This report outlines the Pre-kindergarten Educational Program (PREP) of Kamehameha Schools Bishop Estate in Hawaii, an integrated early education program serving families with children from the prenatal stage through age 5. The paper first discusses the program's three components and how they adapt to developmental changes in children and families, moving from a home visiting delivery system to a mobile neighborhood traveling preschool to a more traditional center-based preschool. It then discusses eight domains across which the three components are integrated: (1) theory; (2) training; (3) curriculum; (4) family involvement; (5) context of the community; (6) linkage with community resources; (7) assessment; and (8) transitions. Charts and tables emphasize the three components' features, theoretical basis, goals, and philosophy.
Poster presented at the Zero to Three National Center for Clinical Infant Programs, 8th Biennial National Training Institute, Washington, D.C., December 2-5, 1993.
OVERVIEW

The Pre-kindergarten Educational Program (PREP) of Kamehameha Schools Bishop Estate is an integrated early education program serving families with children from the prenatal period through age five. Three components adapt to developmental changes in children and families, moving from a home visiting delivery system (Parent-Infant Educational Services), to a mobile neighborhood traveling preschool (Traveling Preschool), to a more traditional center-based preschool (Center-Based Preschool). A common theoretical base, an emphasis on language development, a focus on family involvement, and a responsiveness to Hawaiian culture link the components. Communities across the state express their cultural heritage in unique ways, and these differences are reflected in local variations of all three components. Ethnically Hawaiian families living in communities in which children have a record of poor school performance are targeted for program services. PREP provides an example of a continuum of early education services designed to increase the likelihood of school success.

Parent-Infant Educational Services (P-IES) is designed for young families expecting their first or second child, and provides services starting during pregnancy and continuing until the child reaches age two. Services are delivered in a variety of settings including home visits with a parent-infant educator and the primary caregiver or several family members, and in small groups in the community.

Families and staff work together to plan activities for the child based on the individual child's development. Staff facilitates the use of effective mediated learning strategies as parents and children interact around the planned activities.
The culture of the community is incorporated in activities such as making a quilt for the expected baby. Different communities develop unique quilts depicting family members interacting with a child, surrounded by native plants from each area that traditionally have had significance during pregnancy or infancy. The process of quilt making provides a context for validating traditional Hawaiian child rearing practices and introducing new concepts and practices.

Traveling Preschool (TPS) is a mobile early childhood education experience for children and their caregivers, including children with special needs. TPS targets toddlers two to three years, but welcomes older and younger siblings. TPS travels to neighborhood sites twice a week where a complete learning environment is set up in a park or other community building. Children and adults participate together in a wide variety of developmental learning activities. Families conduct developmental screening and make appropriate plans with the support of the staff. Families also receive information on parenting and community resources.

Hawaiian culture is reflected in the structure of TPS which supports the involvement of multi-generational and extended families, provides opportunities for culturally valued cooperative efforts by involving adults and children in all aspects of the program, including interactions around learning activities and natural materials, as well as set-up and breakdown of learning centers. An informal "talk story" style characterizes interactions among staff and family members.

Center-based preschools (CBPS) serve four and five-year-old children and their families in a classroom setting, either in private buildings or at public schools as part of a partnership with the State Department of Education.
Parents are actively encouraged to participate in their child's education. Family members share their special skills and talents with the children, help with activities in the classroom, and attend workshops. Additionally, having parents read regularly with their child is an essential feature of center-based classrooms. A print-rich environment, and an atmosphere in which teachers engage children in active and extended dialogues are other classroom features that promote language development.

The classroom incorporates familiar objects and natural materials from the surrounding community, reflecting the local culture and supporting children's learning. Community members, especially those of the grandparent generation, often visit and interact with the children, as sources of wisdom and knowledge about the Hawaiian culture.
<table>
<thead>
<tr>
<th>PROGRAM FEATURE</th>
<th>P-IES</th>
<th>TPS</th>
<th>CBPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TARGET POPULATION</td>
<td>Parents and families from prenatal period through age 2.</td>
<td>Primarily 2-3-year old children accompanied by parent or other adult and siblings.</td>
<td>Children 4-5 years of age and their families.</td>
</tr>
<tr>
<td></td>
<td>Limited to families with Hawaiian children.</td>
<td>Open to all families in community.</td>
<td>Limited to Hawaiian children in private Kamehameha Schools' classrooms; Open to all students in Kamehameha Schools/Dept. of Education classrooms.</td>
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<tr>
<td>LEARNING ENVIRONMENT</td>
<td>Primarily at participant's home; some group meetings and classrooms.</td>
<td>In neighborhood meeting places, such as parks &amp; community halls.</td>
<td>Preschool classroom.</td>
</tr>
<tr>
<td>STAFFING</td>
<td>Para-professionals with or working towards a CDA and experience working with families.</td>
<td>Bachelors degree in Early Childhood Education or related field.</td>
<td>Bachelors degree in Early Childhood Education or related field.</td>
</tr>
<tr>
<td>Qualifications</td>
<td></td>
<td>Aides have a high school diploma and directly related experience.</td>
<td>Aides have a high school diploma and directly related experience.</td>
</tr>
<tr>
<td>Staff to family/child ratios</td>
<td>1 to 1 with extended family members often present.</td>
<td>1 teacher and 1 aide per neighborhood; each teacher and aide team serves 2 neighborhoods.</td>
<td>1 teacher and 1 aide per classroom.</td>
</tr>
<tr>
<td></td>
<td>Average caseload is 20 families per Parent-Infant Educator (P-IE).</td>
<td>Staff to family ratio averages 1:12; approximately 50-75 participants per session.</td>
<td>Staff to child ratio is 1:10.</td>
</tr>
<tr>
<td></td>
<td>Currently there are 29 P-IES serving over 500 families.</td>
<td>Currently there are 19 teaching teams serving more than 3500 children.</td>
<td>Currently there are 30 classes serving 600 children.</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>Average of 3 sessions per month per family; families may participate prenatally through age 2.</td>
<td>2 hour sessions, twice weekly; approximately 38 weeks per year.</td>
<td>28-30 hours per week; approximately 33 weeks per year.</td>
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<tr>
<td></td>
<td></td>
<td>Attendance is voluntary and frequency of participation varies.</td>
<td>Regular participation is required.</td>
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</table>
THE THREE COMPONENTS OF THE PREKINDERGARTEN EDUCATIONAL PROGRAM ARE INTEGRATED ACROSS EIGHT DOMAINS:

THEORY
TRAINING
CURRICULUM
FAMILY INVOLVEMENT
CONTEXT OF THE COMMUNITY
LINKAGE WITH COMMUNITY RESOURCES
ASSESSMENT
TRANSITIONS
THEORY

PREP reflects the theoretical orientations of several theorists whose ideas generally complement each other. A consistent theoretical base links the program components and provides a framework for incorporating new features into PREP.

PIAGET:
Young children strive to make sense out of their world and actively construct knowledge from their actions on objects in their environment. These experiences, influenced by the child's maturational and developmental levels, are the cornerstone of cognitive growth.

VYGOTSKY:
Learning and the development of all higher mental functions derive from social interactions with more skilled others, including parents, teachers and peers. Through participation in joint activities, the novice learner internalizes ways of thinking and behaving that are characteristic of the culture in which these interactions are embedded. Emphasis is placed on the importance of language for fostering the development of higher mental functions.

FEUERSTEIN:
Cognitive development takes place throughout the life span and is always modifiable. Learning occurs as a result of social interactions involving mediated learning experiences (MLE), and by direct exposure. MLE's refer to interactions in which the adult or experienced person intentionally acts to select, focus, and provide feedback from the environment to the learner, using strategies that affect the development of cognitive structures. The ability to benefit from direct exposure is related to the quality of the person's mediated learning experiences.

BRONFENBRENNER:
The child's development has to be understood in terms of the larger ecological system in which the child exists, including the immediate family, the surrounding community, the local institutions, and the cultural values and institutions of society in general.
TRAINING

Philosophy: A primary purpose of training is to empower staff members to make responsible and effective decisions based on a firm knowledge of human development, best professional practices, and PREP's theoretical and philosophical base.

Training should build on existing knowledge, experience and strengths of staff.

Training should be ongoing, evolving as the program evolves, incorporating staff needs, new program elements, modifications of existing program elements and provided by a variety of sources.

Successful communication and interaction strategies between staff and program participants will be enhanced when those strategies are modeled by trainers.

People learn best when they have opportunities to directly apply knowledge or practice skills with the guidance of someone more skilled in that area.

Training should establish and build on a core of knowledge in the following areas:

- application of child development knowledge
- curriculum
- health and safety
- professionalism/ethics
- working with families
- child management
- community/culture
- staff interactions

Examples of Implementation:

All components have inservice training and on-site follow-up consultations.

Regional inservices are conducted to adapt to diverse needs of staff at different locations throughout the state.
CURRICULUM

Philosophy: Children learn best when their interactions, environments and activities challenge them to develop strategies that will build new skills and enhance existing skills. Interactions, environments and activities should be appropriate to the individual child's developmental level, interests and needs.

Examples of PREP's goals and relevant activities/strategies in one curriculum area.

<table>
<thead>
<tr>
<th>LITERACY GOALS</th>
<th>P-IES</th>
<th>TPS</th>
<th>CPBS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent and child enjoy looking at books together.</td>
<td>Independently selects and enjoys books.</td>
<td>Experiences a variety of book types with increasingly complex and less familiar content.</td>
</tr>
<tr>
<td>1</td>
<td>Read regularly and sees people reading.</td>
<td>Experiences a variety of book types.</td>
<td>Understands purposes for different types of written materials; recognizes common graphic conventions; identifies letters and numbers.</td>
</tr>
<tr>
<td>2</td>
<td>Experiences variety of books with simple pictures and familiar content.</td>
<td>Understands that print and symbols have meaning.</td>
<td>Writes name; understands the link between spoken and written words.</td>
</tr>
<tr>
<td>3</td>
<td>Attention is directed to print and symbols in the environment.</td>
<td>Scribbles and imitates writing.</td>
<td>Knows reading conventions.</td>
</tr>
<tr>
<td>4</td>
<td>知络 chores variety of books with simple pictures and familiar content.</td>
<td>Knows basic book conventions.</td>
<td>Knows more complex stories and maintains the story line; uses connective devices.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Retells simple stories.</td>
<td></td>
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<td>6</td>
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<td>7</td>
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</table>

<table>
<thead>
<tr>
<th>ACTIVITIES/STRATEGIES</th>
<th>P-IES</th>
<th>TPS</th>
<th>CPBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents encouraged to engage in mediated learning experiences around literacy activities.</td>
<td>Parents read with children during TPS.</td>
<td>Teacher uses rich, explicit language.</td>
<td></td>
</tr>
<tr>
<td>3. Hawaii Early Learning Profile (HELP) charts (Language &amp; Cognitive areas) linked to literacy development.</td>
<td>Book reading by teacher is routine.</td>
<td>Book reading by teacher is routine.</td>
<td></td>
</tr>
<tr>
<td>4. Writing opportunities available.</td>
<td>Writing and Reading Centers.</td>
<td>Writing and Reading Centers.</td>
<td></td>
</tr>
<tr>
<td>5. Print-rich and picture-rich environment.</td>
<td>Print-rich environment.</td>
<td>Print-rich environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daily written messages generated by teacher and class (Morning Message).</td>
<td>Daily written messages generated by teacher and class (Morning Message).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children routinely dictate personal experiences, stories (Keiki Scrapbook).</td>
<td>Children routinely dictate personal experiences, stories (Keiki Scrapbook).</td>
<td></td>
</tr>
</tbody>
</table>
FAMILY INVOLVEMENT

Philosophy: Families' expectations, knowledge, skills, attitudes and interactions with their young children play a vital part in supporting children's optimal development and education. PREP has a responsibility to draw on the knowledge of families as a resource to inform and enrich their children's education, as well as to contribute to families' knowledge and understanding of child development, to provide opportunities to practice and enhance their teaching skills, and to provide appropriate support.

Examples of implementation:

P-IES:
HELP Charts completed by families, with Parent-Infant Educator providing decreasing amounts of assistance over time.

TPS:
Developmental screening of children by their parents with some assistance with interpretation and planning from professional staff.

CBPS:
Families and their children regularly select books to share at home (Keiki Book Bag Project).

CONTEXT OF COMMUNITY

Philosophy: The population PREP is intended to serve shares a culture and a heritage. At the same time, every community has unique characteristics and varies in history, lifestyle, economic level and significant events. PREP attempts to recognize and honor these commonalities while adapting services to meet the specific needs of each community.

Examples of implementation:

P-IES:
Parents at each site create a quilt for the baby that reflects the unique qualities of the local and natural environment.

TPS:
Curriculum content, themes and materials are adapted to incorporate features of the local and natural environment.

CBPS:
Hawaiian songs, greetings, phrases, books, etc. are an integral part of the classroom.
LINKAGE WITH COMMUNITY RESOURCES

Philosophy: PREP sites are community-based and therefore it is critical that the program is integrated within the community context.

Examples of Implementation:

Community involvement and integration processes are facilitated by:

Developing and maintaining linkages with educational, health, social and cultural resources through representation on interagency councils, coalitions or committees such as:

Governor's Council on Literacy; Open Doors (OCC); Healthy Mothers, Healthy Babies Coalition; Hawaii Association for the Education of Young Children; Hawaii State Primary Care Roundtable.

Forming public-private partnerships by providing PREP services in public schools, parks and recreation or community centers.

ASSESSMENT

Philosophy: PREP should monitor the growth and development of individual children and their families, and assess overall program effects using tools that reflect the intended outcomes of the program. Assessment should incorporate a variety of quantitative and qualitative approaches, and include parents and direct service staff as sources of information about developmental progress and program effectiveness.

Examples of Implementation:

P-IES:
Child development monitored by HELP – completed by family members.

Family progress monitored by Kamehameha Schools' Category of Educational Levels System - completed by Parent-Infant Educator.

TPS:
Child development monitored by ICMQ – completed by family member.

Child progress monitored through portfolio assessment – Ho'okupu project.

CBPS:
Developmental screening with DIAL-R – completed by teacher or aide.

Child progress and program effects assessed by Kamehameha Schools’ Curriculum Outcome Assessment and Peabody Picture Vocabulary Test (PPVT).
### Sample of Kamehameha Schools' Categories of Educational Levels

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
<th>Category 3</th>
<th>Category 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Level I</strong></td>
<td><strong>Educational Level II</strong></td>
<td><strong>Educational Level III</strong></td>
<td><strong>Educational Level IV</strong></td>
</tr>
</tbody>
</table>

#### Parent (Caregiver) Knowledge

**A. Knowledge of Development**
1. Knowledge of own child

   1. With guidance, observes a few of baby's behaviors.
   2. Takes minimal interest in HELP charts.

2. Knowledge of child development and child development materials

   1. Occasionally intentionally makes eye contact with child. [E-3]
   2. Occasionally talks, vocalizes, or signs to the child. [E-5]
   3. With guidance, identifies two of her child's attempts to communicate (e.g., crying, body gestures, etc.)

**B. Knowledge of Strategies**
1. Language Development Interaction Strategies

   1. Makes eye contact to attract and maintain the child's attention. [E-3]
   2. Takes to the child and responds to vocalizations by imitating the sounds or repeating the words and giving the child time to respond. [E-2]
   3. Uses words and gestures to indicate what she wants the child to do. [E-5]
   4. Responds to vocalizations and gestures with verbal descriptions and allows child time to respond. [C-9]
   5. Comments on what child is doing as he engages in the activity; labels objects child is using. [C-9]
   6. Provides information about events or activities that are about to happen to the child. [C-9]
   7. Asks questions about what the child is doing. [C-8]
   8. Provides information and explanations about events or activities that are about to happen to the child. [C-9]
   9. Asks questions that elicit responses from the child and elaborates answers. [C-8]

2. Observes and interprets baby's cues and behavioral patterns.

   1. Uses HELP charts and HELP Guide accurately to understand her child's growth and development.
   2. Observes and describes her child's behavior and relates it to normal growth and development.
   3. Observes and interprets her child's behavior for the purpose of extending/providing educational opportunities.

3. Other child development/educational materials independently.

   1. Uses a wide variety of strategies flexibly and selectively to optimize language development.
Ho'okupu: Ho'okupu means to grow or sprout; it also means offspring, as a child (keiki) sprouts from the parent (makua). We use Ho'okupu to identify the child whose accomplishments appear in this portfolio. It is important to document the growth of this child ('ōha - shoot of the kalo), because the foundations we build now will bear fruit in the future.

Hala: The hala represents the intricate weaving that takes place in the child's growth. The parent (makua), the child (keiki) and the teacher (kumu) are woven together for all time. If the weaving is good, the beauty, strength, and integrity of the mat (moena) will endure.
SAMPLE ITEM FROM KAMEHAMEHA SCHOOLS' CURRICULUM OUTCOME ASSESSMENT:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attempts to rote count; does not show consistent pattern.</td>
</tr>
<tr>
<td>2</td>
<td>Rote counting to 10. Attempts to count beyond 10.</td>
</tr>
<tr>
<td>3</td>
<td>Counts using one-to-one correspondence, stating numbers in incorrect sequence (touching one item at a time and stating a number).</td>
</tr>
<tr>
<td>4</td>
<td>Counts using one-to-one correspondence up to 5. Makes non-numerical comparisons between quantities (e.g., &quot;I got more/less&quot;). Uses numbers accurately to represent quantities of less than 5 (e.g., I get 2 napkins). Recognizes patterns of increasing/decreasing number in familiar songs, finger plays, etc. (e.g., knows number pattern in &quot;3 little monkeys&quot;).</td>
</tr>
<tr>
<td>5</td>
<td>Counts backwards from 10.</td>
</tr>
<tr>
<td>6</td>
<td>Counts up to 10 starting at any given number.</td>
</tr>
<tr>
<td>7</td>
<td>Counts using one-to-one correspondence beyond 5 when more than that number of items are present. Uses numbers to represent a range of quantities, not necessarily accurately (e.g., &quot;My suny get 150 million pogs&quot;). Uses at least one number when making comparisons between quantities. Has elements of beginning addition in familiar contexts (e.g., 5 kids in a center, a child notices that there will be 6 when one more comes in).</td>
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Key:
- Level 1 = Competence is not yet evident or is minimal.
- Level 3 = Competence is emerging but does not yet match the intended outcome.
- Level 5 = OUTCOME LEVEL: Competence is developmentally on target.
- Level 7 = Competence is developmentally advanced.
TRANSITIONS

Philosophy: A continuum of services that begin prenatally and continue through the early years as families and children move from informal to more formal educational settings increases the likelihood of school success. Transitions between PREP components are facilitated when there is a shared theoretical and philosophical base, and there are some comparable curriculum features. PREP is committed to promoting transitions between PREP components and to facilitating the transition to elementary school.

Examples of Implementation:

P-IEs frequently accompany their families to TPS.

TPS staff informally share information with CBPS staff about children transitioning to preschool.

There are some cross-component staff development activities.

There are a variety of unique efforts to ease transitions to elementary school (e.g., visits to kindergarten classrooms, dialogues with kindergarten teachers).