



Executive Office on Early Learning

Supplemental Budget Request - FY 2027
RS 2026 Budget Briefings

<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.

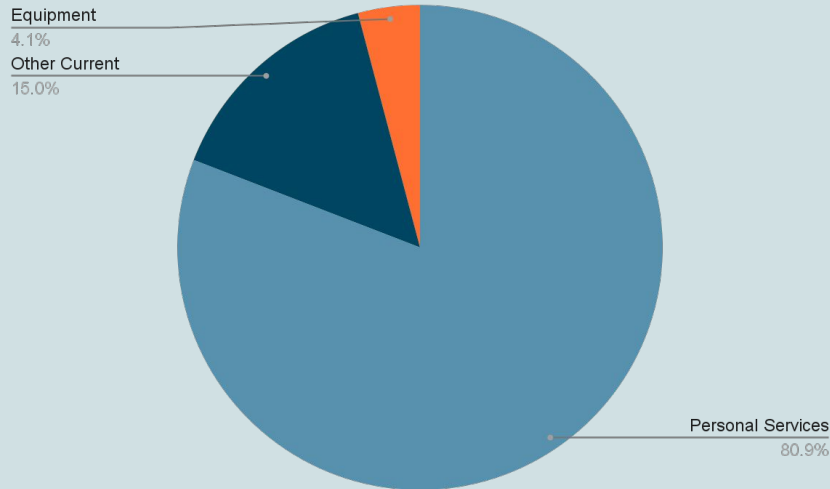
Our two main functions

- 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



FY27 Base Budget - General Funds

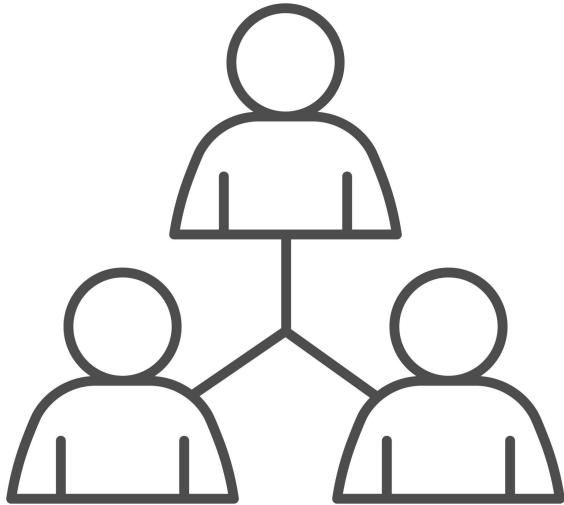
Approved by Act 250, SLH 2025



FY27 Base Budget	
Personal Services	\$20,015,877
Other Current Expenses	\$3,712,949
Equipment	\$1,020,258

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)

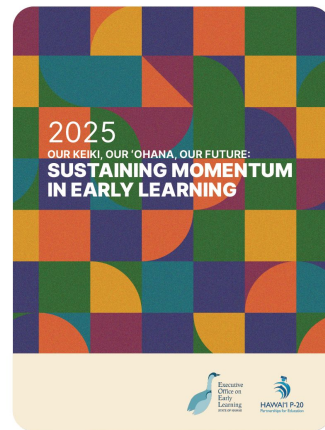
Provide leadership, planning, and coordination in evaluating the effectiveness of programs and assessing the extent to which the objectives of the early learning system are being realized at the state level.

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



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



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.

Building Block 1

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.

Building Block 2

'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.

Building Block 3

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.

Building Block 4

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.

Building Block 5

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.

Building Block 6

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.

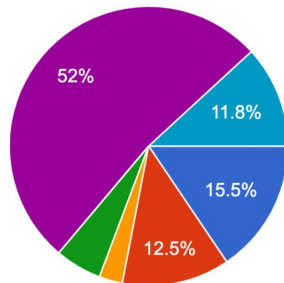
Community Engagement & Outreach

On which Island do you live?

296 responses



Hawai'i Island



- Hawai'i
- Maui
- Lāna'i
- Moloka'i
- O'ahu
- Kaua'i



O'ahu



Kaua'i



Maui



Moloka'i



Lāna'i

HAWAI'I 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.

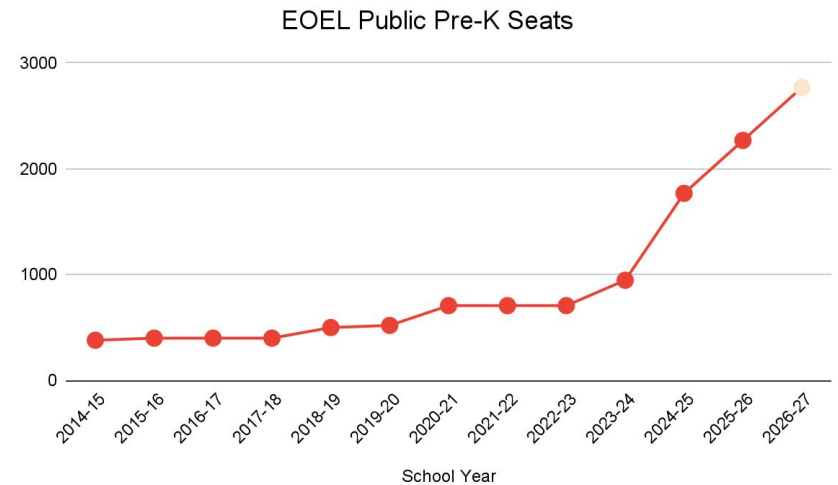
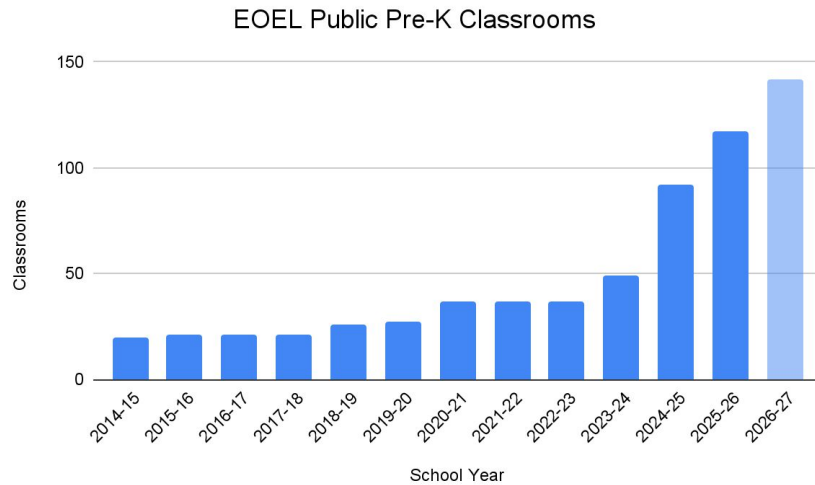
Click on any of the tabs to the left to view the fiscal map pages. Each page is interactive and designed to be a tool to spark further discussion, research, and action.

CHILDREN'S 
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-NonCommercial.

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

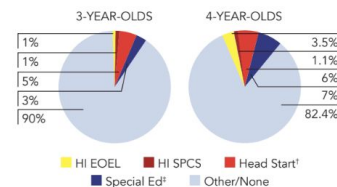


HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

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	☒
Curriculum supports	Approval process & supports	Approval process & supports	☒
Teacher degree	BA	BA	☒
Teacher specialized training	ECE, CD	Specializing in pre-K	☒
Assistant teacher degree	CDA	CDA or equivalent	☒
Staff professional development	10 PD sessions/year (teachers & assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	☒
Maximum class size	20 (3- & 4-year-olds)	20 or lower	☒
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	☒
Screening & referral	Full physical exam (includes vision & hearing); Referrals	Vision, hearing & health screenings; & referral	☒
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	☒

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

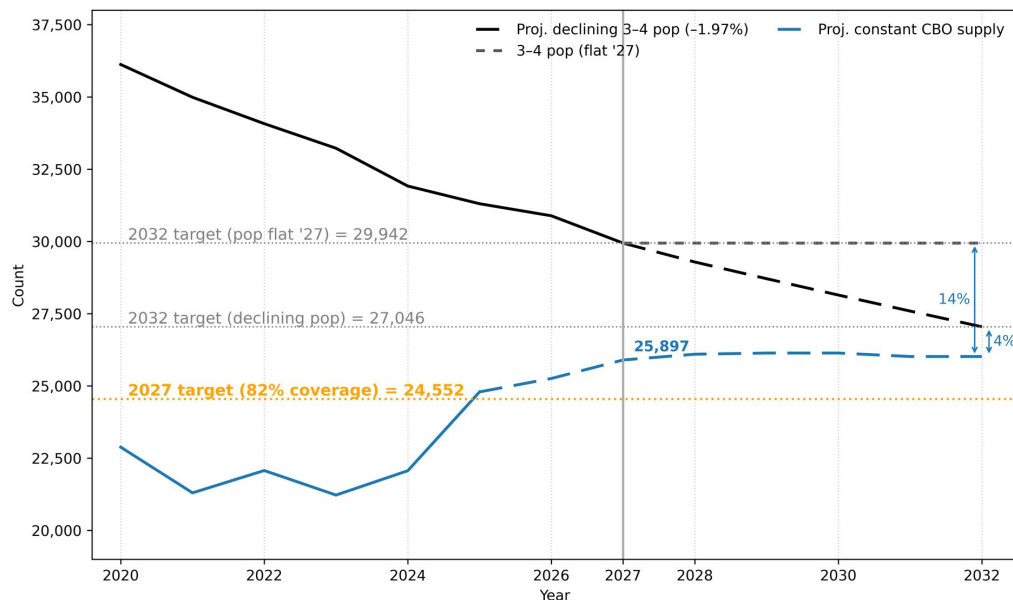


Early Childhood Educator Stipend Program

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

Act 46 progress

Population of 3- and 4-Year-Olds and Pre-K Seats, 2020–2032



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

Limitations of the data used to generate the figure

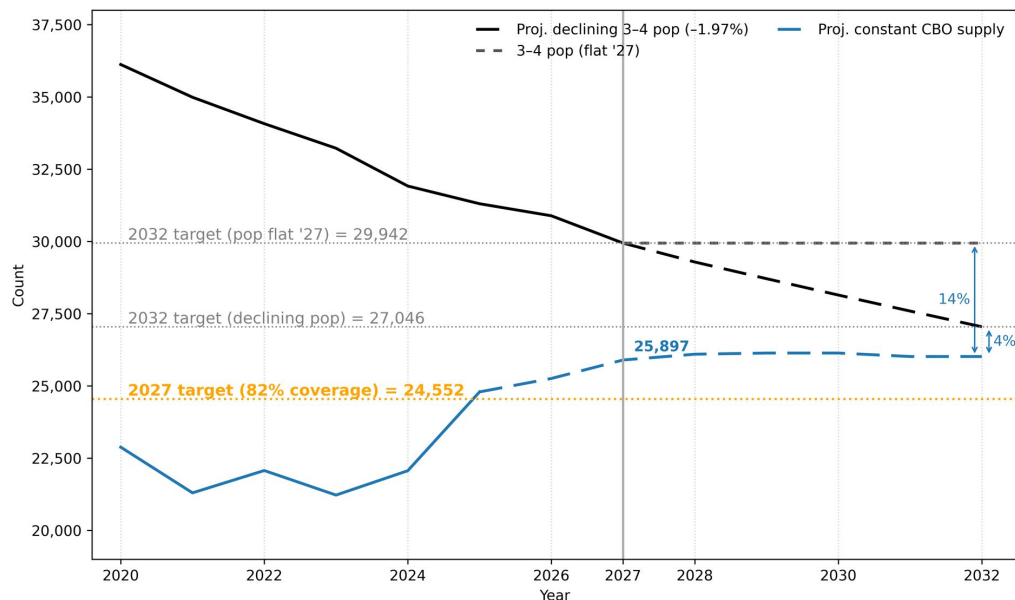
- Population based only on Department of Health Vital Records Birth Data → does not account for in/out migration
- Statewide information → does not reflect local/regional geographic availability
- Voluntary and self-reported nature of desired capacity data for community-based providers
- Counts for some 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

Population of 3- and 4-Year-Olds and Pre-K Seats, 2020–2032



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:

- 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/fag/463>)
- 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

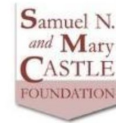
2026 (1 year) Systems Building Grant

\$1,376,813.00

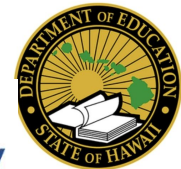
- Critical Element 1: Statewide ECE Needs Assessment & Strategic Plan
- Critical Element 2: Outcome Strategies
 - Category 1: Reconcile fragmented elements into a unified system
 - Category 2: Expand program availability and sustainability
 - Category 3: Align or share information and data systems
-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



25 New Classrooms in 2026



**Hawai'i School
Facilities Authority**



Overview

A. Provide your agency's mission statement, strategic objectives, goals, and performance metrics. How will the agency measure progress? What milestones will be tracked?

The Executive Office on Early Learning's vision is for every child in Hawai'i to have access to high-quality early childhood development and learning experiences, which lay the foundation for lifelong well-being. Our mission: Through collaboration and partnerships, 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 are guided by Chapter 302L and have two primary responsibilities. The first is to coordinate and improve the early learning system to ensure a spectrum of high-quality early learning opportunities for children throughout the State, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children. The early learning system shall: (1) Be widely accessible and voluntary for both those served and program and service providers; (2) Be a cohesive, comprehensive, and sustainable system in which: (A) All existing early learning programs and services, whether publicly- or privately-run, which consist of a variety of early learning approaches, service deliveries, and settings, including center-based programs, family child care programs, family-child interaction learning programs, and home-based instruction programs designed to promote early learning, are coordinated, improved, and expanded; (B) Public and private resources are maximized; and (C) The use of public facilities for either publicly- or privately-run early learning programs is maximized; (3) Provide high-quality early learning experiences with: (A) Standards-based content and curriculum, and accountability; and (B) Sufficient numbers of well-qualified educators and administrators who are fairly compensated and have access to continuing professional development; (4) Offer opportunities for family and community engagement and parent education and support; and (5) Be sensitive to family choice and cultural diversity.

We administer the Executive Office on Early Learning's (EOEL) public preK program and hold the Head Start Collaboration Office Director in our office.

Progress and milestones that EOEL is tracking include the total number of seats available to Hawai'i families, the number of children enrolled in the EOEL public PreK program, and, among those, the number who meet the priority categories. We actively monitor the qualifications, quantity, and quality of teacher-student interactions within the early childhood workforce in EOEL Public PreK classrooms. We are working on collecting and analyzing data on the broader early childhood workforce.

B. Discuss how current state-wide conditions have affected agency operations and the ability to meet goals. Identify and discuss notable performance measures, expected outcomes, and recent results.

EOEL Programs

- Through the support of the Legislature and the Lt. Governor, the number of EOEL PreK classrooms has expanded rapidly, growing from 37 classrooms in the 2022-23 school year to 117 classrooms in the current school year, with funding and positions authorized during the 2025 legislative session to add another 25 classrooms in the next school year. This expands access to high-quality early learning for Hawai'i families and advances progress toward the goals of Act 46, SLH 2020.
- EOEL and Charter Public PreK continue to meet 10 out of 10 quality benchmarks on the National Institute for Early Education Research (NIEER) State of Preschool report.
- Act 205, SLH 2025 - Brings the Early Learning Board into compliance with the Federal Head Start Act by adding Head Start representation and ensuring future representation of local providers of early childhood education and development services on the ELB.
- In partnership with UH Mānoa College of Education, awarded early childhood educator stipends to 162 participants and recorded 61 completers as of summer 2025.
- Selected for Harvard University Center for Education Policy Research Strategic Data Project Cohort 17 to make progress towards shared data governance in early childhood.
- As a part of a Hawai'i Dental Service grant, translated dental booklets into many languages for distribution at outreach events

Early Learning System - Recent Results

- UH Mānoa launched a new bachelor's degree for aspiring educators wishing to work with

children ages 0-8 (grade 3).

- The Hawai'i Teacher Standards Board and Chaminade University expanded the counseling license awarded by Chaminade University to include PreK.
- Completed the final year of the current Preschool Development Grant Birth-5 renewal grant.
 - Offered accreditation support to community-based providers
 - Supported the creation of the 2025 Early Childhood State Plan
 - Supported the PDGB-5 culminating grant symposium
 - Launched First 5 Hawai'i, a common eligibility portal for families
 - Funded and supported 45 individuals with the National Administrator's Credential through the National Early Childhood Program Accreditation agency
 - Offered workforce wage stabilization and compensation stipends for community-based early childhood educators
- Submitted an application for the SY 2025 Preschool Development Grant Birth-5 Systems Building Grant
- Through a partnership between EOEL and Early Childhood Action Strategy (ECAS), Hawai'i was selected by the Children's Funding Project to create a Hawai'i Fiscal Map project for children 0-24
- Many state agencies continue to refine early childhood transitions between IDEA Part C to IDEA Part B
- Child and Family Service opened a new Early Head Start Infant Toddler Classroom on Kaua'i

Federal Funds

C. Identify programs that have lost or are at risk of losing federal funds. Identify the source of these federal funds by federal award title and CFDA number. Discuss the impact to the public and your planned response, including efforts to supplant any federal fund reductions for the current year (FY26) and the upcoming fiscal year (FY27) with other funds.

EOEL receives federal funding for 1 FTE position, for the Head Start Collaboration Office Director - Award # 09CD004093-04-00. This role provides support to enhance strategic partnerships between Hawai'i's six local grant recipients and state and community partners, ensuring the Head Start voice is included in state-level planning, decision-making, and policy development.

The status of federal funding for the current fiscal year remains uncertain. Should there be a reduction of federal funds, there could be:

- Decreased or eliminated Head Start Collaboration Office Director
- Decreased funding for Early Head Start (6 weeks - 2 years) and Head Start (3-5)
- Decreased funding for Head Start Collaboration Office Director
- Decreased funding for Early Childhood Special Education Services
 - IDEA Part C Early Intervention (DOH)
 - IDEA Part B (DOE)
- Decreased or eliminated Family Child Interaction Learning programs

A possible response to the loss of federal funds for the Head Start Collaboration Office (HSCO) Director would be for EOEL to look for funding to support the HSCO Director position.

A possible response to the loss of federal funds for Head Start Programs could be EOEL preK because all Head Start children and families are within the threshold for EOEL's priority categories.

A possible response for the loss of Child Care Connections Subsidy (DHS) could be to utilize the Preschool Open Doors Subsidy.

A possible response to the loss of funds for Family Child Interaction Learning programs is increased state support.

Non-General Funds

D. Provide a web link (url) and PDF of the reports to the Legislature on non-general funds under your department pursuant to HRS 37-47.

https://hawaiipublicschools.org/wp-content/uploads/DOE_REPORT2026_Non-GeneralFundInformationReport.pdf

Budget Requests

E. Explain the process used to develop the agency's budget and prioritize requests for budget Changes.

EOEL's supplemental budget request prioritizes the resources needed to implement existing programs and reflects our focus on executing initiatives approved by the Legislature last session.

Thanks to the Legislature's FY 2026-27 appropriation for additional EOEL PreK classrooms authorized in the biennium budget, we are not requesting additional general funds for the expansion of EOEL Public PreK classrooms. As the EOEL works to open additional classrooms already authorized, we look for sites that have the space capacity to accommodate an EOEL room renovation, has supportive leadership, and has identified needs such as schools with early childhood special education rooms on campus and no general education rooms, English Language learners, children in foster care, children experiencing unstable housing, and families with incomes below 300% of the federal poverty level.

F. Identify and discuss significant adjustments contained in the budget request submitted to the legislature. Explain and quantify how significant requests for additional funds are expected to affect outcomes.

This year, we are requesting three (3) permanent position counts with no additional funding.

We would like to secure two permanent, general-funded positions to continue the work initiated by the PDG B-5 grant and support the implementation of the updated Hawai'i Early Childhood State Plan. The first position is a Program Specialist IV who will lead family support, outreach, procurement of opportunities, and multilingual support, among other activities. The second position is a Program Specialist IV who will co-lead state plan support, coordinate cross-discipline teams, and communicate with County Coordinators, among other activities.

We are also requesting a new EO-07 Evaluation Specialist position. EOEL recognizes the importance of a person who is able to assist the early learning community by reviewing services, approaches, and activities, providing recommendations based on program objectives, effectiveness, methods, and techniques, analyze programs, identify problem areas, develop viable alternatives, and apply cost-effective cost-benefit measures, carry out evaluation-research projects and plans, arrange or conduct in-service training in evaluation research.

<u>Division</u>	<u>Description of Function</u>	<u>Activities</u>	<u>Prog ID(s)</u>	<u>Dept-Wide Priority</u>	<u>Statutory Reference</u>
EOEL	Administer Executive Office on Early Learning Public Prekindergarten Program, serving 3 and 4-year-old children, targeting at-risk and disadvantaged populations.	Administer the program through public pre-K classrooms on public school campuses throughout the state. Prepare children for school and active participation in society, and provide access to high-quality early childhood education.	EDN700	2	HRS §302L-7
EOEL	Coordinate development of the early learning system	Develop and implement methods to support our early care and education providers, teachers, and young children and their families. Increase access while maintaining high quality in early childhood development and learning programs. Assist providers in building continuity and coherence as children transition through early care and education programs and services. Coordinate efforts to develop a highly-qualified, stable, and diverse workforce (from HRS 302L-1.5(d)(8); State Plan BB4).	EDN700	1	HRS §302L-1.5; HRS §302L-2
EOEL	Administer the Hawaii early childhood educator stipend program.	Administer the Hawaii early childhood educator stipend program to address the shortage of early childhood educators who have coursework in early childhood education.	EDN700	3	HRS §302L-9
EOEL	Administer federal DHHS Head Start State Collaboration grant through implementation of the Hawaii Head Start State Collaboration Office (HHSSCO).	HHSCO serves as a liaison between the federal Office of Head Start (OHS) and the OHS Region 9 office with the State of Hawaii, and between state government and the local Head Start and Early Head Start grantees. HHSSCO links Head Start/Early Head Start agencies with State and community partners to increase access to comprehensive services for eligible children ages birth to five and their families. Establishes new and/or enhances existing partnerships for increased coordination and collaboration for service delivery as well as to support quality enhancement. Brings the Head Start voice to planning and policy conversations in the State, and serves as point person for questions and data requests around Head Start in Hawaii.	EDN700	4	HRS §302L-1.5 (e)

	Fiscal Year 2026					
	Budget Acts Appropriation	Reductions	Additions		Total FY26	MOF
	\$ 21,305,769.00				\$ 21,305,769.00	A
	\$ 3,000,000.00				\$ 3,000,000.00	B
	\$ 125,628.00				\$ 125,628.00	N
	\$ 380,000.00				\$ 380,000.00	P
					\$ -	
					\$ -	
	\$ 24,811,397.00	\$ -	\$ -	\$ -	\$ 24,811,397.00	Total
	Fiscal Year 2027					
	Budget Acts Appropriation	Reductions	Additions		Total FY27	MOF
	\$ 24,749,084.00				\$ 24,749,084.00	A
	\$ 3,000,000.00				\$ 3,000,000.00	B
	\$ 125,628.00				\$ 125,628.00	N
	\$ 380,000.00				\$ 380,000.00	P
					\$ -	
					\$ -	
	\$ 28,254,712.00	\$ -	\$ -	\$ -	\$ 28,254,712.00	Total

			As budgeted (FY26)			As budgeted (FY27)			Governor's Submittal (FY26)				Governor's Submittal (FY27)			
<u>Prog ID</u>	<u>Program Title</u>	<u>MOF</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$</u>	<u>Percent Change of \$\$\$\$</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$</u>	<u>Percent Change of \$\$\$\$</u>
EDN700	Early Learning	A	281.00		\$ 21,305,769	331.00		\$ 24,749,084	281.00		\$ 21,305,769	0%	334.00		24,749,084	0%
EDN700	Early Learning	B			3,000,000			3,000,000			3,000,000	0%			3,000,000	0%
EDN700	Early Learning	N		1.00	125,628		1.00	125,628		1.00	125,628	0%		1.00	125,628	0%
EDN700	Early Learning	P		2.00	380,000		2.00	380,000		2.00	380,000	0%		2.00	380,000	0%

						Initial Department Requests						Budget and Finance Recommendations						Governor's Decision					
Prog ID	Sub-Org	Type of Request	Description of Request	MOF	Priority #	FY26			FY27			FY26			FY27			FY26			FY27		
						Pos (P)	Pos (T)	\$\$\$	Pos (P)	Pos (T)	\$\$\$	Pos (P)	Pos (T)	\$\$\$	Pos (P)	Pos (T)	\$\$\$	Pos (P)	Pos (T)	\$\$\$	Pos (P)	Pos (T)	\$\$\$
EDN700	PK		PERSONNEL SUPPORTS FOR THE HAWAII EARLY CHILDHOOD STATE PLAN AND STATE EARLY LEARNING SYSTEM	A	1				2.00		\$0.00				2.00		\$0.00				2.00		\$0.00
EDN700	PK		TO CREATE AN EVALUATION SPECIALIST POSITION THAT WILL SUPPORT EOEL IN ADVANCING ITS RESPONSIBILITY FOR THE COORDINATION OF THE EARLY LEARNING SYSTEM	A	2				1.00		\$0.00				1.00		\$0.00				1.00		\$0.00
EDN700	PK		EXPANSION OF THE FAMILY-CHILD INTERACTION LEARNING (FCIL) PROGRAM TO EXPAND EQUITABLE ACCESS TO EARLY LEARNING OPPORTUNITIES.	A	3						\$ 500,000						\$0.00						\$0.00

					FY26			FY27			<u>FY26</u>
<u>Prog ID</u>	<u>Sub-Org</u>	<u>Description of Reduction</u>	<u>Impact of Reduction</u>	<u>MOF</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$\$</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$\$</u>	<u>Restriction</u>
											<u>(Y/N)</u>
N/A											

								FY26			FY27		
<u>Prog ID</u>	<u>Sub-Org</u>	<u>Addition Type</u>	<u>Prog ID Priority</u>	<u>Dept-Wide Priority</u>	<u>Description of Addition</u>	<u>Justification</u>	<u>MOF</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$</u>
EDN700	PK	AR	1	1	PERSONNEL SUPPORTS FOR THE HAWAI'I EARLY CHILDHOOD STATE PLAN AND STATE EARLY LEARNING SYSTEM	The positions will sustain and advance statewide initiatives to support to the early learning system. These positions are necessary to ensure continuity of work initiated under the 2022–2025 Preschool Development Grant – Birth to Five (PDG B-5) and to build capacity to support the implementation of the updated Hawai'i Early Childhood State Plan. PDG B-5 funded meaningful initiatives that strengthened Hawai'i's early learning system, including revisions to the Hawai'i Early Childhood State Plan, community engagement, interagency coordination, and expanded family outreach. The grant ends on December 31, 2025, and comparable federal funding for similar initiatives is unlikely to continue. The requested positions will support the implementation of the updated Early Childhood State Plan by monitoring progress, facilitating data collection, and reporting on statewide outcomes toward the plan's goals over the next five years. They will also support future revisions to the plan. This includes close coordination with a wide spectrum of stakeholders and State agencies to ensure accurate reporting and alignment of efforts. In addition, the positions will continue and expand the family support, outreach, and community building work initiated through PDG B-5, ensuring that we continue progress toward connecting more families to early learning opportunities and system resources.	A				2.00		\$0.00
EDN700	PK	AR	2	2	TO CREATE AN EVALUATION SPECIALIST POSITION THAT WILL SUPPORT EOEL IN ADVANCING ITS RESPONSIBILITY FOR THE COORDINATION OF THE EARLY LEARNING SYSTEM	With the direction of EOEL working towards advancing its responsibility for the coordination of the system, EOEL is in need of an Evaluation Specialist II whose responsibility is to provide leadership, planning, and coordination in evaluating all statewide programs to determine how well, and to what extent the objectives of the early learning system are being realized; determines needs, develops project proposals, and provides data for a variety of audiences, and decision-makers; and performs other related duties as assigned.	A				1.00		\$0.00

<u>Fiscal</u> <u>Year</u>	<u>Prog ID</u>	<u>Sub-Org</u>	<u>MOF</u>	<u>Budgeted by</u> <u>Dept</u>	<u>Restriction</u>	<u>Difference</u> <u>Between</u> <u>Budgeted &</u> <u>Restricted</u>	<u>Percent Difference</u>	<u>Impact</u>
N/A								

<u>Prog ID</u>	<u>Description of Request</u>	<u>Explanation of Request</u>	<u>MOF</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$</u>
None						

<u>Prog ID</u>	<u>MOF</u>	<u>Date</u>	<u>Appropriation</u>	<u>Amount Exceeding Appropriation</u>	<u>Percent Exceeded</u>	<u>Reason for Exceeding Ceiling</u>	<u>Legal Authority</u>	<u>Recurring (Y/N)</u>	<u>GF Impact (Y/N)</u>
N/A									

<u>Actual or Anticipated Date of Transfer</u>	<u>MOF</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>\$\$\$</u>	<u>From Prog ID</u>	<u>Percent of Program ID Appropriation Transferred From</u>	<u>To Prog ID</u>	<u>Percent of Receiving Program ID Appropriation</u>	<u>Reason for Transfer</u>	<u>Recurring (Y/N)</u>
N/A										

Prog ID	Sub-Org	Date of Vacancy	Expected Fill Date	Position Number	Position Title	Exempt (Y/N)	SR Level	BU Code	Perm Temp (P/T)	FTE	MOF	Budgeted Amount	Actual Salary Last Paid	Authority to Hire (Y/N)	Occupied by 89-Day Hire (Y/N)	# of 89 Hire Appts	Describe if Filled by other Means	Priority # to Retain
EDN700	PK	11/15/25	01/15/25	603817	Educational Spec III	Certificated	#####	6	P	1.00	A	\$ 116,430	\$ 118,497	Y			Position Filled by TA	1
EDN700	PK	01/31/25	01/15/25	804185	Office Assistant IV	N	SR10	3	P	1.00	A	\$ 40,244	\$ 40,248	Y				3
EDN700	PK		01/15/25	807003	Office Assistant IV	N	SR10	3	P	1.00	A	\$ 40,244		Y				3
EDN700	PK		01/15/25	807004	Office Assistant IV	N	SR10	3	P	1.00	A	\$ 40,244		Y				3
EDN700	PK	12/30/23	12/31/25	804411	Secretary II	N	SR14	3	P	1.00	A	\$ 40,131	\$ 58,932	Y			Position Filled by TA	2
EDN700	PK		01/15/25	605631	12-Mo State Off Tchr	Certificated	TM02	5	P	1.00	A	\$ 81,522		Y				4
EDN700	PK		01/15/25	606424	12-Mo State Off Tchr	Certificated	TM02	5	P	1.00	A	\$ 81,522		Y				4
EDN700	PK		02/15/25	606425	12-Mo State Off Tchr	Certificated	TM02	5	P	1.00	A	\$ 81,522		Y				4
EDN700	PK		02/15/25	606427	12-Mo State Off Tchr	Certificated	TM02	5	P	1.00	A	\$ 81,522		Y				4
EDN700	PK		02/15/25	606428	12-Mo State Off Tchr	Certificated	TM02	5	P	1.00	A	\$ 81,522		Y				4
EDN700	PK		02/15/25	606432	12-Mo State Off Tchr	Certificated	TM02	5	P	1.00	A	\$ 81,522		Y				4
EDN700	PK		02/15/25	606433	12-Mo State Off Tchr	Certificated	TM02	5	P	1.00	A	\$ 81,522		Y				4
EDN700	PK		02/15/25	606437	12-Mo State Off Tchr	Certificated	TM02	5	P	1.00	A	\$ 81,522		Y				4
EDN700	PK		02/15/25	606439	12-Mo State Off Tchr	Certificated	TM02	5	P	1.00	A	\$ 81,522		Y				4
EDN700	PK	08/01/23	01/15/25	804717	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786	\$ 36,007	Y				1
EDN700	PK		01/15/25	804722	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y	Y	20	Filled with 89-day Appt	1
EDN700	PK	12/31/22	01/15/25	804723	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786	\$ 32,850	Y			Filled by TA, Sub, or Casual	1
EDN700	PK	07/29/21	01/15/25	804733	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786	\$ 31,670	Y			Filled by TA, Sub, or Casual	1
EDN700	PK	07/21/23	01/15/25	804743	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786	\$ 37,469	Y			Filled by TA, Sub, or Casual	1
EDN700	PK	03/25/25	01/15/25	804745	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786	\$ 37,469	Y			Filled by TA, Sub, or Casual	1
EDN700	PK	05/28/22	01/15/25	804748	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786	\$ 31,670	Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	805298	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK	07/30/25	01/15/25	805354	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786	\$ 40,894	Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	805681	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	805711	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y				1
EDN700	PK		01/15/25	806609	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	806613	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	806627	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y				1
EDN700	PK		01/15/25	806630	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y				1
EDN700	PK		01/15/25	806631	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	806634	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	806644	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y				1
EDN700	PK		01/15/25	806666	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	806667	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	806671	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y	Y	5	Filled with 89-day Appt	1
EDN700	PK		01/15/25	806700	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y				1
EDN700	PK		01/15/25	806702	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	806704	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	806705	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK	07/29/25	01/15/25	806724	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786	\$ 37,803	Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	806822	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	807093	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y				1
EDN700	PK		01/15/25	807094	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	807096	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	807097	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y				1
EDN700	PK		01/15/25	807099	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y				1
EDN700	PK		01/15/25	807100	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y	Y	2	Filled with 89-day Appt	1
EDN700	PK		01/15/25	807101	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y	Y	2	Filled with 89-day Appt	1
EDN700	PK		01/15/25	807102	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y				1
EDN700	PK		01/15/25	807103	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1

EDN700	PK		01/15/25	807104	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	807105	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	807106	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	807107	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	807109	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	807143	Educ Asst III	Y	SR14	3	P	1.00	A	\$ 43,786		Y			Filled by TA, Sub, or Casual	1
EDN700	PK	06/01/25	01/15/25	603055	Pre-Sch Tchr	Certificated	T02	5	P	1.00	A	\$ 64,467	\$ 85,428	Y			Filled by TA, Sub, or Casual	1
EDN700	PK	07/30/13	01/15/25	603535	Pre-Sch Tchr	Certificated	T02	5	P	1.00	A	\$ 64,467	\$ 47,746	Y			Filled by TA, Sub, or Casual	1
EDN700	PK	02/01/25	01/15/25	605759	Pre-Sch Tchr	Certificated	T02	5	P	1.00	A	\$ 64,467	\$ 51,835	Y			Filled by TA, Sub, or Casual	1
EDN700	PK	10/01/24	01/15/25	605804	Pre-Sch Tchr	Certificated	T02	5	P	1.00	A	\$ 64,467	\$ 54,993	Y			Filled by TA, Sub, or Casual	1
EDN700	PK	05/16/25	01/15/25	605838	Pre-Sch Tchr	Certificated	T02	5	P	1.00	A	\$ 64,467	\$ 69,519	Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	606216	Pre-Sch Tchr	Certificated	T02	5	P	1.00	A	\$ 64,467		Y			Filled by TA, Sub, or Casual	1
EDN700	PK		01/15/25	606236	Pre-Sch Tchr	Certificated	T02	5	P	1.00	A	\$ 64,467		Y			Filled by TA, Sub, or Casual	1

<u>Prog ID</u>	<u>Sub-Org</u>	<u>Date Established</u>	<u>Legal Authority</u>	<u>Position Number</u>	<u>Position Title</u>	<u>Exempt (Y/N)</u>	<u>SR Level</u>	<u>BU Code</u>	<u>T/P</u>	<u>MOF</u>	<u>FTE</u>	<u>Annual Salary</u>	<u>Filled (Y/N)</u>	<u>Occupied by 89 Day Hire (Y/N)</u>
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None

				FY25 (actual)			FY26 (estimated)			FY27 (budgeted)		
<u>Prog ID</u>	<u>Sub-Org</u>	<u>Program Title</u>	<u>MOF</u>	<u>Base Salary \$\$\$\$</u>	<u>Overtime \$\$\$\$</u>	<u>Overtime Percent</u>	<u>Base Salary \$\$\$\$</u>	<u>Overtime \$\$\$\$</u>	<u>Overtime Percent</u>	<u>Base Salary \$\$\$\$</u>	<u>Overtime \$\$\$\$</u>	<u>Overtime Percent</u>
N/A												

<u>Prog ID</u>	<u>MOF</u>	<u>Amount</u>	<u>Frequency</u> <u>(M/A/O)</u>	<u>Max Value</u>	<u>Outstanding</u> <u>Balance</u>	<u>Term of Contract</u>			<u>Entity</u>	<u>Contract Description</u>	<u>Explanation of How Contract is</u> <u>Monitored</u>	<u>POS</u> <u>Y/N</u>	<u>Category</u> <u>E/L/P/C/G/S/*</u>
						<u>Date</u> <u>Executed</u>	<u>From</u>	<u>To</u>					
EDN700	A	\$ 560,000.00	O(Quarterly)	\$ 800,000.00	\$ 240,000.00	6/3/2024	7/1/2024	6/30/2026	Partners in Development Foundation	Provision of Family-Child Interaction Learning (FCIL) Program for the Executive Office on Early Learning (EOEL) at Nanakuli Elementary School and Kailua Elementary School	Quarterly Reports and Meetings	Y	S
EDN700	A	\$ 160,000.00	O(Quarterly)	\$ 400,000.00	\$ 240,000.00	6/17/2025	7/1/2025	6/30/2026	Keiki O Ka Aina Preschools Inc dba Keiki O Ka Aina Family Learning Centers	Provision of Family-Child Interaction Learning (FCIL) Program for the Executive Office on Early Learning (EOEL) at Kalihi Elementary School and Princess Victoria Ka'iulani Elementary School	Quarterly Reports and Meetings	Y	S
EDN700	A	\$ 125,168.85	O (5 scheduled payments)	\$ 720,000.00	\$ 594,831.15	7/1/2025	7/1/2025	6/30/2026	University of Hawaii	To Provide Support in the Administration of the Early Childhood Educator Stipend Program	Bimonthly Meetings	Y	S

<u>Prog ID</u>	<u>Prog ID</u> <u>Priority</u>	<u>Dept-</u> <u>Wide</u> <u>Priority</u>	<u>Senate</u> <u>District</u>	<u>Rep.</u> <u>District</u>	<u>Project Title</u>	<u>MOF</u>	<u>FY26 \$\$\$</u>	<u>FY27 \$\$\$</u>
None								

<u>Prog ID</u>	<u>Act/Year of Appropriation</u>	<u>Project Title</u>	<u>MOF</u>	<u>Lapse Amount</u> <u>\$\$\$\$</u>	<u>Reason</u>
None					

<u>Program ID</u>	<u>Sub-Org Code</u>	<u>Name</u>	<u>Objective</u>
EDN700	PK	Early Learning	To ensure that all children eligible for preschool have access to high-quality early learning opportunities through the provision of direct educational services and the enhancement of the quality of and access to those service
EDN700	CT	Chapter 42F, HRS Grants	No current budget activities under this sub-org
EDN700	RR	Reconcile Prog ID to Budget Act	No current budget activities under this sub-org

Online link (URL):	https://hawaiipublicschools.org/wp-content/uploads/Plan-of-Organization.pdf#page=9
<u>Year of Change</u> <u>FY26/FY27</u>	<u>Description of Change</u>
None	

<u>Prog ID</u>	<u>Fiscal Impact</u>	<u>Amount Requested</u>	<u>FTE Requested</u>	<u>Budget for Personnel</u>	<u>Budget for OCE (Other Than Contracts)</u>	<u>Budget for Contracts</u>	<u>Dates of Initiative</u>		<u>Initiative Description</u>	<u>Is This A New Initiative Or An Enhancement To An Existing Initiative/Program</u>	<u>Plan for continuation of initiative (if applicable)</u>
							<u>From</u>	<u>To</u>			
None											

<u>Prog ID</u>	<u>Appropriating Act</u>	<u>Amount Allotted</u>	<u>FTE Allotted</u>	<u>Budget for Personnel</u>	<u>Budget for OCE (Other Than Contracts)</u>	<u>Budget for Contracts</u>	<u>Dates of Initiative</u>		<u>Initiative Description</u>	<u>Is This A New Initiative Or An Enhancement To An Existing Initiative/Program</u>	<u>Plan for continuation of initiative (if applicable)</u>
							<u>From</u>	<u>To</u>			
None											

<u>Prog ID</u>	<u>Sub-Org</u>	<u>Position Number</u>	<u>Position Title</u>	<u>Exempt (Y/N)</u>	<u>SR Level</u>	<u>BU Code</u>	<u>T/P</u>	<u>MOF</u>	<u>FTE</u>	<u>Budgeted Amount</u>	<u>Actual Salary Last Paid</u>	<u>Occupied by 89-Day Hire (Y/N)</u>	<u>Legal Authority for Salary Increase</u>	<u>Source of Funding (cost element and ProgID)</u>	<u>Date of Approval</u>	<u>Person who approved salary increase</u>
EDN700	PK	120361	Director	Y	SRNA	00	P	A	1.00	\$ 137,918	\$ 145,379	N	HRS §302L-1.5(b)(5)	EDN700/A	10/9/25	ELB

Prog ID	Sub-Org	Position Number	Position Title	Exempt (Y/N)	SR Level	BU Code	T/P	MOF	FTE	Budgeted Amount	Actual Salary Last Paid	Occupied by 89-Day Hire (Y/N)	Telework Designation (full time or hybrid)	Number of Telework Days a Week	Reason for Telework	Process to Evaluate Job Performance
EDN700	PK	803655	Prgm Spclt V	N	SR24	13	P	A	1.00	\$ 63,099	\$ 72,516	N	Hybrid	Situational	At EOEL, telework is defined as choosing to work someplace other than the assigned office and not due to a meeting, function, or assignment at another location. Reasons for telework in EOEL include early morning meetings (mostly national conventions), the time between virtual to in-person or in-person to virtual meetings doesn't permit ample time for safe driving to/from the office, efficiency of time, physically compromised yet still able to work from home, meetings for which the office offers no privacy, a need to focus without distractions, etc.)	Forms must be completed for days teleworked by employees who consistently telework and those who telework occasionally. Intermittent telework must be approved by Yuuko. Forms must indicate work accomplished vs broad general statements. (Ex. Created documents for ____ and sent via email vs checked email.). Form is due by COB each Monday for telework completed in the week prior.
EDN700	PK	805781	Administrative Services Asst	N	SR22	13	P	A	1.00	\$ 63,099	\$ 67,056	N	Hybrid	0-2	At EOEL, telework is defined as choosing to work someplace other than the assigned office and not due to a meeting, function, or assignment at another location. Reasons for telework in EOEL include early morning meetings (mostly national conventions), the time between virtual to in-person or in-person to virtual meetings doesn't permit ample time for safe driving to/from the office, efficiency of time, physically compromised yet still able to work from home, meetings for which the office offers no privacy, a need to focus without distractions, etc.)	Forms must be completed for days teleworked by employees who consistently telework and those who telework occasionally. Intermittent telework must be approved by Yuuko. Forms must indicate work accomplished vs broad general statements. (Ex. Created documents for ____ and sent via email vs checked email.). Form is due by COB each Monday for telework completed in the week prior.
EDN700	PK	603740	Instit Analyst II	N	EO	6	P	A	1.00	\$ 113,240	\$ 116,864	N	Hybrid	0-2	At EOEL, telework is defined as choosing to work someplace other than the assigned office and not due to a meeting, function, or assignment at another location. Reasons for telework in EOEL include early morning meetings (mostly national conventions), the time between virtual to in-person or in-person to virtual meetings doesn't permit ample time for safe driving to/from the office, efficiency of time, physically compromised yet still able to work from home, meetings for which the office offers no privacy, a need to focus without distractions, etc.)	Forms must be completed for days teleworked by employees who consistently telework and those who telework occasionally. Intermittent telework must be approved by Yuuko. Forms must indicate work accomplished vs broad general statements. (Ex. Created documents for ____ and sent via email vs checked email.). Form is due by COB each Monday for telework completed in the week prior.
EDN700	PK	604887	Educational Spec II	N	EO	6	P	A	1.00	\$ 113,240	\$ 116,864	N	Hybrid	0-2	At EOEL, telework is defined as choosing to work someplace other than the assigned office and not due to a meeting, function, or assignment at another location. Reasons for telework in EOEL include early morning meetings (mostly national conventions), the time between virtual to in-person or in-person to virtual meetings doesn't permit ample time for safe driving to/from the office, efficiency of time, physically compromised yet still able to work from home, meetings for which the office offers no privacy, a need to focus without distractions, etc.)	Forms must be completed for days teleworked by employees who consistently telework and those who telework occasionally. Intermittent telework must be approved by Yuuko. Forms must indicate work accomplished vs broad general statements. (Ex. Created documents for ____ and sent via email vs checked email.). Form is due by COB each Monday for telework completed in the week prior.
EDN700	PK	120361	EOEL Director	Y	n/a	n/a	P	A	1.00	\$ 137,918	\$ 145,379	N	Hybrid	Situational	At EOEL, telework is defined as choosing to work someplace other than the assigned office and not due to a meeting, function, or assignment at another location. Reasons for telework in EOEL include early morning meetings (mostly national conventions), the time between virtual to in-person or in-person to virtual meetings doesn't permit ample time for safe driving to/from the office, efficiency of time, physically compromised yet still able to work from home, meetings for which the office offers no privacy, a need to focus without distractions, etc.)	Forms must be completed for days teleworked by employees who consistently telework and those who telework occasionally. Intermittent telework must be approved by Yuuko. Forms must indicate work accomplished vs broad general statements. (Ex. Created documents for ____ and sent via email vs checked email.). Form is due by COB each Monday for telework completed in the week prior.
EDN700	PK	603721	Comm Spec II	Y	n/a	56	P	A	1.00	\$ 113,240	\$ 116,864	N	Hybrid	Situational	At EOEL, telework is defined as choosing to work someplace other than the assigned office and not due to a meeting, function, or assignment at another location. Reasons for telework in EOEL include early morning meetings (mostly national conventions), the time between virtual to in-person or in-person to virtual meetings doesn't permit ample time for safe driving to/from the office, efficiency of time, physically compromised yet still able to work from home, meetings for which the office offers no privacy, a need to focus without distractions, etc.)	Forms must be completed for days teleworked by employees who consistently telework and those who telework occasionally. Intermittent telework must be approved by Yuuko. Forms must indicate work accomplished vs broad general statements. (Ex. Created documents for ____ and sent via email vs checked email.). Form is due by COB each Monday for telework completed in the week prior.
EDN700	PK	805780	Business Mgmt Officer I	Y	n/a	35	P	A	1.00	\$ 112,234	\$ 114,612	N	Full Time	5	At EOEL, telework is defined as choosing to work someplace other than the assigned office and not due to a meeting, function, or assignment at another location. Reasons for telework in EOEL include early morning meetings (mostly national conventions), the time between virtual to in-person or in-person to virtual meetings doesn't permit ample time for safe driving to/from the office, efficiency of time, physically compromised yet still able to work from home, meetings for which the office offers no privacy, a need to focus without distractions, etc.)	Forms must be completed for days teleworked by employees who consistently telework and those who telework occasionally. Intermittent telework must be approved by Yuuko. Forms must indicate work accomplished vs broad general statements. (Ex. Created documents for ____ and sent via email vs checked email.). Form is due by COB each Monday for telework completed in the week prior.

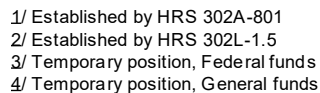
Prog ID	Sub-Org	Position Number	Job Title	Start Date	End Date	Justification for Travel	Full Agenda Y/N?	Meetings	Training	Total Cost of Trip	Cost Paid	Final Report of Travel Y/N?
								Attended Y/N?	Sessions Y/N?		by State or Other Entity?	
EDN700	PK	120361	Director	02/01/25	02/01/25	2nd Annual Kauai ECE Conference, Lihue	Y	Y	Y	\$285.08	State	Y
EDN700	PK	603740	Institutional Analyst II	02/01/25	02/01/25	2nd Annual Kauai ECE Conference, Lihue	Y	Y	Y	\$207.58	State	Y
EDN700	PK	803601	Program Specialist V	03/09/25	03/15/25	Region IX Head Start Director Operations meeting, San Diego, CA	Y	Y	Y	\$2,738.40	Other	Y
EDN700	PK	120361	Director	04/05/25	04/05/25	Outreach; Kaua'i Keiki to Kindergarten Workshop, Kona	Y	Y	N	\$285.09	State	Y
EDN700	PK	603721	Communications Specialist II	04/05/25	04/05/25	Outreach; 2025 Parent and Child Fair, Lihue	N	Y	N	\$274.58	State	Y
EDN700	PK	603740	Institutional Analyst II	04/05/25	04/05/25	Outreach; 2025 Parent and Child Fair, Lihue	N	Y	N	\$207.58	State	Y
EDN700	PK	803601	Program Specialist V	04/26/25	04/26/25	Outreach; Keiki Fest, Molokai	N	Y	N	\$432.50	State	Y
EDN700	PK	803613	Research Statistician IV	04/28/25	05/04/25	Society for Research in Child Development Biennial Conference, Minneapolis, MN	Y	Y	Y	\$3,233.76	State	Y
EDN700	PK	806694	Program Specialist IV	05/06/25	05/06/25	Staff Training, Oahu	Y	Y	Y	\$277.09	Other	Y
EDN700	PK	603721	Communications Specialist II	05/15/25	05/15/25	Ready Keiki Pre-K visit, Hookena Elem	Y	Y	N	\$234.09	State	Y
EDN700	PK	806694	Program Specialist IV	05/15/25	05/16/25	Early Childhood State Plan community engagment sessions, Oahu	Y	Y	N	\$758.00	Other	Y
EDN700	PK	803601	Program Specialist V	05/17/25	05/23/25	2025 National Head Start Conference & Expo, Columbus, OH	Y	Y	Y	\$3,209.84	State	Y
EDN700	PK	601861	12-Mo State Office Teacher	06/16/25	06/19/25	National Conference for Mathematics and Literacy, Chicago, IL	Y	Y	Y	\$3,066.02	State	Y
EDN700	PK	120361	Director	07/09/25	07/09/25	Outreach; Kaua'i Keiki to Kindergarten Workshop, Lihue	Y	Y	N	\$190.58	State	Y
EDN700	PK	603721	Communications Specialist II	07/09/25	07/09/25	Outreach; Kaua'i Keiki to Kindergarten Workshop, Lihue	Y	Y	N	\$272.08	State	Y
EDN700	PK	803601	Program Specialist V	07/09/25	07/09/25	Outreach; Kaua'i Keiki to Kindergarten Workshop, Lihue	Y	Y	N	\$165.58	State	Y
EDN700	PK	806694	Program Specialist IV	07/09/25	07/09/25	Outreach; Kaua'i Keiki to Kindergarten Workshop, Lihue	Y	Y	N	\$162.58	State	Y
EDN700	PK	603721	Communications Specialist II	07/12/25	07/12/25	Outreach; Back to School Bash, Lihue	N	Y	N	\$324.08	State	Y
EDN700	PK	803613	Research Statistician IV	07/12/25	07/12/25	Outreach; Back to School Bash, Lihue	N	Y	N	\$256.50	State	Y
EDN700	PK	803655	Program Specialist V	07/12/25	07/12/25	Outreach; Back to School Bash, Lihue	N	Y	N	\$214.59	State	Y
EDN700	PK	806694	Program Specialist IV	07/15/25	07/15/25	Children with Special Health Needs Branch Partners 5-Yr Strategic Plan Launch, Oahu	Y	Y	N	\$123.00	Other	Y
EDN700	PK	806694	Program Specialist IV	07/17/25	07/17/25	Waimanalo's Early Childhood Education Upena Meeting, Oahu	Y	Y	N	\$256.59	State	Y
EDN700	PK	803601	Program Specialist V	07/20/25	07/26/25	2025 State & Territory CCDF Administrators Mtg, Reston, VA	Y	Y	Y	\$2,937.49	State	Y
EDN700	PK	601861	12-Mo State Office Teacher	07/23/25	07/26/25	Stanford/Bing Nursery School Educator Conference, Palo Alto, CA	Y	Y	Y	\$3,785.78	State	Y
EDN700	PK	601865	12-Mo State Office Teacher	07/23/25	07/26/25	Stanford/Bing Nursery School Educator Conference, Palo Alto, CA	Y	Y	Y	\$3,418.54	State	Y
EDN700	PK	605616	12-Mo State Office Teacher	07/23/25	07/26/25	Stanford/Bing Nursery School Educator Conference, Palo Alto, CA	Y	Y	Y	\$3,506.47	State	Y
EDN700	PK	806694	Program Specialist IV	08/07/25	08/07/25	Staff Team Building Activity, Oahu	N	Y	N	\$236.07	Other	Y
EDN700	PK	603721	Communications Specialist II	08/11/25	08/11/25	Early Childhood Community Data Walk, Wailuku	Y	Y	N	\$229.34	State	Y
EDN700	PK	803601	Program Specialist V	08/11/25	08/11/25	Early Childhood Community Data Walk, Wailuku	Y	Y	N	\$181.34	State	Y
EDN700	PK	803613	Research Statistician IV	08/11/25	08/11/25	Early Childhood Community Data Walk, Wailuku	Y	Y	N	\$272.67	State	Y
EDN700	PK	604887	Workforce Development Specialist II	08/20/25	08/20/25	ECE Workforce and BOE Community Meeting, Pahoa	Y	Y	N	\$287.08	State	Y
EDN700	PK	604887	Workforce Development Specialist II	08/26/25	08/26/25	ECE Workforce and BOE Community Meeting, Lihue	Y	Y	N	\$215.49	State	Y
EDN700	PK	604887	Workforce Development Specialist II	09/03/25	09/03/25	ECE Workforce and BOE Community Meeting, Honokaa	Y	Y	N	\$287.08	State	Y
EDN700	PK	806694	Program Specialist IV	09/08/25	09/09/25	Early Childhood State Plan Community Event, Lanai	Y	Y	N	\$795.61	Other	Y
EDN700	PK	120361	Director	09/09/25	09/09/25	Early Childhood State Plan Community Event, Lanai	Y	Y	N	\$425.00	Other	Y
EDN700	PK	803655	Program Specialist V	09/09/25	09/09/25	Early Childhood State Plan Community Event, Lanai	Y	Y	N	\$340.00	Other	Y
EDN700	PK	806694	Program Specialist IV	09/11/25	09/11/25	Early Learning Board Retreat, Early Childhood State Plan presentation, Oahu	Y	Y	N	\$165.58	Other	Y
EDN700	PK	120361	Director	09/12/25	09/13/25	Hawaii Island Early Childhood Conference 2025, Kona	Y	Y	Y	\$770.23	Other	Y
EDN700	PK	602872	Governmental Affairs Sepcialist II	09/12/25	09/13/25	Hawaii Island Early Childhood Conference 2025, Kona	Y	Y	Y	\$672.03	Other	Y

EDN700	PK	603721	Communications Specialist II	09/12/25	09/13/25	Hawaii Island Early Childhood Conference 2025, Kona	Y	Y	Y	\$705.29	Other	Y
EDN700	PK	604887	Workforce Development Specialist II	09/12/25	09/13/25	Hawaii Island Early Childhood Conference 2025, Kona	Y	Y	Y	\$750.98	Other	Y
EDN700	PK	803601	Program Specialist V	09/12/25	09/13/25	Hawaii Island Early Childhood Conference 2025, Kona	Y	Y	Y	\$705.29	Other	Y
EDN700	PK	803613	Research Statistician IV	09/12/25	09/13/25	Hawaii Island Early Childhood Conference 2025, Kona	Y	Y	Y	\$714.19	Other	Y
EDN700	PK	803655	Program Specialist V	09/12/25	09/13/25	Hawaii Island Early Childhood Conference 2025, Kona	Y	Y	Y	\$691.79	Other	Y
EDN700	PK	120361	Director	09/15/25	09/15/25	Early Childhood State Plan Community Event, Molokai	Y	Y	N	\$395.50	Other	Y
EDN700	PK	803655	Program Specialist V	09/15/25	09/15/25	Early Childhood State Plan Community Event, Molokai	Y	Y	N	\$308.00	Other	Y
EDN700	PK	806694	Program Specialist IV	09/15/25	09/15/25	Early Childhood State Plan Community Event, Molokai	Y	Y	N	\$683.00	Other	Y
EDN700	PK	120361	Director	09/16/25	09/16/25	Early Childhood State Plan Community Event, Kauai	Y	Y	N	\$272.83	Other	Y
EDN700	PK	803655	Program Specialist V	09/16/25	09/16/25	Early Childhood State Plan Community Event, Kauai	Y	Y	N	\$170.33	Other	Y
EDN700	PK	806694	Program Specialist IV	09/16/25	09/16/25	Early Childhood State Plan Community Event, Kauai	Y	Y	N	\$157.06	Other	
EDN700	PK	120361	Director	09/18/25	09/18/25	Early Childhood State Plan Community Event, Maui	Y	Y	N	\$329.09	Other	Y
EDN700	PK	803655	Program Specialist V	09/18/25	09/18/25	Early Childhood State Plan Community Event, Maui	Y	Y	N	\$222.59	Other	Y
EDN700	PK	806694	Program Specialist IV	09/18/25	09/18/25	Early Childhood State Plan Community Event, Maui	Y	Y	N	\$375.83	Other	Y
EDN700	PK	120361	Director	09/19/25	09/27/25	Hunt Institute, Oxon Hill, MD	Y	Y	Y	\$264.16	State	Y
EDN700	PK	803601	Program Specialist V	09/30/25	09/30/25	Pahoa Promise Partnership Third Annual Summit, Pahoa	Y	Y	Y	\$299.09	Other	Y
EDN700	PK	803655	Program Specialist V	10/07/25	10/07/25	Early Childhood State Plan Community Event, Maui	Y	Y	N	\$304.09	Other	Y
EDN700	PK	806694	Program Specialist IV	10/07/25	10/07/25	Early Childhood State Plan Community Event, Maui	Y	Y	N	\$341.28	Other	Y
EDN700	PK	803601	Program Specialist V	10/13/25	10/17/25	2025 Family Engagement Conference, Maui	Y	Y	Y	\$2,541.99	Other	Y
EDN700	PK	603740	Institutional Analyst II	10/18/25	10/18/25	Outreach; Ohana Fun Fair, Molokai	Y	Y	N	\$449.93	State	Y
EDN700	PK	806694	Program Specialist IV	10/23/25	10/23/25	Summit, Oahu	Y	Y	Y	\$256.61	Other	Y
EDN700	PK	120361	Director	10/26/25	10/30/25	Harvard Strategic Data Project Orientation	Y	Y	Y	\$398.66	State	Y
EDN700	PK	604463	Educational Specialist II	10/26/25	10/30/25	Bellevue, WA	Y	Y	Y	\$3,106.87	State	Y
EDN700	PK	803613	Research Statistician IV	10/26/25	11/02/25	Harvard Strategic Data Project Orientation	Y	Y	Y	\$542.97	State	Y
EDN700	PK	602872	Governmental Affairs Sepcialist II	10/27/25	10/27/25	opening, Lihue	N	Y	N	\$322.80	State	Y
EDN700	PK	803601	Program Specialist V	10/27/25	10/27/25	opening, Lihue	N	Y	N	\$220.30	Other	Y
EDN700	PK	603721	Communications Specialist II	11/06/25	11/06/25	Ready Keiki Pre-K visit, Keaau Elem	Y	Y	N	\$295.61	State	Y
EDN700	PK	603721	Communications Specialist II	11/07/25	11/07/25	Ready Keiki Pre-K visit, Keaukaha and Kalaniana'ole Elem	Y	Y	N	\$352.51	State	Y
EDN700	PK	806694	Program Specialist IV	11/10/25	11/10/25	PDG-ECCE Symposium, Oahu	Y	Y	Y	\$163.58	Other	Y
EDN700	PK	803613	Research Statistician IV	11/12/25	11/16/25	APPAM 47th Annual Fall Research Conference, Seattle, WA	Y	Y	Y	\$2,922.94	State	Y
EDN700	PK	605609	Educational Specialist II	11/19/25	11/25/25	NAEYC Conference, Orlando, FL	Y	Y	Y	\$2,592.24	State	Y
EDN700	PK	605619	12-Mo State Office Teacher	11/19/25	11/23/25	NAEYC Conference, Orlando, FL	Y	Y	Y	\$3,639.66	State	Y
EDN700	PK	60186160	Educational Specialists and 12-Mo State C	01/01/25	11/30/25	Program Professional Development, Coaching/Mentoring, and	Y	Y	Y	\$102,452.08	State	Y
EDN700	PK	Various	PreK Teachers and School Administrators	01/01/25	11/30/25	School Administrators with EOEL Pre-K Program for EOEL-	Y	Y	Y	\$31,987.89	State	Y

						FY26		FY27			
<u>Prog ID</u>	<u>Sub-Org</u>	<u>Description of Expenditure/Encumbrance</u>	<u>Justification</u>	<u>Existing Budget Item(s) affected (If Any)</u>	<u>MOF</u>	<u>Encumbrance</u> <u>Balance</u>	<u>Expenditure</u>	<u>Encumbrance</u> <u>Balance</u>	<u>Expenditure</u>	<u>FEMA</u> <u>Reimbursable?</u>	<u>Reimbursement</u> <u>Applied for?</u>
N/A											

					FY26				FY27						
<u>Prog ID</u>	<u>Sub-Org</u>	<u>Positions dispersed for Wildfire Response</u>	<u>Justification</u>	<u>MOE</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>Payroll Hours</u>	<u>\$\$\$</u>	<u>Pos (P)</u>	<u>Pos (T)</u>	<u>Payroll Hours</u>	<u>\$\$\$</u>	<u>Expected End Date</u>	<u>FEMA Eligible?</u>	<u>FEMA Reimb App?</u>
N/A															

OFFICE OF THE SUPERINTENDENT
Superintendent of Education 600 12



Report on Non-General Fund Information for Submittal to the 2026 Legislature

Department: EDN
 Program ID(s): EDN 700
 Name of Fund: Federal Funds - EDN 700
 Legal Authority: Head Start Act

Contact Name: Yuuko Arikawa-Cross
 Phone Number: 784-5350
 Fund Type (MOF): Federal (N)
 Appropriation Account Number: S-270-E

Intended Purpose:

The purpose of the Hawaii Head Start State Collaboration grant is to facilitate collaboration between Head Start agencies and entities that serve low-income children (birth to school entry) and their families.

Source of Revenues:

Office of Head Start, DHHS

Current Program Activities/Allowable Expenses:

To provide information, convene or attend meetings, and establish connections on behalf of the Head Start and Early Head Start grantees with State entities and child care partners.

Variances:

The Head Start State Collaboration Office is now fully staffed and at full capacity and we anticipate that revenue for FY 2026 will be the full \$125,000 of the grant award.

Note: The actual and estimated Negative Ending Cash Balances and Beginning Cash Balances are due to timing of final grant drawdowns occurring after the end of the FY.

Cash balance lapse to general fund? No
Statutory language: N/A

Financial Data							
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
	(actual)	(actual)	(actual)	(actual)	(estimated)	(estimated)	(estimated)
Appropriation Ceiling	125,628	125,628	125,628	125,628	125,628	125,628	125,628
Beginning Cash Balance	(8,668)	(10,880)	(27,351)	-	(9,788)	(9,788)	(9,788)
Revenues	105,648	92,519	41,363	111,148	125,000	125,000	125,000
Expenditures	107,860	108,990	14,013	120,936	125,000	125,000	125,000
Transfers							
List each net transfer in/out or projection in/out; list each account number							
Rounding/misc adjustment			1				
Net Total Transfers	-	-	1	-	-	-	-
Ending Cash Balance	(10,880)	(27,351)	-	(9,788)	(9,788)	(9,788)	(9,788)
Encumbrances	1	2,143	-	-	-	-	-
Unencumbered Cash Balance	(10,881)	(29,494)	-	(9,788)	(9,788)	(9,788)	(9,788)

Additional Information:

Amount Requested by Bond Covenants							
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Amount from Bond Proceeds							
Amount Held in CODs, Escrow							
Accounts, or Other Investments							

Report on Non-General Fund Information for Submittal to the 2026 Legislature

Department: EDN
 Program ID(s): EDN700
 Name of Fund: EARLY LEARNING SPECIAL FUND
 Legal Authority: Section 302L-5, HRS

Contact Name: Yuuko Arikawa-Cross
 Phone Number: 784-5350
 Fund Type (MOF): Special
 Appropriation Account Number: S-356-E

Intended Purpose:

Moneys in this fund shall be used for the early learning system, pursuant to 302L, HRS.

Source of Revenues:

Revenues include fees, grants, donations, appropriations from the Legislature, and revenues regardless of source.

Current Program Activities/Allowable Expenses:

Moneys will be used to support the early learning system.

Variances:

Revenue variance due to adjustment in estimated Early Childhood Educator Stipend repayments and there are no anticipated grants.

Cash balance lapse to general fund? No

Statutory language: N/A

Financial Data							
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
	(actual)	(actual)	(actual)	(actual)	(estimated)	(estimated)	(estimated)
Appropriation Ceiling				-	3,000,000	3,000,000	3,000,000
Beginning Cash Balance				-	25,429	33,929	42,429
Revenues				26,818	10,000	10,000	10,000
Expenditures				1,389	1,500	1,500	1,500
Transfers							
List each net transfer in/out or projection in/out; list each account number							
Rounding/misc adjustment							
Net Total Transfers	-	-	-	-	-	-	-
Ending Cash Balance	-	-	-	25,429	33,929	42,429	50,929
Encumbrances				-	-	-	-
Unencumbered Cash Balance	-	-	-	25,429	33,929	42,429	50,929

Additional Information:

Amount Requested by Bond Covenants							
Amount from Bond Proceeds							

Amount Held in CODs, Escrow Accounts, or Other Investments							

Report on Non-General Fund Information for Submittal to the 2026 Legislature

Department: EDN
 Program ID(s): EDN 700
 Name of Fund: Early Learning Special Fund
 Legal Authority: Section 302L-5, HRS

Contact Name: Yuuko Arikawa-Cross
 Phone Number: 784-5350
 Fund Type (MOF): Special
 Appropriation Account Number: S-357-E

Intended Purpose:

To support the early learning system, pursuant to Act 46, Session Laws of Hawaii 2020.

Source of Revenues:

Revenues include fees, grants, donations, appropriations from the Legislature, and revenues regardless of source.

Current Program Activities/Allowable Expenses:

Moneys will be used for the early learning system.

Variances:

As of the end of FY 2025, Appropriation Account# S-357-E has been closed. Revenue was moved to S-356-E and S-356-E is now the sole Appropriation Account used for the Early Learning Special Fund, with Appropriation Ceiling of \$3,000,000.

Cash balance lapse to general fund? No
Statutory language: N/A

Financial Data							
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
	(actual)	(actual)	(actual)	(actual)	(estimated)	(estimated)	(estimated)
Appropriation Ceiling	n/a	n/a	3,000,000	3,000,000	-	-	-
Beginning Cash Balance	-	-	-	2,700	-	-	-
Revenues	-	NO DATA	2,700	(2,700)	-	-	-
Expenditures	-	NO DATA	NO DATA	-	-	-	-
Transfers							
List each net transfer in/out or projection in/out; list each account number							
Rounding/misc adjustment							
Net Total Transfers	-	-	-	-	-	-	-
Ending Cash Balance	-	NO DATA	2,700	-	-	-	-
Encumbrances	-	NO DATA	-	-	-	-	-
Unencumbered Cash Balance	-	NO DATA	2,700	-	NO DATA	NO DATA	NO DATA

Additional Information:

Amount Requested by Bond Covenants							
Amount from Bond Proceeds							

Amount Held in CODs, Escrow							
Accounts, or Other Investments							

Report on Non-General Fund Information for Submittal to the 2026 Legislature

Department: EDN
 Program ID(s): EDN700
 Name of Fund: EARLY LEARNING - Preschool Development Grant Birth Through Five
 Legal Authority: Section 9212 of ESSA, Public Law 114-95

Contact Name: Yuuko Arikawa-Cross
 Phone Number: 784-5350
 Fund Type (MOF): Federal (P)
 Appropriation Account Number: S-870-E

Intended Purpose:

The Preschool Development Grant Birth Through Five (PDGB-5) Program is a competitive Federal grant designed to improve States' early learning childhood systems by building upon existing Federal, State, and Local early care and education investments. Subaward from University of Hawaii, P-20.

Source of Revenues:

DHHS Administration for Children and Families (ACF), Office of Early Childhood Development (OECD)

Current Program Activities/Allowable Expenses:

To coordinate and assist with the implementation of all activities relating to the Hawaii Early Childhood State Plan, community and family engagement.

Variances:

Revenue and Expenditure variances due to the amount of the awards and the timing of the grant cycle, 12/31/24-12/30/25, and the amount of activity changing from FY 2025 to FY 2026. NO DATA for FY 2027 and FY 2028 because 12/30/25 will be the end of the current award.

Cash balance lapse to general fund? No
 Statutory language: N/A

Financial Data							
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
	(actual)	(actual)	(actual)	(actual)	(estimated)	(estimated)	(estimated)
Appropriation Ceiling				130,000	380,000	380,000	380,000
Beginning Cash Balance	-	-	-	-	(15,752)	-	#VALUE!
Revenues	-	-	-	90,559	299,695	NO DATA	NO DATA
Expenditures	-	-	-	106,311	283,943	NO DATA	NO DATA
Transfers							
List each net transfer in/out or projection in/out; list each account number							
Rounding/misc adjustment							
Net Total Transfers	-	-	-	-	-	-	-
Ending Cash Balance	-	-	-	(15,752)	-	#VALUE!	#VALUE!
Encumbrances				1,533			
Unencumbered Cash Balance	-	-	-	(17,285)	-	#VALUE!	#VALUE!

Additional Information:

Amount Requested by Bond Covenants							
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Amount from Bond Proceeds							
Amount Held in CODs, Escrow							
Accounts, or Other Investments							

**Non-General Fund Program Measures Report
for Submittal to the 2026 Legislature
Department of Education**

Name of Fund: Federal Funds - EDN 700
 Appropriation Account Number: S-270-E
 Fund Type (MOF): Federal (N)
 Legal Authority: Head Start Act

Statement of Objectives

- 1) Strengthen Head Start (HS) /Early Head Start (EHS) access to needed services, cross-referrals, and improved transitions through MOUs with state and local partners.
- 2) Enhance opportunities for HS/EHS workforce development and professional learning through strategic partnerships.
- 3) Connect more vulnerable children (birth to five) to HS/EHS services statewide through public awareness activities and MOU development.
- 4) Enhance alignment of state planning and policy development to address the needs of HS/EHS grantees and their beneficiaries.

Fund Measures of Effectiveness

	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1. New partnerships are established	6	7	5	5	5	5
2. MOUs are in process or in place	6	7	5	5	5	5
3. Professional development resources and activities are available to HS staff	10	10	10	10	10	10
4. HS/EHS programs are fully enrolled	6	6	6	6	6	6
5. New contracts or grants are awarded to HS/EHS grantees to enhance	3	3	3	3	3	3
6. Early childhood state plans reflect vulnerable children served by HS/EHS	4	5	5	5	5	5
7.						
8.						
9.						
10.						

Program Size Indicators

	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1. Workforce beneficiaries (HS/EHS staff)	550	600	600	600	600	600	600
2. Beneficiaries of HS/EHS services (enrollees)	2,800	3,000	3,000	3,000	3,000	3,000	3,000
3.							
4.							
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9.							
10.							

Fund Activities Encompassed		FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1.	Convene outreach/enrollment-related partnership meetings	5	5	5	5	5	5
2.	Convene workforce development partnership meetings	4	4	4	4	4	4
3.	Convene MOU development partnership meetings	3	3	3	3	3	3
4.	Develop/execute public awareness activities	3	3	3	3	3	3
5.	Facilitate/participate in early childhood systems-building planning meetings	4	4	4	4	4	4
6.	Attend state/national conferences required or allowable by grant award	5	5	5	5	5	5
7.							
8.							
9.							
10.							

Non-General Fund Program Measures Report
for Submittal to the 2026 Legislature
Department of Education

Name of Fund: EARLY LEARNING SPECIAL FUND
Appropriation Account Number: S-356-E
Fund Type (MOF): Special
Legal Authority: Section 302L-5, HRS

Statement of Objectives

To support the early learning system. Program measures to be developed in the future relative to the source of monies deposited into the fund.

Fund Measures of Effectiveness

	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1. TBD						
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3.						
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Program Size Indicators

	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1. TBD							
2.							
3.							
4.							
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10.							

Fund Activities Encompassed

	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1. Community events attended for family outreach.	10	10	10	10	10	10
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Non-General Fund Program Measures Report
for Submittal to the 2026 Legislature
Department of Education

Name of Fund: Early Learning Special Fund
Appropriation Account Number: S-357-E
Fund Type (MOF): Special
Legal Authority: Section 302L-5, HRS

Statement of Objectives
N/A

Fund Measures of Effectiveness

	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1.						
2.						
3.						
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Program Size Indicators

	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1.							
2.							
3.							
4.							
5.							
6.							
7.							
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9.							
10.							

Fund Activities Encompassed

FY	FY	FY	FY	FY	FY
2025-26	2026-27	2027-28	2028-29	2029-30	2030-31

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**Non-General Fund Program Measures Report
for Submittal to the 2026 Legislature
Department of Education**

Name of Fund: EARLY LEARNING - Preschool Development Grant Birth Through Five
 Appropriation Account Number: S-870-E
 Fund Type (MOF): Federal (P)
 Legal Authority: Section 9212 of ESSA, Public Law 114-95

Statement of Objectives

1. Strengthen and diversify stakeholder engagement in development of the Hawai'i Early Childhood State Plan
2. Convene meetings to facilitate Hawai'i Early Childhood State Plan development
3. Coordinating and attending community engagement and outreach events
4. Communicating with stakeholders and the wider community about PDG B-5 grant activities and the Hawai'i Early Childhood State Plan

Fund Measures of Effectiveness

	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1. State Plan engagement represents stakeholders from all counties and sectors	11					
2. Building Block committees are established to develop the State Plan	6					
3. Coordinate community engagement and outreach events	4					
4. Communicate the State Plan goals to communities across the state	4					
5. Update Hawai'i PDG B-5 website	3					
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Program Size Indicators

	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1. Stakeholder attendees for State Plan community engagement forum	114						
2. State Plan building block committee participants		96					
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Fund Activities Encompassed

	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1. Stakeholder representation from all four counties in State Plan development	4					
2. Cross-sector representation in State Plan development	7					
3. Convene community engagements forum for State Plan	2					
4. Convene building block committee meetings for State Plan development	26					
5. Coordinate community engagement and outreach events in all four counties	3					
6. Attend community engagement and outreach events hosted by partners	7					
7. State Plan Survey respondents	300					
8.						
9.						
10.						

