

Executive Office on Early Learning

Education Briefing

House Committee on Education

January 13, 2023

Statutory Charge

To work across state departments, organizations, and sectors toward a comprehensive and integrated early childhood system for the state.

Chapter 302L-1.5(d), Hawaii Revised Statutes

Vision

Every child in Hawai'i has access to high-quality early childhood development and learning experiences, which lay the foundation for lifelong well-being.

Mission

Through collaboration and partnership, we work to establish a system that ensures a solid foundation of early childhood development and learning for Hawaii's young children (prenatal to age five), meaningful engagement and supports for their families, and a stable, competent, and supported early childhood workforce.

We:

- Establish, strengthen, and connect policies, programs, and funding;
- Leverage and secure resources; and
- Incorporate high-quality standards and practices for early learning and professional development

to address access, quality, and sustainability within the early childhood system.

National Assessment of Educational Progress

The quality of learning experiences,
based on strong relationships,
promotes the skills necessary for academic success.

High-quality early childhood programs help build the foundations
for stronger family lives and have substantial effects on
education, employment, crime, school suspensions, and health
(Heckman, James, and Ganesh Karapukula, 2019).

Current Administrator Testimony



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“When reviewing data, my current twenty 4th graders who had EOEL experience are leading the grade level in our DIBELS and iReady scores.

All but three are on or above grade level; we know EOEL works!!”

The First Eight Years Report

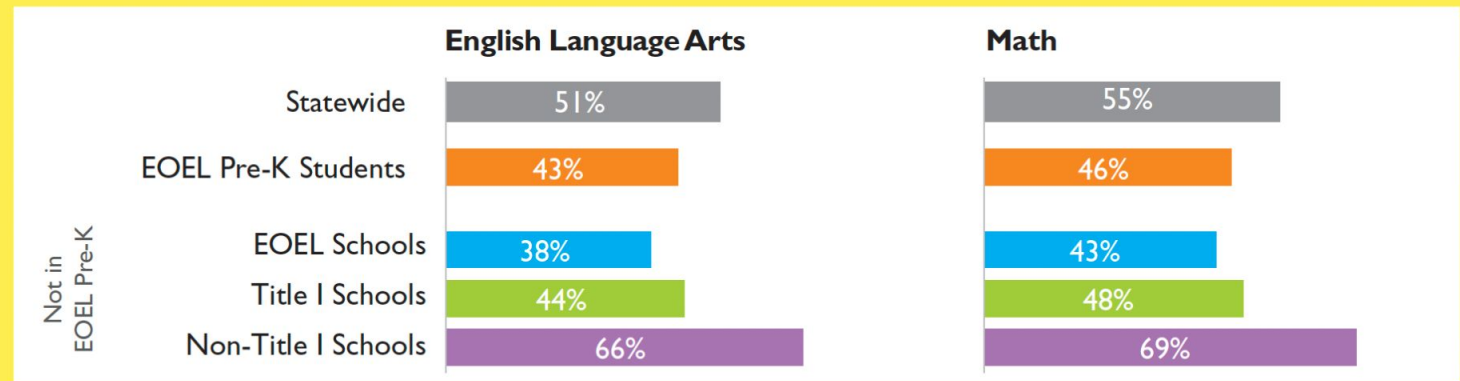


The First Eight Years Early Outcomes of Hawai'i's Public Pre-Kindergarten Program

HAWAII P-20 PARTNERSHIPS FOR EDUCATION
FEBRUARY 2020

How did EOEL pre-K students perform on third grade assessments?

Percent of students with third grade Smarter Balance Assessment (SBA) scores in 18-19 who met or exceeded standards



A higher percentage of EOEL pre-K students who took the third grade SBA in 18-19 met or exceeded English Language Arts (ELA) standards (43%) compared to students who attended an EOEL school but did not participate in EOEL pre-K (38%). Similarly, a higher percentage of EOEL pre-K students met or exceeded math standards (46%) compared to students who started at an EOEL school but did not participate in EOEL pre-K (43%).

Overall, 51% of students statewide met or exceeded third grade ELA standards, and 55% met math standards.

What We Do

Two Main Functions

Coordinate and improve
the early childhood system
as a whole

Administer the public
prekindergarten program

What We Do

EOEL Public Prekindergarten Program

Our program provides early care and early learning experiences and is among the highest rated public prekindergarten programs in the nation. This program is of no cost to families.

Hallmarks of Our Program

Well-trained and
well-supported educators

Cost-efficient and
effective use of
public funds

Prioritization of at-risk
and underserved children
& families

Federal Funds

EOEL receives funding from our Head Start Collaboration Office (HSSCO). HSSCO serves as the liaison between the federal Office of Head Start and the state and local grant recipients. The funding supports 1 FTE position, the HSSCO director, who provides coordination and facilitation support to enhance strategic partnership between local grant recipients and state and community partners to ensure Head Start voice is included in state-level planning, decision-making and policy development.

Non general fund reports can be found [here](#).

FY 2021-2023 Budget

EOEL Budget + FTE Totals

	Amount	FTE
Federal Funds	\$125,628	1.00
General Funds	\$7,073,037	94.00
Total	\$7,198,665	95.00

Currently Funds

- 37 EOEL Public Prekindergarten Classrooms
- Positions that support EOEL's statutory responsibilities

FY 2024 & 2025 Board Approved Requests

Description	FY '24 FTE	FY '24 Amount	FY '25 FTE	FY '25 Amount
Priority 1 - Expansion of 23 New EOEL Classrooms	5	\$1,070,552	52	\$3,118,235
Priority 2 - FCIL Expansion	0	\$600,000	0	\$600,000
Priority 3 - Early Childhood Educator Stipend Program		\$660,000		\$660,000
Priority 4 - Enhance Office Capacity	3	\$65,000	3	\$65,000
Priority 5 - Appropriation Ceiling for Early Learning Special Fund		\$3,000,000 (B)		\$3,000,000 (B)
Priority 6 - State Plan Requests		\$480,000		\$480,000
Priority 7 - ELB Requests	1	\$122,800	1	\$122,800
Grand Total A Funds	9	\$2,998,352	56	\$5,046,035
Grand Total A Funds if Requests are Approved	103	\$10,071,389	150	\$12,119,072

Budget Request Impact

Expansion of 23 Classrooms

Research demonstrates that access to high quality early learning programs yield substantial short-and long-term benefits. With this funding, the EOEL Pre-Kindergarten program would begin the induction program next fiscal year and operate 60 classrooms and service up to 1,200 young children statewide in SY 2024.

Budget Request Impact

Expand FCILs

FCIL programs, one of the early learning program settings in the State, are multi-generational culture-based programs that enhance a family's ability to support their children's growth and development. EOEL currently contracts 2 FCIL programs and with funding, could contract up to 9 FCIL programs.

EC Educator Stipend

The demand to enroll in early childhood programs exceeds the number of available qualified early educators. The Stipend Program aims to increase the amount of qualified early educators and eliminate the financial burden by providing upfront stipends to eligible students to help them attain the credentials needed to work in the field.

Budget Request Impact

Early Learning Special Fund Ceiling

The Early Learning Special Fund currently has no appropriation ceiling. Hawaii was awarded the Federal Preschool Development Birth to Five Renewal Grant. An appropriation ceiling would allow any additional contributions (i.e. donations, grant monies etc.) to be used for the purpose of supporting the early learning system.

Budget Request Impact

Increase EOEL Internal Capacity

The 3 FTE position requests will enhance EOEL's capacity to achieve its statutory obligations. 2 FTE requests are currently temporary positions and are for permanent position counts only; no additional funding is needed.

Early Childhood State Plan

The current Early Childhood State Plan was a 5-year plan set to end in 2024. The 1 FTE position request and subsequent funding will support the work to coordinate with stakeholders to renew and implement the State Plan.

ELB Budget Request Impact

Support the Early Learning Board

The Board is requesting funding for 1 FTE position that is currently filled and to enhance the Board's capacity to achieve its statutory obligation to improve the availability, quality, and coordination of early learning programs. These funds would also enhance the Board's capacity to navigate the systems-level work necessary to support EOEL and the field at large.

Your investments in EOEL
and the early childhood
sector make a difference.

