



P-3 Demonstration Project INFORMATION

Purpose

The goal of Hawai'i P-20 Partnerships for Education is for 55 percent of Hawaii's working age adults to have a two- or four-year college degree by 2025. Furthermore, 100 percent of working age adults should be career and college ready. Achieving these goals requires improvements throughout the educational pipeline.

Children's early years provide critical opportunities to learn and to establish a strong foundation for education. Recognizing the importance of early education, Hawaii P-20 announces an exciting opportunity for communities to demonstrate a P-3 model that creates a continuum of seamless early learning experiences for young children from early childhood programs through elementary school. **The goal is for every child to read at grade level by the third grade.**

Demonstration Project Opportunity

Hawaii P-20 seeks communities to be P-3 demonstration projects. Hawaii P-20 will collaborate with these demonstration sites for five years (July/August 2009 – June 2014). Hawai'i P-20, with the support of the W.K. Kellogg Foundation and other partners, will invest up to \$1 million of resources to support each demonstration project.

Demonstration Project Objectives (described in further detail in Agreements document)

1. *Leadership:* Administrators provide strategic vision and leadership for literacy instruction to improve student success.
2. *Standards, Curriculum and Assessment:* Horizontal and vertical alignment of literacy standards, curriculum, and assessment ensure seamless transitions for children between educational programs and that expectations are developmentally appropriate and research-based.
3. *Instruction:* Quality classroom instruction is developmentally appropriate and includes research-based practices on literacy to ensure student learning for diverse learners.
4. *Teacher Professional Development:* Educators are trained in research-based developmentally appropriate practices (child development) and developing literacy proficiency among children. Educators are highly qualified, effective and culturally competent.
5. *Comprehensive Early Learning Services/Access to 0 to 5 Opportunities:* Schools are a community-based hub for resource and referral to comprehensive services that support children's well-being through enhanced outreach efforts to 0-5 year old children. More young children participating in quality/effective early learning experiences through improved coordination and recruitment for early learning programs in the community.
6. *Family-School Partnerships:* Families and education programs partner to support children's learning and literacy development from early years through elementary school.
7. *Data:* Student-level enrollment and assessment data are used to improve curriculum and instruction via identification of data requirements and data collection plan for EC component of statewide interagency longitudinal data system (P to workforce) and demonstration of use of student participation, progress and performance data to identify feeder patterns of students from early learning programs to elementary schools and to inform teaching.

Eligible Partnerships

To be selected as a demonstration project, early childhood programs and elementary schools must partner and commit to P-3 demonstration project outcomes. Demonstration project partners should include the elementary schools whose students feed into the same middle school and at least three early childhood programs representing at least two early

childhood settings (i.e., center-based program, family-child interaction program, home visiting, and/or family child care). Priority will be given to demonstration project applicants serving vulnerable children.

Demonstration Project Support

Demonstration projects will receive resources to achieve demonstration project outcomes. Projects will partner with one another and Hawaii P-20 to develop action plans, and projects will receive support in the form of technical assistance, training, and funds to implement plans. Estimated resources for each project over the five years are:

1. *Leadership*: \$75,000
2. *Standards, Curriculum and Assessment*: \$75,000
3. *Instruction*: \$250,000
4. *Teacher Professional Development*: \$100,000
5. *Comprehensive Early Learning Services/Access to 0 to 5 Opportunities*: \$250,000
6. *Family-School Partnerships*: \$75,000
7. *Data*: To be determined

Adjustments will be made for larger partnerships. Additionally, Hawaii P-20 will support technical assistance, statewide projects, and a cross-project evaluation.

Application Forms

P-3 demonstration project applications are available on the Hawai'i P-20 website: <http://www.p20hawaii.org/>.

Community partnerships interested in becoming a P-3 demonstration project must submit an application consisting of:

1. P-3 Demonstration Project Agreements identifying partners in the effort and documenting partners' commitments to the project's outcomes
2. Narrative describing the partnership, leadership and motivation for becoming a demonstration project, and
3. Assessment of the community's status relative to the demonstration project outcomes.

Application Deadline

Applications must be received by Hawai'i P-20 by **July 15, 2009**; applicants will be notified by July 25, 2009.

Applications may be submitted in hard copy (to Hawai'i P-20, 2425 Campus Road, Sinclair Library Room 504, Honolulu, HI 96822), email (mwestfal@hawaii.edu) or fax (808-956-2431). *For applicants seeking an "early decision"*: completed applications must be received by June 17, 2009; "early decision" applicants will be notified of their status by June 25, 2009.

Criteria for evaluation of application

1. **Commitment to P-3 goal** of every child reading at grade level by third grade. Evidence: Description of motivation to become a P-3 demonstration site.
2. **Strength of commitment to P-3 demonstration project outcomes.** Evidence: Completed P-3 Agreement and explanation provided on self-assessment of project outcomes.
3. **Strong leadership for P-3 demonstration project.** Evidence: Identification of key leaders for project leadership team and project coordinator. Project coordinator has appropriate experience and time committed to lead project.
4. **Strength of partnership.** Evidence: Description of partnership and contribution of resources from partners, as well as **inclusion of all elementary schools that feed to a middle school and at least three early childhood programs representing at least two settings.**

Accountability

Projects will collaborate with Hawaii P-20 and other demonstration projects to develop research-based action plans to reach project outcomes, be expected to submit mid-year and annual reports on progress toward project outcomes, as well as a final report upon completion of the project, exercise fiscal responsibility and records for demonstration project funds received, and participate in an evaluation of demonstration projects.

Questions

Please contact Mandy Westfall-Senda, P-3 Operations Manager, Hawai'i P-20. Phone: (808) 956-2560, e-mail: mandy.westfall@hawaii.edu.

**P-3 Demonstration Project
NARRATIVE**

(No more than three pages)

- 1. Motivation:** Describe your community's interest in becoming a P-3 demonstration project.
 - *Why are you interested in becoming a P-3 demonstration project? What is the desired outcome of participating as a demonstration project?*
 - *How does becoming a P-3 demonstration project advance the community's identified goals and plans?*
 - *How will becoming a P-3 demonstration project close the achievement gap for vulnerable students and families in your community?*

- 2. Leadership:** Describe how your project will have leadership needed to achieve P-3 demonstration project outcomes and goal of every child reading at grade level by third grade.
 - *List each participating organization and the leader from each partner organization who will make up the project leadership team.*
 - *Name the proposed project coordinator and the organization they represent. Why would this person be effective as the project coordinator? How much of the proposed project coordinator's time/effort (FTE) will be dedicated to their role as P-3 project coordinator and which resources will be used to support their time/effort?*

- 3. Partnership:** Describe the proposed partnership of educational organizations involved in the demonstration project and how each organization will contribute to the overall goal of all children reading at grade level by third grade.
 - *Describe the strength of the partnership (e.g., history, current/ongoing activities) and the contributions of each organization to the demonstration project (e.g., resources, alignment of goals).*
 - *Describe your plan for collaboration. How often do you plan to meet? How will you make decisions and share information?*



P-3 DEMONSTRATION PROJECT APPLICATION AGREEMENT

This agreement is made by partners in _____ (referred to as “community”), seeking to be a P-3 Demonstration Project.

P-3 Demonstration Project Partners

| | |
|-----------------------|-----------------------|
| _____ Organization | _____ Organization |
| _____ Organization | _____ Organization |
| _____ Organization | _____ Organization |
| _____ Organization | _____ Organization |
| _____ Organization | _____ Organization |
| _____ Organization | _____ Organization |
| _____ Organization | _____ Organization |

This agreement serves to document the commitment of partners in the community to be a P-3 Demonstration Project.

I. Purpose

The goal of Hawai'i P-20 Partnerships for Education is for 55 percent of Hawaii's working age adults to have a two- or four-year college degree by 2025. Furthermore, 100 percent of working age adults should be career and college ready. Achieving these goals requires improvements throughout the educational pipeline.

Children's early years provide critical opportunities to learn and to establish a strong foundation for education. Recognizing the importance of early education, Hawaii P-20 seeks to partner with communities to demonstrate a P-3 model that creates a continuum of seamless early learning experiences for young children

from early childhood programs through elementary school. The goal is for every child to read at grade level by the third grade, as measured by the Hawaii State Assessment.

The P-3 Demonstration Project is a part of the Hawaii P-20 Partnerships for Education project, *Capturing the Momentum: Hawaii P-3 Initiative*.

II. Hawaii P-20 Commitments

Hawaii P-20 agrees to collaborate with the community to facilitate effective implementation of the P-3 Demonstration Project to achieve the goal of every child reading at grade level by third grade by:

- Providing technical assistance for the P-3 Demonstration Project to facilitate development, implementation and evaluation of the demonstration project plans to meet demonstration project outcomes and objectives;
- Providing resources to support approved action plans. Resources may be provided through transfer of funds to partner(s), provision of training, technical assistance, travel support or other resources as appropriate;
- Providing projects with opportunities to share and learn from each other through facilitated meetings, training sessions and events;
- Engaging an external evaluator for program improvement;
- Collaborating with communities to continuously improve support and design of P-3 Demonstration Project, and
- Communicating with W.K. Kellogg Foundation and other funders to secure funds, coordinate production of annual reports.

III. Community Commitments

The community agrees to collaborate with Hawaii P-20 to plan, implement and evaluate the P-3 Demonstration Project to achieve the goal of every child reading at grade level by third grade by:

- Committing an effective project coordinator to facilitate P-3 Demonstration Project for the community and to be in regular communication with Hawaii P-20;
- Committing leaders from each partner organization to serve as a leadership team for the Demonstration Project;
- Committing to project coordinator, leadership team, and/or other leadership groups' participation in meetings, professional discussions and learning, as appropriate;
- Collecting and reporting data about project needs, activities and impact, as requested;
- Participating in external evaluation for program improvement;
- Providing quality mid-year and annual reports, as requested;
- Administering funds to support approved action plans and maintaining appropriate fiscal records;
- Developing, implementing and evaluating demonstration project plans—to be approved by Hawaii P-20—to meet demonstration project outcomes and objectives;
- Committing to achieve P-3 Demonstration Project Outcomes:

Leadership for Literacy:

- Educational program leaders develop a Professional Learning Community (PLC) focused on aligning EC and elementary educational experiences for children, improving quality teaching, increasing families' access to comprehensive services to promote children's well-being and increasing student learning particularly in literacy.
- Trained and effective literacy coaches at elementary school and complex levels to support quality and effective teaching and learning.

Standards, Curriculum, and Assessment:

- Identification of areas of alignment, gaps, developmental appropriateness and rigor in literacy instruction, in expectations for children in the as they pertain to EC and K-3 standards.
- EC and K-3 curricula will be aligned so that children have a continuum of seamless instruction in literacy that is developmentally appropriate and research based:
 - Within project, elementary schools will implement a common K-3 literacy curriculum
 - Within project, EC programs adopt and implement literacy curricula articulated with common K-3 literacy curriculum.
- Within a demo project, selection, adoption and implementation of common student-level assessments aligned with common curriculum for progress monitoring (at least quarterly) for EC and elementary programs.
- EC and elementary teachers dialog about quality teaching and learning based on assessment data to improve instruction.
- Identification and adoption of student-level common EC exit and K-entry assessment of kindergarten readiness
- EC and elementary teachers have dialog about children's preparation for kindergarten based on assessment data that informs instruction in EC programs and kindergarten

Instruction:

- Adoption and implementation of common tools (across all projects) for assessing quality instruction via observation and follow up professional development to improve instruction and to spur collaborative discussion about teaching and learning.

Teacher Professional Development

- More elementary teachers, particularly those in Kindergarten classrooms, with EC post-baccalaureate certificate. By June of 2013, 85% of K teachers in demo project elementary schools shall possess the EC certificate.
- More EC educators will possess an Associates Degree or higher. By June 2013, 85% of early childhood educators in demo projects possess an Associates Degree or higher. 100% of all teachers and aides will have an educational plan for Associates degree or for those with an AA, a plan for continuing education, such as earning a bachelor's degree.

Comprehensive Early Learning Services/Access to 0-5 Opportunities:

- Development of capacity and implementation of strategy for resource and referral of comprehensive and EC services (e.g., developmental screenings, health, public assistance) in demonstration project community
- Development and implementation of strategy for coordinating access to an early learning program for every child in the demonstration project community.

Family School Partnerships:

- Teacher professional development and parent education opportunities provided so parents and educators are partners in children's learning and literacy development.
- Education programs implement, assess and continually improve transition plans that facilitate children's transition from early care settings to educational programs in different learning environments.

Data:

- Data collected is needed to inform teaching and program development.
 - Definition of data requirements for statewide longitudinal data system.
 - Pilot of protocols for data collection of data requirements.

Signatures below represent agreement on behalf of demonstration project partners.

Project Coordinator:

Name/ Title/Organization
Complex Area Superintendent:

Signature

Name/ Title/Organization
Early Childhood Program Directors:

Signature

Name/ Title/Organization

Signature

Name/ Title/Organization

Signature

Name/ Title/Organization

Signature

Name/ Title/Organization
Elementary School Principals:

Signature

Name/ Title/Organization

Signature

Name/ Title/Organization

Signature

Name/ Title/Organization

Signature

Name/ Title/Organization

Signature

Name/ Title/Organization

Signature

Name/ Title/Organization

Signature

Name/ Title/Organization

Signature

P-3 Partnership Demonstration Project SELF-ASSESSMENT

The table below describes expectations for P-3 demonstration projects. Each partnership must assess and report their level of implementation relative to the expected outcomes in the last column, “Current Level of Implementation.”

Levels of Implementation:

- 1 Partners have the intent to begin discussions about a plan to achieve demonstration project outcomes in this focus area.
- 2 Partners are in discussion about a plan to achieve demonstration project outcomes in this focus area.
- 3 Partners are prepared to implement a plan to achieve demonstration project outcomes in this focus area.
- 4 Implementation of a plan to achieve demonstration project outcomes in this focus area is underway but is incomplete (not all partners are implementing or implementation is partial).
- 5 All partners in the demonstration project are implementing a plan to achieve demonstration project outcomes in this focus area with fidelity and positive impact on student outcomes.

The purpose of this exercise is to ensure that each potential demonstration project has reviewed P-3 demonstration project expectations and to help Hawaii P-20 to plan support for the projects.

Please note: The applicant’s self-assessment rating will not be considered in selection of demonstration projects. However, the thoughtfulness of the ratings explanation will be considered.

| Goal: Every child reads at grade level by third grade. | | | | |
|---|---|--|---|--|
| <i>Focus Area</i> | <i>P-3 Demo Site Objective(s) for Focus Area</i> | <i>Demo Project Expected Outcomes</i> | <i>Expected P-3 Demonstration Site Activities</i> | <i>Current Level of Implementation (circle or highlight level)</i> |
| Leadership for Literacy | Administrators provide strategic vision and leadership for literacy instruction to improve student success. | <ul style="list-style-type: none"> • Educational program leaders develop a Professional Learning Community (PLC) focused on aligning EC and elementary educational experiences for children, improving quality teaching, increasing families' access to comprehensive services to promote children's well-being and increasing student learning particularly in literacy. • Trained and effective literacy coaches at elementary school and complex levels to support quality and effective teaching and learning. | <ol style="list-style-type: none"> 1. Professional Learning Community of educational leaders. 2. Training for literacy coaches at elementary school and complex levels to support literacy and effective teaching. 3. Administrators participate in leadership conferences and workshops to learn strategies to promote student learning resulting in every child reading on grade level by 3rd grade. | 1 * 2 * 3 * 4 * 5 Explain: |

Goal: Every child reads at grade level by third grade.

| Focus Area | P-3 Demo Site Objective(s) for Focus Area | Demo Project Expected Outcomes | Expected P-3 Demonstration Site Activities | Current Level of Implementation (circle or highlight level) |
|---------------------------------------|---|---|--|--|
| Standards, Curriculum, and Assessment | Horizontal and vertical alignment of literacy standards, curriculum, and assessment ensure seamless transitions for children between educational programs and that expectations are developmentally appropriate and research-based. | <ul style="list-style-type: none"> • Identification of areas of alignment, gaps, developmental appropriateness and rigor in literacy instruction, in expectations for children in the as they pertain to EC and K-3 standards. | <ul style="list-style-type: none"> • Early Childhood and K-3 teachers and administrators participate in study groups to review standards (EC and K-3) identify gaps, and align educational expectations among programs. | <p align="center">1 * 2 * 3 * 4 * 5</p> <p>Explain:</p> |
| | | <p>EC and K-3 curricula will be aligned so that children have a continuum of seamless instruction in literacy that is developmentally appropriate and research based:</p> <ul style="list-style-type: none"> • Within project, elementary schools will implement a common K-3 literacy curriculum • Within project, EC programs adopt and implement literacy curricula articulated with common K-3 literacy curriculum. | <ol style="list-style-type: none"> 1. Inventory of curriculum currently in use in EC and elementary programs. 2. Selection and adoption of curriculum for implementation no later than 2011-2012 SY. 3. Curriculum mapping across project programs/schools. 4. Teacher professional development in use of curriculum: cross-training for EC & Elementary teachers. 5. Assessment of fidelity of implementation and effectiveness of curriculum. 6. Common curricular planning days. 7. Cross-project professional learning community on effectiveness and implementation of curriculum selection. | <p align="center">1 * 2 * 3 * 4 * 5</p> <p>Explain:</p> |

Goal: Every child reads at grade level by third grade.

| Focus Area | P-3 Demo Site Objective(s) for Focus Area | Demo Project Expected Outcomes | Expected P-3 Demonstration Site Activities | Current Level of Implementation (circle or highlight level) |
|---------------------------------------|---|---|--|--|
| Standards, Curriculum, and Assessment | Horizontal and vertical alignment of literacy standards, curriculum, and assessment ensure seamless transitions for children between educational programs and that expectations are developmentally appropriate and research-based. | <ul style="list-style-type: none"> • Within a demo project, selection, adoption and implementation of common student-level assessments aligned with common curriculum for progress monitoring (at least quarterly) for EC and elementary programs. • EC and elementary teachers dialog about quality teaching and learning based on assessment data to improve instruction. | <ol style="list-style-type: none"> 1. Inventory of current assessments used for progress monitoring of students' learning and development. 2. EC and elementary study group to investigate and determine common assessments proposed for the use of progress monitoring for implementation no later than 2011-12 SY (when adopting and implementing curriculum). Pilot efforts to use tools. 3. Training and use of assessments and/or development of new items for progress monitoring assessments. 4. Cross-project dialog about use of assessments and implications for instruction. 5. Follow up professional development to improve classroom instruction. | <p align="center">1 * 2 * 3 * 4 * 5</p> <p>Explain:</p> |
| | | <ul style="list-style-type: none"> • Identification and adoption of student-level common EC exit and K-entry assessment of kindergarten readiness • EC and elementary teachers have dialog about children's preparation for kindergarten based on assessment data that informs instruction in EC programs and kindergarten | <ol style="list-style-type: none"> 1. Inventory of current EC exit and Kindergarten entry assessments. 2. Study groups to investigate and select common assessment for K readiness. Pilot efforts to use tools by 2010-2011. 3. Training and use of assessment. 4. Cross-sector dialog about use of assessment and implications for instruction. 5. Follow up professional development regarding expectations for kindergarten readiness. | <p align="center">1 * 2 * 3 * 4 * 5</p> <p>Explain:</p> |

Goal: Every child reads at grade level by third grade.

| Focus Area | P-3 Demo Site Objective(s) for Focus Area | Demo Project Expected Outcomes | Expected P-3 Demonstration Site Activities | Current Level of Implementation (circle or highlight level) |
|----------------------------------|---|--|---|--|
| Instruction | Quality classroom instruction is developmentally appropriate and includes research-based practices on literacy to ensure student learning for diverse learners. | Adoption and implementation of common tools (across all projects) for assessing quality instruction via observation and follow up professional development to improve instruction and to spur collaborative discussion about teaching and learning. | <ol style="list-style-type: none"> 1. Cross-project study group to investigate and select tool for assessing instruction via observation (Fall 2009). Pilot efforts to use tools. 2. Training and use of tool, starting with Kindergarten and 4 year old classes for SY 2010-2011 with plan to expand to all levels by 2013-14. 3. Cross-sector dialog about use of tool and quality instruction. 4. Follow up professional development to improve instruction. 5. Ongoing coaching and mentoring regarding quality teaching. | <p align="center">1 * 2 * 3 * 4 * 5</p> <p>Explain:</p> |
| Teacher Professional Development | Educators—EC & K-3--are trained in research-based developmentally appropriate practices (child development) and developing literacy proficiency among children. Educators are highly qualified, effective and culturally competent. | <ul style="list-style-type: none"> • More elementary teachers, particularly those in Kindergarten classrooms, with EC post-baccalaureate certificate. By June of 2013, 85% of K teachers in demo project elementary schools shall possess the EC certificate. • More EC educators will possess an Associates Degree or higher. By June 2013, 85% of early childhood educators in demo projects possess an Associates Degree or higher. 100% of all teachers and aides will have an educational plan for Associates degree or for those with an AA, a plan for continuing education, such as earning a bachelor's degree. | <ol style="list-style-type: none"> 1. Scholarships for K-3 teachers seeking EC Post-baccalaureate certificate. Incentives for teachers who earn certificate and for schools reaching 85% benchmark. 2. Inventory of educational preparation of EC teachers and aides within demo project. Development of plan to have all EC educators complete coursework for Associates degree. 3. Academic advising, scholarships, and support services (e.g., computer access, tutoring) for EC educators. Incentives for EC educators who earn degree and for EC programs reaching 85% benchmark. 4. Cross-training for EC and elementary teachers on select topics (e.g. differentiated instruction, family engagement, brain development). | <p align="center">1 * 2 * 3 * 4 * 5</p> <p>Explain:</p> |

Goal: Every child reads at grade level by third grade.

| Focus Area | P-3 Demo Site Objective(s) for Focus Area | Demo Project Expected Outcomes | Expected P-3 Demonstration Site Activities | Current Level of Implementation (circle or highlight level) |
|---|--|---|--|--|
| Comprehensive Early Learning Services/ Access to 0-5 Opportunities | Schools are a community-based hub for resource and referral to comprehensive services that support children's well-being through enhanced outreach efforts to 0-5 year old children. More young children participating in quality/effective early learning experiences through improved coordination and recruitment for early learning programs in the community. | <ul style="list-style-type: none"> • Development of capacity and implementation of strategy for resource and referral of comprehensive and EC services (e.g., developmental screenings, health, public assistance) in demonstration project community • Development and implementation of strategy for coordinating access to an early learning program for every child in the demonstration project community. | <ol style="list-style-type: none"> 1. Map of comprehensive services in demonstration project community. 2. Develop and implement strategy for resource and referral of comprehensive and EC services using school as physical location and focus of outreach on 0-5 year old children who have school age siblings. 3. Development of resources needed to implement strategy for resource and referrals (screenings, training, materials, outreach). 4. Map of early learning experiences available to children in partner region. Improve coordination among EC programs to increase number of young children with EC experience. | <p align="center">1 * 2 * 3 * 4 * 5</p> <p>Explain:</p> |
| Family-School Partnerships | Families and education programs partner to support children's learning and literacy development from early years through elementary school. | <ul style="list-style-type: none"> • Teacher professional development and parent education opportunities provided so parents and educators are partners in children's learning and literacy development. • Education programs implement, assess and continually improve transition plans that facilitate children's transition from early care settings to educational programs in different learning environments. | <ol style="list-style-type: none"> 1. Development and implementation of educational programs' transition plan(s) for students entering K (including early Kindergarten registration). 2. Parent education to support children's learning and literacy including early care settings. 3. Teachers and individuals working with young children are provided with opportunities to learn about and interact with children and their families within respective community to understand cultural practices and beliefs. | <p align="center">1 * 2 * 3 * 4 * 5</p> <p>Explain:</p> |

Goal: Every child reads at grade level by third grade.

| Focus Area | P-3 Demo Site Objective(s) for Focus Area | Demo Project Expected Outcomes | Expected P-3 Demonstration Site Activities | Current Level of Implementation (circle or highlight level) |
|------------|---|---|---|--|
| Data | <p>Student-level enrollment and assessment data are used to improve curriculum and instruction via</p> <ul style="list-style-type: none"> • Data requirements and data collection plan for EC component of statewide interagency longitudinal data system (EC to workforce) • Demonstration of use of student participation, progress and performance data to identify feeder patterns of students from early learning programs to elementary schools and to inform teaching. | <ul style="list-style-type: none"> • Data collected is needed to inform teaching and program development. • Definition of data requirements for statewide longitudinal data system. • Pilot of protocols for data collection of data requirements. | <ol style="list-style-type: none"> 1. Collection of available student EC data (e.g., kindergarten entry forms). 2. Projects participate in discussions about types of information to collect. | <p align="center">1 * 2 * 3 * 4 * 5</p> <p>Explain:</p> |