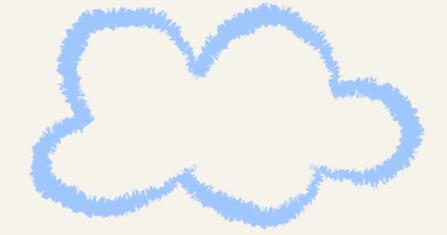




HAWAI'I DEPARTMENT OF EDUCATION



SEAC Meeting

Preschool Services Update

09.15.2025



INTRODUCTIONS



Verna Chinen
ESB Administrator

Kauinohea Correa
ESB Educational Specialist

Patricia Dong
MAC Educational Specialist



OVERVIEW



1 Review LRE Data

2 Continuum of Services

3 Program Updates

- EOEL Enrollments Interagency Update
- State Plan
- Interagency Update

4 Breakout / Shares



Indicator 6: Preschool Environments

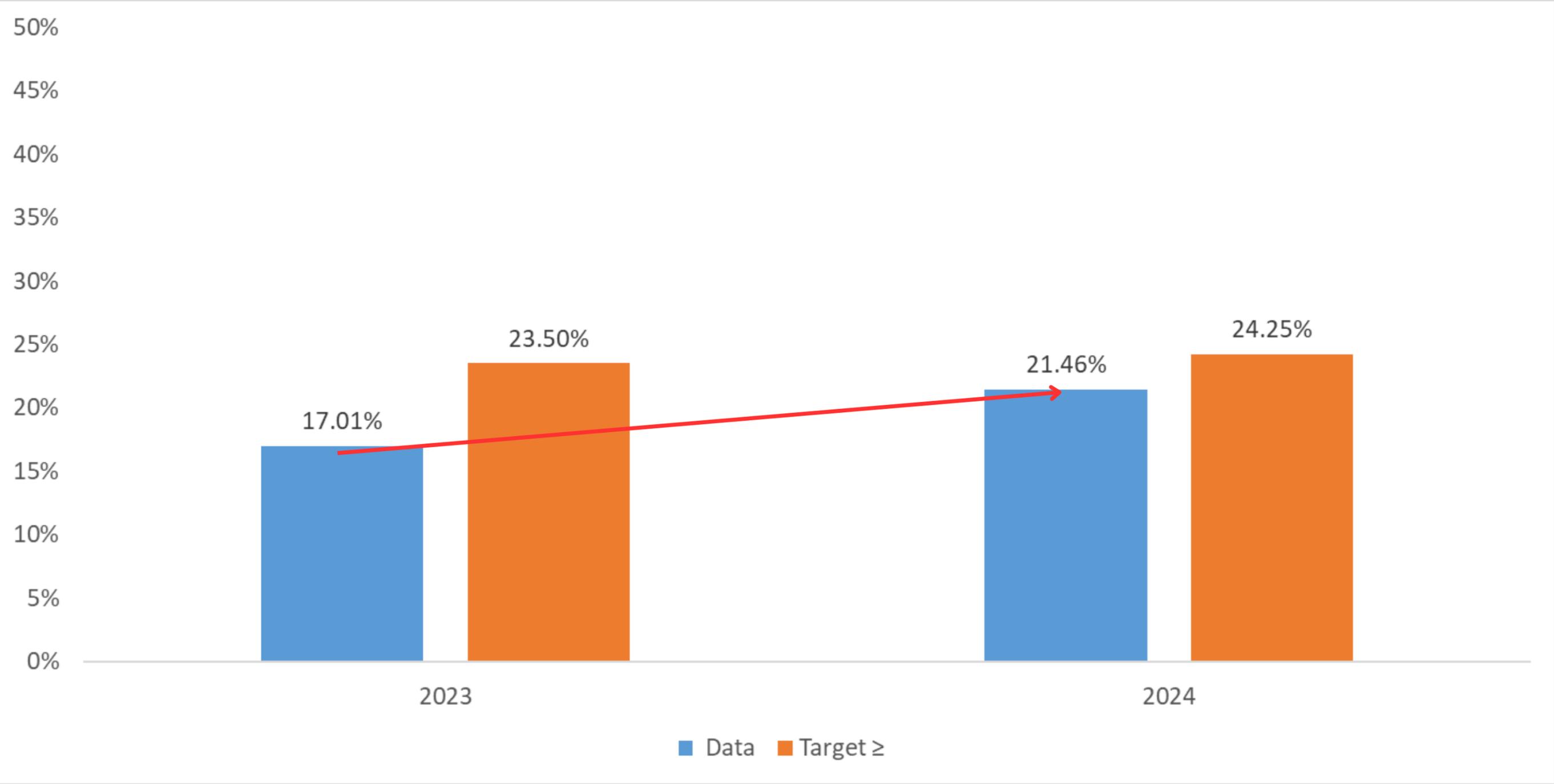
Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A.** Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B.** Separate special education class, separate school or residential facility;
- C.** Receiving special education and related services in the home.

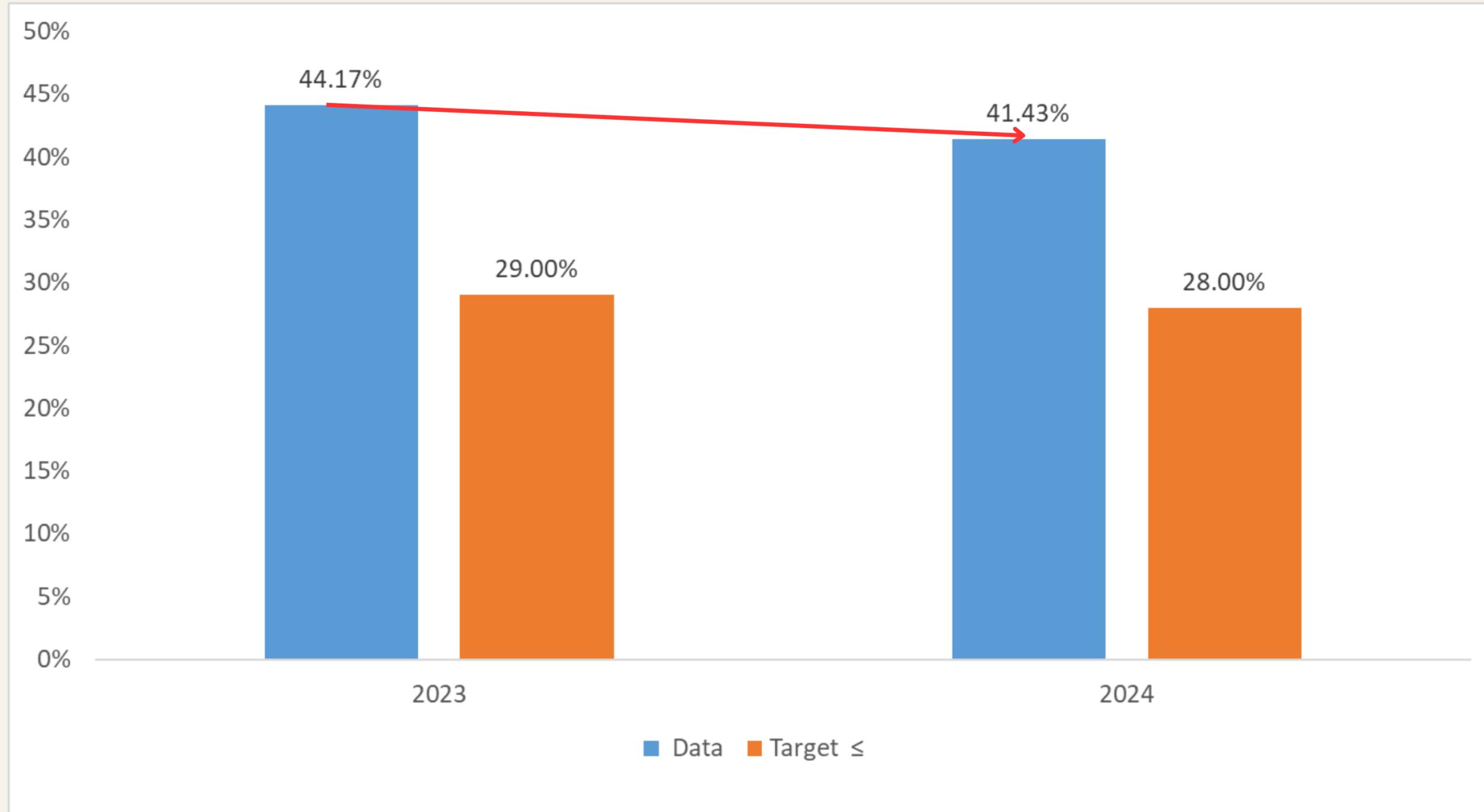
(20 U.S.C. 1416(a)(3)(A))



Indicator 6: A - Regular Early Childhood Program



Indicator 6: B - Separate Class, Separate School, or Residential Facility

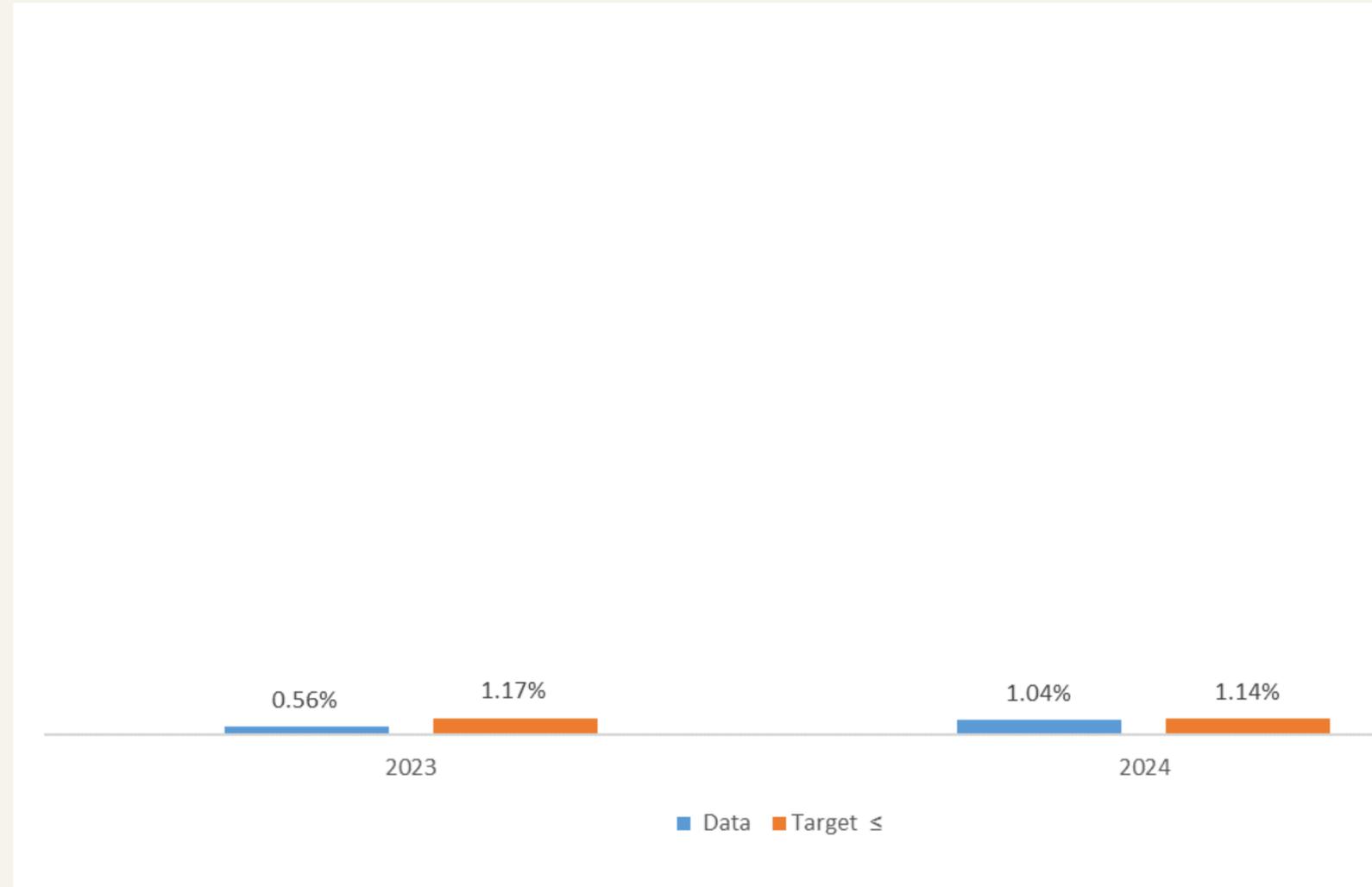


Indicator 6: C- Home

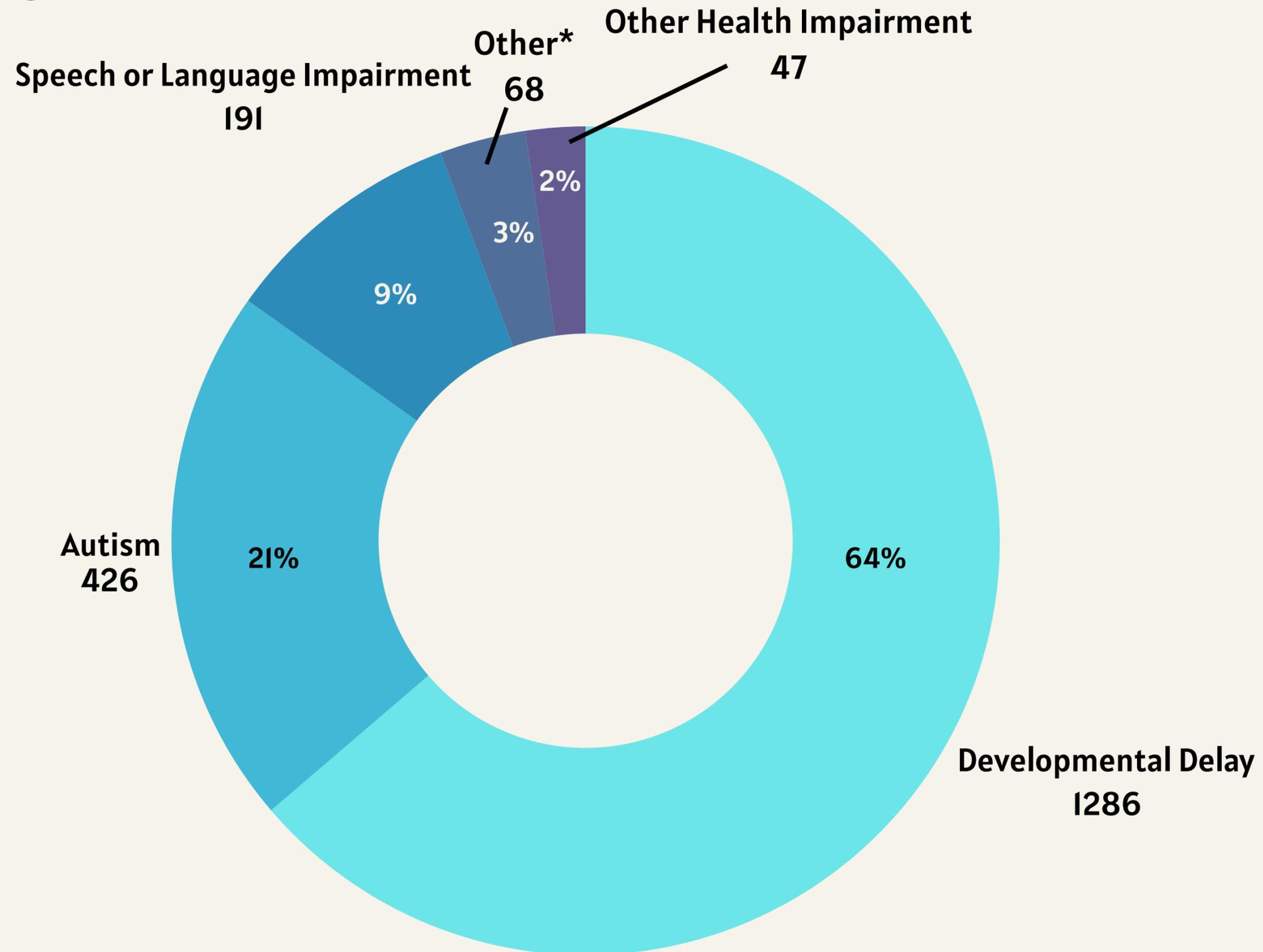
A small number of children receive special education and related services in the home

2023: 11 out 1981 children

2024: 21 out of 2018 children

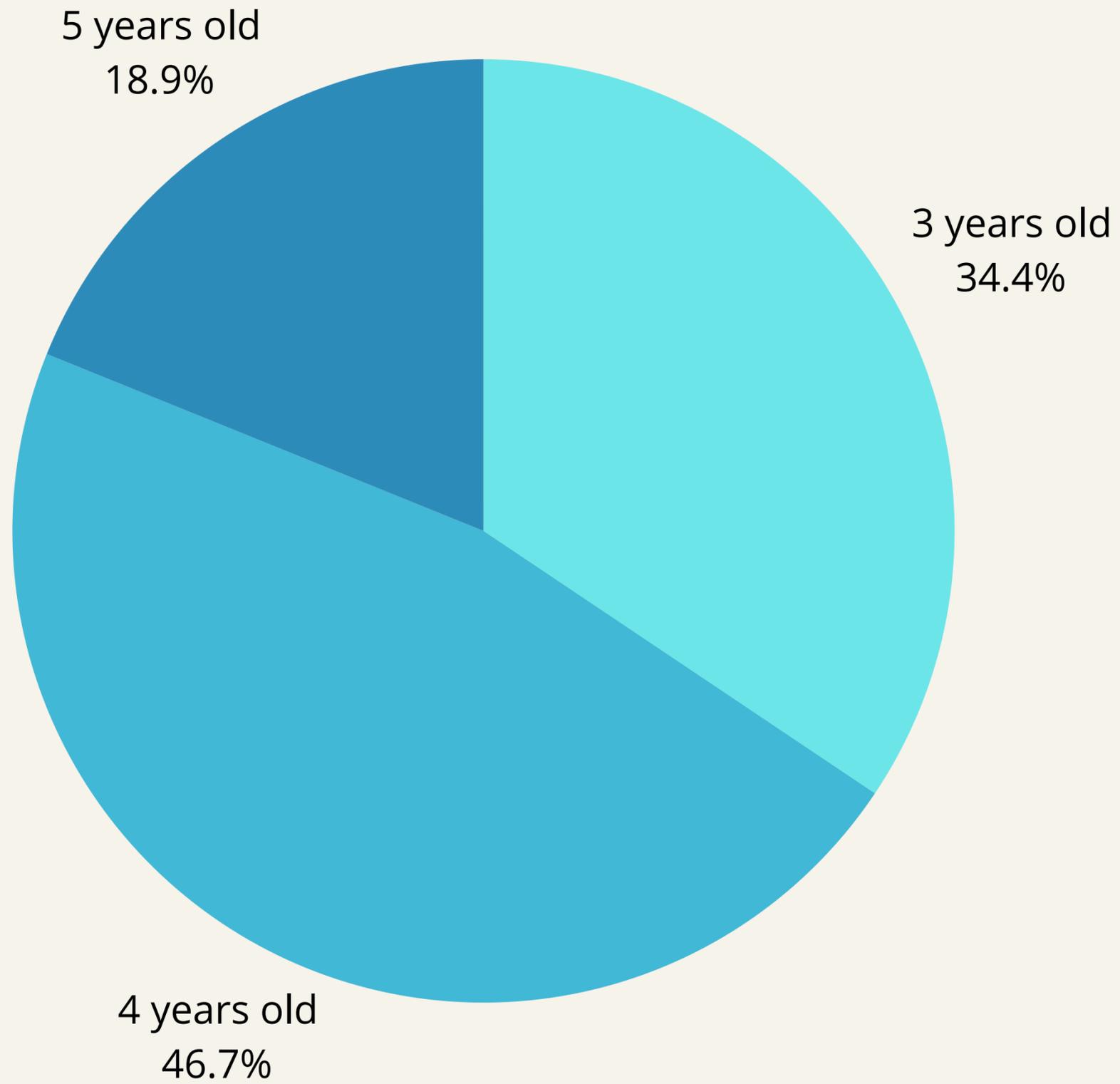


Eligibility Categories



*Intellectual Disability, Hearing Impairment, Low Vision(Visual Impairment), Emotional Disturbance, Orthopedic Impairment, Multiple Disabilities & Traumatic Brain Injury

Preschool Eligible by Age



Meeting the Child's Educational Needs that Result from the Disability



Placement Considerations

Where is the child now

Developmental stage and age

Culture, customs, practices

What is in the community

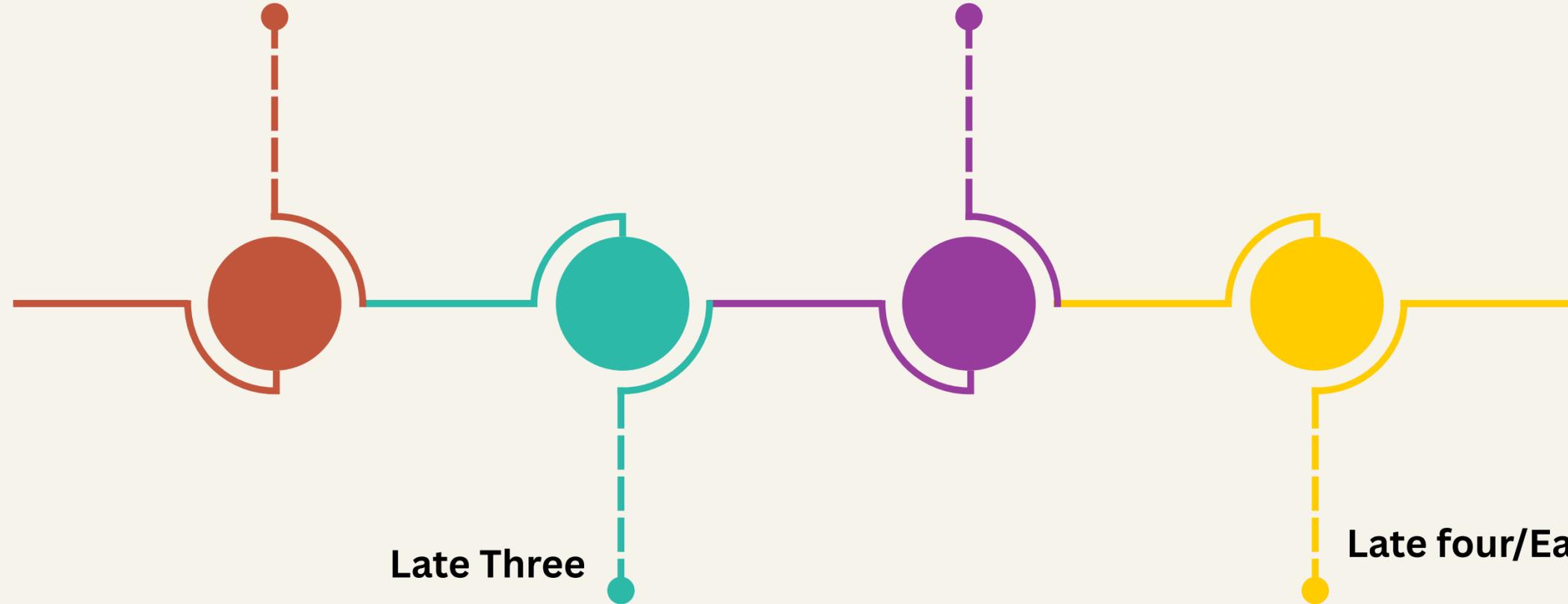
Placement Considerations

Early Three

Where is the child now?
What is appropriate for the child?
What does the parent have to say?

Early Four

Where is the child now?
How is the child doing?
What is the progress monitoring story? (data)
What type of services does the child need



Late Three

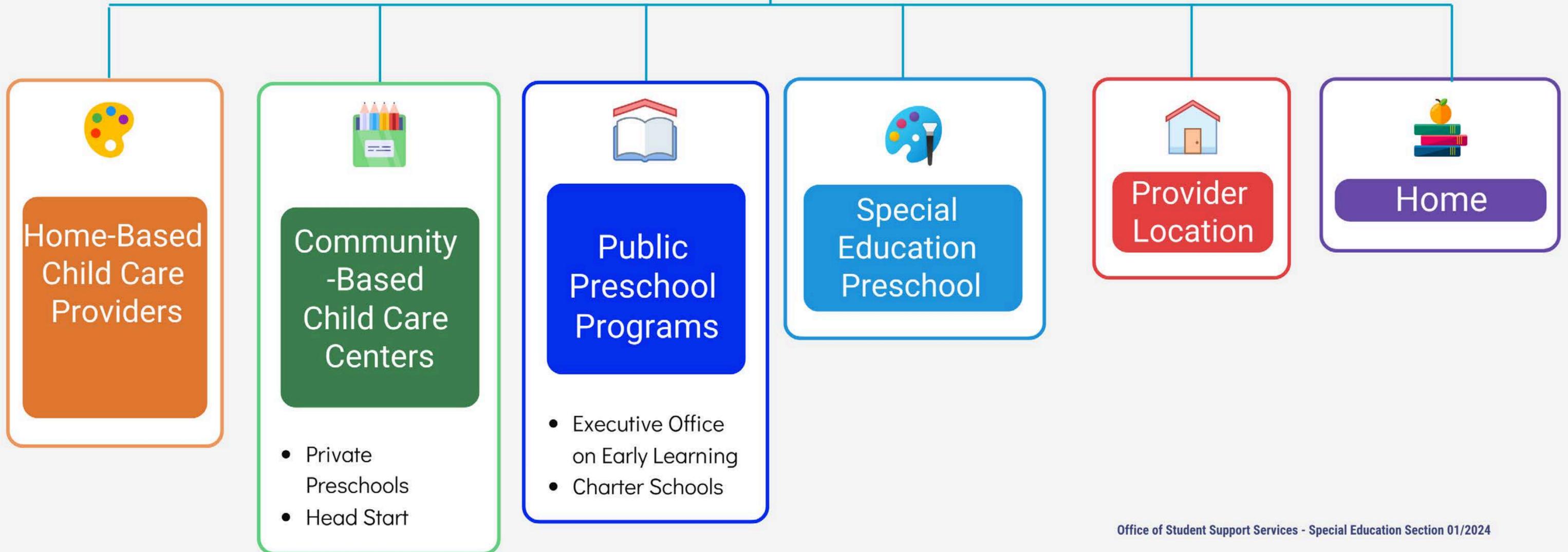
Where is the child now?
How is the child doing? data
What type of services are needed?
Any transition considerations?

Late four/Early Five

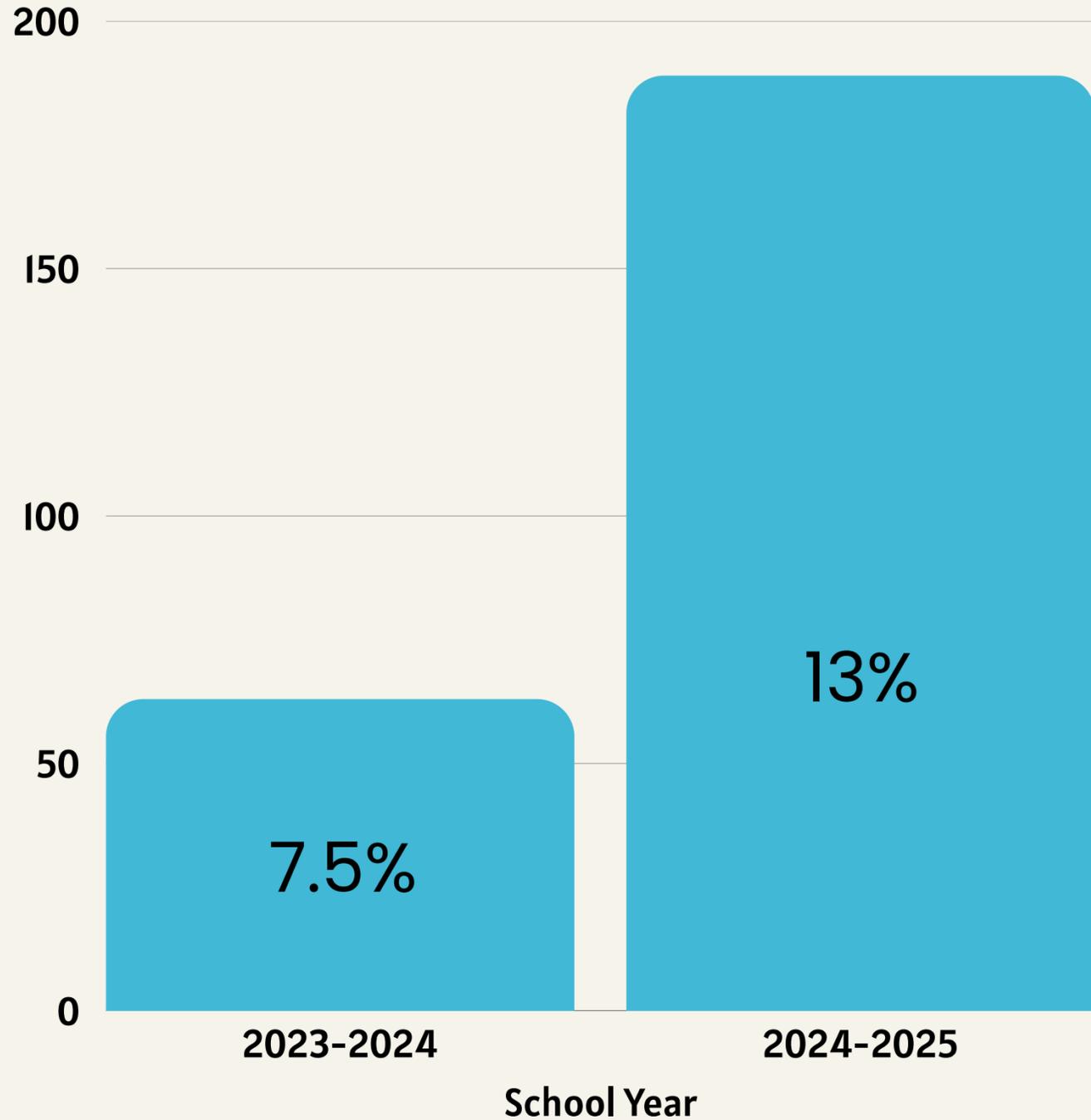
How is the child doing?
What is the progress monitoring story?
What type of services does the child need?
What type of support does the child need as they transition to Kindergarten?



Service Delivery Environments



Number of Students in EOEL with IEPs



EOEL Classroom on DOE Campuses

2023-2024 49 classrooms / 45 schools

- 833 students enrolled - 63 with IEPs

2024 -2025 92 classrooms / 74 schools

- 1452 students enrolled - 189 with IEPs



2025-2026 117 classrooms / 89 schools

**Hawai'i Early
Childhood
State Plan
September
2025 DRAFT**

Goal: All children receive comprehensive services and resources to support their growth and development throughout their early learning journey.

Action Priority: Young children with disabilities have access to services that meet their specific needs, including high-quality inclusive early childhood programs that provide individualized and appropriate support so they can fully participate in play-based learning alongside their peers without disabilities.

Key Progress Indicator: Activity	Key Progress Indicator: Contributor	Key Progress Indicator: Data
<p>All EOEL PreK classrooms include children with disabilities based on individualized education program placement (whose least restrictive environment is general education)</p> <p>EOEL collaborates with the department of education to coordinate services for students with disabilities who are placed in the classroom offered through the program.</p>	<p>EOEL Public PreKindergarten HIDOE Special Education</p>	<p>Number of classrooms Number of children with IDEA Services LRE Data Program Enrollments</p>

HELP SHAPE THE FUTURE OF OUR KEIKI

HAWAI' EARLY CHILDHOOD STATE PLAN

PARENT SURVEY

Hawai'i's Early Childhood State Plan is a roadmap to support young children and their families. As we revise the plan, we want to hear from you! Your input helps shape early learning programs that truly reflect the needs of our keiki and 'ohana. Take our quick survey and share your voice!



SCAN ME!



Developed in Partnership With



WestEd

Interagency Partnership

Hawai'i Early Childhood Inclusion Statement

VISION

Hawai'i commits to the inclusion* of each and every keiki (child) with disabilities in all early childhood environments.

GUIDING PRINCIPLES

Embrace A Unified Purpose

We value collaboration because strategic partnerships across agencies result in high-quality inclusion opportunities.

Increase Equitable Opportunity

We value the full participation of keiki with disabilities in programs that are designed to meet the individual needs of keiki.

Partner with 'Ohana (Families)

We value the voice of 'ohana knowing that engagement with 'ohana results in meaningful decision-making around policies and programming.

Build & Support a Competent Workforce

We value continuous learning for all staff because ongoing professional development results in high-quality instruction and interventions that are culturally responsive.



*We adhere to the definition of Early Childhood Inclusion from the DEC and NAEYC Joint Position Statement on Inclusion, Vision statement developed from the recommendations of the Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, updated November 2023, U.S. Department of Education, and the U.S. Department of Health and Human Services.

Feedback Breakout Session

- Break out into groups of 6+/- individuals to discuss the questions.
- Elect: Facilitator
Note-taker
Spokesperson
- Upon reconvening in the large group, the spokesperson has 2 minutes to share out.



Discuss the following:

Placement & Access Data: What additional breakdowns of preschool LRE data and the types of regular childhood programs (e.g., Head Start, private preschool, community-based programs) would help you better understand current preschool placements in our state?

Feedback Breakout Feedback

Comments:





**EACH OF US CAN MAKE A
DIFFERENCE. TOGETHER
WE MAKE CHANGE.”**

-Barbara Mikulski