Before age 5, 85% of the brain has developed.
Early Learning: Excellent ROI

But many families in Hawai‘i cannot afford preschool.

$9,500
average cost of 1 year of full-time preschool
Executive Office on Early Learning

- Established by Act 178, Session Laws of Hawai‘i 2012
- Statutory charge:
  
  *Develop the State’s early learning system to ensure a spectrum of high-quality early learning opportunities for children throughout the state, from prenatal care to kindergarten entry, with priority given to underserved or at-risk children.*

- Attached to HIDOE as of July 1, 2015, for administrative purposes only
- Governed by the Early Learning Board

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**Access for 520 children**

= 2.3% of the 18,500 4-year-olds in Hawai‘i

<table>
<thead>
<tr>
<th>Island</th>
<th>Schools</th>
<th>Classrooms</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai‘i</td>
<td>10</td>
<td>11</td>
<td>220</td>
</tr>
<tr>
<td>O‘ahu</td>
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<td>8</td>
<td>160</td>
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<tr>
<td>Kaua‘i</td>
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<td>2</td>
<td>40</td>
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<tr>
<td>Maui</td>
<td>2</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Moloka‘i</td>
<td>2</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Lāna‘i</td>
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<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>26</td>
<td>520</td>
</tr>
</tbody>
</table>

**Schools with EOEL Public Pre-K Program Classrooms**

- Hawai‘i: Honoka‘a, Ho‘okena, Kea‘au, Keonepoko, Konawaena, Mountain View, Na‘alehu, Pāhala, Pāhoa, Kohala*
- O‘ahu: Keolu, Linapuni, Nānākuli, Waiāhole, Waiālua, Kailua*, Kalihi Uka*
- Kaua‘i: ‘Ele‘ele, Kekaha
- Maui: Hana, Kula*
- Lāna‘i: Moloka‘i
- Moloka‘i: Lāna‘i
- Kaunakakai: Kilohana*

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*new classrooms

**As of School Year 2018-19**
Challenges to Expansion

• Must have quality infrastructure in place

“Expansion of public pre-k is only a worthwhile public investment if children receive a high-quality education.”

– W. Steven Barnett, Ph.D., Senior Co-Director, National Institute for Early Education Research

“Poor- or low-quality programs can have a negative impact on children’s school readiness or, at best, no impact on school readiness.”

– Joe Minervino, Ready On Day One Founder & CEO

Challenges to Expansion (cont’d)

• Very limited workforce of qualified early childhood educators

• Facilities

• Costs: facilities and operating

• P-3 transition & alignment
Executive Office on Early Learning

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Executive Office on Early Learning
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AMERICA'S BEST INVESTMENT
Early Childhood Development

Investing in quality programs for at-risk children produces great returns for all Americans.

The return on investment in early childhood development:

7-10% annual return

Compared to:
- Dow Jones Industrial Average: 6.77% annual return
- S&P 500 Index: 6.56% annual return

Smart investments reduce costly outcomes:

Adults who didn't attend early childhood programs earn:

$5,500 less each year than peers who did attend

Employment:
- More likely to be employed and earn a
  33% higher average salary

Teen Pregnancy:
- Over their lifetimes, the 2010 cohort of babies born to teens will collectively cost taxpayers:
  $43.7 B
- 50% less likely to become teen parents

Drop-out:
- 1.1 M high schoolers did not graduate from the class of 2011.
- If they had graduated from high school, those students would have collectively earned an extra
  $154 B in income in their lifetimes
- 29% more likely to graduate high school

Special Education:
- $65 B annual spending on special education
- 50% less likely to require special education

Youth Violence:
- $158 B annual costs due to youth violence
- 70% less likely to be arrested for a violent crime before the age of 19

Invest in Young Children, Get a Better US
Public early childhood development initiatives include Head Start, Early Head Start, federally-subsidized child care through the Child Care and Development Block Grant, home visiting, state pre-K and infant and toddler programs.

A project of The First Five Years Fund. Invest in US helps Americans learn how to build a better US through investment in quality early childhood education from birth to age five.

Visit f5y.org for a full list of references.
Quality Matters in Pre-K

One of our primary focuses is to raise the quality of early learning in Hawai‘i.

It is only through high-quality programs that we see results such as narrowing of the achievement gap, reduced spending on special education and remedial programs, higher graduation rates, and an increase in lifelong positive outcomes.

Negative impact includes:
- Increased behavior issues
- Increased rates of inappropriate suspensions and/or referrals to special education

What you see in a high-quality program:
- Positive interactions among children
- Sustained conversations and interaction among children and teachers
- Instruction and environment that promote academic and social-emotional learning simultaneously
- Child-initiated activities facilitated by responsive, nurturing teachers
- Collaborative partnerships with families that are respectful of their communities and culture
- Ongoing coaching, mentoring, and active learning communities for pre-k educators and their principals, to help them master essential competencies

“Expansion of public pre-k is only a worthwhile public investment if children receive a high-quality education.”
– W. Steven Barnett, Ph.D., National Institute for Early Education Research, Senior Co-Director

2018 Legislative Request
- Operations expenses and equipment for EOEL & the Early Learning Board $68,800
- 2 positions for office support for EOEL & ELB $65,016
- Professional learning system for EOEL Public Pre-K educators $20,000

Executive Office on Early Learning

The Executive Office on Early Learning was established by Act 178, Session Laws of Hawai‘i 2012. We are tasked with developing the State’s early childhood system to ensure a spectrum of high-quality development & learning opportunities for children throughout the state, from prenatal care through kindergarten entry, with priority given to underserved or at-risk children.

FOCUS OF WORK 2018
- Continue to implement the Early Learning Academy for teaching staff & principals
- Cultivate understanding of the need to grow quality with access to early learning
- Assist schools in building continuity & coherence from pre-k to 3rd grade – key to maintaining the positive child outcomes associated with quality early learning
- Pilot a Kindergarten Entry Assessment
- Develop the currently limited workforce of qualified early childhood educators
- Complete work on the Early Childhood State Plan by Nov 2018

HIGHLIGHTS 2017
- Began planning for expansion of the EOEL Public Pre-K Program with 5 new classrooms in School Year 2018-19
- Established the Early Learning Induction Program to help prepare schools with new classrooms to provide high-quality experiences for their incoming students
- Began partnering with higher education institutions to create a variety of course options to encourage educators to pursue coursework in early childhood education
- Began work on an Early Childhood State Plan with State agency & community partners

“Poor- or low-quality programs can have a negative impact on children’s school readiness or, at best, no impact on school readiness.”
– Joe Minervino, Ready On Day One Founder & CEO

2018 Legislative Request
- Operations expenses and equipment for EOEL & the Early Learning Board $68,800
- 2 positions for office support for EOEL & ELB $65,016
- Professional learning system for EOEL Public Pre-K educators $20,000
“As a kindergarten teacher, I appreciate all of the hard work and prep that these programs do so that I can take students even further. Pre-k programs set the foundation for learning. The experiences, skills, and community they establish at such an early age is invaluable. School becomes the catalyst to show these students that they are capable of doing amazing things.”

– Jayna Salcedo, Linapuni Elementary Kindergarten Teacher

“After seeing the positive impact of the instructional practices on our young students’ learning, our lower-grade teachers committed to improving their own instruction through learning and implementing developmentally appropriate practices. When they inquired about early learning professional development for themselves, EOEL enthusiastically welcomed them to EOEL’s sessions to support us in providing equitable learning experiences for teachers and students alike.”

– Gay Kong, Keolu Elementary Principal

We have been incredibly impressed with the Program. The teachers have put a focus on education while still making it fun. They encourage the children daily. They have found a perfect balance to be able to challenge each child to have them prepared for kindergarten next year. We are so thankful for this opportunity.”

– Parent of Konawaena Student

“EOEL Pre-K Program is a class act. EOEL has embraced us with layers of support and continually provides what research has shown to be instrumental to the implementation of programs that make a difference in children’s lives – coaching and mentoring for our teachers and principals. Not only do the EOEL staff tell you what you can do, but they show you how and allow you to practice.”

– Rick Paul, Hana High & Elementary Principal

EOEL Public Pre-Kindergarten Program

By the end of the school year:

97.6% of children met and/or exceeded expectations in all areas of child development and learning:
• Social-emotional
• Physical
• Language
• Cognitive
• Literacy
• Mathematics

37.8% economically disadvantaged*
*based on eligibility for free-and-reduced price lunch

11% English language learners

5% dually enrolled in Program & special education

SCHOOL YEAR
2016-17

2.3% of Hawaii’s 18,500 4-year-olds are served by the Program

LOCATIONS
Hawaii Island
Honoka’a Elementary
Hōʻōkena Elementary
Kaʻu High and Pāhala Elementary
Kea’au Elementary
Keonepoko Elementary
Konawaena Elementary
Mountain View Elementary
Na’alehu Elementary
Pāhoa Elementary
Kohala Elementary*

Lāna’i
Lāna’i High & Elementary

Kaua’i
‘Ele’ele Elementary
Kekaha Elementary

Maui
Hana High & Elementary
Kula Elementary*

Moloka’i
Kaunakakai Elementary
Kilohana Elementary*

O’ahu
Keolu Elementary
Linapuni Elementary
Nānākuli Elementary
Waialua Elementary
Wai‘ale‘ale Elementary
Kailua Elementary*
Kalihi Uka Elementary*

*starting School Year 2018-19

Contact:
Director Lauren Moriguchi
808.586.3811
EOEL_Info@notes.k12.hi.us
Planning for Public Pre-Kindergarten: Access & Quality

(one option given the current limitation on State funding which allows expansion within the public sector only)

Access to Pre-Kindergarten – The Numbers

- Current population of 4-year-olds in Hawaii: 18,500
  - Currently attending preschool: 60%
    - Includes those served by federal Head Start and special education
    - Includes those served by private providers
      - Includes those served by subsidies (e.g., DHS Preschool Open Doors, DHS Child Care Connection, Kamehameha Schools Pauahi Keiki Scholars)
    - Includes those served by public pre-kindergarten programs
      - EOEL Public Pre-Kindergarten Program
      - Charter Schools’ Preschool Development Grant program

Plans for Expansion of the EOEL Public Pre-Kindergarten Program

- Requested funding for 10 new classrooms in the 2017 legislative session; received funding for 5 new classrooms (to open SY2018-19).
- Plan to request funding for new classrooms in the 1st year of every biennium.
  - Allows time for new schools to ramp up to start the following year.
- Plan to request funding for additional staff to support the Program.

Challenges to Expansion

- Challenge to expansion: must have quality infrastructure in place
  - Only a high-quality program will produce the positive outcomes associated with early learning. Low quality is detrimental to children (e.g., may result in behavior issues, inappropriate suspensions and referrals to special education).
  - Limited teacher understanding of how to provide a high-quality early learning program (e.g., set up classroom, learn teaching practices that are most appropriate for young children) – it’s not just simplified kindergarten.
  - Limited principal understanding of how to provide a high-quality early learning program since practices and policies are different from K-12 (e.g., hire, support, and evaluate educators). Principal should also be willing to take on the additional oversight responsibilities.
  - EOEL is working to address through:
    - The Early Induction Program for new schools;
    - The Early Learning Academy for schools;
• Regular coaching and mentoring via resource teachers and educational specialist;
• Requirement that all Program teachers and educational assistants (EAs) have a min # of hours in early childhood education coursework by 2022; and
• Efforts to build the workforce (see below).

• Challenge to expansion: workforce of qualified early childhood educators is very limited
  o Research shows that teachers with bachelor’s degrees and a specialization in early
    childhood education are most effective in implementing high-quality programs.
  o EOEL is working with higher education to increase access to early childhood development
    and learning coursework through flexible options for teachers and EAs.
  o EOEL is working with public high schools to implement CTE coursework in early childhood.
  o EOEL has received an NGA grant to help fund task force work around aligning career
    pathways, and recruitment and retention of early childhood providers.

• Challenge to expansion: facilities
  o Most campuses do not have space. New facilities would have to be built, if land is available.
  o EOEL is working with DOE to identify schools with possible existing space; anticipate there
    may be 10-15 classrooms before CIP funds are needed for improvements and/or new
    classrooms.
  o Each additional 1-classroom structure is estimated to cost $1.5 million – may not include
    high costs for plumbing, utilities, fire lane, fire main, fire safety devices, handicap
    accessibility, parking, and abatement of lead along pathways and buildings used by pre-k
    students.

• Challenge to expansion: costs
  o Facilities costs (see above).
  o Add operational costs, estimated at upwards of $134,000/classroom per year, not including
    initial startup and administrative support.
  o Most states with universal pre-k support a mixed delivery system that allows contracting of
    private providers, since it is more cost-efficient and time-efficient for the state/taxpayers. A
    Constitutional amendment would be needed to do this in Hawaii.

• Challenge to expansion: P-3 transition & alignment
  o EOEL is trying to work with DOE to improve the continuity of quality experiences after a
    student leaves the pre-k classroom.

• Other considerations for expansion
  o Don’t want to put existing providers out of business.