

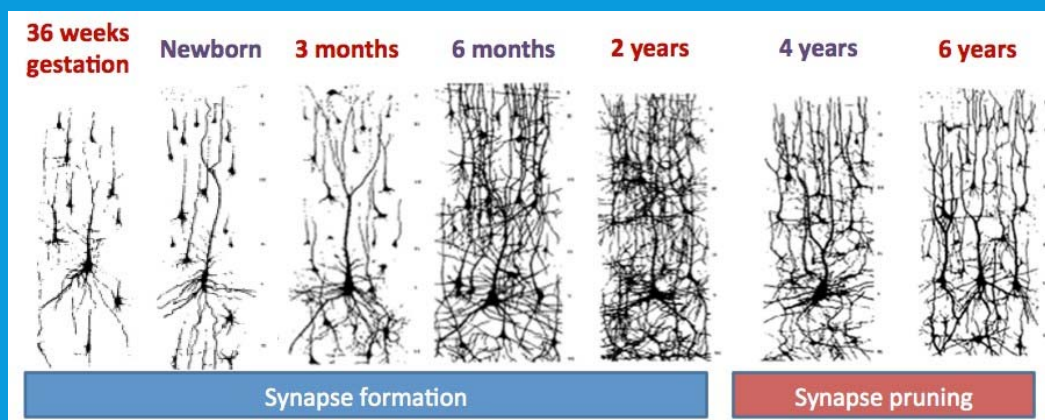
Presentation on



Executive Office on Early Learning

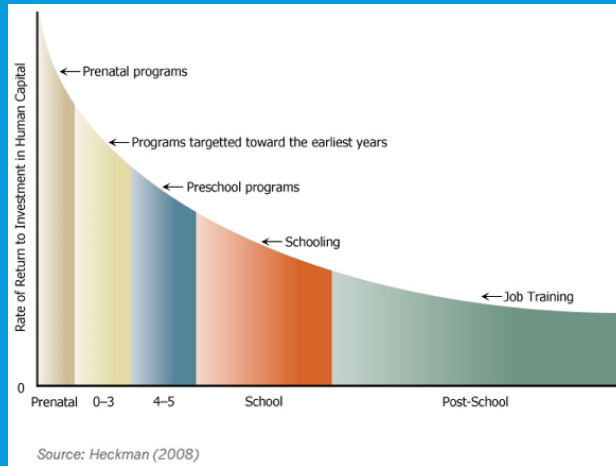
Board of Education
General Business Meeting
May 3, 2018

Before age 5, 85% of the brain has developed.



Executive Office on Early Learning

Early Learning: Excellent ROI



every
\$1 = **\$4**
 spent
 on early childhood education in
 Hawai'i
 in
 State, Federal,
 & social benefits

Source: C.R. Belfield, "The economic benefits of investments in early education for Hawaii" (2008)



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But many families in Hawai'i cannot afford preschool.

\$9,500

average cost of 1 year
of full-time preschool

=

13% 

of the state median
family income

32% 

of the median income
of single mothers

50% 

of the annual full-time
minimum wage

92% 

of UH Mānoa annual
undergraduate tuition



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Source: UH Center on the Family, 2017



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

Access for 520 children = 2.3% of the 18,500 4-year-olds in Hawai'i				Schools with EOEL Public Pre-K Program Classrooms			
Island	Schools	Classrooms	Students	Hawai'i	O'ahu	Kaua'i	Maui
Hawai'i	10	11	220	Honoka'a Ho'okena Kea'au Keonepoko Konawaena Mountain View Na'alehu Pāhala Pāhoa Kohala*	Keolu Linapuni Nānākuli Waiāhole Waialua Kailua* Kalihi Uka*	'Ele'ele Kekaha	Hana Kula*
O'ahu	7	8	160				
Kaua'i	2	2	40			Lāna'i	Moloka'i
Maui	2	2	40			Lāna'i	Kaunakakai Kilohana*
Moloka'i	2	2	40				
Lāna'i	1	1	20				
Total	24	26	520				



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**As of
School Year 2018-19**
*new classrooms

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

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Challenges to Expansion (cont'd)

- Very limited workforce of qualified early childhood educators
- Facilities
- Costs: facilities and operating
- P-3 transition & alignment

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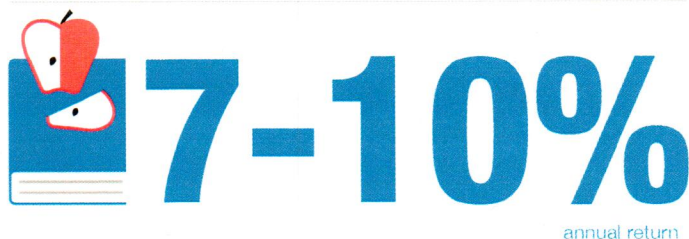
AMERICA'S BEST INVESTMENT

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:

Compared to:



 **Dow Jones Industrial Average** over the last 40 years:

6.77% annual return

 **S&P 500 Index** over the last 40 years:

6.56% annual return

Smart investments reduce costly outcomes:

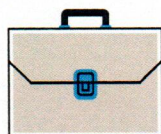
Society gains because participants are:

Adults who didn't attend early childhood programs earn

\$5,500

less each year than peers who did attend

Employment



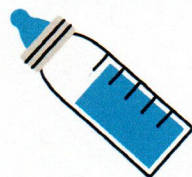
More likely to be employed and earn a

33%
HIGHER AVERAGE SALARY

Over their lifetime, the 2010 cohort of babies born to teens will collectively cost taxpayers

\$43.7 B

Teen Pregnancy



50% LESS LIKELY
to become teen parents

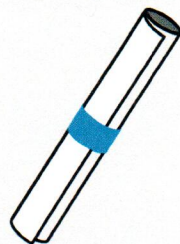
1.1 M high schoolers did not graduate from the class of 2011.

If they had graduated from high school, those students would have collectively earned an extra

\$154 B

in income in their lifetimes

Drop-out

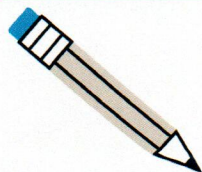


29% MORE LIKELY
to graduate high school

\$65 B

Annual spending on special education

Special Education



50% LESS LIKELY
to require special education

\$158 B

Annual costs due to youth violence

Youth Violence



70% LESS LIKELY
to be arrested for a violent crime before the age of 18

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.



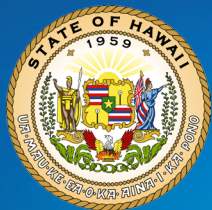
First Five Years Fund

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.



invest in us

Visit ffyf.org for a full list of references.



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

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:

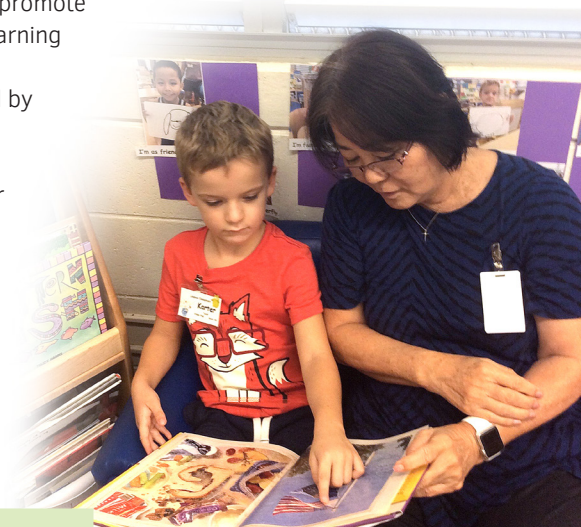
- Increased behavior issues
- Increased rates of inappropriate suspensions and/or referrals to special education

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



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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**

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



11%

English language learners

SCHOOL YEAR 2016-17

37.8%

economically disadvantaged*

*based on eligibility for free-and-reduced price lunch

5%

dually enrolled in Program & special education

The EOEL Public 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 pre-k 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

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

2.3%

of Hawaii's 18,500 4-year-olds are served by the Program

The others are served by programs such as Head Start, special education, charter schools, family-child interaction learning, family child care, and other private programs...or not attending any program.

“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

LOCATIONS

HAWAII ISLAND

Honoka'a Elementary
Ho'okena Elementary
Ka'u 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
Waiāhole Elementary
Waiāluā Elementary
Kailua Elementary*
Kalihi Uka Elementary*

*starting School Year 2018-19

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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**
 - Research shows that teachers with bachelor's degrees and a specialization in early childhood education are most effective in implementing high-quality programs.
 - EOEL is working with higher education to increase access to early childhood development and learning coursework through flexible options for teachers and EAs.
 - EOEL is working with public high schools to implement CTE coursework in early childhood.
 - 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**
 - Most campuses do not have space. New facilities would have to be built, if land is available.
 - 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.
 - 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**
 - Facilities costs (see above).
 - Add operational costs, estimated at upwards of \$134,000/classroom per year, not including initial startup and administrative support.
 - 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**
 - 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**
 - Don't want to put existing providers out of business.