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STATE PUBLIC CHARTER SCHOOL COMMISSION
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APPLICATIONS COMMITTEE RECOMMENDATION

DATE OF SUBMITTAL: January 5, 2024

DATE OF MEETING: January 11, 2024

TO: Cathy K. Ikeda, Chairperson
State Public Charter School Commission

FROM: Alex Harris, Chairperson
Applications Committee

AGENDA ITEM: V. b. Action on the Pre-K Only Charter School Application: PACT Parkway Villages
Preschool

I. DESCRIPTION

Action on Charter School Application for Proposed Pre-K-only Charter School, PACT Parkway Villages Preschool.

II. AUTHORITY

Charter School Applications: Pursuant to §302D-5(a), Hawaii Revised Statutes, “[a]uthorizers are responsible for executing the following essential powers and duties: . . . (1) Soliciting and evaluating charter applications; (2) Approving quality charter applications that meet identified educational needs and promote a diversity of educational choices; [and] (3) Declining to approve weak or inadequate charter applications[.]”

§302D-39 Public early learning and preschool programs; administrative authority. (a) The commission shall have administrative authority over all state-funded early learning programs and private partnership-funded preschool programs in public charter schools except for special education and Title I-funded prekindergarten programs. ... (c) Subject to the availability of funding, the commission shall implement an application process for schools to establish an early learning program.

III. BACKGROUND

For the 2023 pre-k only charter school application cycle, the application was assessed by an evaluation team consisting of Caitlin Kryss, Kathi Takakuwa, Caroline Soga, Patricia Gooch and Danny Vasconcellos. The evaluation team assessed the academic, organizational and financial plans submitted in the application.

The Evaluation Team's role in the applications process is to evaluate the application against the evaluation criteria in order to develop recommendations for approval or denial to the Commission. In developing its recommendation, the evaluation team assessed the application and conducted an interview with applicant group members. The Evaluation Team does not consider public hearing testimony in developing its recommendation.

Key components of the evaluation process are as follows:

- **Clarification Interview:** As required by Section 302D-13, HRS, the evaluation team assesses the academic, organizational, and financial plans of the application and conducted a clarification interview with PACT Parkway Villages Preschool on November 22, 2023. The applicant group members that attended the interview were: Kim Gould, Margaret Takahashi, Dawn Kurisu, Ryan Kusumoto, Ben Naki, Trisha Kajimura.
- **Public Hearing:** Section 302D-13, HRS requires the Commission to hold a public hearing to allow the public an opportunity to provide its input on each charter application. As such, the Commission held a public hearing on the application on November 9, 2023. The public hearing was held at the Commission office and via Zoom to enable the public to testify and receive a presentation from the applicant about their proposed charter school. There was no written or oral testimony provided at the public hearing.
- **Evaluation Team Recommendation Report:** This report was produced by the Evaluation Team summarizing their review of the application and clarification interview. There are three components of the recommendation report, each corresponding to the main sections of the pre-k only charter application: academic plan, organizational plan, financial plan. Each section includes a rating, a summary of the submitted plan and analysis of evidence supporting PACT's capacity to execute their plan. This report was transmitted to the applicant on December 8, 2023, and attached as part of the submittals for the Applications Committee meeting of December 14, 2023 and General Business meeting of January 11, 2024.

IV. INFORMATION FOR CONSIDERATION

Summary of Section Ratings

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for material weakness in another. Therefore, in order to receive a recommendation for approval, the application must

demonstrate evidence of capacity to implement the proposed plan, meet the criteria for all main sections of the application Educational Impact Statement, Financial Performance, Organization/Capacity, Academic Performance, Virtual/Blended Learning (if applicable), Third Party Providers (if applicable), Conversion Charter Schools (if applicable), and present an overall proposal that is likely to result in the successful opening of a *high-quality charter school*, as defined in the Application.

Evaluation Team Recommendation Report

In creating its Recommendation Report for PACT Parkway Villages Preschool, the following was assessed:

- PACT Parkway Villages Preschool application was assessed against the evaluation criteria presented in the Pre-K-only Charter School Application; and
- Clarification interview

In order to receive a recommendation for approval, an application must meet the standard of approval in all applicable core areas of the application (Educational Impact Statement, Financial Performance, Organization/Capacity, Academic Performance, Virtual/Blended Learning (if applicable), Third Party Providers (if applicable), Conversion Charter Schools (if applicable)). The evaluation team, after completing their review of the Applicant's documentation and conducting a clarification interview, compiled their findings into the Recommendation Report.

In their report, the evaluation team recommends that the Commission **approve** PACT Parkway Villages Preschool application, as they met the standard of approval in all applicable areas of the application. The Evaluation Team Recommendation Report is attached as **Exhibit 1** of this submittal.

V. SCOPE OF COMMISSIONER REVIEW

To make a recommendation to the full Commission regarding the approval or denial the application, the Application states that the Applications Committee will consider the following:

- Application Sheet
- Application materials
- Evaluation Team Recommendation Report
- Public hearing testimony

Applicants were advised at the beginning of the application process that the Application should be a complete and accurate depiction of their proposed plans and that **no new information will be accepted**. For the purposes of the application process, **new information means any information that substantially differs from what is provided in the application and is revisionary in nature. Applicants shall not provide any new information beyond the information provided to the Evaluation Team in the Application, and interviews because such new information would not have been completely evaluated by the Evaluation Team.**

Further, the Request for Proposals states that **the Commission shall not consider new information** that was not available to the Evaluation Team. As such, when conducting a review of the application, and during decision-making, Commissioners should not consider any new information submitted by the applicant.

At the December 14, 2023 Applications Committee, the Committee reviewed the Evaluation Report, questioned both the Applicant and Evaluation Team and then took action to recommend the approval of the pre-K only charter application for PACT Parkway Villages Preschool.

VI. DECISION MAKING STATEMENT:

The Commission should consider the recommendation by the Applications Committee to approve the pre-k only charter application for PACT Parkway Villages Preschool.

Applications Committee's Recommendation:

"Motion to recommend approval of the PACT Parkway Villages Preschool Charter Application as it meets the criteria standards in all areas."

Exhibit 1

**2023 Evaluation Team Recommendation Report
PACT Parkway Villages Preschool**



Hawaii State Public Charter School Commission

**CHARTER SCHOOL APPLICATION RECOMMENDATION
REPORT 2023**

December 6, 2023

New Pre-K Only Charter School Application for

Parents and Children Together (PACT) Parkway Villages Preschool

Evaluation Team

Patricia Gooch, M.Ed.

Kathi Takakuwa, M.Ed.

Caitlin Kryss, M.Ed.

Danny Vasconcellos, Jr.

Caroline Li Soga, Ph.D.

Report Contents

This evaluation report includes the following:

PROPOSAL OVERVIEW

Basic information about the proposed school as presented in the application.

RECOMMENDATION

An overall judgment regarding whether the proposal meets the criteria for approval.

EVALUATION

Analysis of the proposal based on these primary areas of plan development and the capacity of the applicant team to execute the plan as presented:

Educational Impact Statement: mission/vision, type of school governing board, communities served, educational needs of target population, top three challenges, expansion of educational options, community engagement, curriculum and assessment model, priority needs.

Financial Performance: staffing chart, annual budget for first five years, budget's support of school's mission and vision, fiscal management system and oversight, teacher recruitment and retention plans, fundraising during start-up phase.

Organization/Capacity: governing board member resumes and forms, board member roles in application development, job descriptions for leadership team members, selection of board members, organizational charts, description of non-profit entity.

Academic Performance: scope and sequence for each grade level band, graduation requirements, methodology alignment with mission and vision, accommodating the needs of all students, assessing student performance aligned with mission/vision, professional development plan.

Virtual/Blended Learning: financial and governance aspects, quality of instructional program, teacher and administrator quality to operate a virtual/blended school/program, special education and 504 requirements.

Third Party Providers: reason for ESP or CMO, selection process, provider alignment with mission/vision, providers record of achievement.

Conversion Charter Schools: alignment with mission and vision, community, staff plans and evaluation, facilities.

RATING CHARACTERISTICS

Evaluation team assesses each application against the published evaluation criteria. In general, the following definitions guide evaluator ratings:

Meets Criteria

The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.

Partially Meets Criteria

The response meets the criteria in many respects but lacks detail and/or requires additional information in one or more areas.

Does Not Meet Criteria

The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; is unsuited to the mission of the authorizer or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

PROPOSAL OVERVIEW

Applicant Name:

Parents and Children Together (PACT)

Proposed School Name:

PACT Parkway Villages Preschool

Mission:

PACT's Mission: Working together with Hawaii's children, individuals, and families to create safe and promising futures.

Specific to this proposal, our mission in this new charter Pre-K will be to help families and children be the best they can be by providing a safe, healthy and nurturing environment where both parents and children can continue to grow.

Vision:

PACT's Vision: Hawaii is a peaceful, safe, and vibrant community with opportunities for all to fulfill their dreams.

Proposed Location:

Campbell-Kapolei, Oahu

Enrollment Projections:

Academic Year Planned # Students Grades Served

Academic year planned: 2024 - 2025, dependent upon completion of Parkway Villages at Kapolei development project

Serving Pre-K only, 4 classrooms, 80 students

EXECUTIVE SUMMARY

Recommendation:

PACT Parkway Villages Preschool

Approve

Summary Analysis:

The evaluation team recommends approval of the PACT Parkway Villages Preschool charter application because it meets the criteria for approval in all areas. It should be noted that the proposed charter school is dependent on construction of the Parkway Villages at Kapolei development project, which is slated for completion by December 2024.

The applicant has laid out a clear mission and vision for the school, and has demonstrated their commitment to promoting equitable access to early learning offerings for underserved students and families in the Campbell-Kapolei area of O‘ahu. For over 50 years, PACT has successfully operated numerous Head Start and Early Head Start programs serving low-income families across O‘ahu and Hawai‘i Islands, and is a recognized leader in the early education sector in Hawai‘i. Their reputation as high-quality early learning program provider led to their nomination by the City and County of Honolulu and Kamehameha Schools to operate the four preschool classrooms that are a part of the Parkway Villages low-income housing development project.

Through various outreach efforts and independent research, the applicant has made a clear case that there is a desire and need for the preschool charter school by the community, and has provided a school model that meets the needs of the target population. This school will provide access to public pre-k that is not available in the area, and the applicant has the requisite experience and knowledge to implement a proven model that addresses identified community challenges and needs through provision of high quality education, wrap-around services, ongoing community engagement, staff development, and research-based educational approaches.

The applicant has also assembled a school governing board of experienced, passionate, and dedicated members who each possess skills uniquely suited to their roles and vital to the successful operation of a public charter school. The applicant presented a clear plan of governance that demonstrates their understanding of the required academic, fiduciary and organizational responsibilities it will have. Furthermore, the evaluation team recognizes the value of PACT’s organizational capacity as an important asset and contributor to their long history of success, and are confident in their ability to govern a charter school authorized by the State Public Charter School Commission.

Although the applicant proposed a balanced budget, they did acknowledge the need to secure funding from other sources and utilize USDA meals reimbursement funds to make up for the approximate \$34,000 per classroom deficit. PACT’s capacity to creatively and successfully secure funding through partnerships and grants is evidenced by their successful business model and proven track record operating early education programs in

Hawaii for over 50 years. PACT's accountability for success is further strengthened by their partnership with Kamehameha Schools, which has committed to support pre-opening costs and elimination of lease for space as the landowners.

The evaluation team commends the applicant on its proposal and wishes to emphasize that it is very clear that PACT has taken its deep understanding of high quality early education, best practices in serving young children and families in Hawaii, its system for continuous improvement at all levels, and its commitment to "create safe and promising futures" and applied this knowledge to the proposed charter school model. Therefore, the evaluation team recommends approval of this application.

Summary of Section Ratings:

Opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. It is not an endeavor for which strengths in some areas can compensate for material weaknesses in others. *Therefore, to receive a recommendation for approval, the application must Meet the Criteria in all areas.*

EDUCATIONAL IMPACT STATEMENT

Meets Criteria

VIRTUAL/BLENDED LEARNING (IF APPLICABLE)

Not Applicable

FINANCIAL PERFORMANCE

Meets Criteria

THIRD PARTY PROVIDERS (IF APPLICABLE)

Not Applicable

ORGANIZATION/CAPACITY

Meets Criteria

CONVERSION CHARTER SCHOOLS (IF APPLICABLE)

Not Applicable

ACADEMIC PERFORMANCE

Meets Criteria

Educational Impact Statement (EIS)

Rating:

PACT Parkway Villages Preschool

Meets Criteria

Plan Summary:

PACT Parkway Villages Preschool's mission is to work together with Hawaii's children, individuals, and families to create safe and promising futures. Specific to the proposed Pre-K charter school, the mission is to help children and families be the best they can be by providing a safe, healthy and nurturing environment where both parents and children can continue to grow. PACT's vision is that Hawaii is a peaceful, safe, and vibrant community with opportunities for all to fulfill their dreams. The school's target student population is the Campbell-Kapolei area, specifically the residents of the Parkway Villages at Kapolei Development, a new affordable housing development project that aims to support low-income families. A core component of PACT Parkway Villages Preschool's model is meeting the specific needs of the target population in addressing top challenges to Pre-K students and their families, which have been identified through comprehensive needs assessments, and include economic hardship, limited access to early educational resources, and housing instability. The proposed plan details specific strategies to address these challenges.

Additionally, the proposed school model provides access that is currently not available in the community it seeks to serve, and will implement innovative educational practices that contribute to the broader community. Community engagement has been demonstrated to be a foundational component of the PACT Head Start/Early Head Start model, and includes robust community-need surveys of stakeholders, parent huis, community meetings and workshops, community advisory committees, open houses/site tours, regular updates and newsletters, partnerships with local organizations, engagement with elected officials, and celebratory events to mark significant milestones in the school's development. The applicant provided clear plans for their curriculum model, ongoing assessment, and evidence of a proven track record of operating successful early education programs.

Analysis:

This section meets criteria for approval. The applicant has provided a clear mission and vision statement for the proposed Pre-K charter school program, deep understanding of challenges faced by the community it wishes to serve, and evidence for community need based on ongoing community engagement efforts. At the capacity interview, the applicant clearly explained the connections between these and how their proposed school model addresses the identified community needs. As evidence of their recognized quality of service to the community, it should be noted that PACT was asked by the City and County of Honolulu and Kamehameha Schools to operate the four preschool classrooms included in the Parkway Villages Kapolei development's master plan and under consideration in this application.

For over 50 years, PACT's Head Start and Early Head Start programs have implemented proven-effective strategies in serving low-income families on O'ahu and Hawaii Island, and have included these strategies in their proposed Pre-K-only Charter School model. These

strategies include offering free, on-site, equal access, high-quality early education, family engagement, community enrichment programs and resources, targeted supports for serving at-risk children and their families, comprehensive health and nutrition services, community partnerships, data-driven and research based educational practices, and commitment to quality, accountability and long-term impact. The applicant clearly articulated how each of these strategies address identified needs and challenges of the target population and their plans for implementation. This included a detailed description of their proposed model for curriculum instruction and assessment using *The Creative Curriculum® for Preschool*, a developmentally appropriate and research-based curriculum that aligns with national Head Start Early Learning Outcomes Framework and HRS 302D-39, the statute governing Charter School Pre-K program quality.

In their application and their capacity interview, the applicant demonstrated a clear understanding of needs and challenges faced by their target population: low-income families of the Kapolei-Campbell area and residents of the new development project. Their needs assessments, which are a key piece of the PACT Head Start/Early Head Start model, provide student enrollment projection data that supports the need for a four-classroom model. Their research also cites the absence of public Pre-K in the area and the high cost of private preschool that prevents access for low-income families. The application also notes the close proximity (within walking distance) to Ho'okele Elementary School, explaining that PACT's research has identified this as an important contributor to continued student success.

Lastly, the applicant provided evidence of their experience successfully operating Department of Human Services (DHS) Group Child Care licensed preschool programs for at least five years and a strong business model and proven track record. Their application included copies of their DHS licenses for the past five years, and a narrative of PACT's management of numerous federal and state early education funding sources and a large number of staff for over 50 years of operation.

The evaluators applaud the applicant in their presentation of a comprehensive overview of their understanding of the target population, connections to their mission, vision and proposed school model, detailed plans for ongoing community engagement, and evidence of successful early learning programming. It is clear this proposal addresses an unmet need of the target student population and promises implementation of an innovative educational model that will benefit the broader community.

FINANCIAL PERFORMANCE

Rating:

PACT Parkway Villages Preschool

Meets Criteria

Plan Summary:

A proposed budget for the first five-year period of the PACT Parkway Villages Preschool was submitted. The center will operate four classrooms and the annual revenue for these classrooms includes \$684K from Charter School funds (\$171K per classroom) and an additional \$45,000 per year from USDA reimbursement. Personnel expenses include a 1.0 FTE Center Director, 4.0 FTE Preschool Teachers, 5.0 FTE Assistant Teachers and 1.0 FTE Administrative Assistant. Personnel expenses total \$505,000. Operating expenses total \$239,625. In addition, administrative costs will be about \$74K; this will cover the administrative support from PACT, eg. HR, Fiscal and Fundraising and other administrative support. There is also an additional annual equipment cost in the amount of \$2,000. Based on the projected income and the projected expenses, there will be an annual deficit of about \$100K for the four classrooms every year during this five-year period.

PACT has proposed a school program that is projected to have an annual \$137,000 deficit. The proposed charter school would be one of PACT's many programs that receive government funding. PACT has a proven history of successfully engaging donor partners and also of blending funding from diverse sources in order to sustain and build upon the programs that they provide. Thus, their annual classroom budget reflects a \$0 net income/(loss) with "other sources", as grant writing and fundraising and USDA meals reimbursement making up the deficit.

PACT has a proven record of sound fiscal management with annual audits of its accounting system and financial statements by an independent Certified Public Accountant. For the fiscal year ending June 30, 2022, PACT received a clean audit opinion with no material weaknesses. A copy of the audit was provided to the evaluation team for review. PACT's Controller, Sarah Manning, will provide financial oversight for this contract.

PACT is well aware of the challenges to hire qualified licensed teachers for the PreK classrooms. Added incentives may be considered in their recruitment for licensed teachers. Any teacher hires who don't have the state-issued teaching license will be made aware of the 3-year period that they will have to work on and acquire their license. The school's coaches will work with these unlicensed teachers to help them move along this educational pursuit. PACT is also considering working with Honolulu Community College and Keiki O Ka 'Āina on an apprenticeship pathway to support staff in their educational pursuits as well as a recruitment strategy.

Regarding pre-opening funds, PACT anticipates about \$27K for classroom equipment and furnitures/fixtures. They will be partnering with Kamehameha Schools to raise these funds. Kamehameha Schools has provided a letter of support to demonstrate its commitment and partnership with PACT in providing PreK programs to the Kapolei area.

Analysis:

The Financial Performance section meets the criteria for approval. The applicant provided a comprehensive budget detailing its staffing plan and the use of other sources, e.g. grant writing, fundraising and other sources, to make up projected annual deficits. PACT's administrative support will provide sound fiscal oversight.

In the interview, it was learned that the expected completion date of the facilities that would serve as the preschool buildings is December 2024. PACT should provide an adjusted budget for the school year 2024-2025 that reflects the actual opening of the preschool classrooms.

In addition, PACT is aware of the requirement for state-licensed teachers to work in charter schools and they will be proactive in their recruitment and hiring of teachers who are committed to seeking licensure within 3 years. They have an established staff development system that provides individual coaching and ongoing training and followup.

The evaluation team was concerned with the budget submitted due to a deficit of approximately \$137,000 in total for the four classrooms that PACT is applying for. This deficit is the result of an estimated per classroom cost of about \$205,000; state funding would provide \$171,000, leaving a per classroom deficit of about \$34,000. In its application, PACT stated that it will cover this difference through fundraising and grant writing conducted by its Development department, and USDA meals program reimbursement.

The evaluation team reviewed PACT's 2021-2022 annual audit and found that the organization is in a strong, stable fiscal position. PACT received about \$30 million in funding and support in 2022 (\$25.3 million was from government contracts) and ended the year with net assets of almost \$14 million. Of that \$25.3 million of government funding, PACT received about \$18.7 million in federal funding from various sources/agencies, such as the United States (US) Department of Health and Human Services, US Department of Education, and US Department of Justice, to name a few. Some of this funding was received as pass-through funding both from the State of Hawaii and the City and County of Honolulu.

All in all, the evaluation team determined that PACT demonstrated that they have a strong, stable organization, sound fiscal management practices, and the experience and capacity to fundraise on the local, state, and federal levels. This conclusion is further emphasized by PACT's long history of operating successful programs that meet the needs of the communities since its beginnings in 1968.

ORGANIZATION/CAPACITY

Rating:

PACT Parkway Villages Preschool

Meets Criteria

Plan Summary:

The proposed school governing board has five voting members. All but one member of the board participated in the interview; the PACT President and CEO also attended. The board has experience in the following areas: management, coordination with external parties, finance, health and wellness, and early childhood education. The initial board is responsible for setting up and establishing the programmatic and physical structure of the program. Eventually consumers of the program will also be represented on the board.

Organizational structure and fiduciary responsibilities will be shared between the charter school staff and board and PACT staff. The charter school Director will oversee the staff and day-to-day operations of the program. PACT staff, which is overseen by the PACT governing board, will provide administrative support in the areas of budget and finance. The charter school governing board will oversee the director and be responsible for the contract.

Kamehameha Schools requested PACT partner with them in the Parkway Villages at Kapolei project. This application is conditional, based upon the completion of the development. A formal document confirming that PACT is designated to operate four preschool classrooms has been requested from KS. KS has submitted a Letter of Intent indicating they intend to partner with PACT as described, and stated details of the partnership are still being finalized. The target completion date is December 2024; classrooms would open mid-year, or as soon as possible.

Analysis:

This section meets the criteria for approval.

The applicant has assembled a skilled, passionate, committed group of individuals that demonstrate the requisite experience and expertise both on paper and in the interview to effectively govern a charter school in Hawai'i. It was discussed that the PACT President and CEO could be included in the board as a non-voting member. As mentioned, PACT's intention is to eventually add new board members to include program consumers who would help with program design. This will contribute tremendously to the inclusion of the school community as a strategic design partner.

The interviewees demonstrated that they had researched and thoroughly discussed the charter school option. They had several clarifying questions and although the role and function of the governing board and PACT staff needs to be more clearly defined, the group expressed a sincere desire to comprehend and comply with contract expectations.

ACADEMIC PERFORMANCE

Rating:

PACT Parkway Villages Preschool

Meets Criteria

Plan Summary:

The applicant submitted a school calendar and draft daily schedules for their Pre-K classrooms. The school calendar is based on the Hawaii Department of Education's official 2024-2025 school calendar, and therefore complies with collective bargaining requirements. As mentioned in the Educational Impact Statement (EIS) section of this evaluation report, the PACT Parkway Villages Preschool board has selected *The Creative Curriculum® for Preschool* for instruction and assessment, which aligns with their mission and vision. PACT has been implementing this curriculum model for some time, and selected it for the proposed charter school based on alignment with its values, ability to meet the needs of all children, and alignment with state and national early learning standards.

The applicant clearly explained how it will meet the needs of all students, including Students with Disabilities (SWD) and English Language Learners (ELLs), by partnering with families to ensure children receive appropriate educational services, providing developmental and social/behavioral screenings shortly after program entry, and detailing a clear plan of support for identified individual needs and delivery of special education services. Additionally, the selected curriculum is one of the few curriculum systems available that addresses the needs of all students, including SWD and ELLs.

The proposed professional development plan provides clear alignment with mission-specific instructional methodology, support plans for teaching struggling students, and focus on recruitment, retention and ongoing training and development for all staff. The applicant included detailed plans for orientation supports for new staff, as well as subsequent trainings to support development of program-aligned professional competencies, and individualized professional development plans for all staff.

Analysis:

This section meets the criteria for approval. The applicant has clearly communicated how their selected curriculum aligns with their mission and vision by highlighting *The Creative Curriculum® for Preschool's* emphasis on child-centered, hands-on learning, developmentally appropriate instruction, individualized supports for students, research-based best practices including play-based activities and holistic instruction that targets social-emotional learning, physical, cognitive and language development, and math and literacy content areas. The curriculum also includes strategies for including families in their child's education, and trainings and resources for teachers to support fidelity in implementation. *The Creative Curriculum® for Preschool* is aligned with national and state early learning standards and

supports school readiness goals, which connect to PACT's mission to create promising futures.

To address the needs of all students, including SWD and ELLs, the applicant provided a detailed plan for a progression of supports, emphasizing their commitment to helping every student be successful. The applicant specified the screenings and research-based questionnaires used upon program entry, recognition of the Hawaii Department of Education's role as the agency responsible for the education of preschoolers with disabilities, and plans for supporting families and teachers through the referral and evaluation process so that every student who enters with or receives an Individualized Education Program (IEP) receives services in compliance with federal policy.

Upon entry, PACT utilizes the Ages and Stages Questionnaire, Third Edition (ASQ-3) and the Ages and Stages Questionnaire, Social-Emotional, Second Edition (ASQ-SE-2) to determine sensorial and behavioral screens of motor, language, social, cognitive, perceptual, and emotional skills of all students. Should screeners indicate the need for an evaluation or formal assessment, the program implements a detailed plan for informing staff and families, communicating with the Hawaii Department of Education or appropriate agency, and participation in the referral and IEP implementation process. PACT employs Education/Disabilities Specialists and Health Specialists to work closely with classroom teachers to ensure IEPs are fully implemented in accordance with federal and state policies. For ELLs, PACT staff utilize interpreter services to work closely with the families to create individualized activities that support language learning. PACT also maintains a database specifically designed to track students with follow up concerns or identified special needs.

The proposed professional development plan aligns with the applicant's mission-specific instructional methodology, informs instructional practices, supports staff in teaching struggling students, SWD, and ELLs, and details numerous supports for staff at every point in their professional career with the program. Plans for orientation trainings include in-depth onboarding processes, supporting new members "integrate into PACT's culture and quickly perform at a high level". Training topics include: established policies and procedures, DOE trainings, compliance and mandatory reporting, as well as introduction to PACT's philosophy and early childhood educational programming, and trainings specific to each position.

PACT also provides pre-service and in-service trainings throughout the year to build core competencies and improve skills, which include health and safety, family communication, curriculum implementation, mental health and disabilities orientation, positive social-emotional behavioral support, etc. Their professional development plan includes a structured approach for providing ongoing support for staff through individualized coaching, group coaching through Teacher Learning Communities, attaining academic credit whenever possible, support for relationship-building among staff, and staff evaluation to improve outcomes. PACT also utilizes recognized professional development tools to support staff, including *Shine Early Learning Teacher Success Rubrics (TSR)* in conjunction with the Practice Based Coaching Model (PBC).

To support leadership and management, PACT uses an agency-wide management and supervisory training program called *Putting the Pieces Together (PTPT)*, which focuses on administrative, educational and supportive supervision. PACT credits their comprehensive

staff development system to allowing them to operate high quality programs across two islands, giving their preschoolers a head start in kindergarten.

VIRTUAL/BLENDED LEARNING

Rating:

PACT Parkway Villages Preschool

Not Applicable

THIRD PARTY PROVIDERS

Rating:

PACT Parkway Villages Preschool

Not Applicable

CONVERSION CHARTER SCHOOLS

Rating:

PACT Parkway Villages Preschool

Not Applicable

EVALUATOR BIOGRAPHIES

Patricia Gooch, MEd ECE

Patricia has been in the early childhood education field since 1976 when she began her training in the Montessori method and obtained her Master's in Education from the College of Notre Dame in Belmont, Calif. Upon her return home, she worked in several different Montessori programs. From these beginnings, she extended her teaching experiences to Head Start programs and later became a training specialist. Subsequently, she became a college instructor at Chaminade University and later at the Honolulu Community College. Her responsibilities at Chaminade University and at Honolulu Community College also included the supervision of the children's centers. She retired from Honolulu Community College in 2016.

While she has been in different roles in this field, her real passion has always been to work with young children and their families.

Caitlin Kryss, MEd ECE

Caitlin is currently an Early Learning Instructional coach with the Charter School Commission, serving pre-K classrooms. Prior to this position, she was a preschool teacher at a public charter school in Puna, Hawai'i and also worked at a private Montessori preschool prior to that. She is also a lecturer for the Early Childhood Education Department at Hawai'i Community College in Hilo. She graduated from the University of Hawai'i at Hilo with a BS in Biology and BA in Marine Science, and received a Master's in Education, specializing in Early Childhood Education, from Northcentral University. She is passionate about connecting children with nature and supporting place- and culture-based environmental literacy in early childhood education.

Dr. Caroline Li Soga, PhD EdPsy

Caroline Soga has been in the early education field for over 20 years, and is currently an Associate Professor and Program Coordinator for the Early Childhood Education program at Honolulu Community College. Her experience includes teaching (birth through adults), administration at university-based programs (UCLA and LMU), and coaching (Early Head Start/Head Start and charter schools). Caroline received her Doctorate degree in Educational Psychology at the University of Hawaii at Mānoa. She also received her Master's degree in Early Childhood Education from Loyola Marymount University and a Bachelor of Science degree in Psycho-biology with a minor in Applied Developmental Psychology from the University of California, Los Angeles.

Kathryn Takakuwa, MA HD

Kathi has over 15 years of experience as a preschool teacher and instructional coach. The majority of her experience has been with Kamehameha Preschools as a teacher on O'ahu in Wai'anae and He'eia and as a coach serving classrooms across the pae'āina. She's taught in community programs and also served briefly with the Executive Office on Early Learning. Kathi received her BS in Early Childhood Education from Boston University and her MA in Human Development from Pacific Oaks College. She brings a commitment to equity and aloha, an ethic of excellence and service, and a passion for the education of young children.

Danny Vasconcellos, MPA

Mr. Vasconcellos is the Commission's Finance and Control Manager. He previously worked at the State Office of the Auditor as an Analyst where he worked on or led projects that required him to identify internal control weaknesses and analyze the effectiveness of state agencies. While at the Office of the Auditor, he worked on the audit of Hawaii's charter schools and a study of the Hawaii Teacher Standards Board. He also served as a researcher for the Hawaii State Legislature's House Finance Committee and has extensive knowledge of Hawaii's legislative process and funding. He holds a Master of Public Administration from the University of Hawaii at Manoa.