

**EARLY LEARNING
EDUCATIONAL TASK FORCE**

**INTERIM REPORT
TO THE
HAWAI'I STATE LEGISLATURE
2007 SESSION**

Early Learning Educational Task Force

December 2006

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EXECUTIVE SUMMARY

In 2006, the Twenty-Third Legislature of the State of Hawaii passed Act 259, establishing the Early Learning Educational Task Force (Task Force), attached for administrative purposes to the Department of Education. The Task Force is charged with developing a five-year plan with annual increments for a coherent, comprehensive, and sustainable early learning system to ensure early learning opportunities for all of Hawaii's young children.

Act 259 designates a total of twenty-two members of the Task Force as participants in either of two groups to focus on Interdepartmental Resources and Program and Workforce Development. The Task Force has also invited the participation of stakeholders who were not named in Act 259, but who have considerable interest in an early learning system plan and/or specific expertise that could aid in its development.

As a foundation for its work, the Task Force adopted this Vision, along with a set of Guiding Principles:

An early learning system with supportive linkages to comprehensive services for children and families that enables all of Hawaii's children to be loved, safe, healthy and ready to succeed.

Plans and Progress

The Task Force and its Working Groups have met several times, thanks to the support of the Department of Education, beginning with a kick-off meeting in July 2006. To date, the Task Force has:

- affirmed key assumptions and principles regarding the project to assure alignment of members;
- developed a work plan with major milestones and deliverables;
- agreed upon communication strategies for informing and involving stakeholders; and
- selected consultants to provide technical assistance, research and analysis, and to handle coordination of Task Force activities.

Preliminary Data for Planning the Early Learning System

Preliminary data indicate that only about 60 percent of 4-year-olds now attend preschool programs prior to entering kindergarten, that only 50 percent of low-income children receive financial aid or subsidized services that allow them to participate in preschools, and that the early childhood workforce is only about half the size needed to staff quality programs.

Recommendations

Act 259 is unequivocal in its directive that the early learning system plan is to address expansion of early education opportunities to four-year-olds immediately. As the Task Force develops specific plans for extending early education opportunities to Hawaii's under-served four-year olds, it recognizes that a critical step toward implementing an expansion is to ensure there are an adequate number of qualified teachers to staff the programs. Therefore, recruitment and preparation of the workforce must begin now if services to four-year-olds are to expand in the future.

With this urgent need in mind, the Task Force recommends several inter-related proposals that will help to "ramp up" the early educator workforce by increasing access to higher education and specialized preparation in early care and education, providing on-site coaching and mentoring for staff in early learning programs, and addressing the need to recruit and retain qualified personnel.

INTRODUCTION

In 2006, the Twenty-Third Legislature of the State of Hawaii passed Act 259, establishing the Early Learning Educational Task Force, attached for administrative purposes to the Department of Education. It is charged with developing a statewide system to ensure early learning opportunities for Hawaii's young children:

The task force shall develop a five-year plan with annual increments for a coherent, comprehensive, and sustainable early learning system that shall ensure a continuum of quality early learning opportunities for young children in the State from birth up to age five, and which maximizes public and private resources. (Act 259)

The Act delineates who is to participate in the task force and the elements to be included in the five-year plan. Act 259 also directs the Task Force to further develop and refine the recommendations of the temporary early childhood education task force (established by the Legislature in its 2005 session) and to build upon the existing framework and services for early childhood learning. The five-year plan is to be submitted to the Governor and Legislature prior to the 2008 legislative session.

The purpose of this interim report, also required by Act 259, is to provide the Governor and Legislature with a description of the Task Force and its progress toward the completion of a five-year plan for developing an early learning system. Specifically, Act 259 calls for an interim report on "progress in planning early learning programs for four-year-old children with optimal use of public resources, including any proposed legislation." This report addresses the Task Force's progress to date in setting up the structure, process and plan to examine early learning programs for four-year-old children within the context of the Task Force's broader responsibility to develop a plan for children from birth to age five.

In the following sections, the report provides (1) a description of the Task Force membership and other participants; (2) the Vision and Guiding Principles adopted by the Task Force; (3) the Task Force's plans and progress; (4) funding issues related to supporting the work of the Task Force; and (5) recommendations and proposals for the 2007 legislative session.

TASK FORCE MEMBERS AND PARTICIPANTS

Act 259 designates a total of twenty-two members of the Task Force as participants in two working groups, the Interdepartmental Resources Working Group (15 members) and the Program and Workforce Development Working Group (7 members). The Act also provides for the involvement of others. Further, it allows the Task Force to establish additional committees.

Since each of the statutory members is assigned, by statute, to participate in one of the two working groups, some members have designated an additional representative to participate in the working group to which they are not assigned. Some members have chosen to participate in both working groups. Participating in both working groups allows members to share their expertise and perspectives more broadly and to integrate and align ideas between the working groups.

The Task Force has also invited participation from stakeholders who were not named to the Task Force in Act 259, but who have considerable interest in an early learning system plan and/or specific expertise that could aid in its development. Legislators, too, have participated in some of the meetings.

As required by Act 259, the Task Force elected a chairperson and vice-chairperson, and named them as co-chairpersons. Additionally, the working groups selected chairpersons. The members and participants of each of the Working Groups, and the chairpersons for the Task Force and its working groups are listed in Appendix A.

Other Participants

Task Force leaders of both working groups have identified additional stakeholders whose involvement could be especially helpful in developing an effective plan for an early learning system.

The Interdepartmental Resources Working Group plans to invite experts and representatives from several constituent groups to participate in the course of its deliberations, including:

- the Department of Taxation;
- a community organization with tax expertise, e.g. Tax Foundation of Hawaii;
- the Office of Hawaiian Affairs;
- the philanthropic community;
- a small business association;
- a military child care organization; and
- an economist.

The Program and Workforce Development Working Group issued a broad invitation to numerous stakeholders in the early childhood community to participate in its meetings. Representatives of the following stakeholder groups have joined the statutory members of the working group in developing components of the early learning system plan for which it is responsible:

- Families for R.E.A.L., Department of Education
- Early Intervention Section, Department of Health
- Hawaii Early Intervention Coordinating Council
- Kia'i Ka 'Ike (association of early childhood program directors)
- Hawaii Council of Private Schools
- Association of Christian Schools International
- Military child care: U.S. Army – Hawaii; Hickam Air Force Base/military organizations
- University of Hawaii-West Oahu Early Childhood Education Program
- Family-Child Interaction Learning Programs
- Preschool directors (independent preschools not represented by an association)

Additionally, multiple representatives of statutory working group members have participated to bring program-level expertise and/or neighbor island perspectives to the table. These include individuals associated with the Child Care Business Coalition, Good Beginnings Alliance, Hawaii Association for the Education of Young Children, Hawaii Association of Independent Schools, Head Start programs, Kamehameha Schools, and University of Hawaii Community Colleges.

VISION AND GUIDING PRINCIPLES

As a foundation for its work, the Task Force examined the Vision and Guiding Principles of the Temporary Early Childhood Education Task Force (established in 2005 by Act 151 of the Hawaii State Legislature).¹ At its October 2006 meeting, the Task Force affirmed and chose to adopt all of the Guiding Principles from the former task force and added two more principles. The Vision statement, however, was revised to reflect the current Task Force's understanding of the scope of its charge in developing an early learning system.

¹ See *Temporary Early Childhood Education Task Force Report to the 2006 Hawaii State Legislature* (Hawaii Educational Policy Center, 2005).

The Vision and Guiding Principles adopted by the Early Learning Education Task Force are as follows:

Vision

An early learning system with supportive linkages to comprehensive services for children and families that enables all of Hawaii's children to be loved, safe, healthy and ready to succeed.

In addition to the vision of the desired future, expressed above, the Task Force adopted a more “concrete” vision. Its purpose is to guide the work of the group in developing elements of a plan that could lead to actualization of the Vision:

An early learning system that provides quality early learning experiences, parental choice, access, affordability, sustainability, and a foundation for school success.²

Guiding Principles

- Hawaii's citizens expect that every child has a right to quality early learning experiences.
- Families are recognized as children's first and most important teachers and they must have choices among high-quality early learning settings.
- All settings that serve young children and their families acknowledge the integrated nature of development in the critical domains of cognitive, social, emotional, physical, and moral development.
- Care and education cannot be considered separately in young children's learning and development.
- Programs and services supported by the Early Learning System are standards-based and accountable.
- Standards established for early learning programs and services are based on current knowledge of child development and reflect ‘best practices’ in early childhood pedagogy (curriculum, environment, and instructional strategies) and professional development.
- Skilled and knowledgeable early care and education practitioners are an essential key to quality; they must have access to education and training opportunities and receive equitable compensation and opportunities to succeed.
- Development and maintenance of the Early Learning System is based on data that is coordinated and shared among all stakeholders in the system.
- Communities throughout the state have a role in determining their own needs for early learning programs and services.³
- Services are seamless and transparent to consumers (i.e. parents and children) within the Early Learning System.
- High-quality early learning programs and services are affordable for all of Hawaii's young children and their families.⁴
- Limited resources target underserved low-income and other high-risk families first, since this intervention has proven to have the greatest return on our investment.

² As part of this “concrete” vision, the Task Force affirms that quality early learning experiences depend on adherence to standards by a workforce that is adequately trained and compensated, with appropriate credentials and access to professional development.

³ Added by Task Force to Guiding Principles adopted from Temporary ECE Task Force.

⁴ Added by Task Force to Guiding Principles adopted from Temporary ECE Task Force.

- Interagency coordination and collaboration are essential to ensure children’s optimal development in all domains and the most effective use of resources.
- Successful transition to elementary school requires effective collaboration, communication, and continuity between early learning sites and elementary schools; transition strategies and practices are based on current understanding of child development principles.

TASK FORCE PLANS AND PROGRESS

The Task Force recognizes that developing a five-year plan for incremental implementation of a coherent, comprehensive, and sustainable early learning system is an ambitious undertaking. While such a system plan is intended to address critical needs that impact the overall well-being and success of Hawaii and her citizens, Task Force members understand that early learning is only one of many priorities for the state. System planning, therefore, will not take place in a vacuum, but with an effort to understand how an early learning system can align with Hawaii’s other priorities.

To succeed in its efforts, a substantial commitment of time and resources is required of Task Force members. Moreover, the involvement of others in the community is essential. Task Force members are also cognizant that the task will require technical assistance and support to effectively consider policy issues and fiscal implications of various programmatic and system options. To accomplish its charge, current plans of the Task Force include the following elements:

1. Monthly or more frequent meetings of the Task Force, its working groups, and its leadership team;
2. Establishment of subcommittees as necessary to work on specific issues;
3. Identification and clarification of key definitions and working assumptions that will drive design recommendations;
4. Development of a work plan with major milestones and final deliverables that are measurable and actionable;
5. Utilization of research and analysis to review data reflecting current demographics, needs and resources for early learning in Hawaii; and to identify successful strategies and systems that could be adapted from elsewhere in crafting a coherent early learning system for Hawaii.
6. Development of communication strategies for informing and involving stakeholders;
7. Use of technical assistance and support from a project manager (via a contract with an independent entity) and other consultants for logistics, coordination, meeting facilitation, research and analysis, and preparation of reports.

Progress on these efforts, described below, has been hampered by lack of financial support that was designated for the Task Force in Act 259. Without the appropriation, the Task Force will not be able to carry out the plans cited here.

Meetings

The Early Learning Task Force was launched with a kick-off meeting held July 21, 2006, hosted by the Department of Education (DOE). Since then, the Task Force has met an additional three times and the working groups have held six meetings. Additionally, the Task Force Leadership Team, comprised of the chairpersons of the Task Force and the two working groups, meets frequently to plan and oversee Task Force activities, including selection of a project manager and planning for the task force and working group meetings.

The initial meetings have been devoted to understanding the charge of the Task Force and the responsibilities of each of the working groups; clarifying key assumptions to guide the work; reviewing

the recommendations of the 2005 Temporary Early Childhood Education Task Force; learning about system development and pre-k programs in other states; sharing national resources on early childhood programs and issues; and compiling questions for which answers are needed to inform Task Force discussions. For additional details, see Appendix B *Meetings Summary*,

The Leadership Team also held a meeting with legislative sponsors of Act 259. The purpose was to share progress to date, to discuss and affirm the direction of the Task Force’s work, and to learn more about the legislators’ expectations for the five-year early learning system plan and the interim report.

Establishment of Subcommittees

To date, the statutory working groups on Interdepartmental Resources and Program and Workforce Development have each approached their tasks in full-group meetings of all members in order to facilitate developing consensus on fundamental components and formulate a work plan. However, as their work plans are developed, the leaders of each working group may establish subcommittees if the need to focus on a number of tasks simultaneously is indicated.

Key Working Assumptions

In its initial meetings, the Task Force defined some of the key terms contained in Act 259, as well as some basic working assumptions that will guide the development of the five-year plan. As *working assumptions*, the Task Force may revisit and revise these assumptions as it learns more and delves deeper into its work in the year ahead.

Four-year-old	Definition: Any child who is or will be four years old during a calendar year (12-month cohort - January 1 to December 31)
Spectrum of early learning services for children ages 0 to 5	<p>Act 259 specifies that the Task Force is to “delineate a continuum of early learning services...”.However, the Task Force finds that rather than a continuum, early learning programs and services comprise a <i>spectrum</i>. Young children are not expected to progress through a continuum of programs and services starting in one type of program in the earliest years and ending in a pre-kindergarten or preschool by the age of four in the same way that children progress through the grade-by grade continuum of K-12 education. Rather, during their early years, children (and their families) may engage with various types of early learning programs and services, in no particular order and sometimes simultaneously. Therefore, the Task Force has adopted the terminology “spectrum of early learning services for children ages 0 to 5.” After discussing the early learning programs and services available in Hawaii, the Task Force has concluded that Hawaii’s early learning system should encompass a full spectrum of programs and services⁵ for children ages 0 to 5 and their families, including:</p> <ul style="list-style-type: none">▪ Family education programs;▪ Family support programs;▪ Kith and kin child care;▪ Family and children interaction learning programs;▪ Parent participation preschools;▪ Licensed family child care homes;▪ Licensed group child care homes;

⁵ A glossary of terms, including a description of the various types of early learning programs and services, is being compiled to include with the five-year-plan and final report to the Legislature in 2008.

- Center-based programs;
- Head Start & Early Head Start; and
- Special education and inclusion preschool programs of the Department of Education

The Task Force has purposefully identified services for children 0 to 5 at the outset of the planning process to assure that its recommendations for four-year olds can be integrated with the full spectrum of early learning needs at some point in the future.

Target Groups for Professional Development

Professional Development should be available for anybody working in any capacity within the spectrum of Hawaii’s early learning programs and services and any others involved in the early learning system, such as (but not limited to) constituencies represented by members of the Task Force.

Coherent and Comprehensive System

The Task Force has begun discussing the components that should be included in a coherent, comprehensive, and sustainable early learning system, but has not yet finalized those components, pending further research and discussion. However, there was clarity and agreement that the early learning system will focus primarily on education (early learning) and will link to other systems, such as health and social services, to ensure young children and their families have access to comprehensive services that support and promote healthy child development.

System Governance

Although *governance* is not mentioned in Act 259, it will be addressed in the five-year plan because Act 259 calls on the Task Force to build a coherent, comprehensive, and sustainable *system*, not just a program. The Task Force understands a system to include explicit mechanisms, such as coordination and governance, to support coherence in the relationships among the various programs, services, resources, and infrastructure components that make early learning opportunities available.

The Task Force will continue to identify and clarify key assumptions as the work proceeds so that all members will have a unified understanding of terms in Act 259 that could impact the system design.

Task Force Work Plan

The Task Force has organized its overall work into five phases: project mobilization, current status, future system, gap analysis, and finalize five-year plan. Throughout all phases of the work, research and communication efforts will be ongoing.

Phase I: Project Mobilization

The first phase of the Task Force efforts included members becoming knowledgeable about Act 259 and their roles and responsibilities in developing a five-year plan for an early learning system. Task Force members also learned about current and recent early childhood planning efforts in Hawaii and in other states. Meetings of the Task Force and the Working Groups provided opportunities to understand the context for Act 259 and align expectations for developing an early learning system plan. A preliminary review of available data needed to support Task Force deliberations was commissioned.

Phase II: Current Status

During the second phase, all available data that is reliable and credible will be collected and presented to the Task Force to provide a clear picture of Hawaii’s current resources and needs related to early

learning. Departmental representatives of state government will assist in compiling an inventory of their departments' roles and responsibilities related to early learning as well as current mechanisms for interdepartmental and cross-sector collaboration. Private sector resources will also be surveyed and inventoried. At the same time, policy research will begin to explore various options for improving and increasing early learning opportunities for Hawaii's keiki and working groups will discuss ways to maximize current resources.

Phase III: Future System

By Phase III, the Task Force will focus efforts on designing various components of the early learning system based on projected demographics and related needs for early learning services. Each system component (e.g., programs and services, human resources, professional development, financing, governance, quality assurance, evaluation and monitoring, etc.) and their functions in relation to each other will be discussed and a coherent system plan will be drafted. Annual implementation increments of the plan will be developed, beginning with essential steps toward serving all four-year-olds and adding younger ages in subsequent years. Research and analysis will help to answer questions about component design and costs, revenue generation and sustainability, and innovative financing strategies to support the early learning system. Task Force members will intensify their communication responsibilities with their constituencies during this phase to ensure the emerging system plan will have broad support and align with other priorities for Hawaii.

Phase	Milestones & Deliverables	Time Period
I. Project Mobilization	<ul style="list-style-type: none"> ▪ Interim Report ▪ Preliminary Data Report 	Sept – Dec 2006
II. Current Status	<ul style="list-style-type: none"> ▪ Inventory Current Needs & Resources 	Jan – Mar 2007
III. Future System	<ul style="list-style-type: none"> ▪ Projection of Demographics & Future Needs ▪ System Components Designed ▪ Annual Implementation Increments Planned 	Apr – June 2007
IV. Gap Analysis	<ul style="list-style-type: none"> ▪ Financing Plan ▪ Incremental Implementation Plan 	July – Sept 2007
V. Finalize Five-Year Plan	<ul style="list-style-type: none"> ▪ Communicate, validate, & refine system plan ▪ Five-Year Plan & Final Report 	Oct – Dec 2007

Phase IV: Gap Analysis

By July 2007, the Task Force should have the information needed to grapple with the gap between current resources and needed resources to provide early learning opportunities to all of Hawaii's young children, from birth through age four, starting with four-year-olds. During this phase, the Task Force will identify financing strategies to address gaps in resources in each increment of the five-year plan. Efforts to enlist input and support from governmental, private, and philanthropic sectors will intensify to secure assurances that the financing strategies and system plans are actionable.

Phase V: Finalize Five-Year Plan

In the final phase of its work, the Task Force will seek to validate its draft five-year plan with stakeholders' statewide, utilizing community forums and other avenues for soliciting feedback and input from all interested parties. Revising and finalizing the early learning system plan will include

multiple and varied communication strategies with all stakeholders in public, private, and philanthropic sectors to achieve broad consensus on the aims and methods proposed.

Research and Analysis

The Task Force plans to utilize crucial research and analysis to support its efforts in a number of ways. First, an analysis of available Hawaii data will provide an overview of current needs and resources for early learning, both public and private (see a summary of the preliminary report on pages 10-11). Second, policy research will provide examples of successful strategies employed elsewhere with attention to how these could be adapted for use in developing and financing a Hawaii early learning system. Finally, careful financial analyses will be utilized in the “Gap Analysis” phase of the project – to identify the resources needed for each annual increment of the plan and to specify the sustainable revenue sources and financing strategies needed to implement the system, increment by increment.

Consultants contracted to support the Task Force in its system planning work will be charged with research and analysis tasks. Key findings will also be included in the Task Force’s final report to the Legislature and Governor in January 2008.

Strategies for Informing and Involving Stakeholders

Three major strategies have been identified for informing and involving stakeholders. First, Task Force members are inviting others to participate in working group meetings – those who would have a significant stake in an early learning system and/or those who could serve as resources in the development of such a system. Second, Task Force members and other participants in Task Force and working group meetings have been asked to serve as conduits between the stakeholder group(s) each represents and the Task Force (or working group), and to be responsible for information flowing both ways. A list of key stakeholders to keep informed and the accountable party to do so is under development. The third strategy is to hold public forums to solicit input related to needs of individual communities and to gather additional input once a draft plan is developed.

Recently, a presentation on the Task Force’s efforts was given to the Advertiser Editorial Advisory Committee, to begin to build the public’s awareness of this new effort to actualize early education aspirations.

Project Management/Technical Assistance

The progress of the Task Force and the completion of its charge requires skilled assistance to coordinate and support its work and provide in-depth analysis that will aid the Task Force in examining various system design and policy options.

DOE officials have sought to contract with an independent entity to serve as a project manager, as provided for in Act 259. Bids were solicited and the Task Force co-chairs participated in the interviewing and selection of a contractor to provide the services of a project manager, including technical assistance, research and analysis, meeting logistics, and general support needed to facilitate the development and reporting of the five-year system plan. (See DOE’s announcement to providers of professional services in Appendix D.)

PRELIMINARY DATA FOR PLANNING THE EARLY LEARNING SYSTEM

The Task Force recognized the need to begin its work with a shared understanding of demographic characteristics of Hawaii's young children and a snapshot of current supports for early learning in terms of programs, the early educator workforce, and financial resources. An overview based on existing data was commissioned to help the Task Force to identify current strengths in the delivery of early learning services, as well as any gaps and overlaps that need to be addressed in the early learning system plan. Preliminary findings are summarized here; the full data report is in Appendix C.

Demographics

Preliminary demographic data is focused on the population of current 4-year-olds, and utilizes Department of Health (DOH) birth data and statistics from the DOE and private schools:

- Estimates of the number of 4-year-olds in each high school complex area and the percentage of these 4-year-olds who are from low-income families have been developed.
- Statewide, there are about 17,400 4-year-olds and approximately 42 percent, or 7,700 of these are from low-income families. The percentage of low-income children varies widely among geographic areas, from over 70 percent to under 20 percent
- About 16,300 children are enrolled in public and private kindergartens this school year.

A methodology to produce annual estimates of the population under age 5 in localized geographic areas is needed; birth data alone is not adequate.

Early Learning Programs

Preliminary statistics utilize the DOE's fall 2006 Hawaii State School Readiness Assessment (HSSRA), Department of Human Services (DHS)/PATCH⁶ data on preschool capacity, and 2004-05 program data collected by the Good Beginnings Alliance:

- HSSRA data indicates that about 61 percent of all children entering DOE kindergarten in fall 2006 had some prior preschool experience. The percentages vary by area. It is interesting to note that the percentage of children entering DOE kindergarten with preschool experience has not changed since 1993, when similar data was collected for a Preschool Open Doors evaluation.
- The current capacity to provide center-based early learning programs is estimated at about half of the spaces needed for all 4-year-olds to attend these programs; available space varies greatly in different areas of the state. It is important to note that most early childhood programs accommodate children under age 4, so not all spaces can be counted as available for 4-year-olds exclusively.
- Current programs and tuition supports that help low-income children attend center-based early learning programs assist only about half of the eligible children. Additionally, about 1,000 low-income 4-year-olds receive subsidized out-of-home care (DHS-licensed family child care and kith and kin care).

Data on 2005-06 program enrollment will be available from the Good Beginnings Alliance in December 2006. However, additional data collection will be needed to answer questions about current program capacity to accommodate 4-year-old children.

⁶ PATCH (People Attentive to Children), Hawaii's child care resource and referral agency, manages the Provider Registry under contract to DHS.

Workforce

Preliminary statistics on characteristics of the early learning workforce are limited to information on the professional qualifications of individuals in teaching positions available from the DHS Provider Registry.⁷

- There are approximately 1,000 teacher-level positions statewide. About 75 percent of individuals in these positions hold associate degrees or higher and have some early childhood training.
- If services for 4-year-olds are to be expanded in future years, many additional teachers will be needed to staff high-quality programs, although the exact number of new teachers needed for expansion cannot be projected until the dimensions of this expansion are known. With data currently available, we can estimate that if center-based programs were to adopt higher standards that limit group size and require all teachers to have some early childhood training, almost twice the number of current early childhood teachers would be needed. Expanding services will require even more qualified teachers.

Finance

The most recent expenditure data is from FY 2002-03. This study found that:

- Federal funds are used for half of all expenditures for early childhood programs; state funds are used for 35 percent.
- Privately-sponsored programs and charitable grants comprise 15 percent of all expenditures.

Considerable research and analysis are needed to understand current program costs and financing methods so we can make concrete projections for future investments.

Using Data for Selecting Geographic Priorities

Preliminary data analysis reveals common indicators that cluster in the statistics, e.g. high percentage of low-income children, few children in early childhood programs, few children entering kindergarten with preschool experience, few spaces in early learning centers available in the area, and lower percentage of qualified teachers. This is evidence that some geographic areas need more attention than others when addressing early childhood needs.

⁷ Good Beginnings Alliance analysis of April 2006 Registry data.

FUNDING FOR THE TASK FORCE

The Task Force is eager to move ahead with its plans, which depend substantially on the the financial support authorized in Act 259. The appropriation, expected to be released by the Governor before the end of 2006, will provide logistical and operational support for meetings and travel expenses as well as the ongoing technical assistance the Task Force needs to gather essential resources, develop analyses for its discussions and proposals, and to maximize the contributions of Task Force members' time and expertise.

The DOE, in anticipation of receiving the funds appropriated for the task force, provided substantial logistical and financial support to launch the Task Force, ensured meeting and travel expenses were covered for its members, and paid for the printing and dissemination of this report. At the same time, DOE prepared to contract with a consultant to serve as project manager. The private sector has also made a significant contribution to the effort: Kamehameha Schools and Good Beginnings Alliance provided funding to support the work of consultants, selected by the Task Force, to (1) draft a Task Force work plan and prepare this interim report; and (2) compile and analyze data to determine the extent to which early learning needs are being met and to identify overlaps and gaps in services or resources. Task Force members themselves have also contributed generously by investing their time and effort.

The financial support of the appropriation designated in Act 259 is vital to sustained progress toward the development of a five-year plan for a coherent and comprehensive early learning system and to meeting deadlines with the essential deliverables that will provide the foundation for such a system.

RECOMMENDATIONS

The work of the Task Force is to develop a five-year-plan for a coherent, comprehensive and sustainable system that provides for quality early learning experiences for all children in Hawaii, from birth to age five, starting with four-year-olds. While the Task Force's work has just begun, it is clear that:

- The Legislature, through Act 259, is unequivocal in its desire to have a plan for early learning that can immediately show substantial progress in expanding early education opportunities to four-year-olds.
- Essential to any expansion of early education services is the availability of additional qualified early educators. Teachers are the key to high-quality early learning experiences in the classroom and in teacher-child relationships. Without qualified, well-educated teachers in formal or informal settings, the experience of children is diminished and not likely to yield the gains in later years that research notes. What is a well-qualified teacher? Strong research evidence links high-quality early childhood programs and positive outcomes for children with teachers who have both a bachelor's degree and early childhood-specific courses or training.
- The Hawaii Early Childhood Workforce Study found that among teachers in Hawaii's center-based early learning centers, fewer than half have a bachelor's degree and only 40 percent have a minimal amount of specialized early childhood preparation.⁸
- Teacher compensation, also a key determinant of educational quality, was found to be disparately low: those early education teachers with bachelor's degrees were paid less than half of what K-12 public school teachers earned, and poor compensation was cited as a major deterrent to recruiting and retaining early educators.⁹

⁸ Good Beginnings Alliance, 2004. *Who Cares for Hawaii's Keiki in Centers? The Hawaii Early Childhood Workforce Study*. Available online : <http://goodbeginnings.org/reports.htm>

⁹ Ibid.

- As the Task Force develops specific plans to expeditiously extend early education opportunities to Hawaii's under-served four-year olds, it recognizes a critical step: to ensure there are enough qualified teachers to staff additional programs.

Therefore, although a detailed system plan will not be ready for another year, should the Legislature desire to pass legislation in support of statewide early learning initiatives in the 2007 session, the Task Force recommends several inter-related proposals that will help to "ramp up" the early educator workforce in preparation to meet its recommendations to serve more four-year-olds.

In order to expand services to four-year-olds beginning in 2008, preparation of the workforce must begin now. With this in mind, these proposals are designed to proactively increase early educator capacity:

1. **Expand the availability and reach of scholarships**, with state-funded financial aid, to support early educators in completing college degrees and early childhood education-related coursework.
2. **Expand distance learning options** for all early educators.
3. **Expand offerings of early childhood education-related college courses and community-based training** to meet the needs of early educators and Junior Kindergarten teachers who are currently in the workforce.
4. **Establish a mentoring and coaching program**, in conjunction with early learning programs, to improve quality in early childhood programs statewide, starting with a focus on programs for four-year-olds.
5. **Establish a recruitment and retention initiative** to attract new entrants to the early childhood field, encourage practitioners to improve their qualifications, and entice highly-qualified early educators to remain in Hawaii's early learning programs.

If the Legislature would like to pursue some or all of these proposals, the Task Force will provide assistance in developing the ideas further, drawing on national and local research and examples of successful implementation in other states.

APPENDICES

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APPENDIX A:

TASK FORCE MEMBERS AND OTHER PARTICIPANTS

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Interdepartmental Resources Working Group

Statutory Members

The list below shows the statutory Task Force Members or their designees along with any alternates they have named thus far to represent them at Task Force meetings.

Statutory Member	Member/Designee	Designated Alternates
1. Chairperson of the board of education or designee	Denise Matsumoto	
2. Superintendent of education or designee	Patricia Hamamoto	Steven Shiraki
3. Director of human services or designee	Julie Morita	Marjia Leivo
4. Director of health or designee	Loretta Fuddy	Momi Kamau; Keiko Nitta
5. Director of labor and industrial relations or designee	Sam Aiona	
6. Director of the city and county of Honolulu department of community services or designee	Ernie Martin	Sally Carvalho
7. Director of the county of Kauai office of community assistance or designee	June Renaud	
8. Director of the county of Maui department of housing and human concerns or designee	Brent Cappell	
9. Director of the county of Hawaii department of parks and recreation or designee	Angela Thomas	
10. Director of the head start state collaboration office or designee	Jacqueline Rose	
11. Representative of the Hawaii Business Roundtable	Robert Midkiff	
12. Representative of the Child Care Business Coalition	Christina Cox	
13. Chief executive officer of the Kamehameha Schools or designee	Dee Jay Mailer	Chris Pating
14. Executive director of the Good Beginnings Alliance or designee	Liz Chun	
15. Representative of the organization of native Hawaiian community-based programs for early childhood education	Kanoe Naone	

Additional Participants

Additional participants in this working group included (1) Task Force members assigned to the Program and Workforce Development Working Group or additional representatives from their organizations; (2) other community stakeholder organizations; (3) other interested individuals.

Program and Workforce Development Working Group

Statutory Members

The list below shows the statutory Task Force Members or their designees along with any alternates they have named thus far to represent them at Task Force meetings.

Statutory Member	Member/Designee	Designated Alternates
1. Executive director of the Hawaii Association of Independent Schools or designee	Robert Peters	
2. Executive director of the Hawaii Association for the Education of Young Children or designee	Kathy Murphy	
3. Executive director of PATCH Hawaii or designee	Jacqueline DeGuzman	
4. President of the Head Start Association or designee	Ellen O'Kelley	Noelle Granato
5. Representative designated by the chancellors of the University of Hawaii community colleges	Elaine Yamashita	Linda Buck
6. President of Chaminade University or designee	David Jelinek	Elizabeth Park
7. Dean of the college of education of the University of Hawaii at Manoa or designee	Stephanie Feeney	Martha Guinan

Additional Participants

Representatives from the following stakeholder groups have joined the statutory members of the working group in its meetings:

- Families for R.E.A.L, Department of Education
- Early Intervention Section, Department of Health
- Hawaii Early Intervention Coordinating Council
- Kia'i Ka 'Ike (association of early childhood program directors)
- Hawaii Council of Private Schools
- Association of Christian Schools International
- Military child care: U.S. Army – Hawaii; Hickam Air Force Base/military organizations
- University of Hawaii-West Oahu Early Childhood Education Program
- Family-Child Interaction Learning Programs
- Preschool directors (independent preschools not represented by an association)

Task Force Leadership

The Task Force elected chairpersons as follows:

Task Force Co-Chairpersons

Robert Peters (Hawaii Association of Independent Schools)

Kathy Murphy (Hawaii Association for the Education of Young Children)

Interdepartmental Resources Working Group Chairperson

Dee Jay Mailer (Kamehameha Schools)

Program and Workforce Development Working Group Co-Chairpersons

Christina Cox (Child Care Business Coalition)

Elaine Yamashita (University of Hawaii Community Colleges)

APPENDIX B:
SUMMARY OF TASK FORCE MEETINGS

SUMMARY OF TASK FORCE MEETINGS

- July 21, 2006 **Task Force Kick-off Meeting**
- Chairpersons elected for the Task Force and for the Interdepartmental Resources Working Group
- September 7, 2006 **Task Force Meeting**
- Examined the charge to the Task Force in Act 259
 - Presentation: *Comprehensive Early Childhood System Development – Lessons from Other States*
 - Members met in working groups to identify responsibilities
 - Chairpersons selected for the Program and Workforce Development Working Group; and sub-committees established to focus on (1) Programs and (2) Programs with a focus on four-year-olds.
- September 28, 2006 **Interdepartmental Resources Working Group Meeting**
- Discussed and clarified expectations for participants; key assumptions regarding definition of 4-year-olds and a comprehensive system, current public and private funding sources; and responsibilities in relation to the other working group's charge.
 - Identified data and resources needed to answer key questions and next steps and additional stakeholders to invite to participate.
- October 16, 2006 **Program and Workforce Development Working Group Meeting**
- Reviewed findings and recommendations of the 2005 Act 151 ECE Task Force in the areas of programs, workforce, and professional development.
 - Discussed responsibilities of meeting participants to serve as conduits between their constituent groups and the working group.
 - Reports on national and state plans and initiatives were shared, including Hawaii Careers with Young Children; Department of Health's Early Childhood Comprehensive System Initiative; overview of pre-k programs in other states; and Hawaii data on school readiness and participation of young children in early childhood programs.
- October 17, 2006 **Task Force Meeting**
- Members agreed on ground rules for meetings and the following working assumptions:
 - Four-year-olds: Anyone who is 4 or will be 4 between January 1 and December 31.
 - Professional Development should be available for anybody working in any capacity in settings within the spectrum of Hawaii's early learning programs and services and any others involved in the early learning system.

- Members adopted an Early Learning System Vision, a “concrete” version of the Vision, and also adopted the Guiding Principles developed by the 1995 Temporary Early Child Education Task Force (Act 151). The group identified two elements to add as new principles, addressing (1) individual communities determine their needs; (2) affordability of the services.

October 23, 2006

Program and Workforce Development Working Group Meeting

- Review of *Key Assumptions Guiding the Work; Act 151 Vision, Mission, and Guiding Principles*
- Presentations on family child care and pre-k initiatives based on national reports and data.
- Participants met in small groups for an activity, *Design Your Ideal Model for a Four-Year-Old Program*. Consensus emerged on some program elements:
 - All settings should be considered, e.g. center-based, family child care, family-child interaction, other license-exempt settings, home visiting programs.
 - Length of year: DOE schedule
 - Curriculum: Must have a defined curriculum & must align with Hawaii Preschool Content Standards
 - Ratio/group size: 2:20
 - Assessment: Should be developmentally appropriate;
 - Health and developmental screenings are necessary
 - Monitoring and evaluation important for program success.

November 2, 2006

Task Force Leadership Team Meeting with Act 259 Sponsors

- Representatives Lyla Berg & Roy Takumi and Senator Norman Sakamoto joined Task Force Leaders and others to discuss the progress to date and to provide input/share their expectations for the interim report and other deliverables.

November 2, 2006

Interdepartmental Resources Working Group Meeting

- Report from Task Force leaders on meeting with Legislators
- Discussed and identified potential data sources to answer key questions to develop an inventory of early childhood services.
- Kamehameha Schools will pay consultant selected by Task Force leaders to coordinate data collection and compile the most current available data to develop a preliminary inventory.
- Task Force members pledged the cooperation of their agencies in the data collection effort.

November 20, 2006

Program and Workforce Development Working Group Meeting

- Information and reports were shared on Family-Child Interaction Programs, DOE Special Education and Inclusion Preschool programs, Education Levels of Hawaii's Early Childhood Education Teachers, Professional Development Glossary, and A Mixed Delivery System for Pre-K.
- Review of Act 151 workforce development working group findings and recommendations.
- Meeting participants engaged in an activity in small groups to generate a list of concrete strategies.

November 27, 2006

Program and Workforce Development Working Group Meeting

- Revised Professional Development Glossary distributed.
- Members shared the top two strategies (related to professional development issues previously identified.) Consensus was reached on five strategies to advance to the full Task Force with a request to include them as recommendations in the Interim Report:
 1. Expand Scholarship Eligibility to include all ECE degree-related courses (both general education and ECE)
 2. Provide funding for institutions of higher education to enable them to expand distance learning options for students
 3. Expand availability of hours/days which ECE college courses are offered
 4. Compensation tied to "tiered qualifications"
 5. Funding for higher education to create a mentoring and coaching program that would support providers in all settings and that would include the creation of a system of Continuing Education Units.

November 29, 2006

Task Force Meeting

- Draft Interim Report reviewed and discussed. The "concrete" vision and two new Guiding Principles were finalized and approved, and one guiding principle modified.
- Consultant Kathie Reinhardt provided an overview of data collection efforts to answer questions about demographics, program enrollment, early education workforce characteristics; and financial investment level and resources. She described data needed, sources of data and its current availability, and what is necessary to improve data availability and adequacy for effective use. Preliminary data will be summarized in the Interim Report.
- Approved proposals from the Program and Workforce Development Working Group to include in the Interim Report.
- Next steps to finalize and submit the report were discussed, including deadlines and protocol for submitting feedback.

APPENDIX C:
PRELIMINARY DATA REPORT
FOR THE EARLY LEARNING TASK FORCE

By

Kathleen Reinhardt, M.Ed.
Early Childhood Consulting

Preliminary Data Report for Early Learning Task Force - Act 259

This report provides a preliminary overview of early childhood demographics, program, workforce, and financing data being collected for the Early Learning Educational Task Force. It also identifies data quality issues and gaps that must be addressed in order to adequately plan for an early learning system.

Categories of statistical early childhood data needed for system planning are:

- Demographic data
- Program enrollment data
- Workforce data
- Financial and resource data

Data collected for planning are intended to be used in the context of a full study of related information, including pertinent research findings. Data of credible and reliable quality will be used to determine the current system capacity, identify gaps in resources, project future needs, and understand financing methods and options. Data tasks will also include projections for numbers to be served, program costs, staffing needs, and financing resources.

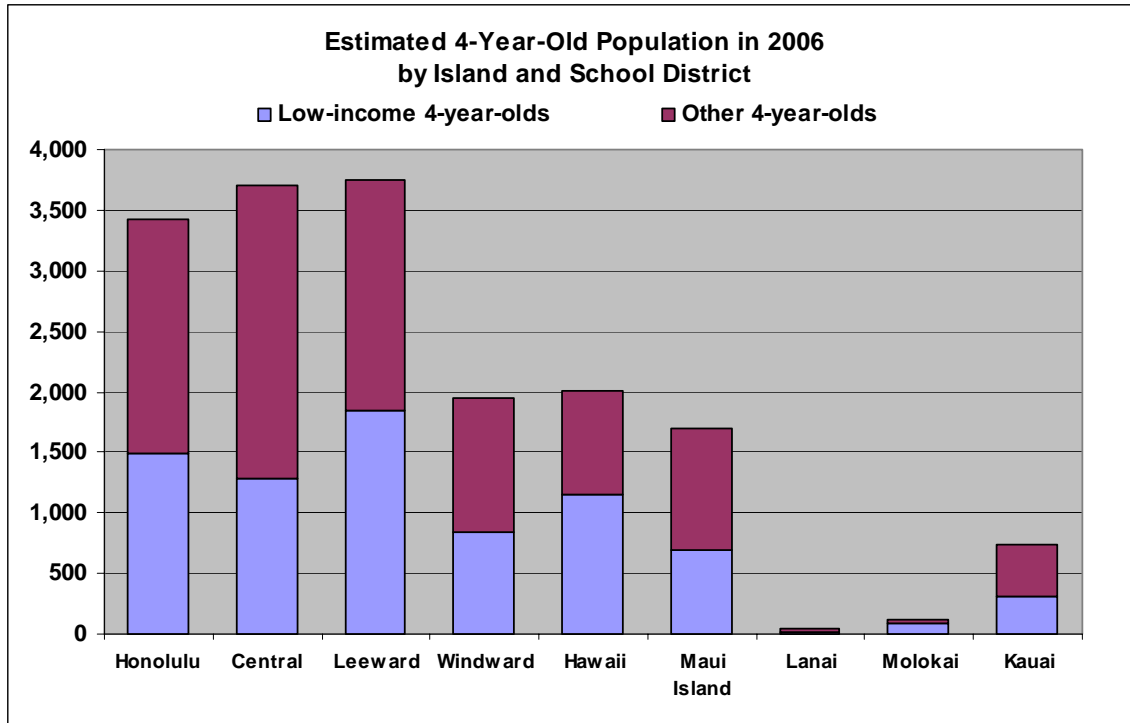
Demographics

Demographic data are used to determine the size and characteristics of the target population for early childhood learning services.

Data needed: Total number of children ages 0 to 5; number of 4-year-olds; number of low-income children; number of children receiving Temporary Assistance to Needy Families/Temporary Assistance to Other Needy Families (TANF/TAONF); number of children with other risk factors, e.g. special health needs, English-language learners, teen parents, incarcerated parents. Localized geographic data is most useful, e.g. a breakdown by census tract, zip code, and/or high school complex area.

Demographic data currently available:

- Estimated number of 4 year olds (will enter kindergarten in 2007-08) in each high school complex area. Using Department of Health (DOH) birth data, the current population of 4-year-old children in Hawaii is estimated at 17,400 (see table and chart on following page).
- Department of Education (DOE) Projections for children who will enter DOE kindergartens in fall 2007 in each school complex. The DOE projects that 13,300 children will be enrolled in DOE kindergartens in the 2007-08 school year.
- Single year-of-age population estimates by Judicial District, using DOH birth data, for all births through 2005.
- Estimated number of low-income 3- and 4-year-olds in each school complex area (this data is collected annually for the Good Beginnings Alliance [GBA]). In 2006, approximately 44.2%, or 7,705 4-year-old children are estimated to have family income under 185% of the poverty level (see table and chart on following page).
- Estimated number of poverty-level children under age 5.
- Trends in population change for children under age 5.



	State	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai
All 4-year-olds	17,439	3,420	3,712	3,656	1,952	2,009	1,860	731
Low-income 4-year-olds	7,705	1,497	1,282	1,851	839	1,146	786	306
Other 4-year-olds	9,734	1,923	2,430	1,905	1,113	863	1,007	426

Demographic data improvement and future needs

- Request assistance from Department of Business and Economic Development (DBED) or others with demographic expertise in providing annual population estimates by single year of age for ages 0 through 4, by census tract or other localized geographic area.
- Develop a method to include private school kindergarten enrollment in school complex population estimates.
- Obtain data on number and trends for military child dependents in early childhood age cohorts.
- Define additional high-risk groups and collect data on number of children who meet those criteria.

Current Program Enrollment

Data needed: For each geographic area and by age cohort 0 through 4 (focusing on children in the 4-year-olds cohort):

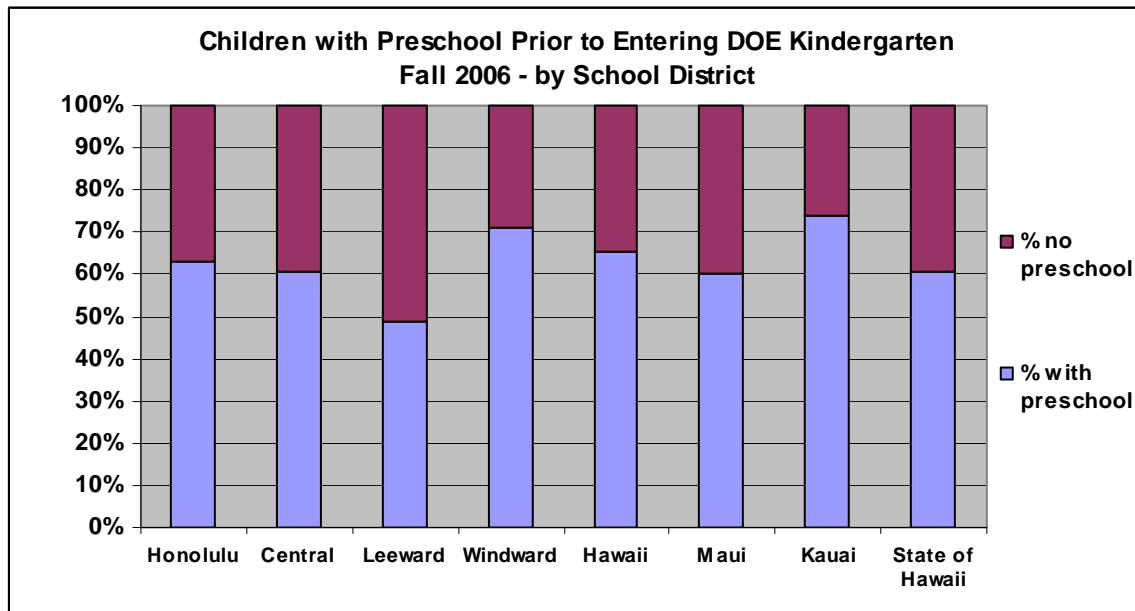
- Number of children who attend all types of early childhood programs by program type.
- Available spaces in center-based programs, by type
- Available spaces in other types of early education programs.
- Children entering DOE kindergarten with preschool experience.
- Enrollment in preschools and other early learning centers by child’s age.

- Low-income children in subsidized programs or receiving financial aid for tuition, including grant-funded and privately subsidized tuition aid.
- Low-income children in other types of early education programs.
- Enrollment in current programs and services for children in high-risk circumstances (e.g. special health needs, at risk of child abuse/neglect, have teen parents, limited English speaking, incarcerated parents, drug abuse, etc.)

DOE school performance data: Legislators requested information on the No Child Left Behind performance by DOE schools, e.g. number of elementary schools in restructuring status in each high school complex. Since a single year restructuring or Adequate Yearly Progress (AYP) status is not a reliable indicator (DOE schools vary widely in this status from year to year), the Task Force will suggest alternative reliable selection criteria.

Currently available program data

- Preschool experiences of kindergarteners: The Hawaii State School Readiness Assessment (HSSRA) for fall 2006 reports that 61% of kindergarten children had some preschool experience.¹ (Data available by school complex.)



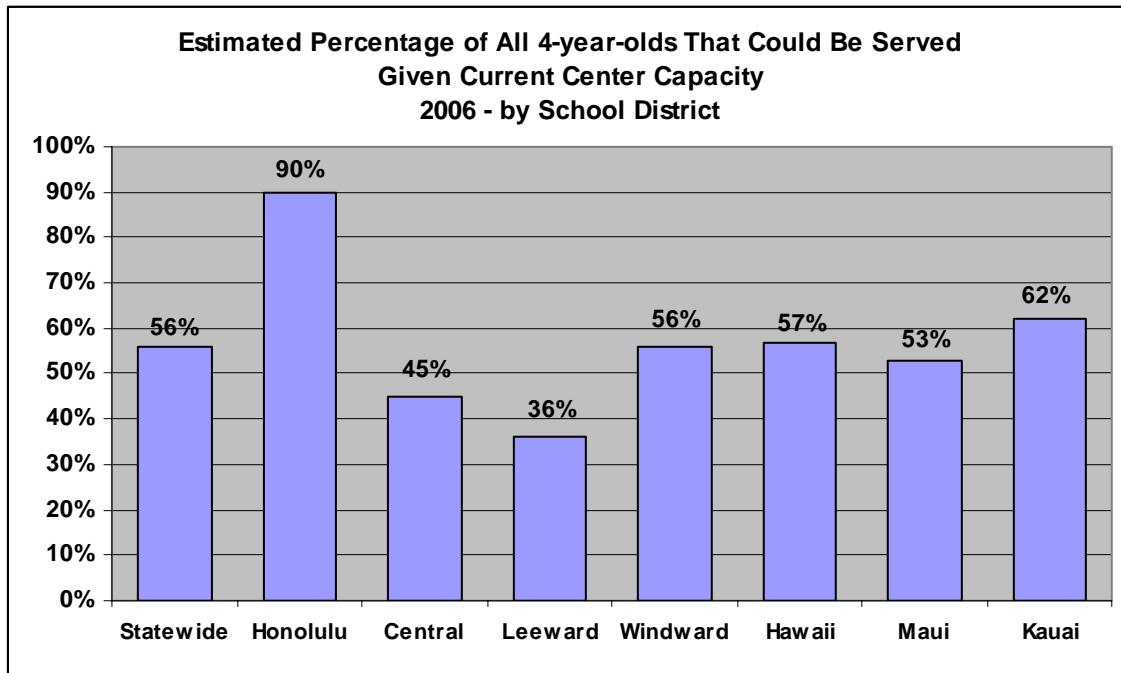
- Capacity of preschools²: Total desired capacity³ for Department of Human Services (DHS) licensed and military centers for preschool-age children in fall 2006 (available by school complex) was 19,600. If half of the available spaces were filled by 4-year-olds,

¹ Note: A 1994 study by the UH CRDG for the Governor’s Office of Children and Youth (Preschool Open Doors Evaluation) titled “Rate of Children Entering Kindergarten with Preschool Experience” found that 61.4% of DOE kindergarten children in 1993 had attended preschool programs.

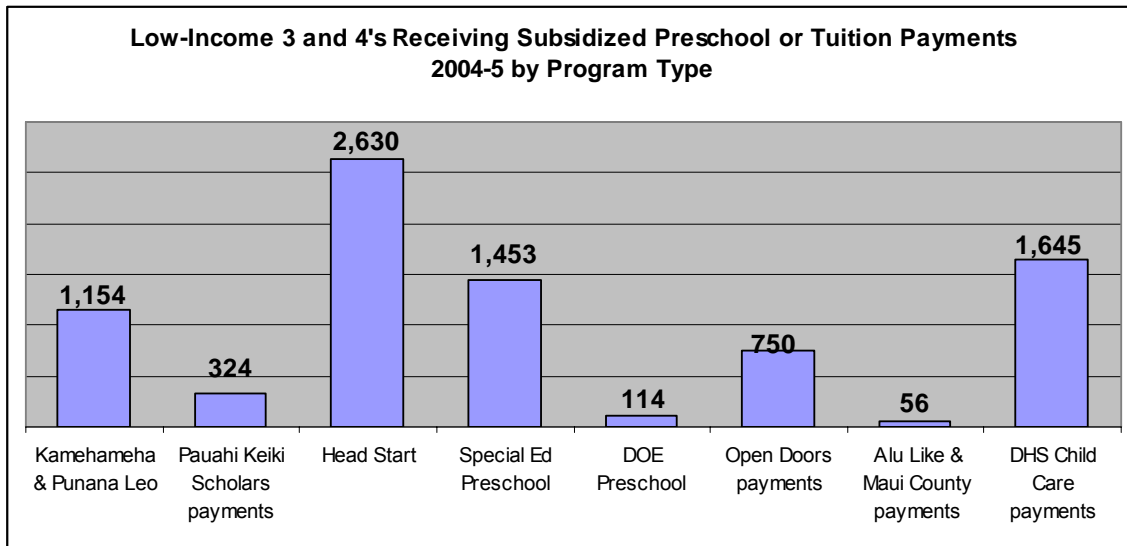
² The term “preschool” as used in this report includes center-based programs of all types that serve 2, 3 and 4-year-olds, including child care centers, early learning centers, pre-K programs, Head Start, etc.

³ “Desired capacity” is the number of children a program chooses to enroll during the school year. This number may be lower than the licensed capacity but more accurately reflects the number of currently available spaces. Some factors that affect desired capacity may be the accreditation status of a program (i.e. smaller group sizes and higher teacher-child ratios), the availability of qualified teaching staff, and the availability of other program resources.

approximately 56% of all 4-year-old children could be accommodated⁴. Available spaces vary greatly by location – for example, in Honolulu spaces are estimated to accommodate 90% of all 4-year-old children, but in Leeward the estimated spaces will serve only 36% of all children.

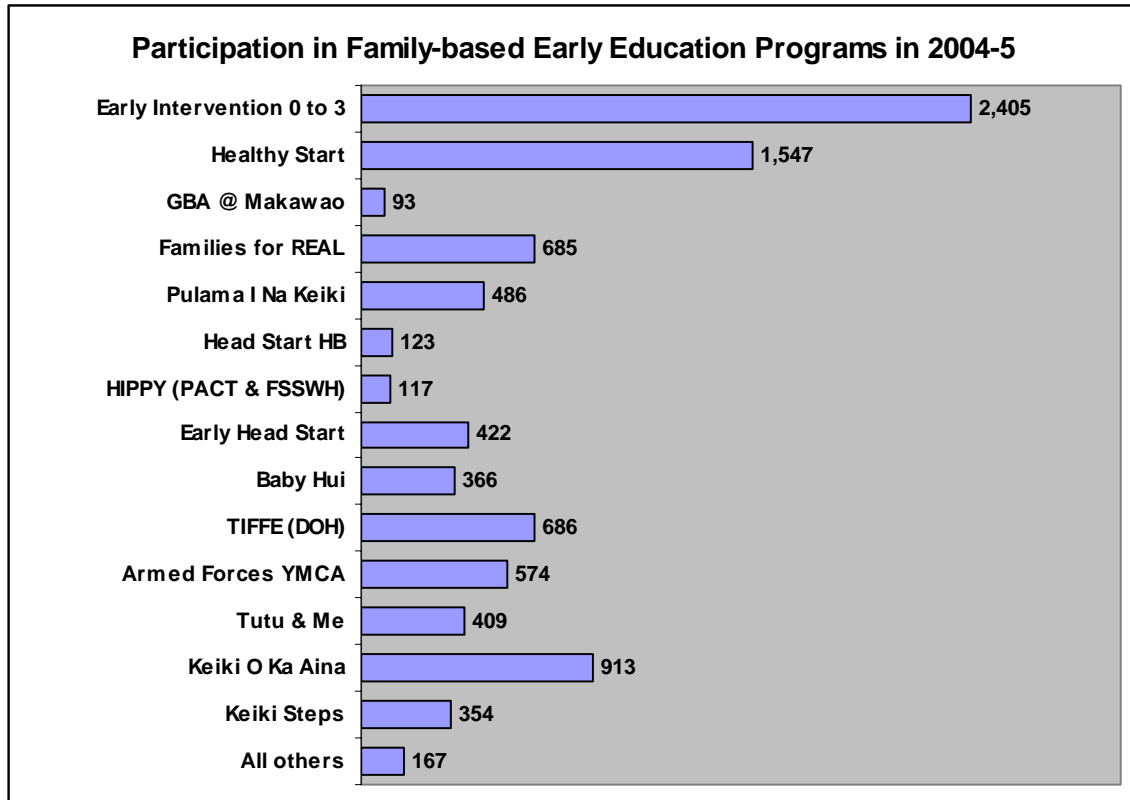


- Preschool help for low-income children: In the 2004-05 school year, 49.8% of low-income 3- and 4-year-olds (8,126 children) received subsidized preschool services (see chart).



⁴Since the actual mix of children in different age groups (2's, 3's and 4's) in preschool programs is unknown, it is necessary to assume a percentage of spaces available for 4-year-olds for this estimate. It should be noted, however, that if half of all spaces were reserved for 4-year-olds this would displace children of other ages (0 through 3 years) that are currently served by centers.

- Family-based programs: In the 2004-05 school year, approximately 9,350 children ages 0 through 4 or their families participated in family-child interaction, home-visiting and parent education programs; this represents about 10.6% of the 0 to 5 age group. Current data from these programs is not uniform, since some programs report the actual number of children and others the number of families who participated. The chart below shows the best available data on participation of children (all ages) and their families in these programs during the 2004-5 school year; many of these programs target children ages birth to three.



- Data for the 2005-06 school year will be available from GBA in December 2006.
- Trend data on low-income preschool-age children in subsidized preschool programs by area (annual data maintained by GBA).

Program data improvement and future needs:

- All program data requires organization and analysis to yield age cohort and localized geographic distribution information.
- A survey of center-based programs is needed to obtain data on spaces available for children in each age cohort (combine with other survey questions).
- Data on grant-funded and other privately provided tuition aid for children attending centers (survey is needed).
- Collect HSSRA data from private school kindergartens.
- Assist early childhood programs in establishing uniform data collection and reporting standards
- Develop data coding and/or reporting methods for existing state agency and other databases to yield uniform data needed for early childhood planning

- Establish a system for coordinated annual early childhood program data collection, tabulation, analysis and reporting.
- To project future program needs, a definition of “high quality” early learning model program characteristics must be developed that includes quantitative measures such as group size, adult-child ratios, staff qualifications, etc.

Workforce Characteristics

Data needed:

For each island – (with complex level data on current program staffing)

- Number of qualified⁵ early childhood teachers with associate’s, bachelor’s or higher educational degrees and at least 12 hours of coursework in early childhood topics.
- Total current teaching staff in early childhood programs (per DHS licensing regulations), by position type (teacher, assistant teacher, aide).
- Estimated need for additional qualified staff to meet high quality standards, e.g. accreditation.
- Information about the amount of early childhood coursework completed by current teaching staff.
- Average, median, and range of salaries for various early childhood positions, by island and qualifications.
- Current availability and capacity of early childhood professional degree programs.

Available workforce data: (estimates are available by island and for some localized geographic areas, including school complex areas)

- The number of teacher-level staff in existing center-based programs is approximately 1,007. Of these, 743 hold associates degrees or higher and have had some early childhood training.⁶
- A preliminary estimate of teacher positions only indicates that approximately 533 additional qualified early childhood teachers would be needed to staff all existing preschools in order to meet high-quality standards for centers. At least 125 current teachers would need additional professional development, and assuming that those in new teaching positions also need some training, a total of 658 teachers would need professional development. This estimate does not include additional teachers to expand the capacity to serve all 4-year-old children.

Workforce data improvement and future needs:

- Assess capacity of current Registry database (maintained by PATCH through a contract with DHS) to provide information needed for planning, including:
 - Estimating the percentage of current teachers in early childhood programs with higher education degrees and early childhood education coursework in each school complex
 - Projecting the need of current teaching staff for additional early childhood education professional development

⁵ A definition of “highly-qualified” teachers for various types of programs is needed for these estimates to be standardized and applicable to all early childhood programs. As a proxy, individuals in teacher positions with associate degrees or higher in early childhood fields, those with associate or higher degrees and some early childhood training were tallied from DHS Provider Registry data.

⁶Data from DHS Provider Registry, GBA, 2006. Current regulations allow individuals with varied levels of education and/or specific early childhood training to fill these teacher positions.

⁸ Private funds include grants from charitable foundations, community funds, business donations, and spending by tax-exempt educational or social organizations from private endowments or other funds. Family out-of-pocket spending for participation in early childhood programs is not included.

- Including information on all types of early childhood program positions, not just teaching staff, in workforce data analysis.
- Collect additional data from early childhood programs on staff positions and educational qualifications (workforce survey or updated Registry data).
- Update salary/wage analysis for current early childhood workforce with regular, periodic studies to track data not currently in the Registry.
- Collect data from all providers on types and capacity of existing early childhood professional degree and other training and/or quality enhancement services.
- Assess staff turnover and egress from the early childhood workforce.

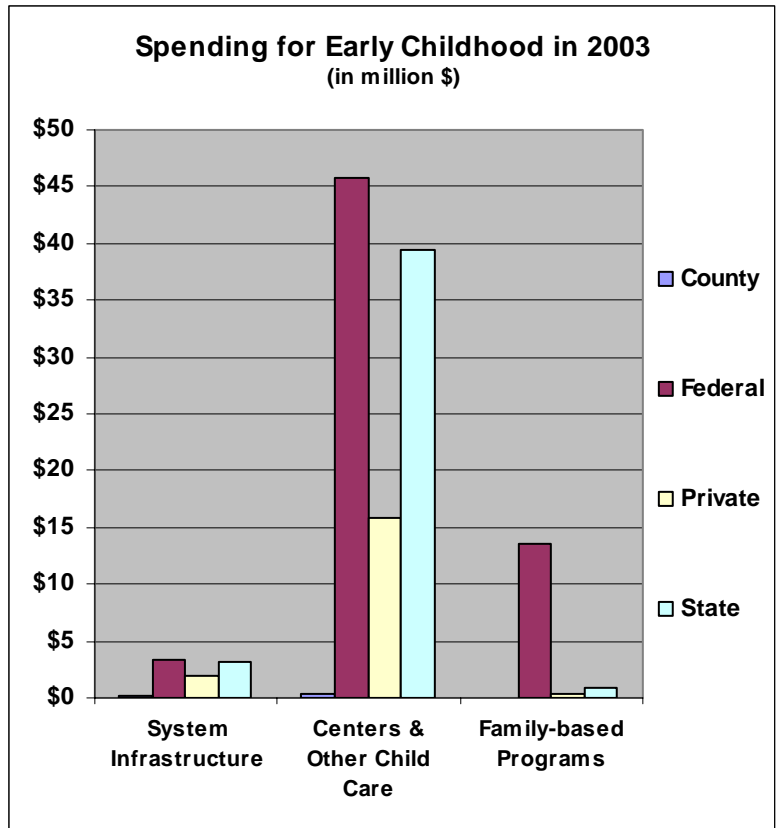
Financial Investments and Resources

Data needed: (by geographic area, as possible)

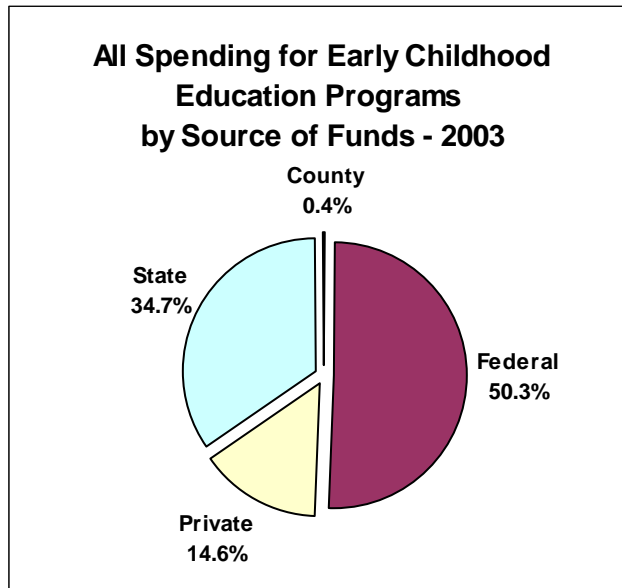
- Current level of investment, by type, for all types of early childhood programs
- Average amount spent per child, for all program types.
- All federal fund expenditures (by source and program type) currently used for early childhood.
- All state funds (by source and program type) currently used for early childhood.
- County funds currently used for early childhood (by source and program type).
- Tax credits that impact funds for early childhood.
- Private charitable funds currently used for early childhood, including type of use (e.g. infrastructure, facilities, tuition aid, program development).
- Estimate of total out-of-pocket family spending on early childhood programs.
- Expenditures for investment in professional development, facilities, administrative costs, and system planning/development.

Finance data currently available:

- Summary of expenditures for early childhood programs in FY 2003 by type of program and funding source (includes federal, state, county, and private funds):
 - In FY 2003, expenditures for all types of early childhood programs for children ages 0 through 4 totaled approximately \$124.7 million. This amount includes:
 - \$101.5 million for center-based programs and other types of out-of-home care.
 - \$14.6 million for family-based education programs (Healthy Start and Early Intervention expenditures are not included).
 - \$8.6 million for system infrastructure, including facilities, program development and coordination, and professional development.



- In FY 2003, the funding sources for all early childhood expenditures were as follows:
 - Federal funds 50.3%, \$62.7 million
 - State funds 34.7%, \$43.3 million
 - Private funds⁸ 14.6%, \$18.2 million
 - County funds 0.4%, \$0.5 million
- Data on expenditures for all types of early childhood program and system infrastructure in FY2005 and FY2006 is currently being collected. A preliminary report will be available in January 2007.



Financial data improvement and future needs:

- Classify all expenditures as sustainable or temporary.
- Work with DOE on methodology for determining expenditures for preschool special education services.
- Improve quality of data on federal grants availability and utilization.
 - Review database of potential federal resources.
 - Identify all federal funds potentially for early childhood not currently being used and how these are currently used (e.g. SSBG, Title I)
 - Request additional data on specific federal grant expenditures by state agency programs.
- Develop financial data reporting categories for on-going data collection system.

APPENDIX D:

NOTICE TO PROVIDERS OF PROFESSIONAL SERVICES

Department of Education, State of Hawaii

**NOTICE TO PROVIDERS OF
PROFESSIONAL SERVICES**

Project No. PS D07-040

The State of Hawaii, Department of Education (DOE) anticipates the need for Professional Services in the category of Education Services as follows:

SERVE AS PROJECT MANAGER FOR EARLY CHILDHOOD EDUCATION

CONTRACTOR shall perform the following tasks and activities as directed by the Contract Administrator (CA). The work identified shall be completed during the contract period as scheduled by the CA.

1. The CONTRACTOR shall:
 - 1.1 Provide leadership to and facilitation for the early learning task force, as created by the 2006 Hawaii State Legislature through ACT 259 (S.B. 3101, S.D.2, H.D.2, C.D.1), to develop a five-year early childhood education plan with annual indexed increments that shall ensure a continuum of quality early learning opportunities for young children in the State from birth up to age five.
 - 1.2 Provide leadership and facilitation for the early learning task force to ensure that the five-year early childhood plan develops an implementation and financing schedule that begins with services to four-year-old children and proceeds to younger age groups.
 - 1.3 Facilitate communication among the various state departments and across community agencies and organizations regarding early childhood education and support services.
 - 1.4 Analyze, plan, develop, evaluate, and disseminate effective early childhood systems in collaboration with the early learning task force.
2. The CONTRACTOR shall provide the following (services, documentation, reports) to the STATE and:
 - 2.1 Participate in the early learning task force meetings.
 - 2.2 Provide regular updates on the progress of the early learning task force related to 1.1 and 1.2, and with respect to facilitating cross-agency communication in 1.3 of this scope of services and other on-going activities as appropriate.
 - 2.3 Prepare and deliver reports and testimonies to the Legislature and the Board of Education pertaining to the work and progress of the early learning task force.
 - 2.4 Submit required performance and itemized expenditure report for the term of this Agreement to be included as documentation in the annual report to the Hawaii State Legislature as prescribed in ACT 259.

Recommended Qualifications

A. Knowledge

Current knowledge of local and national resources and planning initiatives related to early childhood education; knowledge of the Hawaii's School Readiness definition and its implications for statewide efforts; familiarity with the Hawaii State School Readiness Survey instrument and its significance; knowledge of systems change processes and strategies; familiarity with laws, rules, regulations, and administrative procedures of the Department of Education and other state agencies which provides or coordinates early childhood services; broad understanding of the variety of early childhood opportunities and programs available both locally and nationally; and knowledge of financing provisions around early childhood systems.

B. Skills/Abilities

Ability to provide leadership, planning, and coordination in the area of assignment; develop, analyze, and evaluate plans, programs, and procedures; communicate effectively with others both orally and in writing; operate computer and other business machines; use tools, equipment, instrument or devices appropriate to the areas of assignment; effective interpersonal and problem-solving skills; ability to facilitate and engage in decision-making processes; ability to collaborate and work effectively with other state departments and the broader community; and ability to facilitate improvements by managing transitions.

C. Education

Graduation from an accredited college or university with a master's degree in early childhood education or related field.

D. Experiences

Six years of responsible professional work experiences in early childhood education and in education, which include teaching, curriculum or program planning, as appropriate; experience working with national organizations and consultants; and at least two years experience in project management. Administrative experiences are highly desirable.

Under the requirements of §103D-304, HRS, such professional services are subject to competitive selection. Qualified responders to this solicitation will be placed on a list to provide such services and, as needs arise, will be considered for selection in accordance with §103D-304, HRS.

SUBMITTAL REQUIREMENTS

Interested applicants are invited to submit one (1) original and two (2) copies of current statements of qualifications and expressions of interest to the DOE, including but not limited to:

- 1) Transmittal Letter, dated and signed by the applicant's authorized representative.
- 2) Attachment A – Check List of Professional Services providing applicant's information.
- 3) Attachment B – Client Project Information providing the names of up to five (5) clients who may be contacted for whom services were rendered.
- 4) Education, training and qualifications of the applicant's key employees
- 5) Any promotional or descriptive literature (optional)

Submittals shall be mailed or hand delivered; **electronic or facsimile submittals shall NOT be accepted.**

Current statements of qualifications and expressions of interest shall be submitted no later than 2:00 p.m., HST on Friday, August 11, 2006 to:

Mr. Christian Butt, Procurement & Contracts Specialist
Department of Education
Procurement and Contracts Branch
Waipahu Civic Center, 94-275 Mokuola Street, Room 200
Waipahu, Hawaii 96797

PATRICIA HAMAMOTO

SUPERINTENDENT

Procurement Notice Posted on August 4, 2006