii SAC's Direct Services Subcommittee will also play a leading role. The plan is summarized in Table (C)(4)-1 below, with a more detailed version provided in the Budget Narrative specifying how grant funds will be used for this initiative.

Table (C)(4)-1. High Quality Plan for Family Engagement Standards (FES)

Activity	Responsible	Timeline	Milestones/Outcomes
Goal 1: Develop and adopt set of Family Engagement Standards (FES)			
Develop FES based on Hawaii ELDS	HSDSS,	Jan-Mar	FES endorsed by Hawaii SAC

Activity	Responsible	Timeline	Milestones/Outcomes
and obtain Hawaii SAC endorsement	ELDSP	'12	
Obtain endorsement of FES from early childhood programs	HSDSS, ELDSP	Mar-May '12	FES accepted by programs
Develop plan to infuse use of FES throughout early childhood system	HSDSS, ELDSP	Feb-Mar '12	Plan used by ELDSP for process self-evaluation to keep on track
Goal 2: Develop FES Toolkit providing programs and families with guidance and materials			
Align FES with existing family engagement tools	Consultant, HSDSS	Mar-Apr '12	Knowledge of existing tools and their adherence to FES
Develop Toolkit with family guide aligned with Hawaii ELDS	Consultant, HSDSS	Jan-Jun '12	Draft of family guide
Translate guide into most common languages for families with high needs	Translators (DHS)	Mar-Jul '12	Guides in languages most used by families with high needs
Make final edits to guide; format and print and post on relevant websites	HSDSS, ELDSP	Jul '12	Final product ready to distribute and use
Goal 3: Train practitioners throughout the system to understand FES and use FES Toolkit			
Develop plan to introduce FES and train educators to use FES Toolkit	Consultant, ELDSP, DHS	Mar-Jul '12	Training plan specifying dates, sites, target audiences
Create guidelines/training for Center-based, FCC, Home Visiting, FCILs	Consultant, ELDSP	Mar-Jul '12	4 sets of curricula (Center-based, FCC, Home Visiting, FCILs)
Identify and leverage resources for sustainable TA and training support	HSDSS, ELDSP	Mar '12 ongoing	Training/communication facilities identified and available
Coordinate training in collaboration with Head Start Association	Trainers, ELDSP	Mar '12 ongoing	Training schedule for Head Start
Develop online infrastructure/access for training	ELDSP	Oct '12	FES Project website has page for FES training with relevant links
Conduct training statewide with focus on programs for <i>keiki</i> with high needs	Trainers	Aug '12- Dec '15	<ul style="list-style-type: none"> •Aug '12 start includes 100% of personnel in TQRIS pilot •At least 40% personnel serving high need trained by Dec '13 •At least 60% personnel serving high need trained by Dec '14 •At least 80% personnel serving high need trained by Dec '15
Work with higher ed. and other PD providers to include FES in curricula	Consultant, ELDSP	Apr '12- Jul '13	All early childhood curricula address FES
Goal 4: Integrate data related to FES into relevant data systems			
Ensure information on FES-related training and PD captured by Registry	HCCYC, ELDSP	Dec '13	Registry includes information on completed FES training and PD
Incorporate FES training and use data into TQRIS early childhood program assessments	ELDSP, DHS	Dec '13	<ul style="list-style-type: none"> •Aug '12 start includes 100% of the programs in TQRIS pilot •All targeted hub programs incorporate FES by Dec '12 •At least 40% of all programs incorporate FES by Dec '13

Activity	Responsible	Timeline	Milestones/Outcomes
			<ul style="list-style-type: none"> •At least 60% of all programs incorporate FES by Dec '14 •At least 80% of all programs incorporate FES by Dec '15
Determine % of <i>keiki</i> with high needs in programs trained on FES	Data specialist	Dec '12- Dec '15	Annual change in % from Dec '12 baseline
Examine links between FES training, TQRIS levels, and KEA	Data specialist	Annually	Tests of hypotheses about how training and TQRIS impact KEA
Goal 5: Sustain FES training activities beyond end of the grant			
Continue FES training program	DEC	Jan '16 ongoing	<ul style="list-style-type: none"> •All programs for <i>keiki</i> with high needs incorporate FES by Dec '16 •All programs in all settings incorporate FES by Dec '18
<i>Abbreviations: DEC = Department of Early Childhood, ELDSP = Grant-funded ELDS Project, HCYC = Hawaii Careers with Young Children, HSDSS =Hawaii SAC Direct Services Subcommittee, KEA = Kindergarten Entry Assessment, PD = professional development</i>			

D. A GREAT EARLY CHILDHOOD EDUCATION WORKFORCE

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

Evidence for (D)(1):

To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:

- *The Workforce Knowledge and Competencies;*
- *Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.*

(D)(1)(a). The extent to which the State has a High-Quality Plan to develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes.

Over the past 20 years Hawaii has been developing successful practices that support *keiki* with high needs and their families while building a strong system of support for a knowledgeable, competent, culturally responsive, and effective early childhood workforce. The voluntary Hawaii Careers with Young Children Registry currently lists approximately 6,000 early childhood practitioners working in group child care and infant toddler centers and about 510 in family child care. In addition, and the Registry has about 110 practitioners in family-child interaction learning programs.

Hawaii Careers with Young Children (HCYC). HCYC is leading and coordinating the development of the Hawaii Workforce Knowledge and Competency Framework, and is also advising on the development of Hawaii's high quality early childhood workforce plan guided by the Framework. In 2007, HCYC was funded by Kamehameha Schools to develop a plan to bring the existing workforce components (standards for center-based practitioners, workforce knowledge and competency framework, and practitioner registry) together into a formal system as well as to develop and implement new components. HCYC established CANOES to undertake this effort. CANOES currently has six components in development:

- *Website* providing comprehensive workforce and professional development information, including career pathways, to support practitioners providing direct and indirect services to *keiki* 0-8 years old (first phase to be launched October 2011).
- *Progression of Degrees and Professional Development* enhancing workforce quality and compensation.
- *Community-based Professional Development Recruitment and Resource Centers* to recruit, train, and provide technical assistance to practitioners.
- *Higher Education Programs* that work together to meet the professional development needs of early childhood practitioners.
- *Quality Professional Development* for system improvement and quality assurance (including alignment of in-service clock-hour training with credit-bearing courses based on common core competencies so that "no training hour is wasted").
- *Virtual Data System* for on-going collection of workforce data including practitioner qualifications, performance and compensation; professional development availability, accessibility and utilization; and data tied to quality initiatives.

Over the past four years HCYC developed the CANOES Common Core Competencies for Early Care and Education Practitioners (see page in the Appendix, page 142). The competencies apply across all four major settings for early learning and development (center-based, family child care, family-child interaction learning, and home visiting), providing a common framework and foundation for professional development.

The workgroup based its work on an extensive literature review of research on early learning and development with a focus on Hawaii's cultural diversity and the importance of

family and community. They were also guided by several sets of early childhood standards and workforce competencies specifically developed for Hawaii. Relevant documents are listed below and highlight the extensive work already done in Hawaii's early childhood workforce arena.

- *Leveled Attitude, Skills, and Knowledge for Family Child Care Practitioners*, developed in 1997.
- *Attitudes, Skills and Knowledge for Early Care and Education Practitioners in Center-based Settings for Children Birth-5 Years Old (ASK)*, developed by HCYC in 2000.
- *Learning to Grow Developmental Guidelines for Infants, Toddlers, and Young Preschoolers* (which includes strategies for implementation), developed by the UHM Center on the Family in 2006.
- *Family-Child Interaction Learning Programs: A Culturally Responsive Early Learning Option for Families with Young Children: Guiding Principles and Standards for Program Development, Planning, And Implementation*, developed by the Native Hawaiian Early Childhood Consortium in 2006.

Higher education and community-based training institutions currently align their coursework with the ASK and the Learning to Grow Developmental Guidelines (above) and the Hawaii Preschool Content Standards. The CANOES Common Core Competencies were developed to be more broadly applicable by providing standards of practice encompassing these existing ones. Plans include adoption of the competencies by the Hawaii SAC, alignment of the competencies with the Hawaii ELDS, alignment with the comprehensive assessment system and TQRIS now under development, and provision of outreach and professional development on the use of the Common Core Competencies beginning Fall 2012.

(D)(1)(b). The extent to which the State has a High-Quality Plan to develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.

The CANOES Common Core Competencies are currently being aligned with the Career Lattice that shows the education levels required for the many different positions in the ELD field. The State's University of Hawaii (UH) system and other professional development providers together offer a progression of certificates and degrees that cover all levels of the Career Lattice.

Of the UH system's seven campuses offering Associate's degrees, four (one on each of Hawaii's four major islands) offer an Early Childhood Education AS (aligned with the HCYC

ASK described above) that fully articulates to a BA in Social Sciences with a concentration in Early Childhood Education at the University of Hawaii-West Oahu. In addition, 2 community colleges (1 on the Island of Oahu, the other on the Big Island) offer a non-credit-to-credit conversion program that allows participants to receive credit for certain workshops taken in noncredit format upon completion of assessment capstones. This program design encourages practitioners with high school educations who take courses on a noncredit exploratory basis to go on to seek higher degrees as they experience success. The two-year programs are currently in the self-study stage of obtaining Early Childhood Associate Degree Accreditation from the NAEYC, with the expectation of being ready for accreditation assessment in Spring 2013. As part of the self-study process, the programs have aligned their programs and student learning outcomes with the NAEYC Professional Preparation Standards.

In addition to the BA at UH-West Oahu, the University of Hawaii at Manoa's College of Education offers an NCATE-accredited "dual preparation" BEd in Elementary and Early Childhood Education and two MEds in Early Childhood Education, and its College of Tropical Agriculture and Human Resources offers a BS in Family Resources. Chaminade University offers an AS and BS in Early Childhood Education, and MEds in both Child Development and Early Childhood Education.

(D)(1)(c). The extent to which the State has a High-Quality Plan to engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

All of the primary public and private providers of early childhood professional development, including community-based organizations and institutions of higher education, have been involved in developing or providing feedback on major workforce tools. These include the Common Core Competencies for Early Childhood Practitioners, the Hawaii Career Framework and Lattice, and the Practitioner Registry. The RTT-ELC grant will build on this foundation to promote alignment of all professional development with the Hawaii Career Framework, ensuring that coursework and workshops address the relevant competencies and support practitioners to advance up the early childhood career ladder.

(D)(2). Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes.

(D)(2)(a). The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework.

In Section (D)(1)(b) above, a progression of higher education degree programs tied to the ASK and the Common Core Competencies for Early Childhood Practitioners was described that provides early childhood practitioners with the knowledge base needed to provide quality services. Hawaii's early childhood workforce system also offers many informal or community-based professional development opportunities outside of formal degree programs so practitioners and prospective practitioners alike can enhance their skills and knowledge and keep up with the latest developments in the field on an ongoing basis.

Professional Development Opportunities

People Attentive to Children (PATCH). As part of a contract from the State DHS to serve as Hawaii's Child Care Resource and Referral Agency, PATCH provides free or low cost professional development. Its community-based training program aligns classes with core knowledge areas that practitioners must know as well as with subject areas required by the national Council for Professional Recognition for its Child Development Associate (CDA) credential. PATCH offers over 100 classes at convenient times and locations throughout the state. Last fiscal year, the training program was used by 2,365 unduplicated participants who included practitioners, parents, and those interested in the early childhood profession.

UHM Center on the Family. The Center on the Family offers professional development sessions on understanding and using the *Learning to Grow Developmental Guidelines for Infants, Toddlers and Young Preschoolers* it published in 2006. These sessions are offered through the Center's Learning to Grow Project as well as the Quality Care Project for Center-based Child Care Providers, with more than 2,500 practitioners having attended to date.

Early Childhood Comprehensive System (ECCS). This initiative began in 2003 with a grant to the State DOH's Maternal and Child Health Branch from the federal Maternal and Child Health Bureau to develop an infrastructure of services to support the social and emotional

development of *keiki*. The ECCS has trained 763 practitioners on the Pyramid Model that includes practical strategies for working with children with challenging behaviors. More recently, with support from the CSEFEL, practitioners are being trained statewide on a social-emotional competence model that utilizes coaching of parents to support the social emotional development of *keiki*, including those with challenging behaviors. The RRT-ELC grant will expand this training initiative. By 2012, 20 trainers will be trained in both the infant/toddler CSEFEL modules and the preschool CSEFEL modules. By end of 2013, 400 ELD practitioners will be trained in two modules of the Infant/Toddler series and two modules of the Preschool series. By end of 2014, 400 EC practitioners will be trained in three modules of the Infant/Toddler Modules and three modules of the Preschool series.

Hawaii Association for the Education of Young Children (HAEYC). The HAEYC was founded in 1972 and has over 900 members. In collaboration with early childhood organizations and State agencies, HAEYC organizes an annual two-day conference that draws over 1,500 participants and offers a diverse range of training opportunities. The HAEYC also conducts training for the Hawaii Early Childhood Accreditation Project on the standards and criteria that need to be met for Early Childhood Program Accreditation by the NAEYC. About 1,000 practitioners have participated in this training.

Access to CDA Preparation

The Child Development Associate (CDA) credential is one of the minimum requirements in child care licensing that may be used toward satisfying the requirements to be a teacher, assistant teacher or infant/toddler lead caregiver. ELD programs seeking to improve quality through efforts such as NAEYC accreditation require the CDA for aides or assistants. Although the family-child interactive learning programs funded under the Native Hawaiian Education Act are non-regulated, they encourage and support their practitioners to obtain a CDA. To meet these workforce needs, Hawaii offers multiple ways for entry-level practitioners to obtain the formal training required for the CDA. For example, Professional and Career Education for Early Childhood (PACE) was designed to provide community-based access to higher education and is offered by two community colleges, on the Island of Oahu and the Big Island. An appealing feature for practitioners unsure about their ability to succeed in higher education is that non-credit workshops may be converted to course credit when certain conditions are met including

completion of capstone assessment workshops. Of the five non-credit PACE courses, three meet the formal training requirement for the CDA and can be converted to count toward the AS degree and a Certificate of Competence. Other training avenues to the CDA are offered by PATCH, HAEYC, and the Center on the Family.

CANOES Training Quality Improvement and Assurance System (QIAS)

According to the National Child Care Information and Technical Assistance Center (2010), a system of review and approval is an essential foundation for high quality workforce development and training. Training proposals need to show that they are based on an understanding of adult learning practices and an accepted set of standards, usually linked to core knowledge and/or a career lattice. Trainers also need to be approved, based on a set of specific qualifications and requirements for various types or levels of professional development. Registries are typically used to track approved trainings, trainers, and practitioner qualifications. CANOES is currently developing such a system, known as the CANOES Training QIAS.

Training and Professional Development for Trainers. In addition to providing mechanisms for approving and tracking trainings and trainers, and tracking the educational progress of practitioners, this initiative will provide training and professional development to enhance the knowledge and skills of trainers themselves. Already in place is the Building Bridges Train-the-Trainer Series, a 24 clock hour training series provided by Honolulu Community College.

Application to Be an Approved Trainer. In 2010, CANOES launched the first phase of TQIAS development with a Trainer Application Pilot (see the Appendix, page 150) for trainers from diverse backgrounds, including a cohort of trainers and coaches supported by the Center on Social and Emotional Foundations for Early Learning. As part of their orientation they reviewed the newly developed Trainer Standards (see Training Quality Improvement and Assurance System report in the Appendix, page 150) that are aligned with the Common Core Competencies for Early Childhood Practitioners. Of the 68 trainers who entered the pilot, 38 completed and submitted an application for review by a verification panel. Future phases of TQIAS implementation will include development of a system to evaluate trainer performance and a comprehensive needs assessment of how trainers can best be supported to gain essential skills and knowledge.

Trainer Professional Development Content. In the TQIAS Application Pilot it was determined that most of the participating trainers had Bachelor's degrees in fields other than early childhood, suggesting that qualifications beyond level of educational attainment may need to be considered in the trainer approval process. A review by CANOES of research on community-based training for practitioners who tend to be most in need of professional development, those working with *keiki* with high needs and their families, determined that critical content areas include relationship building with *keiki* and family engagement (e.g., Ray, Bowman & Brownell, 2006). In turn, relationship building and family engagement both require cultural competence based on a deep understanding of culture and how it influences development and learning (e.g., Brunson-Day, 2010). CANOES is incorporating these findings into the content standards required for approval of trainings. Training within Hawaii's family-child interactive learning and home visiting programs already includes a strong focus on culturally responsive relationship building and family engagement.

Professional Development Recruitment and Resource Centers (PDRRC). CANOES is in the process of planning these community-based centers, to be collaboratively developed and operated by the DHS, DOE, Head Start, DHS's Child Care Resource and Referral Agency, and public and private institutions of higher education. PDRRCs are at the heart of Hawaii's High Quality State Plan to foster the widespread adoption of evidence-based practices in communities with the highest needs. They will assess the early childhood recruitment and professional development needs in their communities and strategically provide services to meet those needs, with the expected outcomes to include: (1) increased number of practitioners recruited into the field, (2) increased capacity and quality of ELD programs, especially those serving *keiki* with high needs and their families, (3) improved early childhood learning environments, and (4) increased number of practitioners obtaining higher degrees.

PDRRC operating costs will be minimized by being co-located with other early childhood organizations, such as PATCH, or at public schools. It is likely that private trusts and foundations will provide support, as they did for the Center for Early Education and Development (CEED), established by the private non-profit KCAA Preschools of Hawaii to address the shortage of credentialed preschool teachers. CEED has been operating as a Virtual Training Institute accessible by anyone able to connect to the Internet.

An example of how PDRRCs will foster local capacity through professional development is provided by planning for promoting the evidence-based Attachment and Biobehavioral Catch-Up (ABC) in-home parent training model. A two-pronged approach will be used. One prong is implemented by the PDRRCs, which will facilitate or deliver intensive training to a cohort of approximately ten clinical and behavioral health professionals. They will receive training, coaching, and booster training to each work with approximately 30 families each year, for a total of about 300 annually statewide. The other prong will be concurrent professional development for staff working with families outside of a clinical capacity, to increase knowledge and skills around the protective factor of attachment and supporting families to provide nurturing care. A minimum of four full-day and six half-day trainings (for up to 100 staff at each training) will be offered during each year of the RTT-ELC grant.

Trauma Prevention Training is another community-based training initiative to be facilitated by the PDRRCs in high-risk communities. The training provides both practitioners and family/community members with skills and knowledge for effectively addressing trauma experienced by *keiki* who are neglected, abused, or exposed to violence in the home or community. Unresolved trauma is understood to be an impediment to healthy growth and development and success in school and in life (e.g., Lanius, Vermetten, & Pain, 2010). Training is already underway on the islands of Oahu and Maui, and will be expanded to Kauai and the Big Island through RTT-ELC funding with a target of training an additional 1,000 ELD practitioners and 250 family and community members.

A high quality plan has been created to develop PDRRCs in four communities with high needs. The plan is summarized in Table (D)(2)-1 below, with a more detailed version provided in the Budget Narrative specifying how grant funds will be used for this initiative.

(D)(2)(b). The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by implementing policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention.

Typically within workforce and professional development systems there are interwoven components that fall under five basic elements (NAEYC, 2008): (1) professional standards and

core competencies (2) career pathways, (3) articulation, (4) advisory council, and (5) data and evaluation. In 2010, HCYC finalized a draft set of Workforce System Policies addressing each of these elements (see Appendix, page 163).

CANOES Career Framework and Lattice and Child Care Registry

HCYC is currently reviewing and updating the existing CANOES Career Framework and Lattice (see Appendix, page 141), including aligning the updated Framework and Lattice with the Child Care Registry. The Registry offers the existing Framework as a tool for early childhood practitioners to voluntarily track and plan their professional development. Practitioners advance through the Framework based on their educational attainment (CDA credential, degrees, core credits), accumulation of professional development hours, and work experience. Practitioners can use the ASK Grid to determine what they need to do to advance to the next level. Next steps in enhancing the CANOES Framework and Lattice include connecting levels of qualifications to jobs and roles and developing recommended compensation guidelines. The Registry will be enhanced to capture a wider range of practitioners as well as more data elements, such as awards of scholarships and supplements.

Tiered Quality Rating and Improvement System (TQRIS)

The TQRIS pilot starting in January 2011 incorporates the six levels of the Framework into the staffing qualifications within the TQRIS. Progression in the Framework is aligned with progression in the TQRIS levels as specific practitioner requirements are identified for the various child care settings.

Supports that Promote Professional Development

A variety of financial and other supports are available to encourage and motivate practitioners to improve their skills and knowledge, as described below.

Baby STEPS to Stronger Big Island Families. This program supports cohorts of island practitioners to participate in a distance learning degree program through Concordia University in Minnesota. Students are responsible for their own tuition, but only at the rate for Minnesota residents thanks to several local private foundations that make up the difference with the out-of-state tuition rate, saving each student between \$1,500 and \$2,000. There have been three cohorts since 2004 with another scheduled to start in 2012, with 15 practitioners earning BAs and 29 MAs. Another seven MA candidates are currently enrolled.

Pūnana Leo Preschools. These “language immersion” preschools use the Hawaiian language as the medium of instruction. They were initiated during the Hawaiian language revitalization movement of the early 1980s and now number 11 on five islands. Pūnana Leo is using private foundation support to address the unique professional development needs of its preschool personnel so they can better serve *keiki* in the Native Hawaiian cultural context. Teachers are given tuition assistance to enroll in Hawaiian language courses and courses on early childhood education for Native Hawaiian *keiki* at the Hawaiian Language College at the University of Hawaii at Hilo. New videoconferencing facilities allow teachers from different islands to participate in classes, which are held outside preschool hours. These efforts will promote the professional advancement of teachers in Hawaiian language immersion preschools and answer the need for early childhood courses grounded in Hawaiian culture and language.

Scholarships. In 2010 HCYC developed an Excel spreadsheet of scholarship opportunities in the early childhood field, organized according to categories for incoming students, full time students, graduate students, financial need requirements, and grade point average requirements. The spreadsheet will soon be posted on the CANOES website when it is launched in Fall 2011. According to the high quality workforce plan, PDRRCs will support practitioners who want to achieve higher career levels tied to the TQRIS through scholarships and supplement awards.

Substitutes for Practitioners Attending Trainings. PDRRCs will also support practitioners to further their educations by maintaining pools of substitutes to allow them to leave their sites for trainings.

Coaching Support for Practitioners. The HAEYC’s Hawaii Early Childhood Accreditation Project (HECAP) provides on-site coaching support to providers seeking quality improvement towards NAEYC accreditation. Several Head Start programs, through a Federal Coach/Mentor project funded by ARRA, also employ internal coaching strategies to improve the practice of their classroom staff.

(D)(2)(c). The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention.

Many in the early childhood field have long recognized the need for high quality, consistent workforce data. The CANOES Child Care Registry houses the demographic and

educational qualification information of practitioners who work in licensed center-based programs. As part of its role as DHS's contracted State Child Care Resource and Referral Agency, PATCH also maintains a Registry using database software from the National Association of Child Care Resource and Referral Agencies (NACCRRA) that links to NACCRRA's national database. Both registries are freely available to the public.

However, these registries currently do not capture many early childhood practitioners, including those who work in unlicensed settings or within the DOH, DOE, and DHS systems. Hawaii's high quality workforce and professional development plan includes steps to create a much more comprehensive data system. A workgroup facilitated by HCYC has started work on the plan, beginning with a data mapping study to identify all places where workforce data are currently kept. The workgroup also plans to establish a common identifier for practitioners tied to common identifiers for children and programs and to develop necessary MOUs.

The first phase of the CANOES website is set to be launched in Fall 2011, publicized through brochures distributed to the 1,500 or so attendees at the HAEYC's annual Leadership Symposium and Early Childhood Conference in October. It features an interactive component where practitioners can access information on potential careers in the field, types of employers, and required educational qualifications. The CANOES website will allow for the tracking of recruitment and retention data as well as the use of marketing strategies to inform practitioners about the availability of professional development opportunities, scholarships, and supplement awards.

PATCH's quarterly *Training Tracks* newsletter will be one venue for publicly reporting aggregated early childhood professional development data. It contains informative articles and announcements of professional development events, training opportunities, and resources. The newsletter is widely distributed to practitioners, licensed and registered child care providers, foster parents, state licensing units, and those interested in early childhood professional development.

(D)(2)(d) Setting ambitious yet achievable targets for supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

See page 142 for table of: Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

See page 142 for table of: Performance Measures for (D)(2)(d)(2): Increasing number and

percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target - end of calendar year 2012	Target - end of calendar year 2013	Target - end of calendar year 2014	Target – end of calendar year 2015
Total number of “aligned” institutions and providers	4	5	7	8	9
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	36	40	50	75	100
<p>The total number of graduates in ECE from postsecondary institutions aligned with the ASK is used as baseline data. The High Quality Plan describes a plan to expand the Registry to include practitioners working in all settings and to collect and report data on their qualifications.</p> <p><i>[Please indicate whether baseline data are actual or estimated and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice. If baseline data are not currently available please describe in your High-Quality Plan in your narrative how and when you will have baseline data available.]</i></p>					

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Certificate in ECE/Infant Toddlers</i>	N/A			5%		10%		25%		50%
Credential Type 2 <i>Certificate in ECE/Preschool</i>	N/A			5%		10%		25%		50%

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Credential Type 3 <i>AS ECE</i>	N/A			5%		10%		25%		75%
Credential Type 4 <i>BS ECE</i>	N/A			5%		10%		25%		50%
Credential Type 5 <i>MEd ECE</i>	N/A			5%		10%		10%		10%
<p>Baseline data that includes all early care and education practitioners does not currently exist. The High Quality Plan describes a plan to expand the Registry to include practitioners working in all settings and to collect and report data on their qualifications that would include progression to higher levels of certificates or degrees.</p> <p><i>Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential.</i></p> <p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information.]</i></p>										

Table (D)(4)-1. High Quality Plan for Developing and Implementing PDRRCs

Activity	Responsible	Timeline	Milestones/Outcomes
Goal 1: Establish and staff 4 Professional Development Recruitment and Resource Centers			
Launch 4 PDRRCs and hire 1 Career Counselor/Recruitment and Retention Specialist and 1 Family Engagement Resource Coordinator for each	Project Mgr	Mar '12- Dec '15	<ul style="list-style-type: none"> •Oahu launched Mar '12 •Kauai launched Mar '13 •Big Island launched Sep '13 •Maui launched Sep '13
Train Recruitment and Retention Specialist for 6 months	Project Mgr	6 months from hire	Each staff member has necessary skills and knowledge
Goal 2: Conduct marketing and recruitment campaign			
Use CANOES website, Registry, other channels for marketing and outreach	PDRRC Staff	Ongoing	People throughout community know about PDRRC and purpose
Promote PDRRC through personal contacts, talks, info booths, etc.	PDRRC Staff	Ongoing	People throughout community know about PDRRC and purpose
Goal 3: Recruit local practitioners and support their career development			

Activity	Responsible	Timeline	Milestones/Outcomes
Develop community-specific recruitment and retention strategies	PDRRC Staff	By 3 mos post-start	Community-specific recruitment and retention plan
Recruit individuals at all levels to further their educations	PDRRC Staff	Ongoing	Local practitioners/prospective practitioners further educations
Support prospective practitioners to select/enroll in appropriate programs	PDRRC Staff	Ongoing	Local practitioners/prospective practitioners further educations
Foster retention through scholarships, wage supplements, and substitutes	PDRRC Staff	Ongoing	At least 100 Oahu, 25 Kauai, 50 Big Island, and 25 Maui practitioners receive supports
Support graduates to obtain positions that match their qualifications/interests	PDRRC Staff	Ongoing	Qualified workforce expanded
Goal 4: Ensure professional development information is captured by relevant databases			
Establish data links with Registry, TQRIS, LDS, other databases	PDRRC Staff	Ongoing	Statewide data system expanded
Support practitioners to enter their information into Registry	PDRRC Staff	Ongoing	Registry captures more up-to-date information on more practitioners
<i>Abbreviations: PDRRC = Professional Development Recruitment and Retention Center, Project Mgr = Grant staff in charge of PDRRC Project</i>			

E. MEASURING OUTCOMES AND PROGRESS

(E)(1). Understanding the status of children’s learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades.

(E)(2)(a). The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades. and that is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness.

The Hawaii Early Learning and Development Standards (ELDS) are in the process of being finalized and approved by the Hawaii SAC (see the ELDS table of contents in the Appendix, page 125, for listing of domains, sub-domains, and elements of the draft standards). The Hawaii ELDS address five domains of learning and development: (1) Physical Well-Being, Health, and Motor Development, (2) Social and Emotional Development, (3) Approaches to Learning, (4) Cognition and General Knowledge, and (5) Communication, Language, and Literacy.

Hawaii has a high quality plan to develop a new common statewide assessment of the

school readiness of *keiki* at entry to kindergarten, with administration to begin at the start of SY2014-2015. The assessment will be aligned with the Hawaii ELDS and also with the Common Core State Standards (CCSS) that Hawaii and 47 other states have agreed to adopt. The CCSS are internationally benchmarked K-12 standards in English language arts and mathematics that will prepare all students for college and career readiness. Hawaii is using CCSS for grades K-2 beginning with the current school year.

The use of a common statewide kindergarten entry assessment (KEA) will provide valuable information for both “look back” and “step forward” purposes. As a “look back” review, KEA data can be used to improve the ELD system, track progress and changes in the general well being and readiness of *keiki* over time, identify gaps in services, and identify areas in need of strategic development. For “step forward” planning, KEA data will be used to inform classroom instruction to meet student needs, inform the general public of system performance, and enhance K-3 education policies and teaching practices. Vertical collaboration will be encouraged as both early childhood practitioners and elementary school teachers use KEA data to revise curriculum to better address identified areas of strength and need. Teachers and practitioners will be better able to differentiate and individualize instruction so it is developmentally appropriate for students with diverse abilities and needs.

(E)(1)(b). The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities.

Since SY2004-2005, kindergarten teachers have used the Hawaii State School Readiness Assessment (HSSRA) to rate readiness at the classroom (rather than individual student) level. They complete the assessment online (www.hssra.org). The HSSRA was validated by Dr. Mary E. Brandt of the State DOE and Dr. Donna Grace of the University of Hawaii College of Education as reported in a 2005 article titled “Development, Validation, and Field Testing of ‘Readiness’ Instruments for the State of Hawaii”. The HSSRA results are tracked longitudinally on the State DOE website at <http://arch.k12.hi.us/school/hssra/hssra.html>, allowing analysis of trends over time to inform enhancements of early childhood and elementary school policies and practices.

To complete the HSSRA, kindergarten teachers observe their students during the first

weeks of school and rate their class as a whole on 24 skills and characteristics using a five-point scale, with “1” indicating almost none of the students consistently display the skill or characteristic and “5” almost all of the students consistently do so. The 24 items are contained in 5 domains: (1) Approaches to Learning (attitudes and habits that facilitate learning), (2) Academic Literacy and Math (knowledge of specific school concepts and skills), (3) School Behaviors and Skills (behaviors and skills relevant to the demands of classroom and school settings), (4) Social-Emotional Behaviors (interpersonal and emotional behaviors and attitudes), and (5) Physical Well-being (muscle control, hygiene and general physical health). This assessment is appropriate for all *keiki*, including English Language Learners and *keiki* with disabilities. Although the assessment is designed for the classroom level, it is formatted so teachers may also record the status of individual students to guide individualized instruction.

In addition, all elementary school principals complete a survey of their school’s policies and practices that support successful early learning in five categories: (1) Transition: Home-Preschool to Kindergarten, (2) Communication with Families, (3) Parent Involvement, (4) School Improvement in Early Education, and (5) Kindergarten Classroom Practices.

Hawaii has gained valuable experience in developing, validating, and using the HSSRA. Kindergarten teachers and principals are now familiar with the assessment process and have come to see its value, as reflected in a 100% participation rate since SY2008-2009. The State DOE has also gained experience for planning and budgeting the roll out and maintenance of the new KEA. As was done for the HSSRA, its validity, reliability, and appropriateness for different subpopulations, including *keiki* with high needs, will be established through academic studies.

(E)(1)(c). The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation.

The high quality plan summarized in Table (E)(1)-1 below provides an aggressive yet attainable timetable for developing and implementing the KEA statewide by SY2014-2015.

(E)(1)(d). The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under

and consistent with the requirements of Federal, State, and local privacy laws.

Data collected with the new kindergarten readiness assessment tool will be reported to the State DOE data system, which has the capacity to access and analyze historical and longitudinal data to identify strengths, weaknesses, and educational service gaps for *keiki* and their families. As described in Section (E)(2), Hawaii is in the process of integrating the DOE system with other State agency data systems to create a statewide longitudinal data system that will also include data collected with the kindergarten readiness assessment tool.

(E)(1)(e). The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

Many of Hawaii's activities conducted through the Early Learning Challenge grant will provide the basis and context for developing and piloting the new kindergarten readiness assessment tool. However, in the same way as for the HSSRA, Hawaii will use a combination of Federal and State human and financial resources other than those of this grant to implement the assessment and sustain its use.

Table (E)(1)-1. High Quality Plan for Kindergarten Entry Assessment by SY2014-2015

Activity	Responsible	Timeline	Milestones/Outcomes
Goal 1: Create valid, reliable, culturally appropriate kindergarten entry assessment (KEA)			
Research existing KEAs and draft a version culturally suitable for Hawaii, aligned with Hawaii ELDS and CCSS	Consult-Tr	Feb '12	Initial KEA draft
Vet draft KEA with advisory group, use feedback to create 2nd draft	Consult-Tr, KEAP	Mar '12	2nd KEA draft
Submit 2nd KEA draft to Hawaii SAC and DOE for approval for field testing	KEAP	Mar '12	KEA draft approved by Hawaii SAC and DOE for field testing
Each DOE school complex selects 1 elementary school to pilot KEA	DOE	Mar '12	42 KEA field test schools identified
Conduct KEA field test	DOE, KEAP	Aug '12	KEA administered for all students in field test classrooms
Use feedback on field test procedures and protocols to create 3rd KEA draft	Consult-Tr, DOE, KEAP	Sep-Dec '12	3rd KEA draft ready for further testing and refinement
Conduct 2nd field test in 42 schools plus add schools in community hubs	DOE, KEAP	Aug '13	KEA administered for all students in expanded field test classrooms
Use feedback on field test procedures	Consult-Tr,	Sep-Dec	Final KEA approved by Hawaii

KEA administered annually in all kindergarten classrooms statewide	DOE, KEAP	Annually starting Aug '14	KEA administered in 100% of public kindergarten classrooms at the start of each school year
Goal 2: Develop and implement a KEA and child development training plan			
Develop/conduct in-person training to prepare teachers for 1st field test	Consult-Tr, KEAP	Feb-May '12	Teachers from 42 kindergarten classrooms prepared for field test
Develop online training system on child development/administering KEA	Consult-Tr, DOE, KEAP	Jan '12-Jan '13	Teachers can access training at own convenience after Jan '13
Monitor online training and provide in-person training by request	Consult-Tr, KEAP	Jan '13 ongoing	<ul style="list-style-type: none"> •100% of teachers in expanded field test trained by Jul '13 •100% of all kindergarten teachers trained by Jul '14
Offer child development training to early childhood programs in hubs	Consult-Tr, KEAP	Jan '13-Dec '15	50% of early childhood educators in community hubs trained
Conduct train-the-trainer to sustain training capacity once grant ends	Consult-Tr, KEAP	Jul '14-Dec '15	All islands have knowledgeable trainers to support use of KEA
Goal 3: Include KEA data in P-20 Longitudinal Data System (LDS)			
Develop system for teachers to directly enter KEA data into P20 LDS	LDSP	Jan-Jul '12	Direct entry of KEA data into P20 LDS
KEA data analyzed to identify trends in strengths/needs of entering kindergarten students as related to Hawaii ELDS and DOE CCSS	LDSP	Sep '14 ongoing	<ul style="list-style-type: none"> •Baseline for targeted community hub calculated Sep '13 •Baseline for schools statewide calculated Sep '14
<i>Abbreviations: Consult-Tr = Consultant-Trainer, KEAP = Grant-funded KEA Project, LDSP = Grant-funded Longitudinal Data System Project</i>			

(E)(2). Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System.

As described in a site visit report of the National Center for Higher Education Management Systems (2011), Hawaii has implemented several major longitudinal data system (LDS) initiatives in recent years. In 2009, the US DOE funded a grant to expand and enhance the LDS used within the State DOE. The DOE has also, via the Hawaii P-20 Partnerships for Education (Hawaii P-20), partnered with the University of Hawaii system and the State Department of Labor and Industrial Relations to create a statewide cross-agency LDS. This system currently links data collected by the agencies so that students and their outcomes can be tracked from entrance into the K-12 system into postsecondary education and the workforce and lifelong learning. Along with Idaho, Oregon, and Washington, Hawaii is also participating in a

four-state pilot (funded by the Bill and Melinda Gates Foundation) exploring ways to bridge gaps between states to share educational and workforce data and create reports. Hawaii will use RTT-ELC funding to accelerate implementation of the early childhood component of the Hawaii P-20's high quality plan for the statewide cross-agency LDS, which will be housed and administered within the University of Hawaii system, so that data from a range of public and private educational, health, social and workforce sources may be tracked.

Several other developments in Hawaii combine with these ongoing data system development efforts to demonstrate a high level of preparation and motivation to take Hawaii's early childhood data system to the next level: (1) the Governor has made improving programs and services for *keiki* and their families one of his highest policy priorities, (2) a State Department of Early Childhood (DEC) is in development, (3) the State government is committed to transforming its operations through information technology, and (4) a Tiered Quality Improvement and Rating System is in development to guide selection of data elements and how they are collected, analyzed, and publicly reported.

Development of the high quality plan described in this section has been guided by the key principles that: (1) processes and products must be responsive to the needs of stakeholders in order to build demand for continued and additional high quality data, and (2) a robust foundation of data governance and technology infrastructure is needed to undergird data-based decision making that may not be within stakeholders' current awareness as possibilities.

Two-pronged Approach to Early Childhood Data System Development

One prong is to develop mechanisms for horizontal integration and coordination of data collected by ELD programs about the *keiki* and families they serve. These mechanisms will evolve along with development of the TQRIS data collection and reporting system. TQRIS data will be linked to the DEC's proposed administrative data system, which will be developed in tandem with other data systems necessary to implement the Affordable Care Act (e.g., exchange of electronic medical records, "insurance connector"). The intent is to link early childhood data with *keiki* health records beginning in 2014 when both sets of systems are scheduled for full implementation.

The other prong is to include early childhood data in the statewide P20 LDS that has been under development over the last five years. It already has the capacity to link individual record

data from K-12 education to higher education to wage records, and is already providing reports on various indicators and research questions. Early childhood data collected by the State DOE (e.g., IDEA Part B) will be included in the P20 LDS. The Hawaii SAC Subcommittee on Data, chaired by a member of the P20 LDS Executive Committee, is identifying relevant early childhood data from the State DHS and DOH as well as private providers.

High Quality Plan for Early Childhood Data System

Hawaii's high quality plan for early childhood data systems is summarized in Table (E)(2)-1. It will guide two major initiatives: (1) incorporate early childhood data into the P20 LDS, and (2) develop an administrative data system for the DEC by the time of its expected launch in 2015.

(E)(2)(a). The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system has all of the Essential Data Elements.

Hawaii has many aspects of the seven essential early learning data system elements. Table (E)(2)-2 shows the status of each essential data element as well as plans to achieve or improve it.

(E)(2)(b). The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs.

As described above, the High Quality Plan's Goals 1-5 together will enable uniform data collection and easy data entry. No significant structural modifications to existing data collection methods will be necessary since a P20 LDS single identifier (a "meta-ID" of sorts) will be created to link existing information across datasets and agencies. This meta-ID will reside in the P20 LDS for matching purposes only. However, as the P20 LDS is developed, data collection and entry practices by certain programs or agencies may have to be modified as new early childhood data elements are defined and national best data practices are adopted. The P20 LDS's Subcommittee on Data Quality, Assurance and Validation, which includes early childhood policymakers among its members, will address how to ensure uniform data collection and

interoperability while maintaining easy data entry that does not overburden agencies and programs.

(E)(2)(c). The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data.

The P20 LDS Executive Committee was created in 2009 with representatives from the lead State partners (the University of Hawaii, the State DOE, and the State DLIR). In recognition of the utility and need to include data from other State agencies, in 2011 the Executive Committee was expanded to include the Directors of the State DOH and the State DHS as well as the Governor's Early Childhood Coordinator. Representatives of all of these State agencies will also sit on P20 LDS subcommittees to ensure cross-agency coordination. These subcommittees will include workgroups to address specific early childhood issues, as precursors to the data governance committees of the new State DEC.

The Subcommittee on Data Quality, Assurance and Validation has a particularly critical role in enhancing cross-agency coordination and the interoperability of data systems. Guided by recommendations of nationally recognized expert organizations, such as the National Center on Education Statistics and The Early Childhood Data Collaborative, the subcommittee will: (1) adopt common data standards, definitions and language, (2) develop data entry and reporting guidelines, (3) identify and adapt emerging best practices for data entry, validation and reporting, (4) establish procedures to monitor data quality and accuracy, (5) establish common reporting formats, (6) and assure that all data policies and procedures conform with State and Federal requirements for data security and confidentiality.

(E)(2)(d). The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making.

Execution of the High-Quality Plan will result in 3 deliverables: (1) a comprehensive early childhood data system linking information from a range of public and private early

childhood, educational, and workforce data systems, (2) a research agenda posing questions about relationships between ELD indicators, P-20 educational progress, and workforce outcomes, and (3) reports and analyses that are timely, relevant, accessible, and easily used by policymakers, administrators, practitioners, families, and other stakeholders to inform continuous quality improvement efforts and day-to-day decision-making.

A “design build” process will be used to ensure that reports and analyses generated by the data system based on the research agenda are timely, relevant, accessible, and easily used. This process is rooted in the principle that data system users themselves must be involved at all stages of system development so that their real-life needs can be understood and met. First, P20 LDS staff will interview and survey a variety of stakeholders, including practitioners, advocates, administrators, and others from the early childhood, K-12, higher education, and workforce sectors. Second, P20 LDS staff will collaborate with key State agency staff to review best practices and research findings from nationally recognized groups (such as The Early Childhood Data Collaborative, Foundation for Child Development, and CLASP). The staff will then design and produce relevant data reports, based on their findings. For example, a report on resources to create a kindergarten feedback reporting process) might provide examples of existing feedback report formats. Third, the contractor to be engaged to design and implement the DEC data system will work with agency staff and other stakeholders to identify data that should be shared within and across agencies and to determine deadlines for generating reports so they meet needs for timeliness.

The design build process is iterative, with all procedures and products refined in a series of stages involving feedback from end users. For example, developers will produce pilot versions of reports and analyses for stakeholder review and comment to inform the next version of the products. The goal is to ensure that data, reports and analyses are easily accessible to targeted users and transparent to all concerned parties to enable effective data use and continuous improvement. The process will also explore target audience preferences for how information is disseminated (e.g., brochures, interactive analytics, conferences, newsletters, TQRIS data coaches, on-line data dashboards).

The second half of the grant period will focus on activities that support the access and use of data to inform decision making. Data coaches will provide data use training and technical

assistance for a range of stakeholders across the participating agencies. Higher education faculty and other professional development and continuing education providers will also be supported to include relevant data literacy training in their curricula and field experiences.

(E)(2)(e). The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

Although cross-agency longitudinal data systems can be powerful tools for evaluating and improving services and programs, they also bring together sensitive information that must be adequately protected. It is important to ensure strict privacy, high data security, and appropriate data use to maintain the public and political goodwill on which data sharing depends.

Clear Policies and Procedures for Data Governance, Security and Privacy

Governance for the P20 LDS already resides at Hawaii P-20 but a separate governance structure will be created for the DEC data system after it is launched in 2015. The P20 LDS Data Governance and Access Committee provides oversight for interagency data sharing and reporting as detailed in an MOU between the University of Hawaii, the State DOE, and the State DLIR.

Following execution of the MOU in 2009, the 2010 State Legislature passed Act 41 (HRS § 27-7) codifying its principles and agreements. The MOU, reinforced by HRS § 27-7, meets data system oversight requirements to ensure the quality, privacy, and integrity of the data maintained in a data system. The MOU: (1) specifies the data elements that are collected and maintained, (2) establishes who will have access to the data and why, (3) sets appropriate internal controls for data confidentiality, (4) allows the Data Governance and Access Committee to determine the research agenda and legitimacy of data requests, and (5) establishes processes and procedures for severability of sharing, should any provision of the MOU be deemed invalid. According to the MOU, K-12, higher education, and workforce data are exchanged annually. To protect privacy, personal identifiers may only be used to match records and must be removed after matches are made so that all data is de-identified. Data are to be reported in the aggregate rather than at the individual level.

In preparation for the addition of early childhood data to the P20 LDS, a new master data

sharing MOU for the P20 LDS has been developed with the DOE, DLIR, DHS, DOH and University of Hawaii as signatories. This MOU specifies that the types of data to be shared consist of:

“demographics, wage/unemployment insurance data, graduation and diploma information, program/major, student transcript records, student test scores (e.g., Scholastic Achievement Test, Hawaii State Assessment, and placement test scores), survey data (e.g., Senior Exit Plans Survey), provider/educator qualifications, child/family subsidy eligibility information, program participation, child health data not covered under HIPAA (Health Insurance Portability and Accountability Act), and other data as specified and agreed upon by the Partner representatives and the Committee.”

The integration of this array of early childhood data is critical for providing a fuller longitudinal picture of experiences and outcomes over the lifecourse, and for taking advantage of this vital opportunity to break data silos within and across departments.

One early childhood data component that is not being included in the P20 LDS is that of *keiki* clinical health data. This is because such clinical data will be handled by a new information and data sharing system that Hawaii is developing in order to meet Affordable Care Act 2014 deadlines for electronic medical records and insurance plan clearinghouses. Hawaii plans to develop the two systems concurrently and begin to establish linkages between them in 2014 as both become operational.

Robust Data Systems that Provide Appropriate Role-Based Access to Data

The building of an effective, integrated State DEC data system by 2014 will allow users to access an array of sophisticated utilities. Administrators will be able to access data elements of interest and quickly generate dynamic reports to monitor ongoing operations and make decisions. Direct service providers will have access to up-to-date information about the individual *keiki* and families they serve from multiple sources, so they can more efficiently coordinate with other practitioners and provide more effective services. Families will be able to easily access information about relevant programs across agencies so they can choose those best for their *keiki*. Administrative efficiency for means-tested programs (e.g., TANF, WIC, DHS child care subsidies, SNAP, MedQUEST) will be enhanced through sharing of income eligibility data

among programs, an approach already demonstrated effective by annual data sharing between the State DHS and DOE to determine eligibility for the federally subsidized lunch program in public schools. Once information for *keiki* and families is in the system, forms to be filled out online can be automatically populated and submitted, saving time and reducing program paperwork costs.

In planning for the integrated DEC data system, system architects will pay careful attention to developing appropriate role-based access to data screens and reports to maximize information availability for those who “need to know” while assuring legally required privacy for *keiki* and families. The system will also be designed to be flexible enough to accommodate the changing needs of agencies and individual users.

Training and Support for Appropriate Data Use

Training and support for data users are critical for effective use of data reports and tools. Early childhood data personnel, particularly a “data coach,” will develop and provide training on topics including data quality, ethics in handling data, security and privacy requirements, data analysis, report generation, and using data to inform policymaking and day-to-day decision making. As stakeholders gain data skills and understand the value of data for improving ELD programs and practice, demand for more quality data will rise and help ensure the longitudinal data system will continue to be expanded and sustained.

Table (E)(2)-1. High Quality Plan for Development of Statewide Longitudinal Data System

Activity	Responsible	Timeline	Milestones/Outcomes
Goal 1: Establish a data governance structure based on the existing foundation			
Establish Hawaii SAC Subcommittee on Data	Hawaii SAC EC Coord	Feb '12	Subcommittee with full membership
Goal 2: Assure the security and confidentiality of all data			
Establish policies and procedures to meet all State and Federal data handling and storage requirements	Data Subcom	Feb-Mar '12	List of data sources and accessible data elements
Ensure all staff involved in data handling are trained in, and follow, State and Federal requirements	LDSP Mgr	Mar '12 ongoing	Security and confidentiality of all data assured
Goal 3: Link select sets of available early learning and development data to the P20 LDS			
Identify and inventory sources of data	LDSP Staff	Jan-Jun	List of data sources and accessible

Develop a TQRIS data collection and reporting system that is interoperable with existing/planned data systems	LDSP Staff TQRISP Staff	Feb '12- Dec '13	TQRIS data system linked to P20 LDS
Link existing <i>keiki</i> , family, and program data from existing sources	LDSP Staff	Jul '12- Dec '13	Data links operational
Link <i>keiki</i> , family, and program data from new sources as they are developed	LDSP Staff	Jan '14- Dec '15	Data links operational
Goal 4: Create a unique statewide identifier assigned by P20 LDS for matching purposes			
Create unique identifier and match to existing agency identifiers via an algorithm that links data elements common to the datasets	LDSP Staff	Feb-Dec '12	Each individual in P20 LDS assigned a unique identifier
Goal 5: Generate kindergarten feedback reports to inform early childhood programs			
Examine Kamehameha Schools feedback mechanism for guidance	LDSP Staff	Jan-Feb '14	Key components of kindergarten feedback described
Develop mechanism to generate reports based on KEA and other data	LDSP Staff	Mar-Apr '14	Data sources, indicators, and analysis procedures defined
Generate and disseminate reports to inform ELD programs of later outcomes of the <i>keiki</i> they served	LDSP Staff EC Coord	May '14 ongoing	Reports disseminated via print and online
Goal 6: Develop an integrated and comprehensive data system for the DEC			
Conduct a feasibility/design study for the DEC data system	LDSP Staff Consultant	Jan-Mar '14	Specifications for data system development contract
Contract for DEC system development	Consultant	Apr-Dec '14	Data system is operational when DEC is launched
Implement and maintain DEC data system	LDSP Staff	Jan-Dec '15	DEC system stores and protects reliable data from multiple sources
Develop DEC system research agenda that includes immediate, mid-range, and long-range feedback data analyses and reports	LDSP Staff	Jul-Dec '15	Analyses conducted and reported to guide policy, practice, and workforce development
Goal 7: Lay foundation for post-grant DEC, P20 data system improvement and expansion			
Expand data governance agreements and develop MOUs for data sharing	Data Subcom EC Coord	Jan '13- Dec '15	Data governance agreements and MOUs signed
Create demand for data linked across ELD programs and into elementary school and beyond	Data Subcom EC Coord LDSP Mgr	Jul '14- Dec '15	Requests for data and reports submitted by administrators, researchers, policy makers, etc.
<i>Abbreviations: DEC = Department of Early Childhood, Data Subcom = Hawaii SAC Subcommittee on Data, EC Coordinator = Early Childhood Coordinator, Hawaii SAC = Hawaii State Advisory Committee, LDSP = Grant-funded Longitudinal Data System Project, LDSP Mgr = LDS Project Manager, TQRISP = Grant-funded TQRIS Project</i>			

Table (E)(2)-2. Status of and Plans for Hawaii's Early Childhood Essential Data Elements

DATA ELEMENT	STATUS OF ELEMENT Exists/Approaching/Planning	COMMENTS/PLANS TO ACHIEVE DATA ELEMENTS
A unique statewide <i>keiki</i> identifier to link data on that <i>keiki</i> , including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and other early childhood data systems	APPROACHING: (1) <i>Keiki</i> with State or Federal subsidies from the State DHS receive a unique statewide identifier; (2) <i>keiki</i> in IDEA Part B 619 programs receive a unique K-12 identifier in the State DOE's LDS and their data are included in P20 LDS data matching/linking/reporting; (3) IDEA Part C	STATUS: Hawaii P-20 and Kamehameha Schools have linked data of private preschool students with their DOE K-12 electronic records PLANS: All <i>keiki</i> enrolled in ELD programs will have a unique statewide identifier assigned by the P20 LDS that can be used to link data across datasets and agencies
A unique statewide Early Childhood Educator identifier	EXISTS: Hawaii Careers with Young Children Registry assigns a unique identifier to all registered educators (covers those employed in DHS-licensed preschools, infant/toddler programs, and group childcare homes)	STATUS: DHS requires that all educators in DHS-registered settings be entered in the Registry PLANS: Expand Registry beyond DHS-registered settings by phasing in other child care providers starting with the larger ones
A unique program site identifier	EXISTS: Hawaii Careers with Young Children Registry assigns a unique program site identifier to DHS-licensed child care settings as well as a unique identifier to sites by service	STATUS: The Registry covers DHS-licensed settings and DHS type of service but not other early childhood programs PLANS: Use development of TQRIS to greatly increase number of programs/settings assigned a unique identifier, either through a master list or through data governance conventions
Child and family demographic information	EXISTS: Means-tested programs collect child and family demographic information, and most other programs also typically collect this information	STATUS: Each program collects demographic information separately PLANS: Support programs to create data dictionaries of their past and current data collection and to use common data formats to be developed

DATA ELEMENT	STATUS OF ELEMENT Exists/Approaching/Planning	COMMENTS/PLANS TO ACHIEVE DATA ELEMENTS
		by the Subcommittee on Data Quality, Assurance and Validation
Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information	EXISTS: Registry includes these data about early childhood educators in DHS-licensed settings	<ul style="list-style-type: none"> • STATUS: Educators in Registry must input information on their educational attainment, credentials, and professional development information, but data quality and currency is a concern. PLANS: Improve data quality by requiring annual updates by registered educators; explore linking higher education data on courses and credentials from P20 LDS to periodically update the Registry
Program-level data on structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and other TQRIS data	PLANNING	PLAN: As part of the TQRIS pilot, DHS will collect information on program structure, quality, and work environment, and also determine how to collect data on child suspension and expulsion rates, staff retention, and staff compensation
Child-level program participation and attendance data	APPROACHING: DHS collects data for <i>keiki</i> receiving subsidies for child care and preschool	PLAN: Attendance data will be gathered via the TQRIS program.

PRIORITY 2: COMPETITIVE PREFERENCE PRIORITY

Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing

system and quality standards, with the goal that all licensed or State-regulated programs will participate.

(a). A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities.

As described in Section B, Hawaii is developing a statewide tiered quality rating and improvement system (TQRIS) that will expand to include various types of programs and settings in phases. The TQRIS is designed to support programs and providers to participate in assessments of how well they are addressing the Hawaii Early Learning and Development Standards (ELDS) and to then use the results to improve their quality, as ultimately reflected in assessments of the school readiness of *keiki* at the time they enter kindergarten. Programs will be assigned to one of five tiers of the rating system and encouraged and supported to attain higher tiers through improved policies and practices and further professional development.

The State DHS is responsible for regulating and licensing a range of early childhood programs, including licensed centers and registered family child care (FCC) homes, Head Start and Early Head Start centers, and Head Start inclusion sites that collaborate with IDEA Part B 619 classrooms in public schools. License-exempt Family, Friend, and Neighbor (FFN) care is not generally subject to regulation, except when they care for a *keiki* receiving a DHS subsidy, in which case they are subject to background checks. Some FFN providers charge set rates and keep regular hours. However, FFN care is often provided on an as-needed basis for little or no compensation as part of a system of exchange and mutual help within the community. Regulation of this kind of FFN care would probably be viewed as intrusive and culturally inappropriate, but because FFN providers serve more *keiki* than all other kinds of early childhood programs and settings combined, Hawaii will make concerted efforts to encourage and support FFN providers to voluntarily participate in formal quality improvement systems.

One way for FFN providers to enter the formal regulation system is to convert to regulated FCC homes eligible to receive CCDF funds. FFN providers who do not take this route will be encouraged and supported to improve their quality of care by: (1) participating in professional development opportunities focused on practices that providers can use to ensure *keiki* meet the Hawaii ELDS, and/or (2) participating in a voluntary FFN component of the

TQRIS. The Learning to Grow (LTG) project is helping the DHS develop the FFN component. If it is decided to include compliance with health and safety standards as a TQRIS element for FFNs, then LTG will: (1) develop a checklist that meets the expectations outlined by the National Association of Child Care Resource and Referral Agencies, and (2) design an implementation system to ensure that verifications are conducted in a reliable manner.

Identifying and making contact with FFN providers is a major challenge that will be addressed through the community-based Professional Development Recruitment and Resource Centers (PDRRCs) described in Section (D)(2)(a). The first four PDRRCs will be established in communities with particularly high needs. These are also communities where slots in licensed ELD programs are likely to be scarce and FFNs are the most available and affordable sources of child care.

The key for the success of these professional development centers is that they are “community-based” and knowledgeable about and responsive to local strengths and needs as well as adept at using local channels of communication. Center staff get to know the people in the community and establish personal relationships with them, and are therefore more likely to be respected and influential than professional development providers from outside the community. These personal contacts will also enable center staff to fulfill their “recruitment” mission by getting to know FFN providers and finding out which ones are ready to embark on a career path leading to degrees and on-going professional development. Each PDRRC will conduct community needs assessments related to professional development, and develop professional development plans in collaboration with local stakeholders as well as public and private agencies with shared interests. The PDRRCs will work to ensure that each identified professional development need is adequately addressed. If appropriate professional development activities are not offered locally, then the PDRRCs will coordinate with the appropriate providers to begin doing so or develop and implement its own activities if necessary.

As described in Section (D)(2)(a), a number of organizations already offer professional development supports for those interested in obtaining a Child Development Associate (CDA) credential. PATCH, for example, offers over 100 free or low-cost classes at convenient times and locations throughout the state, many of which are suitable for parents and FFN providers. The UHM Center on the Family and the HAEYC also provide relevant trainings. The PDRRCs will

also work with the nearest community colleges to conduct early childhood courses and workshops. In Hawaii, anyone over the age of 18 can attend community college, even if they lack a high school diploma.

Hawaii will ensure that the workforce development activities described in Section D include a focus on FFN providers. For example, the CANOES system, which is developing the PDRRCs, has a trainer quality component that will ensure there are trainers who can address the professional development needs of FFN providers at a basic level, as some providers may read and do math at no more than a sixth grade level. PDRRCs will provide tuition support for FFN providers seeking to earn the Child Development Associate (CDA) credential, with the expectation that they are more likely to convert to FCC status and become subject to DHS licensure and participation in the TQRIS.

(b). A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

In its role as coordinator of TQRIS efforts statewide, the Hawaii SAC has developed several planning initiatives, including creation of a Quality Improvement Workgroup. This workgroup is charged with facilitating the creation of TQRIS components for the following 3 settings: (1) DHS licensed and registered providers, (2) DHS license-exempt providers, and (3) family-child interaction learning programs. A range of supports and incentives will be offered to promote the participation of all eligible programs in the TQRIS.

Supports and Incentives to Maximize TQRIS Participation

The TQRIS pilot will field-test two kinds of participation incentives, quality awards and quality improvement grants. The quality award system will be in place by September 2015. Award amounts will be based on the TQRIS level achieved, the size of the program, and the number of *keiki* subsidized by DHS. The number of subsidized *keiki* a program has enrolled 90 days prior to TQRIS certification will be multiplied by a set dollar amount, and this total will be added to the level award. A program may receive more than one quality award if it advances more than one level during the year-long period that runs from September 1 to August 31. If a program has decided to remain at a level or has achieved a Level 5 rating, the quality award will be given annually provided the program submits a renewal application.

Quality improvement grants will support programs to move to higher TQRIS levels

and/or to meet specific quality improvement goals. A program that has not yet reached Level 5 may submit a quality improvement grant application with its quality improvement plan. A program that has received a Level 5 rating may also apply for a quality improvement grant by submitting an application that documents why the funds are needed. Funds for these grants will be sought from private foundations.

As described in Section D on workforce development, programs and practitioners will also be provided with a range of opportunities for training and professional development, which will encourage TQRIS participation by promoting a better understanding of the TQRIS and how participation, along with progress along career tracks, serves to ensure high program quality.

How Specific Program Types Will Be Supported to Participate in the TQRIS

Early Head Start and Head Start Programs. The Head Start/Early Head Start TQRIS component will be developed and field-tested beginning around mid-2012 with early learning programs that have an internal coach/mentor infrastructure. The field test will include training Head Start coaches on the skills and strategies used for achieving improvement through TQRIS participation. The TQRIS Head Start/Early Head Start component will use the ITERS or ECERS along with the CLASS and PAS/BAS for assessment, and assessment results will be used to improve the internal coaching program. Head Start programs will also be encouraged to pursue NAEYC accreditation, and those that do will be supported through technical assistance and resources from the HAEYC.

Programs Funded under IDEA Part B Section 619 and Part C. Programs for *keiki* with disabilities funded through IDEA Part B 619 are conducted by the State DOE. Some of these programs are Head Start collaboration sites are licensed by the DHS and, therefore, fall within the established TQRIS system. Those that are not collaboration sites, along with Part C-funded programs, rely on required reporting indicators for their quality improvement efforts. The DOH's Early Intervention Section is responsible for Part C and monitors each program yearly on 14 Federal indicators and 12 State indicators. Part B and Part C-funded programs will be encouraged to partner with programs or settings involved in the TQRIS to support full inclusion or dual enrollment opportunities for their *keiki*, and thus be connected to the TQRIS as well.

CCDF-funded Early Learning and Development Programs. The State DHS is planning a TQRIS component for CCDF-funded licensed-exempt family childcare providers. This initiative

will be implemented by the Learning to Grow (LTG) project, which will research the different ways states have approached developing a TQRIS for their CCDF-funded providers. The next step will be design of a model for Hawaii that will include: (1) identifying common standards areas, (2) identifying tools that are reliable and valid and can measure those standards, (3) creating a technical assistance plan to support providers in improving quality, and (4) developing a strategy to educate the public about the TQRIS. This TQRIS component will be tied to a CCDF tiered subsidy reimbursement plan by the time it starts in 2014 with an estimated 150 providers, with this number projected to grow to 200 providers by 2015.

Family-child Interaction Learning (FCIL) Programs. These programs primarily target Native Hawaiian families using a combination of funding from the US DOE's Native Hawaiian Education Program and private trusts and foundations. To foster their TQRIS participation, the Quality Improvement Workgroup will work with 'Eleu, a consortium of organizations conducting FCIL programs that serves as their decision making entity. To support quality improvement in FCILs, 'Eleu has identified several measures to be commonly used for both formative *keiki* assessments and evaluation of program impact on *keiki* outcomes. Over the next four years, with technical assistance from the Quality Improvement Workgroup, 'Eleu plans to develop a TQRIS component that can address the unique characteristics of FCILs while at the same time aligning their program standards with those used by other programs in the state.

Home Visiting Programs. The State DOH's home visiting network will not participate in the TQRIS as a different quality improvement system is already being established for use by all home visiting programs. This DOH initiative is using a Maternal Infant Early Childhood Home Visiting Program grant to: (1) provide training and technical assistance to help programs meet accreditation requirements and submit reports to HRSA on home visiting benchmarks and quality measures, (2) revise policies to align with the Healthy Families America model, (3) develop tools for supervision of home visitors, (4) revise data collection elements, and (5) design reports for more efficient and real-time quality assurance responses. In addition, within each evidence-based home visiting model, there are standards and procedures to supervise, assess, and support home visitors.

Ambitious yet Achievable Targets for TQRIS Participation

Ambitious yet achievable targets for the participation of ELD programs in the TQRIS are

provided in the table of Performance Measures for (B)(2)(c), page 88.

PRIORITY 3: COMPETITIVE PREFERENCE PRIORITY

Understanding Learning and Development at Kindergarten Entry.

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

PRIORITY 4: INVITATIONAL PRIORITY

Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years.

A number of efforts are currently underway to link ELD programs with the early elementary grades in public schools, notably the P-3 Initiative. In implementing the RTT-ELC grant, Hawaii will ensure that these various efforts are coordinated and mutually supportive.

(a). Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness.

The Hawaii Early Learning and Development Standards (ELDS) are designed to guide families and practitioners to better prepare *keiki* to enter kindergarten ready to meet the rigorous academic standards being implemented for the K-12 system. This school year the K-2 Common Core State Standards are the first to be phased into the K-12 system, and the Hawaii ELDS will then be brought into alignment with those standards. The ELDS already contain strong domains for early literacy and mathematics (see Appendix pages 129 and 130 for listing of the relevant standards).

In addition, with funding from the W. K. Kellogg Foundation, the Hawaii P-3 Initiative is working to ensure that K-3 programs are aligned with their early education partners by promoting a P-3 framework that: (1) aligns reading standards, curriculum, and assessments, and (2) builds stronger linkages between early childhood programs and elementary schools to enhance horizontal and vertical alignment from birth to grade 3. The aim is to strengthen seven key components: (1) leadership for literacy, (2) standards curriculum and assessment, (3) instruction, (4), professional development, (5) comprehensive early learning services and access

to 0-5 opportunities, (6) family-school transitions and partnerships, and (7) collection and use of data for quality improvement. Demonstration projects were launched in January 2010 in five high need regions of the state with the participation of 11 early childhood programs and 49 elementary schools.

With regard to preparing all *keiki* to enter kindergarten ready to learn and succeed, the Hawaii ELDS address not only early readiness for several academic subjects, but also readiness to demonstrate the classroom behaviors (such as self-regulation) specified in the State DOE's K-12 General Learner Outcomes (GLOs). The GLOs were developed to adhere to Board of Education Policy 4501 (Assessing/Grading Student Performance), which states that student effort, work habits, and behavior are important and must be evaluated separately from academic performance. The six GLOs are: (1) Self-directed Learner (ability to be responsible for one's own learning); (2) Community Contributor (understanding that it is essential for human beings to work together); (3) Complex Thinker (ability to demonstrate critical thinking and problem solving); (4) Quality Producer (ability to recognize and produce quality performance and quality products); (5) Effective Communicator (ability to communicate effectively); and (6) Effective and Ethical User of Technology (ability to use technologies effectively and ethically). These GLOs are addressed primarily in the Approaches to Learning domain of the Hawaii ELDS, as well as in the Social Emotional domain and Cognition and General Knowledge domain.

(b). Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools.

The State DOE has formal policies and processes ensuring transition planning occurs for children moving from ELD programs to elementary schools. Hawaii's School Readiness Task Force developed the infrastructure and policies critical to promoting positive early childhood learning experiences and transition to kindergarten.

A targeted outcome for the Hawaii P-3 demonstration projects is for education programs to implement, assess and continually improve transition plans that facilitate children's transition from early care settings to educational programs in different learning environments. The following are examples of some of the activities being implemented in P-3 sites supporting transition to kindergarten:

- The Windward Oahu P-3 Demonstration Project annually convenes a conference/work session that attracts nearly 300 teachers and leaders from elementary schools and ELD programs.

Participants gather in school teams comprising teachers and leaders across pre-K and K–3 programs. One of their activities is to develop and submit a school-wide transition plan for students entering kindergarten in the upcoming school year. Implementation of this transition plan is subsequently tracked and monitored by the Windward Oahu P-3 leadership team.

- The Nanakuli-Waianae P-3 Demonstration Project coordinates and implements a three-week kindergarten summer transition program, called Keiki Steps to Kindergarten, focusing on children with little or no preschool experience.

(c). Promoting health and family engagement, including in the early grades.

The P-3 Initiative works to promote improved health and development outcomes for *keiki* as well as parent-practitioner partnerships in the learning and literacy development of *keiki*. Examples of some of the activities being implemented in P-3 sites include:

- The Windward P-3 Demonstration Project helps to coordinate the Windward School District Parent Child Fair providing families with information about early childhood programs in the community, available comprehensive services, and developmentally appropriate milestones and practices. The Project also implements the Lei Aku, Lei Mei program, which is an outdoor classroom offering parents and their *keiki* rich, culture-based, and engaging learning experiences promoting health and well being.

- The Farrington P-3 Demonstration Project, which serves a high percentage of English language learners, provides parenting workshops in a variety of languages covering topics such as literacy development and nutrition.

- The Honokaa P-3 Demonstration Project annually distributes over 150 book bags to parents to promote literacy and family engagement. The book bags contain age appropriate reading material for preschool age *keiki* and parent informational material on strategies to engage their children in the learning process.

- Each year, the Nanakuli-Waianae P-3 Demonstration Project works with the Institute for Native Pacific Education and Culture (INPEACE) to put on the Keiki Spring Fest, a community focused event showcasing a wide range of family services and opportunities (e.g., kindergarten registration, medical and behavioral health, housing) available to community members.

(d). Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.

The Hawaii P-20 Partnerships for Education regards literacy, language development and

reading skills as foundational to future learning. As such, Hawaii P-20 considers third grade reading proficiency as a critical benchmark for *keiki*. In Hawaii, 69% of third graders are reading at grade level as measured by 2010 results for the annual Hawaii State Assessment (HSA). On the norm-referenced Terra Nova Reading Assessment, 75.9% of Hawaii's third graders scored at or above the national sample score of 77%. All P-3 sites are promoting literacy beginning in early childhood and extending through third grade, and are tracking progress using these standardized tests.

(e). Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

Leveraged investments in Hawaii have helped to foster systemic change and multi-agency collaborations fortifying the linkages among partners across multiple systems and creating critical mechanisms informing and building a comprehensive, high quality 0–8 early childhood education system. Hawaii P-20 Partnerships for Education is central to these cross-sector partnerships and a key reform agent toward strengthening the education pipeline and providing Hawaii's *keiki* with a continuing array of career and college readiness conditions and opportunities across the education pipeline. The Hawaii P-3, the early learning initiative of Hawaii P-20, addresses the early part of the pipeline by promoting and encouraging statewide efforts to improve alignment between early childhood programs and elementary schools critical to closing opportunity gaps and sustaining student achievement.

To ensure that these efforts are sustained, the Good Beginnings Alliance, together with the Hawaii SAC and the Hawaii Business Roundtable, has launched the *BeMyVoice! Hawaii* campaign to build strong public will for supporting early childhood programs. To date, the Samuel N. and Mary Castle Foundation has donated \$50,000 to the campaign with indications that an additional \$50,000 may be contributed in each of the next two years. Following a June 16, 2011 successful campaign launch event funded by Hawaii Business Roundtable members, the CEO of Kamehameha Schools agreed to chair the campaign's Leadership Council and champion further campaign contributions. In March 2011, statewide polling was conducted by Ward Research to ascertain public attitudes toward the funding of early childhood services in Hawaii. The results of this poll are being used to format focus groups, which will assist in determining the most effective presentation of the campaign message. The intent is also to align with the State SAC's work and guide the campaign as it moves to statewide rallies in January

2012. In addition, an extensive social media network is growing in membership and interest among Hawaii residents. This network is being directed to a *BeMyVoice! Hawaii* website which provides information on child development and issues facing young *keiki* in Hawaii.

The short-term goal of the campaign is to have the State Legislature take action to provide approximately 5,500 4-year-old *keiki* with high needs with quality early learning experiences prior to kindergarten entry. The long-term goal is the prioritization of services for young *keiki* and the identification of sustainable funding sources for these services.

Hawaii's early childhood fiscal map, which will be completed end of Nov. 2011 by The Finance Project, will help to identify existing private investment and potential areas where public and private funds can be braided together to increase access and improve program quality. The fiscal map will also assist in creating a coordinated plan on how to better leverage public and private funding. The Office of Early Childhood's Partnership Development Manager will identify and secure private funding and other public grant opportunities in coordination with Hawaii's SAC's finance work group.

PRIORITY 5: INVITATIONAL PRIORITY

Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

The private sector has been a major funder of ELD programs in Hawaii since the establishment of America's oldest family foundation, the Samuel N. and Mary Castle Foundation, some 125 years ago. Private sector support has funded facilities improvements, child care scholarships, professional development, daily operations support, and much more. Notable private foundations and trusts that have contributed include Kamehameha Schools, Keiki Funders Network, W. K. Kellogg Foundation, Samuel N. and Mary Castle Foundation, Omidyar Family Fund, Hawaii Community Foundation, Atherton Family Foundation, and Harold K. L. Castle Foundation. On the business front, the Hawaii Business Roundtable, Hawaii Bankers Association, and the Chamber of Commerce of Hawaii have all been very active in supporting early childhood initiatives.

A total of \$826,330 in private funds has been committed to ELD system enhancement

efforts in 2012, including: (1) \$350,000 for system building, (2) \$169,000 for workforce development, and (3) \$267,000 for TQRIS development. In addition, to date, \$387,330 in private funding has been committed to system building efforts in 2013 and again in 2014.

To ensure that these efforts are sustained, the Good Beginnings Alliance, together with the Hawaii SAC and the Hawaii Business Roundtable, has launched the *BeMyVoice! Hawaii* campaign to build strong public will and private commitment for supporting early childhood programs. Hawaii's early childhood fiscal map, which will be completed by the end of November 2011 by The Finance Project, will help to identify existing private investment and potential areas where public and private funds can be braided together to increase access and improve program quality. The fiscal map will also assist in creating a coordinated plan on how to better leverage public and private funding.

The Office of Early Childhood's staff will include a Partnership Development Manager, funded by the RTT-ELC grant, who will be responsible for identifying and securing private funding and applying for other public grant opportunities in coordination with the Hawaii SAC's Finance Workgroup.

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GLOSSARY

AAP	American Academy of Pediatrics
ABC	Attachment and Biobehavioral Catch-Up
ABLBS	Assessment of Basic Language and Learning Skills
ACF	Administration of Children and Families
AE	Actual Enrollment
AEYC	Association for the Education of Young Children
ARRA	American Recovery and Reinvestment Act
AS	Associates in Science Degree
ASK	Attitudes, Skills and Knowledge Core Competencies for Early Childhood Practitioners
ASQ	Ages and Stages Questionnaire
ASQ-SE	Ages and Stages Questionnaire-Social-Emotional
BA	Bachelor's of Arts Degree

BAS	Business Administration Scale for Family Child Care
BASS	Behavior Assessment Screening System
BEEd	Bachelor's of Education Degree
BESSD	Benefit, Employment and Support Services Division
BS	Bachelor's of Science Degree
CANOES	Hawaii Career Access and Navigation of Early Childhood Systems
CB	Center Based
CBC	Childcare Business Coalition
CCDF	Child Care Development Funds
CCSS	Community Core State Standards
CDA	Child Development Associate Credential
CEED	Center for Early Education and Development
CEO	Chief Executive Officer
Ch	Children
CHIP	Children's Health Insurance Program
CLASP	Center for Law and Social Policy
CLASS	Classroom Assessment Scoring System
CPR	Cardio Pulmonary Resuscitation
CSEFEL	Center on the Social Emotional Foundations for Early Learning
CWS	Child Welfare Service
DEC	Department of Early Childhood
DHHS	US Department of Health and Human Services
DHS	Department of Human Services
DLIR	Department of Labor and Industrial Relations
DOE	Department of Education
DOH	Department of Health
EC	Early Childhood
ECCS	Early Childhood Comprehensive System
ECE	Early Childhood Education
ECERS	Early Childhood Environment Rating Scale

ECERS-R	Early Childhood Environment Rating Scale-Revised
eCSSS	electronic Comprehensive Student Support System
EHS	Early Head Start
EIS	Early Intervention Services
ELD	Early Learning and Development
ELDS	Early Learning and Development Standards
ELDSP	Grant-funded ELDS (Early Learning and Development Standards) Project
EPDST	Early Periodic Screening, Diagnostic and Treatment
ERS	Educational Research Service
ESEA	Elementary and Secondary Education Act
eSIS	Electronic Student Information System
FCC	Family Child Care
FCCERS-R	Family Childcare Environment Rating Scale
FCCH	Family Child Care Home
FCIL	Family-Child Interaction Learning
FCMH	Foster Care Mental Health Study
FE	Funded Enrollment
FES	Family Engagement Standards
FFN	Family, Friend, and Neighbor Care
FFY	Federal Fiscal Year
FHSD	Family Health Services Division
FRNC	Family Resource Network Centers
FSM	Federated States of Micronesia
FTE	Full Time Employee
FY	Fiscal Year
GCC	Group Child Care (Preschool)
GCH	Group Child Care Home
GLO	General Learner Outcomes
HAAP	American Academy of Pediatrics Hawaii Chapter
HAEYC	Hawaii Association for the Education of Young Children

HCCH	Healthy Child Care Hawaii
HCYC	Hawaii Careers with Young Children
HECAP	Hawaii Early Childhood Accreditation Project
HEICC	Hawaii Early Intervention Coordinating Council
HIDOE	Hawaii Department of Education
HIPAA	Health Insurance Portability and Accountability Act
HPCS	Hawaii Preschool Content Standards
HRS	Hawaii Revised Statutes
HRSA	Health Resources Services Administration
HS	Head Start
HSA	Hawaii State Assessment
HSAH/OP	The Head Start Associations of Hawaii and Outer Pacific
HSCO	Hawaii State Head Start Collaboration Office
HSDSS	<i>Hawaii SAC Direct Services Subcommittee</i>
HSSRA	Hawaii State School Readiness Assessment
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Programs
IFSP	Individualized Family Service Plan
INPEACE	The Institute for Native Pacific Education and Culture
IT	Infant/Toddler Center-based Program
ITERS	Infant/Toddler Environment Rating Scale
ITERS-R	Infant Toddler Environment Rating Scale-Revised
K	Kindergarten
KEA	Kindergarten Entry Assessment
KEAP	Grant Funded KEA (Kindergarten Entry Assessment) Project
LDS	Longitudinal Data System
LDSP	Grant-Funded Longitudinal Data System Project
LEA	Local Education Agency
LE-FCCM	Military-licensed Family Child Care
LE-GCCM	Military-licensed Group Child Care

LTG	Learning to Grow
MACTE	Montessori Accreditation Council for Teacher Education
MCH	Maternal and Child Health
M-CHAT	Modified Checklist for Autism in Toddlers
MCHD	Maternal and Child Health Division
MEd	Master of Education degree
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
N/A	Not applicable
NACCRRA	National Association of Child Care Resource and Referral Agencies
NAEYC	National Association for the Education of Young Children
NAFCC	National Association for Family Child Care
NCATE	National Council for Accreditation of Teacher Education
NECPA	National Early Childhood Program Accreditation
NHEP	Native Hawaiian Education Program
NP	Neighborhood Place
OEC	Office of Early Childhood
OSEP	Office of Special Education
P-20	Provisions for Early Learning to Higher Education and Life Long Learning
P-3	Provisions for Early Learning To Third Grade
P20 LDS	P-20 Longitudinal Data System
PACE	Professional and Career Education for Early Childhood
PACT	Parents and Children Together
PAS	Program Administration Scale
PATCH	People Attentive to Children
PCHOP	Grant-funded Promoting Child Health Outcomes Project
PD	Professional Development
PDRRC	Professional Development Recruitment and Resource Centers
PEDS	Parental Evaluation of Development Status
PFCE	Head Start Parent, Family and Community Engagement

POD	Preschool Open Doors
POMS	Preschool Outcomes Measurement System
PPVT	Peabody Picture Vocabulary Test
PSAP	Primary School Adjustment Project
PY	Program Year
QCP	Quality Care Programs for Center-based and Home-based Programs
QIA	Quality Improvement Assurance
QIAS	Quality Improvement and Assurance System
QRIS	Quality Rating and Improvement System
RCUH	Research Corporation of University of Hawaii
REAL	Resources and Early Access to Learning
RTT-ELC	Race to the Top- Early Learning Challenge
SAC	Hawaii State Advisory Council
SEA	State Education Agency
SLDSP	Grant-Funded Statewide Longitudinal Data System Project
SNAP	Supplemental Nutrition Assistance Program
SPOC	Strategic Project Oversight Committee
SPRANS	Special Projects of Regional and National Significance
SSRS	Social Skills Rating Scale
SY	School Year
TA	Technical Assistance
TANF	Temporary Assistance for Needy Families
TB	Tuberculosis
TQIAS	Trainer Quality Improvement and Assurance System
TQRIS	Tiered Quality Rating and Improvement System
UH	University of Hawaii
UHM	University of Hawaii at Manoa
US	United States
US DOE	United States Department of Education
WFPD	Workforce Professional Development

WIC	Hawaii's Special supplemental Nutrition Program for Women, Infants, and Children
WKCF	Workforce Knowledge and Competency Framework
WSS	Work Sampling System
YMCA	Young Men's Christian Association

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	2,821,518	4,481,150	4,749,588	4,558,452	16,610,708
2. Fringe Benefits	1,133,685	1,748,532	1,774,036	1,765,086	6,421,338
3. Travel	339,505	439,725	431,505	437,105	1,647,840
4. Equipment	0	0	0	0	0
5. Supplies	229,060	251,000	214,500	214,500	909,060
6. Contractual	2,913,000	6,801,500	2,399,000	2,349,000	14,462,500
7. Training Stipends	156,000	0	0	0	156,000
8. Other	1,313,000	1,212,375	1,528,000	1,962,250	6,015,625
9. Total Direct Costs (add lines 1-8)	8,905,767	14,934,282	11,096,629	11,286,393	46,223,071
10. Indirect Costs*	647,076	854,177	911,162	930,138	3,342,553
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	9,652,843	15,888,459	12,107,790	12,316,531	49,965,623
14. Funds from other sources used to support the State Plan	21,999,822	387,330	387,330	0	22,774,482
15. Total Statewide Budget (add lines 13-14)	31,652,665	16,275,789	12,495,120	12,316,531	72,740,105

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of

Line 13: This is the total funding requested under this grant.

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Office of Early Childhood	3,004,653	6,757,813	2,901,362	2,891,362	15,555,191
Department of Human Services	16,820,195	4,763,166	5,409,569	5,890,568	32,883,498
Department of Health	1,430,740	1,609,566	1,609,566	1,609,566	6,259,438
Department of Education	8,854,841	795,796	1,122,975	852,917	11,626,529
University of Hawaii	1,542,237	2,349,447	1,451,647	1,072,117	6,415,449
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	31,652,665	16,275,789	12,495,120	12,316,531	72,740,105

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination	3,078,596	7,346,546	3,490,095	3,102,765	17,018,001
TQRIS Oversight & TQRIS	12,017,985	980,285	1,026,949	1,085,273	15,110,492
FFN/FCIL TQRIS	202,500	0	202,500	0	405,000
HS/EHS/619 TQRIS	7,913,465	1,029,138	1,641,341	1,397,341	11,981,286
CB/FCC ELD/FE/Health Standards	0	0	224,625	1,093,800	1,318,425
Medical Home Health	2,064,734	768,042	380,952	380,952	3,594,680
Developmental & Mental Health	432,072	506,612	506,612	506,612	1,951,909
PD FES/Cultural	711,528	1,050,454	1,050,454	1,050,454	3,862,889
PD Community Recruit/Retain /Registry Kindergarten Entry	44,660	98,480	45,980	45,980	235,100
Longitudinal Data System Required Technical	1,101,436	1,010,261	1,010,261	1,010,261	4,132,218
0	1,818,000	499,000	499,000	499,000	3,315,000
0	941,376	795,796	1,122,975	852,917	3,713,064
0	1,226,314	2,091,176	1,193,376	1,191,176	5,702,042
0	100,000	100,000	100,000	100,000	400,000
0	0	0	0	0	0
Total Statewide Budget	31,652,665	16,275,789	12,495,120	12,316,531	72,740,105

[Return to Instructions](#)

Office of Early Childhood

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	821,250	1,120,000	1,215,000	1,215,000	4,371,250
2. Fringe Benefits	326,522	445,297	483,069	483,069	1,737,957
3. Travel	85,015	88,215	88,215	88,215	349,660
4. Equipment	0	0	0	0	0
5. Supplies	35,625	9,500	9,500	9,500	64,125
6. Contractual	672,000	4,288,000	288,000	288,000	5,536,000
7. Training Stipends	0	0	0	0	0
8. Other	342,000	472,000	472,000	472,000	1,758,000
9. Total Direct Costs (add lines 1-8)	2,282,412	6,423,012	2,555,784	2,555,784	13,816,992
10. Indirect Costs*	173,241	224,801	235,578	235,578	869,199
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9- 12)	2,555,653	6,747,813	2,891,362	2,891,362	15,086,191

14. Funds from other sources used to support the State Plan	449,000	10,000	10,000	0	469,000
15. Total Statewide Budget (add lines 13-14)	3,004,653	6,757,813	2,901,362	2,891,362	15,555,191

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Office of Early Childhood

Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))
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Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	2,464,897	6,654,057	2,797,606	2,787,606	14,704,165
TQRIS Oversight & Assessment	0	0	0	0	0
TQRIS FFN/FCIL	0	0	0	0	0
TQRIS HS/EHS/619	0	0	0	0	0
TQRIS CB/FCC	0	0	0	0	0
ELD/FE/Health Standards	0	0	0	0	0
Medical Home Health Initiative	0	0	0	0	0
Developmental & Mental Health Screening	0	0	0	0	0
PD FES/Cultural Competency Curriculum	0	0	0	0	0
PD Community Centers	169,000	0	0	0	169,000
Recruit/Retain/ Registry	267,000	0	0	0	267,000
Kindergarten Entry Assessment	0	0	0	0	0
Longitudinal Data System	3,757	3,757	3,757	3,757	15,026

Required Technical Assistance	100,000	100,000	100,000	100,000	400,000
0	0	0	0	0	0
Total Statewide Budget	3,004,653	6,757,813	2,901,362	2,891,362	15,555,191

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

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Department of Human Services

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	1,184,200	1,935,000	1,837,500	1,870,000	6,826,700
2. Fringe Benefits	470,838	769,356	730,590	743,512	2,714,296
3. Travel	164,000	211,420	203,200	208,800	787,420
4. Equipment	0	0	0	0	0
5. Supplies	71,060	74,000	35,500	37,500	218,060
6. Contractual	880,000	652,500	1,150,000	1,100,000	3,782,500
7. Training Stipends	156,000	0	0	0	156,000
8. Other	586,000	730,375	1,046,000	1,480,250	3,842,625
9. Total Direct Costs (add lines 1-8)	3,512,098	4,372,651	5,002,790	5,440,062	18,327,601
10. Indirect Costs*	282,710	390,515	406,779	450,506	1,530,510
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	3,794,808	4,763,166	5,409,569	5,890,568	19,858,111
14. Funds from other sources used to support the State Plan	13,025,387	0	0	0	13,025,387

<u>Return to Instructions</u>	Department of Human Services				
15. Total Statewide Budget (add lines 13-14)	16,820,195	4,763,166	5,409,569	5,890,568	32,883,498

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Department of Human Services

Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	236,369	315,159	315,159	315,159	1,181,846
TQRIS Oversight & Assessment	12,017,985	980,285	1,026,949	1,085,273	15,110,492
TQRIS FFN/FCIL	202,500	0	202,500	0	405,000
TQRIS HS/EHS/619	0	1,029,138	1,641,341	1,397,341	4,067,821
TQRIS CB/FCC	0	0	224,625	1,093,800	1,318,425
ELD/FE/Health Standards	1,830,094	768,042	380,952	380,952	3,360,040
Medical Home Health Initiative	0	0	0	0	0
Developmental & Mental Health Screening	0	0	0	0	0
PD FES/Cultural Competency	44,660	98,480	45,980	45,980	235,100
PD Community Centers	879,936	957,761	957,761	957,761	3,753,218
Recruit/Retain/R egistry	1,551,000	499,000	499,000	499,000	3,048,000
Kindergarten Entry Assessment	0	0	0	0	0
Longitudinal Data System	57,651	115,302	115,302	115,302	403,557
Required Technical Assistance	0	0	0	0	0

Department of Human Services					
	0	0	0	0	0
Total Statewide Budget	16,820,195	4,763,166	5,409,569	5,890,568	32,883,498
<p><u>Columns (a) through (d)</u>: For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p><u>Column (e)</u>: Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

[Return to Instructions](#)

Department of Health

Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	534,555	757,920	757,920	757,920	2,808,315
2. Fringe Benefits	224,396	329,014	329,014	329,014	1,211,438
3. Travel	40,800	78,400	78,400	78,400	276,000
4. Equipment	0	0	0	0	0
5. Supplies	101,250	157,000	157,000	157,000	572,250
6. Contractual	200,000	150,000	150,000	150,000	650,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,101,001	1,472,334	1,472,334	1,472,334	5,518,003
10. Indirect Costs*	95,099	137,232	137,232	137,232	506,796
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0

12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	1,196,100	1,609,566	1,609,566	1,609,566	6,024,798
14. Funds from other sources used to support the State Plan	234,640	0	0	0	234,640
15. Total Statewide Budget (add lines 13-14)	1,430,740	1,609,566	1,609,566	1,609,566	6,259,438

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Department of Health

Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grnat Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	0	0	0	0	0
TQRIS Oversight & Assessment	0	0	0	0	0
TQRIS FFN/FCIL	0	0	0	0	0
TQRIS HS/EHS/619	0	0	0	0	0
TQRIS CB/FCC	0	0	0	0	0
ELD/FE/Health Standards	234,640	0	0	0	234,640
Medical Home Health Initiative	432,072	506,612	506,612	506,612	1,951,909
Developmental & Mental Health Screening	711,528	1,050,454	1,050,454	1,050,454	3,862,889
PD FES/Cultural Competency Curriculum	0	0	0	0	0
PD Community Centers	52,500	52,500	52,500	52,500	210,000
Recruit/Retain/Registry	0	0	0	0	0

Kindergarten Entry Assessment	0	0	0	0	0
Longitudinal Data System	0	0	0	0	0
Required Technical Assistance	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	1,430,740	1,609,566	1,609,566	1,609,566	6,259,438

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

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Department of Education

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	37,500	277,880	548,818	325,182	1,189,380
2. Fringe Benefits	14,910	49,662	76,159	54,288	195,019
3. Travel	12,000	24,000	24,000	24,000	84,000
4. Equipment	0	0	0	0	0
5. Supplies	2,750	6,000	6,000	6,000	20,750
6. Contractual	450,000	400,000	400,000	400,000	1,650,000
7. Training Stipends	0	0	0	0	0
8. Other	375,000	0	0	0	375,000
9. Total Direct Costs (add lines 1-8)	892,160	757,542	1,054,978	809,470	3,514,149
10. Indirect Costs*	49,216	38,254	67,998	43,447	198,915
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0

<u>Return to Instructions</u>	Department of Education				
13. Total Grant Funds Requested (add lines 9-12)	941,376	795,796	1,122,975	852,917	3,713,064
14. Funds from other sources used to support the State Plan	7,913,465	0	0	0	7,913,465
15. Total Statewide Budget (add lines 13-14)	8,854,841	795,796	1,122,975	852,917	11,626,529

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Department of Education

Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	0	0	0	0	0
TQRIS Oversight & Assessment	0	0	0	0	0
TQRIS FFN/FCIL	0	0	0	0	0
TQRIS HS/EHS/619	7,913,465	0	0	0	7,913,465
TQRIS CB/FCC	0	0	0	0	0
ELD/FE/Health Standards	0	0	0	0	0
Medical Home Health Initiative	0	0	0	0	0
Developmental & Mental Health Screening	0	0	0	0	0
PD FES/Cultural Competency Curriculum	0	0	0	0	0
PD Community Centers	0	0	0	0	0
Recruit/Retain/ Registry	0	0	0	0	0
Kindergarten Entry Assessment	941,376	795,796	1,122,975	852,917	3,713,064

Department of Education					
Longitudinal Data System	0	0	0	0	0
Required Technical Assistance	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	8,854,841	795,796	1,122,975	852,917	11,626,529

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

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University of Hawaii

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	244,013	390,350	390,350	390,350	1,415,063
2. Fringe Benefits	97,019	155,203	155,203	155,203	562,629
3. Travel	37,690	37,690	37,690	37,690	150,760
4. Equipment	0	0	0	0	0
5. Supplies	18,375	4,500	6,500	4,500	33,875
6. Contractual	711,000	1,311,000	411,000	411,000	2,844,000
7. Training Stipends	0	0	0	0	0
8. Other	10,000	10,000	10,000	10,000	40,000
9. Total Direct Costs (add lines 1-8)	1,118,097	1,908,743	1,010,743	1,008,743	5,046,326
10. Indirect Costs*	46,810	63,374	63,574	63,374	237,133
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0

<u>Return to Instructions</u>	University of Hawaii				
13. Total Grant Funds Requested (add lines 9-12)	1,164,907	1,972,117	1,074,317	1,072,117	5,283,459
14. Funds from other sources used to support the State Plan	377,330	377,330	377,330	0	1,131,990
15. Total Statewide Budget (add lines 13-14)	1,542,237	2,349,447	1,451,647	1,072,117	6,415,449

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

University of Hawaii

Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	377,330	377,330	377,330	0	1,131,990
TQRIS Oversight & Assessment	0	0	0	0	0
TQRIS FFN/FCIL	0	0	0	0	0
TQRIS HS/EHS/619	0	0	0	0	0
TQRIS CB/FCC	0	0	0	0	0
ELD/FE/Health Standards	0	0	0	0	0
Medical Home Health Initiative	0	0	0	0	0
Developmental & Mental Health Screening	0	0	0	0	0
PD FES/Cultural Competency Curriculum	0	0	0	0	0
PD Community Centers	0	0	0	0	0
Recruit/Retain/Re gistry	0	0	0	0	0
Kindergarten Entry Assessment	0	0	0	0	0

University of Hawaii					
Longitudinal Data System	1,164,907	1,972,117	1,074,317	1,072,117	5,283,459
Required Technical Assistance	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	1,542,237	2,349,447	1,451,647	1,072,117	6,415,449

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

BUDGET PART I – NARRATIVE

Describe, in the text box below, the overall structure of the State’s budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category					
(Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	2,821,518	4,481,150	4,749,588	4,558,452	16,610,708
2. Fringe Benefits	1,133,685	1,748,532	1,774,036	1,765,086	6,421,338
3. Travel	339,505	439,725	431,505	437,105	1,647,840
4. Equipment	0	0	0	0	0
5. Supplies	229,060	251,000	214,500	214,500	909,060
6. Contractual	2,913,000	6,801,500	2,399,000	2,349,000	14,462,500
7. Training Stipends	156,000	0	0	0	156,000
8. Other	1,313,000	1,212,375	1,528,000	1,962,250	6,015,625
9. Total Direct Costs (add lines 1-8)	8,905,767	14,934,282	11,096,629	11,286,393	46,223,071
10. Indirect Costs*	647,076	854,177	911,162	930,138	3,342,553
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000

BUDGET PART I – NARRATIVE

13. Total Grant Funds Requested (add lines 9-12)	9,652,843	15,888,459	12,107,790	12,316,531	49,965,623
14. Funds from other sources used to support the State Plan	21,999,822	387,330	387,330	0	22,774,482
15. Total Statewide Budget (add lines 13-14)	31,652,665	16,275,789	12,495,120	12,316,531	72,740,105

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

BUDGET PART I – NARRATIVE

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Office of Early Childhood	3,004,653	6,757,813	2,901,362	2,891,362	15,555,191
Department of Human Services	16,820,195	4,763,166	5,409,569	5,890,568	32,883,498
Department of Health	1,430,740	1,609,566	1,609,566	1,609,566	6,259,438
Department of Education	8,854,841	795,796	1,122,975	852,917	11,626,529
University of Hawaii	1,542,237	2,349,447	1,451,647	1,072,117	6,415,449
0	0	0	0	0	0
Total Statewide Budget	31,652,665	16,275,789	12,495,120	12,316,531	72,740,105

BUDGET PART I – NARRATIVE

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	3,078,596	7,346,546	3,490,095	3,102,765	17,018,001
TQRIS Oversight & Assessment	12,017,985	980,285	1,026,949	1,085,273	15,110,492
TQRIS FFN/FCIL	202,500	0	202,500	0	405,000
TQRIS HS/EHS/619	7,913,465	1,029,138	1,641,341	1,397,341	11,981,286
TQRIS CB/FCC	0	0	224,625	1,093,800	1,318,425
ELD/FE/Health Standards	2,064,734	768,042	380,952	380,952	3,594,680
Medical Home Health Initiative	432,072	506,612	506,612	506,612	1,951,909
Developmental & Mental Health Screening	711,528	1,050,454	1,050,454	1,050,454	3,862,889
PD FES/Cultural Competency Curriculum	44,660	98,480	45,980	45,980	235,100
PD Community Centers	1,101,436	1,010,261	1,010,261	1,010,261	4,132,218
Recruit/Retain/Registry	1,818,000	499,000	499,000	499,000	3,315,000
Kindergarten Entry Assessment	941,376	795,796	1,122,975	852,917	3,713,064
Longitudinal Data System	1,226,314	2,091,176	1,193,376	1,191,176	5,702,042
Required Technical Assistance	100,000	100,000	100,000	100,000	400,000
0	0	0	0	0	0
Total Statewide Budget	31,652,665	16,275,789	12,495,120	12,316,531	72,740,105

RACE TO THE TOP- EARLY LEARNING CHALLENGE FUND REQUEST

Hawaii requests a total of \$49,965,623.00 in Federal RTT funds to support the ambitious reform agenda and goals that will impact all children 0-5, especially children with high needs in Hawaii. In order to achieve these bold goals outlined in Hawaii's High Quality State Plan, the participating agencies have committed to implementing these projects through the attached General Memorandum of Understanding (MOU), Scope of Work and Data MOU (At the front of

BUDGET PART I – NARRATIVE

the Application). This unprecedented collaboration amongst state departments on a singular systemic approach is noted in the sharing of information, resources and leadership commitment. Not only the state but the private sector has also committed its support as evidenced by the previously noted collaborative efforts as well as the numerous letters of support and commitment. Existing Federal, State and Private resources will be leveraged to achieve these reform strategies in the timelines highlighted in the plan. Although the view of the future system building funds can only be well defined in the 2012 fiscal year due to government fiscal appropriations and private fiscal processes, it is noted that there is a willingness and intent to collaborate in future years to achieve, on a full statewide scale, the aggressive system building activities that are committed to in the state's plan. Hawaii's plan is designed to be exemplary amongst its state peers, but also in the international arena as well.

The Agencies participating in the Race to the Top-Early Learning Challenge Application include: The Office of Early Childhood (OEC), The Department of Human Services (DHS), which is the lead agency, the Department of Health (DOH), The Department of Education (DOE), the University of Hawaii (UH) and the Department of Labor and Industrial Relations (DLIR).

The Office of the Early Childhood will be responsible for overall project implementation and oversight and is accountable to ensure that the RTT-ELC Application will be implemented according to the proposal and compliant with all Federal, State and Local regulations.

Hawaii's Race to the Top Early Learning Challenge (RTT- ELC) proposal calls for five project teams to drive and implement five key reform strategies; each team has a project-level budget.

**LIST OF PROJECTS MAPPED TO THE SELECTION CRITERION OR
COMPETITIVE PREFERENCE PRIORITY with STATE AGENCY
PARTICIPATION**

Key Reform Area	Projects	State Agency
A. Successful State System	System Coordination & Oversight	OEC DHS
B. High-Quality, Accountable Programs	TQRIS Oversight & Assessment TQRIS FFN/FCIL TQRIS HS/EHS TQRIS CB/FCC	OEC DHS DOH DOE

BUDGET PART I – NARRATIVE

C. Promoting Early Learning and Development Outcomes for Children	ELD/FE Standards Medical Home Health Initiative Developmental & Mental Health Screening	OEC DHS DOH DOE
D. A Great Early Childhood Education Workforce	FES/Cultural Competency Curriculum PD Community Centers Recruitment/Retain/Registry	OEC DHS DOH DOE UH
E. Measuring Outcomes and Progress	Kindergarten Entry Assessment Longitudinal Data System	OEC DHS DOH DOE UH DLIR

BUDGET PART I – NARRATIVE

LIST OF EACH PARTICIPATING STATE AGENCY AND THE PROJECTS

State Department/Office	Projects	Amount
<p>Office of the Early Childhood (OEC)</p>	<p>System Coordination Data System for Dept. of Early Childhood TQRIS (All) TQRIS Evaluation Early Learning Development/Family Engagement Standards Medical Home Health Initiative Developmental & Mental Health Screening Family Engagement Standards /Cultural Competency Curriculum PD Community Centers</p> <ul style="list-style-type: none"> • Recruitment/Retain/Registry • Kindergarten Entry Assessment • Longitudinal Data System • Required Technical Assistance 	<p>\$15,555,191 total \$469,000 in-hand \$15,086,191 requested from federal RTT funds</p>
<p>The Office of Early Childhood will lead the implementation of the state’s high quality plan and ensure successful implementation of the plan. It will provide overall coordination, oversight and accountability for RTT-ELC throughout the grant period. System coordination will entail program management staff to collaborate with state departments’ implementation and to oversee all aspects of the project to drive to completion of goals. The office will also manage internal and external communications and stakeholder involvement, analyze policy and recommend legislative actions (if any) to strengthen the plan, provide research and evaluation, conduct independent evaluation of TQRIS, develop partnerships with local, national and international private partners, and manage all aspects of HR from creating the job descriptions, to gaining hiring approvals, to recruitment of the 76+ new hires throughout the state. Responsibilities will also include fiscal contracts management, administrative and clerical support, and overall administrative service support. The OEC will be the lead in designing the newly created department data system. The Office of Childhood will have Governance responsibility and will be advised by the Executive Management Team (Directors of the 5 Departments and the Chair of the State Advisory Council)</p>		
<p>State Department of Human Services</p>	<p>System Coordination TQRIS Oversight & Assessment TQRIS FFN/FCIL TQRIS HS/EHS TQRIS CB/FCC</p>	<p>\$32,883,498 total \$13,025,387 in-hand \$19,858,111</p>

BUDGET PART I – NARRATIVE

	ELD/FE Standards FES/Cultural Competency Curriculum PD Community Centers Recruitment/Retain/Registry Longitudinal Data System	requested from federal RTT funds
<p>The Department of Human Services (DHS) serves at the lead agency and fiscal manager for this project. DHS will facilitate coordination along with OEC to ensure implementation of the State Plan. Together DHS and OEC will work collaboratively to support the participating state agencies in carrying out the participating state agency Scope of Work, as identified in this application.</p> <p>More specifically, DHS will have a program manager dedicated to this project as well as a grants manager who will lead the state in administration of the funds and compliance activities. DHS will lead the High-Quality, Accountable Programs design and implementation and assessment unit of the TQRIS in targeting programs who serve children with high needs. DHS will also lead the development of Early Learning and Development Standards and Family Engagement Standards, including embedding cultural and linguistic competence, child development and Strengthening Families Framework. DHS will participate in designing the newly created department data system. DHS will lead the project on the TQRIS advisory committee to develop a monitoring and rating component of TQRIS with a commitment to implement. The majority of workforce and professional development components will be managed by them including Quality Assurance trainers, and training of practitioners in ELDS, FES, and developmental, behavioral, and health outcomes. DHS will also train trainers and practitioners to reach the families with children with high needs going through trauma and behavioral and attachment issues. DHS will lead the efforts in expanding the registry and recruit and retain a quality workforce. DHS will collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1-Participating State Agency Scope of Work and Data MOU.</p>		
Department of Health	Family Centered Medical Home Initiative Developmental & Mental Health Screening PD Community Centers	\$6,259,438 total \$234,640 in-hand \$6,024,798 requested from federal RTT funds
<p>The Department of Health (DOH) leads the effort of each of the comprehensive health components in our State Plan and will work collaboratively with project partners to ensure that professionals understand the value of, and children with high needs have the opportunity for medical homes. DOH will create a system to collaborate for on-going referrals to services for high-need children and will prioritize identified children with high</p>		

BUDGET PART I – NARRATIVE

<p>need for screenings. DOH will provide guidance in creating the ELD/FE standards which are used in TQRIS to address health for young children. DOH will actively participate on the TQRIS advisory committee to develop a monitoring and rating component of TQRIS with a commitment to implement. DOH will facilitate the adoption of standards components in programs such as Home Visiting and Early Intervention (to the extent possible and as appropriate). DOH will be responsible for training the proper workforce to provide developmental and mental health screenings in the communities, and train practitioners on areas such as how to deal with mental health and behavioral issues. DOH will participate in designing the newly created department data system. DOH will also collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1-Participating State Agency Scope of Work and Data MOU.</p>		
<p>State Department of Education</p>	<ul style="list-style-type: none"> • Kindergarten Entry Assessment 	<p>\$11,626,529 total</p> <p>\$7,913,465 in-hand</p> <p>\$3,713,064 requested from federal RTT funds</p>
<p>The Department of Education leads the effort for Measuring Outcomes and Progress by designing and implementing a Kindergarten Entry Assessment that will be universally administered statewide by 2014. DOE will participate in the planning, developing and adoption of TQRIS in Pre-School Special Education as appropriate with the goal of implementing an inclusion model. DOE will actively participate on the TQRIS advisory committee to develop a monitoring and rating component of TQRIS with a commitment to implement. DOE will support dual enrollment of pre-school special education students in general early childhood education programs. DOE agrees to deliver special education and related services to all qualified children with high needs. DOE will advise to develop OEC Early Childhood Data System to accumulate Early Childhood data and enable appropriate referrals. DOE will also assist in finalizing Early Learning and Development Standards. DOE will give priority services for children identified as having high needs. DOE will participate in designing the newly created department data system. DOE will collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1-Participating State Agency Scope of Work and Data MOU.</p>		
<p>University of Hawaii</p>	<p>Longitudinal Data System</p>	<p>\$6,415,449 total</p> <p>\$1,131,990 in-hand</p>

BUDGET PART I – NARRATIVE

		\$5,283,459 requested from federal RTT funds
<p>The University of Hawaii leads the effort for Measuring Outcomes and Progress in the area of designing and implementing a state longitudinal data system. UH will also be involved in creating a Great Early Childhood Education Workforce through the projects of Curriculum Development around the areas of Family Engagement Standards and Cultural Competency as well as assisting in recruitment and retention of a quality workforce. UH will also participate in system efforts promoting Early Learning and Development Standards efforts and Family Engagement efforts. UH will participate in designing the newly created department data system. UH will collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1-Participating State Agency Scope of Work and Data MOU.</p>		
Department of Labor and Industrial Relations	Longitudinal Data System	\$0 requested from federal RTT funds
<p>The Department of Labor and Industrial Relations will participate in the effort for Measuring Outcomes and Progress in the area of collaborating to design the requirements, system and governance of the longitudinal data system and provide data to the longitudinal data system. DLIR will collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1-Participating State Agency Scope of Work and Data MOU.</p>		

The advantage that Hawaii has as a state is that the state agencies and private partners are accustomed to working together very closely. All federal and state funded programs contributing to and collaborating in the key reform areas are under the oversight and responsibility of either the Lead Agency or one of the Participating Agencies and the future Office of Early Childhood. As such, the respective Lead or Participating Agency has the authority to pledge resources, both human and fiscal, of those programs and has the ability to ensure full accountability and commitment of these programs to the key reform areas. Hawaii funds its agencies through state general funds or federal dollars including the State Education Agency (SEA) and the only Local Education Agency (LEA) instead of property taxes and is directed by a single Superintendent of Schools and one Board of Education. Similarly, the governance configuration of the future Office of Early Childhood will be structured with one person accountable to the state plan.

The state intends to use RTT-ELC funds to:

BUDGET PART I – NARRATIVE

- Build state-wide capacity to implement system-wide reforms and sustain investments and resources beyond the grant.
- Invest in new infrastructure, tools, models, curriculum, IT systems to sustain beyond the grant.
- Provide targeted quality improvement plans to programs serving children with high needs in a rapid time period
- Develop standards in early learning, health, and family engagement statewide
- Provide targeted services to children with high needs statewide.
- Build statewide capacity of the workforce
- Build and implement a statewide Kindergarten Assessment system that will be sustained after the grant
- Design and build an early childhood data system which will enable real-time data and referrals across the state and agencies
- Design and build a longitudinal data system to enable the system to track the progress of its strategies.

System Coordination and Oversight (\$17,018,001 total; \$1,164,990 in-hand; \$15,853,011 requested)

The System project management team led by the Director of Early Childhood and the lead agency Program Manager will develop processes and a dashboard to monitor the progress of the strategies driving the key reform areas. Program managers will assist in driving each project to completion, facilitate collaboration between agencies, and problems solve issues and conflicts as they may arise. The team will confront issues that may jeopardize the completion of the deliverables of the plan through the organizational structure as outlined in the SPOC. Together with the DHS (the Lead Agency), the funds will be allocated and tracked using quality accounting practices and a financial management system. The System team will drive the initial and ongoing activities around all the projects including hiring of personnel, managing contracts, managing timelines, sequencing activities, internal and external communication, developing policy and partnerships, and managing the overall grant administration. The System team will also lead the development of the Office of Childhood transactional data system and establish the permanent Department of Early Childhood. Costs also include Lead Agency (DHS) oversight and grant management people.

BUDGET PART I – NARRATIVE**TQRIS Oversight & Assessment (\$15,110,492 total; \$11,393,964 in-hand; \$3,716,528 requested)**

The project manager of the TQRIS project will manage the overall development and implementation of TQRIS in programs across the state through the work of project specialists who will manage activities relating to Family, Friend and Neighbor Care, Family Child Interaction Learning, Special Education Pre-School, Head Start/Early Head Start, and Center Based and Family Child Interaction Learning. The team will also design the assessment unit of TQRIS through trained assessors. In addition, an independent evaluator will validate the effectiveness of the TQRIS.

Implementation of TQRIS in Family, Friends and Neighbors, Family Child Interaction Learning (\$405,000 requested)

While FCIL programs are individualized and unregulated, each program is agreeable to designing program standards for staffing patterns and curriculum that align with recommendations from state and national (i.e. NAEYC) learning guidelines. First, FCIL program standards will be development, and then program assessment tools will be developed. The implementation of TQRIS will begin by implementing a health and safety checklist for FFN. This will begin the increased access of children with high needs to quality programs that are culturally sensitive and focused on positive child outcomes.

Implementation of TQRIS in Head Start, Early Head Start (\$11,981,286 total; \$7,913,465 in-hand; \$4,067,821 requested)

The implementation of TQRIS will begin in 2013 by extending the program and lessons learned from a DHS pilot. Full implementation will culminate in 2015 with 100% of HS/EHS participating in the TQRIS program thereby increasing access to children with high needs into quality programs. Costs include coaches, grant and level awards for participation.

BUDGET PART I – NARRATIVE**Implementation of TQRIS in 619 Special Education Preschools (\$0 requested)**

The implementation of TQRIS in 619 Special Education Preschools will be in coordination with the DOE. The goal will be to include these children with high needs into quality programs via an inclusion model. Direct costs are included in the TQRIS Oversight and Assessment project.

Implementation of TQRIS Center Based and Family Child Care (\$1,318,425 requested)

The implementation of TQRIS in 25 Center Based and 12 Family Child Care programs will follow on a pilot of the same amount done independently of the RTT-ELC grant. This will increase the number of children in quality programs.

Early Learning Development Standards, Family Engagement Standards and Health Standards (\$3,594,680 total; \$819,563 in-hand; \$2,775,117 requested)

The development of the child and family engagement standards will be led by DHS and will produce standards that will be utilized statewide and in all programs as appropriate. Standards will be utilized in the TQRIS implementation and utilized to crosswalk with programs such as Home Visiting and Early Intervention Services. The Standards project will also train the workforce in these standards. Recognition of cultural and linguistic diversity will be accomplished with translators in the development of the training.

Family Centered Medical Home Initiative (\$1,951,909 requested)

The development of the Family Centered Medical Home project will be to promote a medical home to children with high needs via an education component to professionals and partnerships with health providers and community health centers. DOH will lead this work along with the establishment and promotion of health standards.

Developmental and Mental Health Screening (\$3,862,889 requested)

The Developmental and Mental Health Screening project will increase comprehensive health services prioritized to children with high needs via referrals from programs that are in the TQRIS initiative, and identified children through referral service. The project trains professionals in a capacity building process, which will also deliver the service and train others.

Professional Development in Family Engagement Standards and Cultural Competency Curriculum (\$235,100 requested)

BUDGET PART I – NARRATIVE

This workforce development project will engage the higher education professionals to take the standards that have been approved to develop curriculum that will be utilized in the higher education system.

Professional Development Community Centers (PDCC) (\$4,132,218 total; \$169,000 in-hand; \$3,963,218 requested)

The project encompasses many aspect of professional development including core competencies, credentialing and improving knowledge, skills and abilities. At the core of the delivery system is the concept of a community hub, which will be virtual and eventually located in the community to engage the community in delivery of training, services and coordination. There will be an initial 4 hubs, one in each county that will endeavor to be co-located in places where there is already a locus of services such as community health centers. The PDCC will be the gathering place to implement the vetting of quality community trainers, and coordinate the logistics for community-based trainings. If these centers are new community health clinics, health screenings and training of practitioners in how to help children with behavioral attachment and trauma issues will be provided. There will also be dedicated staff to interface with practitioners to inform practices surrounding family resource networks.

Registry Expansion / Recruit/Retention of Professionals (\$3,315,000 total; \$1,313,500 in-hand; \$2,001,500 requested)

The existing Registry will be leveraged with an expansion of the database. The PDCC will also house staff who will proactively reach out and recruit practitioners and ensure retention of existing practitioners at the community level. Important to increasing the level of knowledge will be to provide for scholarships, substitutes and wage supplements to existing practitioners to enable them to participate in training and furthering their coursework.

Kindergarten Entry Assessment (KEA) (\$3,713,064 requested)

KEA will be lead by the DOE. The development of KEA will build on the current Hawaii State School Readiness Assessment (HSSRA) done by Kindergarten teachers statewide. The current HSSRA is a classroom assessment view and the KEA will be focusing on the child. By 2014, KEA will be implemented universally and statewide throughout the DOE. Delivery of training

BUDGET PART I – NARRATIVE

will be provided through contractors to 750 kindergarten teachers and will include a cohort of preschool teachers as well.

Longitudinal Data System (\$5,702,042 requested)

The grant will enable Hawaii to build on its development of the State's P-20 Longitudinal Data System. Efforts will be focused on data governance practices and for useful and accessible data to the system, teachers, students, administrators, parents and other stakeholders to support the goals of kindergarten readiness and enable advocacy efforts. This project will build on the extensive work done to date and the state resources allocated to this project to date.

Required Technical Assistance (\$400,000 requested)

The required technical assistance funds will be held in the Office of Early Childhood and dispersed according to the needs of the Agencies.

OTHER FUNDING SOURCES FOR HAWAII ELC SYSTEM

The state plans accomplish its Early Learning System by leveraging RTT-ELC funds with \$22,774,482 from annual State fund, designated Federal fund and private fund commitments during the grant period. Due to the nature of state and federal budget and appropriations, there is no view of the resources beyond 2012. Similarly, private moneys were not committed beyond 2012 in any significant manner.

The agencies system building funds will allocate approximately \$21,999,822 in 2012.

\$ 425,000.00 of State funds in 2012 will go towards the system building strategies that will assist in the outcomes outlined in the RTT grant application

\$ 20,748,492.00 of Federal funds in 2012 will be used to advance the Reform Agenda

\$ 826,330.00 of Private funds has also been committed to system building efforts in 2012.

\$387,330 of Private funds has been committed to system building efforts in 2013.

\$387,330 of Private funds has been committed to system building efforts in 2014.

Monitoring and oversight of the use of these funds will be consistent with State policy and practices for the use of any General and Federal funds and be subject to audit.

BUDGET PART II – NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

BUDGET PART II – NARRATIVE

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

BUDGET PART II – NARRATIVE

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

BUDGET PART II – NARRATIVE

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

13) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

14) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

ASSUMPTIONS

1) Personnel

Salaries are reflected as average for the position type and do not reflect the level of position.	
Year 1 (2012) reflects the equivalent of .75 FTE to account for hiring process and timeline of the state	
The following standard annual salaries have been applied throughout this proposal.	<ul style="list-style-type: none"> • Director: \$95,000 • Senior Project Manager: \$85,000 • Project, Program and other Managers: \$75,000 • Specialists/Analysts: \$55,000-65,000,

BUDGET PART II – NARRATIVE

	<p>depending on specialty</p> <ul style="list-style-type: none">• Clerical: \$45,000• Physicians: \$150,000
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BUDGET PART II – NARRATIVE

2. Fringe Benefits

The State has an approved Fringe benefit by the Department of Health and Human Services. This rate will be applied to all state personnel.

Fringe Benefits	Current rate for full-time equivalents:	37.76%	
		(a)	(b)
	Pension Accumulation 15.00% (a)	15%	
	Pension Administration 0.00% (a)	0.00%	
	Social Security 6.20% (a)	6.20%	
	Medicare 1.45% (a)	1.45%	
	Retiree Health Insurance 7.96% (a)	7.96%	
	Worker's Compensation .91% (b)		1.22%
	Unemployment		.91%
	(a) Percent of ERS covered wages.		
	(b) Percent of total wages in assessed departments including Corporation of University of Hawaii (RCUH).		
	Current rate for Substitute Teachers		9.78%
	Social Security	6.20%	
	Worker's Compensation		1.22%
	Unemployment Compensation		.91%
	Medicare	1.45%	
	Current rate for hourly, other casual pay, retiree, and stipends		3.58%
	Worker's Compensation		1.22%
	Unemployment Compensation		.91%
	Medicare	1.45%	

BUDGET PART II – NARRATIVE**NARRATIVE**

Hawaii's Race to the Top-ELC proposal proposes the Office of Early Childhood and five State Agencies (Department of Human Services (DHS) as the Lead Agency, Department of Health (DOH), Department of Education (DOE), University of Hawaii (UH) and Department of Labor and Industrial Relations (DLIR)) will form project teams to drive and implement key reform areas and strategies to build the Early Childhood System. The Office of Early Childhood, DHS, DOH, DOE, and UH will be allocated funds from the RTT-ELC fund to implement the strategies and achieve the goals outlined in the proposal. DLIR will not require any RTT-ELC funds.

Each team has a project-level budget. The Office of Early Childhood project team serves as the overall project management function for the RTT-ELC reform agenda. Each of the other strategies is specifically related to the four reform areas. The alignment between the Hawaii Reform Agenda and the RTT selection criteria is shown in the table below:

Key Reform Area	Projects	State Agency
A. Successful State System	System Coordination & Oversight	OEC DHS
B. High-Quality, Accountable Programs	TQRIS Oversight & Assessment TQRIS FFN/FCIL TQRIS HS/EHS TQRIS CB/FCC	OEC DHS DOH DOE
C. Promoting Early Learning and Development Outcomes for Children	ELD/FE Standards Family Centered Medical Home Initiative Developmental & Mental Health Screenings	OEC DHS DOH DOE
D. A Great Early Childhood Education Workforce	FES/Cultural Competency Curriculum PDRR Centers Recruitment/Retain/Registry	OEC DHS DOH DOE UH

BUDGET PART II – NARRATIVE

E. Measuring Outcomes and Progress	Kindergarten Entry Assessment Longitudinal Data System	OEC DHS DOH DOE UH DLIR
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LIST OF EACH PARTICIPATING STATE AGENCY AND THE PROJECTS

Office of Early Childhood

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	821,250	1,120,000	1,215,000	1,215,000	4,371,250
2. Fringe Benefits	326,522	445,297	483,069	483,069	1,737,957
3. Travel	85,015	88,215	88,215	88,215	349,660
4. Equipment	0	0	0	0	0
5. Supplies	35,625	9,500	9,500	9,500	64,125
6. Contractual	672,000	4,288,000	288,000	288,000	5,536,000
7. Training Stipends	0	0	0	0	0
8. Other	342,000	472,000	472,000	472,000	1,758,000
9. Total Direct Costs (add lines 1-8)	2,282,412	6,423,012	2,555,784	2,555,784	13,816,992
10. Indirect Costs*	173,241	224,801	235,578	235,578	869,199
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000

BUDGET PART II – NARRATIVE

13. Total Grant Funds Requested (add lines 9-12)	2,555,653	6,747,813	2,891,362	2,891,362	15,086,191
14. Funds from other sources used to support the State Plan	449,000	10,000	10,000	0	469,000
15. Total Statewide Budget (add lines 13-14)	3,004,653	6,757,813	2,901,362	2,891,362	15,555,191

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

BUDGET PART II – NARRATIVE

Office of Early Childhood					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	2,464,897	6,654,057	2,797,606	2,787,606	14,704,165
TQRIS Oversight & Assessment	0	0	0	0	0
TQRIS FFN/FCIL	0	0	0	0	0
TQRIS HS/EHS/619	0	0	0	0	0
TQRIS CB/FCC	0	0	0	0	0
ELD/FE/Health Standards	0	0	0	0	0
Medical Home Health Initiative	0	0	0	0	0
Developmental & Mental Health Screening	0	0	0	0	0
PD FES/Cultural Competency Curriculum	0	0	0	0	0
PD Community Centers	169,000	0	0	0	169,000
Recruit/Retain/Registry	267,000	0	0	0	267,000
Kindergarten Entry Assessment	0	0	0	0	0
Longitudinal Data System	3,757	3,757	3,757	3,757	15,026
Required Technical Assistance	100,000	100,000	100,000	100,000	400,000
0	0	0	0	0	0
Total Statewide Budget	3,004,653	6,757,813	2,901,362	2,891,362	15,555,191
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p>Column (e): Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

BUDGET PART II – NARRATIVE

State Department/Office	Projects	Amount
Office of the Early Childhood (OEC)	<ul style="list-style-type: none"> - System Coordination - Data System for Dept. of Early Childhood - TQRIS (All) - TQRIS Evaluation - Early Learning Development/Family Engagement Standards - Family Centered Medical Home Initiative - Developmental & Mental Health Screenings - Family Engagement Standards /Cultural Competency Curriculum - PDRR Centers - Recruitment/Retain/Registry - Kindergarten Entry Assessment - Longitudinal Data System - Required Technical Assistance 	\$15,086,191 requested from Federal RTT funds

The Office of Early Childhood will lead the implementation of the state’s high quality plan and ensure successful implementation of the plan. It will provide overall coordination, oversight and accountability for RTT-ELC throughout the grant period. System coordination will entail program management staff to collaborate with state departments’ implementation and to oversee all aspects of the project to drive to completion of goals. The office will also manage internal and external communications and stakeholder involvement, analyze policy and recommend legislative actions (if any) to strengthen the plan, provide research and evaluation, develop partnerships with local, national and international private partners, and manage all aspects of HR from creating the job descriptions, to gaining hiring approvals, to recruitment of the 76+ new hires throughout the state. Responsibilities will also include fiscal contracts management, administrative and clerical support, and overall administrative service support. The OEC will be the lead in designing the newly created department data system. The Office of

BUDGET PART II – NARRATIVE

Childhood will have Governance responsibility and will be advised by the Executive Management Team (Directors of the 5 Departments and the Chair of the State Advisory Council)

The Office of the Governor has created the Cabinet level position of Early Childhood Coordinator. This position will evolve into the Director of the Office of Early Childhood (OEC) which will eventually become the Department of Early Childhood through the Governor's support (See the letter from the Governor at the front of the application). During the grant, the OEC will also house program managers and specialists assigned to oversee the key reform areas: TQRIS, Early Learning and Development Standards and Family Engagement Standards and Health Standards, Workforce Development, Kindergarten Entry Assessment and Longitudinal Data System. They will connect with the state agencies, intermediaries and private partners to drive completion of the tasks and strategies. They will act as the coordinator between agencies and manage the sequencing and timelines and milestones of each project. There will be an Administrative Services manager to manage the administrative functions such as Human Resources, Clerical, Secretary and Fiscal Contracts Manager. The Fiscal Contracts Manager will monitor the fiscal requirements of the grant, create and respond to reporting requirements, manage the contract process compliant with the state procurement laws. The Human Resources Manager will manage the state process of designing job descriptions, recruiting, hiring, and termination processes. Also included will be a Communications Manager to engage community and stakeholders via traditional and electronic and social media communications. A Policy Analyst will assist in any federal and state legislative monitoring of activity and recommend policy items to increase the rate of reform. The Policy Analyst will also be heavily involved with legislation to create a sustainable funding source for the State's plan. A Partnership Development Manager will engage with the community, private foundations and business stakeholders to create partnerships to leverage the funds and strategies in the grant. The OEC will also have a Researcher/Evaluation manager to lead those activities for the system including managing a 3rd party evaluation of TQRIS and other aspects of the System. The OEC will engage national consultants' expertise to learn best practices and evidence

BUDGET PART II – NARRATIVE

based models to make the System the model for the Nation. Funds will also be utilized for communication development in paper and electronic form. There will be a new information system developed for the new Department of Early Childhood (DEC) to enable real time transaction tracking and also be utilized as a referral tool across departments. This will leverage and align with the new information technology system being designed by the new State Chief Information Officer. Funds have been allocated to the (DEC) information technology implementation. Third party evaluators will also be contracted to assist in evaluating TQRIS implementation and other parts of the System. Initially, the System will require start up contractors to organize the project, timeline, and manage activities while state staff is being hired.

The OEC will hold stakeholder meetings and an annual Governors conference to engage the greater community, and create public will to advocate for the youngest of children. In addition, with the employment of approximately 76 people throughout the course of this project, it is anticipated that office space, and community hubs, if not available in state locations, will need to be budgeted for as well as office furniture.

Department of Human Services					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	1,184,200	1,935,000	1,837,500	1,870,000	6,826,700
2. Fringe Benefits	470,838	769,356	730,590	743,512	2,714,296
3. Travel	164,000	211,420	203,200	208,800	787,420
4. Equipment	0	0	0	0	0
5. Supplies	71,060	74,000	35,500	37,500	218,060
6. Contractual	880,000	652,500	1,150,000	1,100,000	3,782,500
7. Training Stipends	156,000	0	0	0	156,000
8. Other	586,000	730,375	1,046,000	1,480,250	3,842,625
9. Total Direct Costs (add lines 1-8)	3,512,098	4,372,651	5,002,790	5,440,062	18,327,601

BUDGET PART II – NARRATIVE

10. Indirect Costs*	282,710	390,515	406,779	450,506	1,530,510
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	3,794,808	4,763,166	5,409,569	5,890,568	19,858,111
14. Funds from other sources used to support the State Plan	13,025,387	0	0	0	13,025,387
15. Total Statewide Budget (add lines 13-14)	16,820,195	4,763,166	5,409,569	5,890,568	32,883,498

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

BUDGET PART II – NARRATIVE

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Department of Human Services					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	236,369	315,159	315,159	315,159	1,181,846
TQRIS Oversight & Assessment	12,017,985	980,285	1,026,949	1,085,273	15,110,492
TQRIS FFN/FCIL	202,500	0	202,500	0	405,000
TQRIS HS/EHS/619	0	1,029,138	1,641,341	1,397,341	4,067,821
TQRIS CB/FCC	0	0	224,625	1,093,800	1,318,425
ELD/FE/Health Standards	1,830,094	768,042	380,952	380,952	3,360,040
Medical Home Health Initiative	0	0	0	0	0
Developmental & Mental Health Screening	0	0	0	0	0
PD FES/Cultural Competency Curriculum	44,660	98,480	45,980	45,980	235,100
PD Community Centers	879,936	957,761	957,761	957,761	3,753,218
Recruit/Retain/Registry	1,551,000	499,000	499,000	499,000	3,048,000
Kindergarten Entry Assessment	0	0	0	0	0
Longitudinal Data System	57,651	115,302	115,302	115,302	403,557
Required Technical Assistance	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	16,820,195	4,763,166	5,409,569	5,890,568	32,883,498

BUDGET PART II – NARRATIVE

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

State Department of Human Services	System Coordination	\$32,883,498
	TQRIS Oversight & Assessment	total
	TQRIS FFN/FCIL	
	TQRIS HS/EHS	\$13,025,387
	TQRIS CB/FCC	in-hand
	ELD/FE Standards	
	FES/Cultural Competency Curriculum	\$19,858,111
	PDRR Centers	requested from
	Recruitment/Retain/Registry	Federal RTT
	Longitudinal Data System	funds

The Department of Human Services (DHS) serves at the lead agency and fiscal manager for this project. DHS will facilitate coordination along with OEC to ensure implementation of the State Plan. Together DHS and OEC will work collaboratively to support the participating state agencies in carrying out the participating state agency Scope of Work, as identified in this application.

More specifically, DHS will have a program manager dedicated to this project as well as a grants manager who will lead the state in administration of the funds and compliance activities. DHS will lead the High-Quality, Accountable Programs design and implementation, and the assessment and independent evaluation unit of the TQRIS in targeting programs who serve children with high needs. DHS will also lead the development of Early Learning and Development Standards and Family Engagement Standards, including embedding cultural and linguistic competence, child development and Strengthening Families Framework. DHS will participate in designing the newly created department data system. DHS will lead the project on the TQRIS advisory committee to

BUDGET PART II – NARRATIVE

develop a monitoring and rating component of TQRIS with a commitment to implement. The majority of workforce and professional development components will be managed by them including Quality Assurance trainers, and training of practitioners in ELDS, FES, and developmental, behavioral, and health outcomes. DHS will also train trainers and practitioners to reach the families with children with high needs going through trauma and behavioral and attachment issues. DHS will lead the efforts in expanding the Registry and recruit and retain a quality workforce. DHS will collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1-Participating State Agency Scope of Work and Data MOU.

As the Lead Agency, the DHS staff will have a Program Manager responsible for the administrative oversight of the Grant. With the assistance of a Grants Manager and Administrative Aide, and working with the OEC, they will ensure compliance and reporting for the Grant will be timely and complete.

TQRIS will call for a Project Manager, clerical support to coordinate all the complex parts of TQRIS implementation and 4 Project Specialists. There will be an FCIL contract to evaluate FCIL program standards and assessment tools. An assessment unit will contain 4 Assessors who will be well versed and intensely trained to use program and classroom assessment tools such as CLASS, ECRS, and PAS/BAS. Stipends will be provided to attend the training classes.

TQRIS HS/EHS 5 coaches will provide direct support and coaching to programs entering the TQRIS starting in year 2-4. There will be contracts for NAEYC accreditation training and NAEYC technical assistance materials. There will be a Quality Improvement Assurance (QIA) contract to provide calibrated and consistent training and support to all coaches. Special Education Preschools will integrate and be included into HS/EHS TQRIS programs. There will also be TQRIS Grants and level awards.

TQRIS FFN/FCIL will contain a contract for FFN health and safety checklist, and a FCIL contract to review program standards and assessment tools.

TQRIS CB/FCC will be expanded by 25 programs and 12 FCC providers. They will be supported specialized coaches and QIA. There will also be TQRIS Grant and Level Awards.

BUDGET PART II – NARRATIVE

ELDS, FES Standards development will include 2 translators to enable cross cultural implementation. Nine Trainers will specialize in preschool or special education settings. A design consultant will be engaged for each set of standards for designing of user friendly content and graphics. Online access to support statewide implementation will also be done. There will be 4 Professional Development Recruitment and Resource Centers (PDRRC) in the community hubs. A Workforce Professional Development (WFPD) manager will oversee all four sites at the 4 counties. A Clerical will also support them. In each PDRRC, there will be a coordinator, a part time Family Resource Network Coordinator (FRNC) and a part time career counselor/recruitment and retention specialist. The FRNCs will provide families with information on topics including care, health, safety, school readiness, activities, financial education, and caring for children with special needs. The career counselor will provide guidance and technical assistance in meeting state early learning system standards as described in the career lattice using core competencies. They will also recruit for increased number of qualified early childhood professionals. Training Quality Improvement and Assurance System (TQIAS) Manager and Specialist contracts will enable implementation of a new process for insuring trainers are meeting state design standards. There will also be a contract to provide specialized training to qualified professionals for addressing behavioral attachment and child abuse induced trauma. Contracts will be let for Registry expansion software developers. Registry oversight and Registry Data Specialist are needed to incorporate all early learning settings into the current Registry. Currently the Registry only serves licensed programs. There are funds dedicated for professional development scholarship to encourage enrollment in higher education coursework for practitioners. Substitute pools will allow time off for practitioners to attend classes and wage supplements will be used as incentive for practitioners to complete coursework. Community Based Curriculum Development on Family will be achieved through higher education collaboration which will also include stipends for faculty release time. DHS will also support the Longitudinal Data System through a Surveillance Monitoring Manager who will accumulate the DHS data and work with the University P-20 initiative (Data MOU).

BUDGET PART II – NARRATIVE

Department of Health					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	534,555	757,920	757,920	757,920	2,808,315
2. Fringe Benefits	224,396	329,014	329,014	329,014	1,211,438
3. Travel	40,800	78,400	78,400	78,400	276,000
4. Equipment	0	0	0	0	0
5. Supplies	101,250	157,000	157,000	157,000	572,250
6. Contractual	200,000	150,000	150,000	150,000	650,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,101,001	1,472,334	1,472,334	1,472,334	5,518,003
10. Indirect Costs*	95,099	137,232	137,232	137,232	506,796
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	1,196,100	1,609,566	1,609,566	1,609,566	6,024,798
14. Funds from other sources used to support the State Plan	234,640	0	0	0	234,640
15. Total Statewide Budget (add lines 13-14)	1,430,740	1,609,566	1,609,566	1,609,566	6,259,438

BUDGET PART II – NARRATIVE

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Department of Health					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	0	0	0	0	0
TQRIS Oversight & Assessment	0	0	0	0	0
TQRIS FFN/FCIL	0	0	0	0	0
TQRIS HS/EHS/619	0	0	0	0	0
TQRIS CB/FCC	0	0	0	0	0
ELD/FE/Health Standards	234,640	0	0	0	234,640
Medical Home Health Initiative	432,072	506,612	506,612	506,612	1,951,909
Developmental & Mental Health Screening	711,528	1,050,454	1,050,454	1,050,454	3,862,889
PD FES/Cultural Competency	0	0	0	0	0

BUDGET PART II – NARRATIVE

Curriculum					
PD Community Centers	52,500	52,500	52,500	52,500	210,000
Recruit/Retain/Registry	0	0	0	0	0
Kindergarten Entry Assessment	0	0	0	0	0
Longitudinal Data System	0	0	0	0	0
Required Technical Assistance	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	1,430,740	1,609,566	1,609,566	1,609,566	6,259,438

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

State Department of Health	Family Centered Medical Home Initiative	\$6,259,438
	Developmental & Mental Health Screening PDRR Centers	total \$234,640 in-hand
		\$6,024,798 requested from Federal RTT funds

The Department of Health (DOH) leads the effort of each of the comprehensive health components in our State Plan and will work collaboratively with project partners to ensure that professionals understand the value of, and children with high needs have the opportunity for medical homes. DOH will create a system to collaborate for on-going referrals to services for high-need children and will prioritize identified children with high need for screenings. DOH will provide guidance in creating the ELD/FE standards which

BUDGET PART II – NARRATIVE

are used in the TQRIS to address health for young children. DOH will actively participate on the TQRIS advisory committee to develop a monitoring and rating component of the TQRIS with a commitment to implement. DOH will facilitate the adoption of standards components in programs such as Home Visiting and Early Intervention (to the extent possible and as appropriate). DOH will be responsible for training the proper workforce to provide developmental and mental health screenings in the communities, and train practitioners on areas such as how to deal with mental health and behavioral issues. DOH will participate in designing the newly created department data system. DOH will also collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1-Participating State Agency Scope of Work and Data MOU.

A Project Manager will oversee in driving the Health initiatives to completion. In addition, there will be an Epidemiologist to conduct surveillance and monitoring of the Department of Health related data. A Clerical position will support all areas of the Health initiatives.

Family Centered Medical Home (FCMH) Initiative will include a part time Physician, a Social Worker and Data Specialist. They will go into the community and discuss the importance of FCMH to medical professionals. They will train professionals on Health and Safety Standards. Child Developmental and Early Mental Health Screening will include 1 part time Physician, 2 Screeners and 2 Trainers for the Developmental Screening project and a Coordinator, 1 Screener and a Trainer for the Early Mental Health Screening Project. They will perform screenings in the community prioritizing children with high needs. They will make referrals to appropriate services in the community as well as into early learning programs. Supplies will be purchased to perform 3,500 Developmental screens over the 4 year grant and 1,750 Early Mental Health Screens for the same period.

A contract will provide train the trainer training and training for 10 professionals on working with children with Mental Health and Behavioral issues.

BUDGET PART II – NARRATIVE

Department of Education					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	37,500	277,880	548,818	325,182	1,189,380
2. Fringe Benefits	14,910	49,662	76,159	54,288	195,019
3. Travel	12,000	24,000	24,000	24,000	84,000
4. Equipment	0	0	0	0	0
5. Supplies	2,750	6,000	6,000	6,000	20,750
6. Contractual	450,000	400,000	400,000	400,000	1,650,000
7. Training Stipends	0	0	0	0	0
8. Other	375,000	0	0	0	375,000
9. Total Direct Costs (add lines 1-8)	892,160	757,542	1,054,978	809,470	3,514,149
10. Indirect Costs*	49,216	38,254	67,998	43,447	198,915
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	941,376	795,796	1,122,975	852,917	3,713,064
14. Funds from other sources used to support the State Plan	7,913,465	0	0	0	7,913,465
15. Total Statewide Budget (add lines 13-14)	8,854,841	795,796	1,122,975	852,917	11,626,529
<p><u>Columns (a) through (d)</u>: For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e)</u>: Show the total amount requested for all grant years.</p> <p><u>Line 6</u>: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</p>					

BUDGET PART II – NARRATIVE

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Department of Education					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	0	0	0	0	0
TQRIS Oversight & Assessment	0	0	0	0	0
TQRIS FFN/FCIL	0	0	0	0	0
TQRIS HS/EHS/619	7,913,465	0	0	0	7,913,465
TQRIS CB/FCC	0	0	0	0	0
ELD/FE/Health Standards	0	0	0	0	0
Medical Home Health Initiative	0	0	0	0	0
Developmental & Mental Health Screening	0	0	0	0	0
PD FES/Cultural Competency Curriculum	0	0	0	0	0
PD Community Centers	0	0	0	0	0
Recruit/Retain/Registry	0	0	0	0	0

BUDGET PART II – NARRATIVE

Kindergarten Entry Assessment	941,376	795,796	1,122,975	852,917	3,713,064
Longitudinal Data System	0	0	0	0	0
Required Technical Assistance	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	8,854,841	795,796	1,122,975	852,917	11,626,529

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

State Department of Education	<ul style="list-style-type: none"> Kindergarten Entry Assessment 	<p>\$13,227,519 total</p> <p>\$9,514,455 in-hand</p> <p>\$3,713,064 requested from Federal RTT funds</p>
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The Department of Education leads the effort for Measuring Outcomes and Progress by designing and implementing a Kindergarten Entry Assessment that will be universally administered statewide by 2014. DOE will participate in the planning, developing and adoption of TQRIS in Pre-School Special Education as appropriate with the goal of implementing an inclusion model. DOE will actively participate on the TQRIS advisory committee to develop a monitoring and rating component of the TQRIS with a commitment to implement. DOE will support dual enrollment of pre-school special education students in general early childhood education programs. DOE agrees to deliver special education and related services to all qualified children with high needs. DOE will advise to develop OEC Early Childhood Data System to accumulate Early Childhood

BUDGET PART II – NARRATIVE

data and enable appropriate referrals. DOE will also assist in finalizing Early Learning and Development Standards. DOE will give priority services for children identified as having high needs. DOE will participate in designing the newly created department data system. DOE will collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1- Participating State Agency Scope of Work and Data MOU.

Kindergarten Entry Assessment will be led by a DOE Project Manager. A cohort of 750 Kindergarten teachers and 250 preschool teachers will attend a 4 day training class on KEA to better understand how to utilize this assessment. By 2014, KEA will be rolled out statewide to all Kindergarteners. In order to complete assessments, in anticipation of union requirements, one administrative day has been budgeted for Kindergarten teachers. A contract for delivery of KEA training design and a second contract for delivery of train the trainer and direct delivery of training over the 4 year period have been allocated.

University of Hawaii					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	244,013	390,350	390,350	390,350	1,415,063
2. Fringe Benefits	97,019	155,203	155,203	155,203	562,629
3. Travel	37,690	37,690	37,690	37,690	150,760
4. Equipment	0	0	0	0	0
5. Supplies	18,375	4,500	6,500	4,500	33,875
6. Contractual	711,000	1,311,000	411,000	411,000	2,844,000
7. Training Stipends	0	0	0	0	0
8. Other	10,000	10,000	10,000	10,000	40,000
9. Total Direct Costs (add lines 1-8)	1,118,097	1,908,743	1,010,743	1,008,743	5,046,326

BUDGET PART II – NARRATIVE

10. Indirect Costs*	46,810	63,374	63,574	63,374	237,133
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	1,164,907	1,972,117	1,074,317	1,072,117	5,283,459
14. Funds from other sources used to support the State Plan	377,330	377,330	377,330	0	1,131,990
15. Total Statewide Budget (add lines 13-14)	1,542,237	2,349,447	1,451,647	1,072,117	6,415,449

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

BUDGET PART II – NARRATIVE

University of Hawaii					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
System Coordination & Oversight	377,330	377,330	377,330	0	1,131,990
TQRIS Oversight & Assessment	0	0	0	0	0
TQRIS FFN/FCIL	0	0	0	0	0
TQRIS HS/EHS/619	0	0	0	0	0
TQRIS CB/FCC	0	0	0	0	0
ELD/FE/Health Standards	0	0	0	0	0
Medical Home Health Initiative	0	0	0	0	0
Developmental & Mental Health Screening	0	0	0	0	0
PD FES/Cultural Competency Curriculum	0	0	0	0	0
PD Community Centers	0	0	0	0	0
Recruit/Retain/Registry	0	0	0	0	0
Kindergarten Entry Assessment	0	0	0	0	0
Longitudinal Data System	1,164,907	1,972,117	1,074,317	1,072,117	5,283,459
Required Technical Assistance	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	1,542,237	2,349,447	1,451,647	1,072,117	6,415,449

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

BUDGET PART II – NARRATIVE

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

University of Hawaii	Longitudinal Data System	\$5,283,459 requested from Federal RTT funds
<p>The University of Hawaii leads the effort for Measuring Outcomes and Progress in the area of designing and implementing a state longitudinal data system. UH will also be involved in creating a Great Early Childhood Education Workforce through the projects of Curriculum Development around the areas of Family Engagement Standards and Cultural Competency as well as assisting in recruitment and retention of a quality workforce. UH will also participate in system efforts promoting Early Learning and Development Standards efforts and Family Engagement efforts. UH will participate in designing the newly created department data system. UH will collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1-Participating State Agency Scope of Work and Data MOU.</p>		
<p>The State’s Longitudinal Data System is a collaborative effort of 5 state departments as outlined in the Data MOU. This is an unprecedented agreement of 5 agencies. The SLDS development is being led by the University P-20 initiative.</p> <p>One Project Manager will be contributed to the early childhood portion of the SLDS. A Data Analyst, a Database System Administrator, a Data Coach, and a Data Governance Coordinator will round out the team specific to building the early childhood component of this system. This team will mainly focus on building a collaborative system that includes DHS, DOH and DOE. The DOE Surveillance Monitoring Manager will be included in the UH office as well. This project will also support an allocated expense of the P-20 Manager and P-20 administrative support.</p> <p>UH will also assist in the development of the OEC data system (Department of Early</p>		

BUDGET PART II – NARRATIVE

Childhood - DEC) and will manage the following contracts: DEC Assessment, planning and requirements capture, SLDS expansion to Early Childhood and Maintenance, Data Extraction from Departments and Integration into P-20 Data System, and Facilitation for Annual Meeting

While no funds have been requested for this department, DLIR continues to be a partner engaged in this effort via the LDS.

Department of Labor and Industrial Relations	Longitudinal Data System	\$0 requested from Federal RTT funds
<p>The Department of Labor and Industrial Relations will participate in the effort for Measuring Outcomes and Progress in the area of designing and implementing a state longitudinal data system. DLIR will collaborate to design the requirements, system and governance of the longitudinal data system and provide data to the extent applicable to the longitudinal data system. Participation in these projects is committed by the General MOU, Exhibit 1-Participating State Agency Scope of Work and Data MOU.</p>		
<p>The State’s Longitudinal Data System is a collaborative effort of 5 state departments as outlined in the Data MOU. This is an unprecedented agreement of 5 agencies. DLIR will contribute its own resources to this project</p>		

13) Other Funds Allocated to the State Plan

The State will coordinate other sources of funding allocated in the 2012-2015 time frames to enhance the work of this Grant. Hawaii requests a total of \$49,965,623.00 in Federal RTT funds to support the ambitious reform agenda and goals that will impact all children 0-5, especially children with high needs in Hawaii. An additional \$22,774,482 is forecasted to be appropriated over the next four years and is not included in the grant request. Efforts will be made to build upon those investments by collaborating and braiding funds where allowed.

OTHER FUNDING SOURCES FOR HAWAII ELC SYSTEM

BUDGET PART II – NARRATIVE

The state plans accomplish its Early Learning System by leveraging RTT-ELC funds with \$22,774,482 from the annual State fund, designated Federal fund and private fund commitments during the grant period. Due to the nature of the state and federal budget and appropriations, there is no view of the resources beyond 2012. Similarly, private moneys were not committed beyond 2012 in any significant manner.

The agencies' system building funds will allocate approximately \$21,999,822 in 2012.

\$ 425,000 of State General funds in 2012 will go towards the TQRIS system building strategies that will assist in the outcomes outlined in the RTT grant application.

Federal funds in the amount of \$ 20,748,492 in 2012 will be used to advance the Reform Agenda of which \$819,563 will go towards ELDS/FES efforts; \$1,046,500 towards Workforce Development efforts; \$1,164,990 towards coordinated System Building efforts; and \$18,882,429 towards TQRIS These funds are coming from CCDF (\$13,025,387), IDEA (\$ 7,488,465.00) federal Maternal and Child Health Bureau of the Human Resources and Services Administration (HRSA) (\$150,000) and the State Advisory Council Head Start Grant.

\$ 826,330.00 of Private funds has also been committed to system building efforts in 2012.

\$350,000 will go towards System Building; \$169,000 towards Workforce Development, \$267,000 towards TQRIS;

\$387,330 of Private funds has been committed to system building efforts in 2013; \$387,330 of Private funds have committed to system building efforts in 2014.

QUALITY SET-ASIDES IN CCDF USED FOR ACTIVITIES AND SERVICES DESCRIBED IN THE STATE PLAN

In 2012, CCDF Set-Asides will be used to help develop the State plan. Reform areas impacted include:

- \$819,563 towards ELDS/FES efforts
- \$1,046,500 towards Workforce Development efforts
- \$1,164,990 towards coordinated System Building efforts
- \$ \$ 11,393,964.00 towards TQRIS;

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES

NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: ___/___/_____

To: ___/___/_____

Approving Federal agency: ___ED ___HHS ___Other

(Please specify agency): _____