
Executive Office on Early Learning

House Committee on Education
January 9, 2026

<https://earlylearning.hawaii.gov/>





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

Our two main functions

- Coordinate and improve the early childhood system
 - *Host the Head Start Collaboration Office
- Work in partnership with HIDOE to administer the EOEL Public PreK program



First 5 Hawai‘i

The development of the First 5 Hawai‘i Common Eligibility Portal was a collaborative effort utilizing funding from the Preschool Development Grant, Birth to 5 (PDGB-5), and led by a team from the Hawai‘i Children’s Action Network (HCAN). Many different partners came together to help streamline access for our families through this common eligibility portal, including the Hawai‘i Data Collaborative and the many departments and agencies that administer the 18 programs connected to the portal.

EOEL will assume responsibility for maintaining the site beginning in 2026.

**ONE website. MANY services.
All for Hawai‘i families.**



Check eligibility for 18 different State and Federal programs



Early Learning



Special Needs &
Early Intervention



Health & Safety



Parenting, Family
Support and
Housing



Food & Nutrition



Scan Code or visit
First5Hawaii.org



HAWAII Children and Youth Fiscal Map

Select any of the options below to navigate to the corresponding page.

Fiscal Map Summary

Funding Stream Profile

Age Analysis

0-5 Age Analysis

State Budget Comparison

Methodology

In 2024, **The Executive Office on Early Learning and Early Childhood Action Strategy** joined Children's Funding Project's multi-state child and youth fiscal mapping cohort.

The **Hawai'i** children and youth fiscal map is a comprehensive analysis of public investments in children and youth in **Hawai'i**. It is an analysis of public funding for children and youth, ages 0-24, from 2019-2023. Leaders, advocates, policy makers, and public sector employees can use the fiscal map to better understand the current child and youth funding landscape and to inform strategic decisions within the state. In addition, nonprofits, residents, and community groups are encouraged to use the resource to better understand the state's investments in children and youth.

The fiscal map provides data about how **Hawai'i** funds target specific outcomes, services, age groups, and populations. This research analyzes state, federal, and federal relief funding for children and youth, ages 0-24, throughout fiscal years 2019, 2020, 2021, 2022, and 2023.

Click on any of the tabs to the left to view the fiscal map pages. Each page is interactive and designed to be a tool to spark further discussion, research, and action.

CHILDREN' \$
FUNDING PROJECT



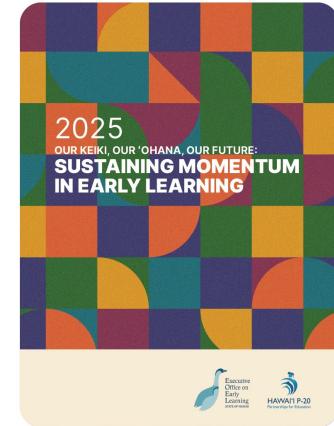
Children's Funding Project is a nonprofit social impact organization that helps communities and states expand equitable opportunities for children and youth through strategic public financing. © Children's Funding Project 2024. Some rights reserved. This work is licensed under Creative Commons Attribution Non-Commercial.

Hawai‘i’s Preschool Development Grant Birth Through Five (PDG B-5)

**2022 (3 year)
Renewal Grant**

\$19,911,123 (\$6,637,041/yr)

- Update comprehensive statewide B-5 needs assessment
- Update comprehensive statewide B-5 strategic plan
- Maximize parent and family engagement in B-5 system
- Support B-5 workforce and disseminate best practices
- Support program quality improvement
- Enhance quality and expand access to existing and new programs



Hawai‘i Early Childhood State Plan



Hawai‘i Early Childhood State Plan

Moving Forward Together: Many Partners, Many Efforts, One Purpose

2025–2030



BUILDING BLOCKS



The overarching structure of the State Plan is six **Building Blocks** that represent key focus areas across the **early childhood system** sectors of health, wellness, and **early care and learning**. Building upon the strengths of the 2020 State Plan, these six Building Blocks carry over from the five included in the 2020 State Plan, with the Foundations for Early Learning Building Block split into two areas of focus: Access to Early Care and Learning Opportunities and Keiki Learning and Development.



Keiki and ‘Ohana Health, Safety, and Well-Being

Ensuring that all families have equitable access to resources that promote optimal health, safety, and well-being is fundamental to supporting Hawai‘i’s keiki in reaching their fullest potential. A strong early childhood system depends on coordinated efforts that address the physical, emotional, and social needs of keiki and ‘ohana. Goals for this Building Block focus on expanding access to comprehensive healthcare—including preventive screenings and community-level supports—while also emphasizing the importance of holistic, trauma-informed approaches to well-being.



‘Ohana Partnerships and Engagement

Strong partnerships with ‘ohana are essential to ensuring that Hawai‘i’s keiki receive the coordinated care, learning opportunities, and support they need to thrive. When ‘ohana are engaged as active partners, their voices help shape systems and services that are more equitable, responsive, and effective. Goals for this Building Block emphasize the importance of fostering ongoing, meaningful communication with families across communities and ensuring they have seamless access to comprehensive information and resources.



Keiki Learning and Development

High-quality early care and learning experiences form the foundation for keiki to grow, learn, and thrive. Nurturing and inclusive learning environments that reflect Hawai‘i’s diverse culture and languages honor each child’s identity while supporting their holistic development. Goals for this Building Block emphasize access to culturally, linguistically, and developmentally appropriate experiences that promote social, emotional, cognitive, and physical growth.



Early Childhood Workforce

Foundational to quality care and learning for Hawai‘i’s keiki and ‘ohana is a strong, stable, and well-supported early childhood workforce. Well-prepared, fairly compensated, and valued early childhood professionals are better equipped to create nurturing environments where keiki can thrive. Goals for this Building Block emphasize the importance of strengthening the early childhood workforce through equitable compensation, improved working conditions, and access to professional growth opportunities.



Access to Early Care and Learning Opportunities

A robust and equitable **mixed-delivery system** ensures that every ‘ohana can access early care and learning options that reflect their values, priorities, and unique circumstances. Meaningful choices among high-quality programs ensure ‘ohana are able to support keiki development and learning in environments that feel familiar and responsive. Goals for this Building Block emphasize expanding access to affordable, high-quality opportunities across the mixed-delivery system while honoring the cultural and geographic diversity of Hawai‘i’s communities.



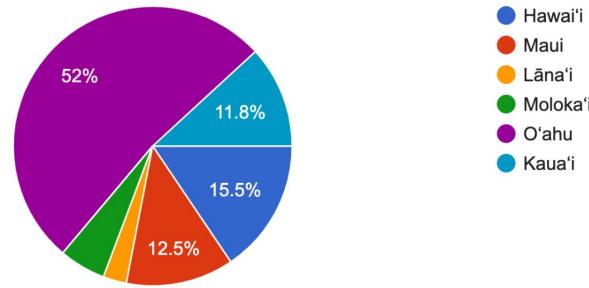
Early Childhood Systems

Strong alignment across Hawai‘i’s early childhood health, wellness, and early care and learning systems is essential for providing keiki and ‘ohana with comprehensive, accessible services and supports. Coordinated systems reduce duplication and utilize resources efficiently, providing ‘ohana with seamless access to needed services. Goals for this Building Block emphasize increased communication and cohesion across early childhood programs, establishing shared definitions of quality, and enhancing data-sharing efforts to inform decision-making.

Community Engagement & Outreach

On which Island do you live?

296 responses



Hawai'i Island



O'ahu



Kaua'i



Maui



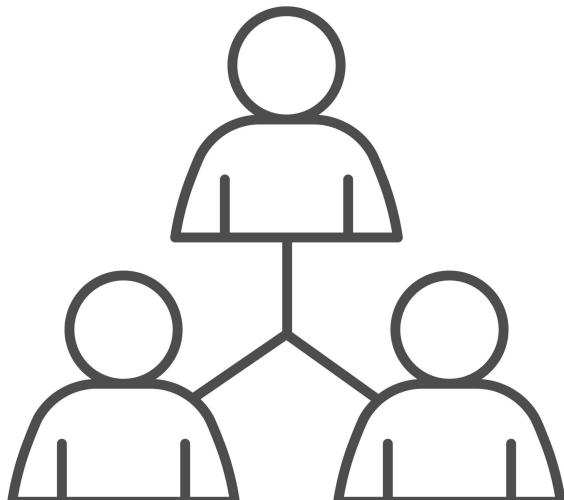
Moloka'i



Lāna'i

Supplemental Budget Requests - FY27

Budget Neutral



EOEL is requesting general fund position counts to support the growing workload and responsibilities of the office in coordinating the early learning system.

Program Specialist IV (2.0 FTE)

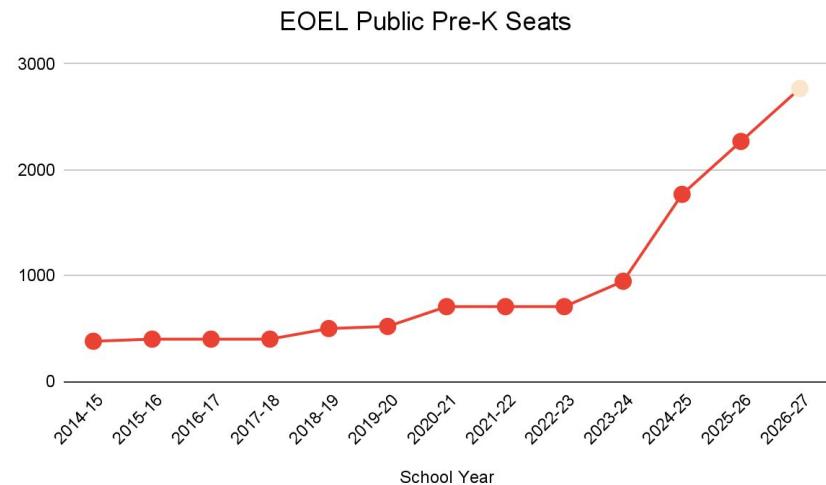
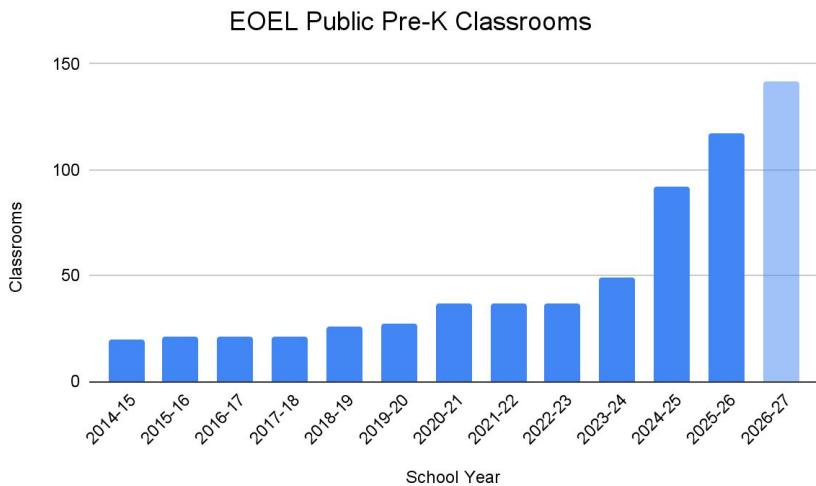
Sustain and advance statewide initiatives to support the early learning system, ensuring continuity of work and implementation of the Hawai'i Early Childhood State Plan.

Evaluation Specialist II (1.0 FTE)

Provide leadership, planning, and coordination in evaluating the effectiveness of programs and assessing the extent to which the objectives of the early learning system are being realized at the state level.



EOEL Public PreK Classroom Growth 2014 -2027



EOEL Public PreK

SY 2025 - 26

Sites: 89

Classrooms: 117

Seats: 2,275

Total Applications: 4,979 (as of January 2026)

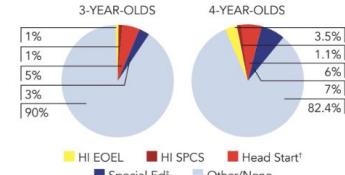
Unique Applications: 3,491 (as of January 2026)
 *42 pairs of twins

HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment..... 761
 School districts that offer state program..... 93% complex areas
 Income requirement..... 300% FPL (priority for eligibility)
 Minimum hours of operation..... 30.5 hours/week; 5 days/week
 Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Estimates children in Head Start not also enrolled in state pre-K.

[‡] Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	HI EOEL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	10 PD sessions/year (teachers & assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Full physical exam (includes vision & hearing); Referrals	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

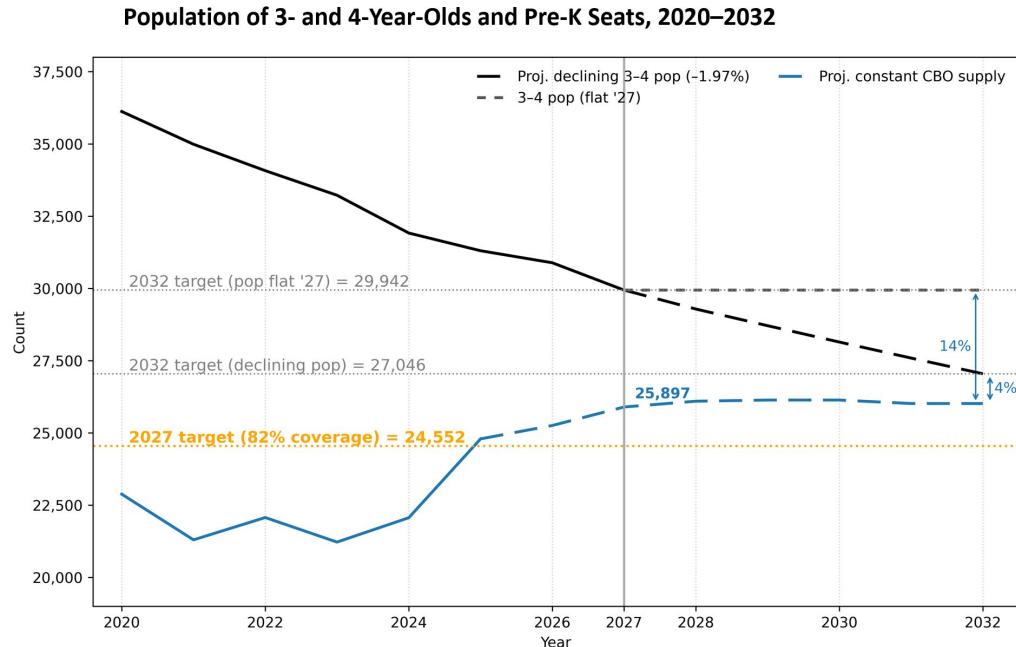
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



Early Childhood Educator Stipend Program

Stipend Recipients & Completers	
<u>Totals To Date (Summer 2023 - Summer 2025)</u>	#
Stipend Recipients	162
Completers	61

Act 46 progress



Rough projection - provides a directional sense of progress and illustrates a range of potential outcomes.

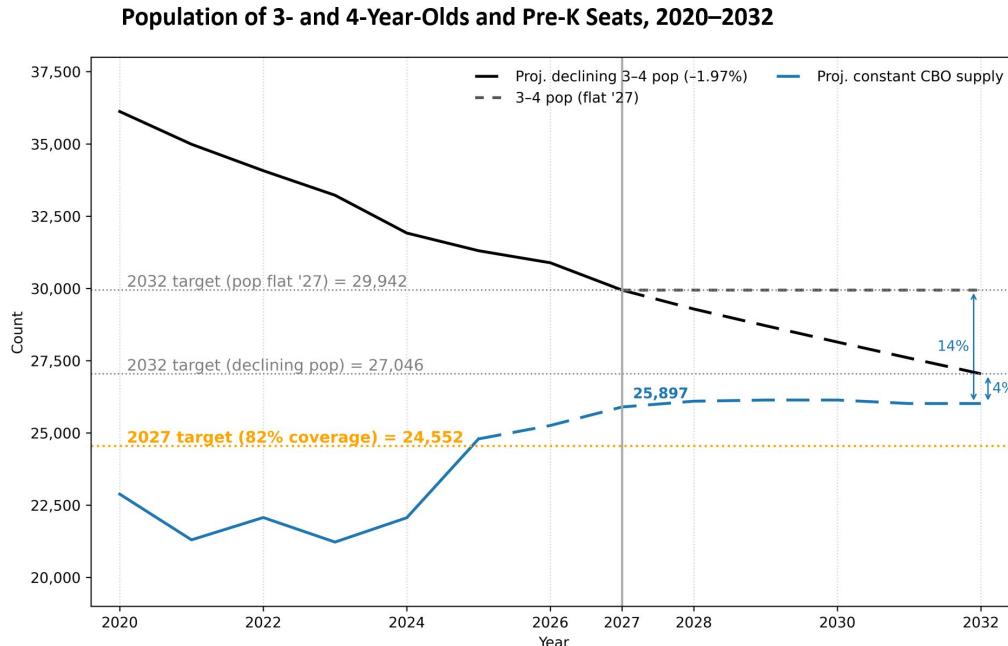
Limitations of the data used to generate the figure

- Population based only on Department of Health Vital Records Birth Data → does not account for in/out migration
- Statewide information → does not reflect local/regional geographic availability
- Voluntary and self-reported nature of desired capacity data for community-based providers
- Counts for some community-based providers may include seats for 2 year olds
- Count of SPED PreK seats includes some children also attending a general education PreK classroom (possible double counts)

Unknowns that could impact outcomes

- Actual birth rates
- Potential positive impacts to community-based providers from recent Preschool Open Doors Subsidy changes
- Uncertainty regarding levels of federal support for subsidies (CCDF), Head Start, Special Education Services, and Department of Defense Preschools
- Possible future State investments in ECE
- Early childhood workforce availability

Act 46 progress



Community-Based Organizations (CBO): Registered Family Child Care Homes; Licensed Group Homes; Licensed Preschools; Head Start.

Non-CBO providers: EOEL Public Pre-K; Charter Schools; DOE SPED & Migrants Pre-K; Department of Defense preschools; Public Libraries, County and School Facilities Authority hubs.

Capacity: “Desired” capacity = number of children a provider is actively seeking to enroll given current staffing and resources.

Population trajectories:

1. Declining at -1.97% annually (calculated as compound annual growth from 2012-2024 births: $(2024 \text{ Births}/2012 \text{ Births})^{1/12} - 1$; See: <https://www.bea.gov/help/faq/463>)
2. Flat from 2027 onward.

Horizontal grey lines: 2032 target goals (100% coverage) under each population assumption.

Projected capacity (blue dashed line): Projected CBO capacity held constant at July 2025 levels + Non-CBO providers' planned capacity growth.

Percentages (arrows at 2032): Gap between projected capacity and population need—showing percent of 3-4 year-olds not covered under each population trajectory.

Future Focused

2026 (1 year)
Systems Building Grant

\$1,376,813.00

- Critical Element 1: Statewide ECE Needs Assessment & Strategic Plan
- Critical Element 2: Outcome Strategies
 - Category 1: Reconcile fragmented elements into a unified system
 - Category 2: Expand program availability and sustainability
 - Category 3: Align or share information and data systems
- Critical Element 3: Track Project Impact



25 New Classrooms in 2026

