

TEMPORARY
EARLY CHILDHOOD
EDUCATION TASK FORCE

REPORT TO THE
2006 HAWAI'I STATE
LEGISLATURE

Hawai'i Educational Policy Center

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**TEMPORARY EARLY CHILDHOOD EDUCATION TASK FORCE
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EXECUTIVE SUMMARY

Act 151, passed by the 2005 Hawai‘i Legislature and signed into law in June 2005 by Governor Lingle, called for the creation of a Temporary Early Childhood Education Task Force (ECE TF) charged with developing a framework for increasing access to early childhood education, improving the quality of early childhood learning programs, supporting the professional development of early childhood educators and service providers, educating families about the value of early childhood education, and identifying funding mechanisms to appropriately compensate early childhood educators.

The ECE TF met from August 11, 2005 through December 15, 2005 to address its charge. The ECE TF organized itself into four working groups focusing on Governance, Defining and Building the Workforce and Profession, Family and Early Childhood Education Programs and Services, and Early Childhood Promotion. The resulting conceptual framework includes statements of vision, mission, goals, and guiding principles for establishing an early learning system. ECE TF recommendations should be considered an integrated set that together will improve early childhood learning in Hawai‘i. The ECE TF acknowledges past efforts in early childhood education, especially the ground-breaking precedents established in Act 77, upon which the task force built its conceptual framework and recommendations. It also recognizes the work of the School Readiness Task Force established in 2001 to develop a plan to improve the quality of early learning experiences for the young children of Hawai‘i. The work of the ECE TF builds on these activities and articulates needed next steps.

Current research now confirms that a quality early learning experience is a primary indicator of school success. This knowledge makes it imperative that Hawai‘i join the national movement to make young children our priority. One of the greatest challenges we face in creating a quality early learning system for children prenatal to eight years of age is developing a qualified workforce. There is presently a critical shortage of early childhood professionals, from play-and-learn group leaders to preschool teachers. This issue must be addressed in the earliest stages of planning as we move the system forward.

The Early Learning System proposed in this report is focused on providing quality early learning experiences for children, recognizes families as children’s first and most important teachers, and provides for parental choice among high quality early learning settings that ensure successful transition of all children to elementary school. The proposed Hawai‘i Early Learning System provides for children’s care and education needs, prenatal to age eight, through a seamless, coordinated, and integrated system.

In order for children and families to make use of the variety of programs and services offered, there must be an array of such programs available in every community and at a cost families can afford. Local communities should be responsible for determining community needs and for

developing plans that provide for the variety and scope of programs families desire. Community councils (or Early Learning Districts) should assess needs, find gaps, and develop a plan. All children and their families should have access to quality early childhood education at an affordable price.

HAWAI‘I’S EARLY LEARNING SYSTEM CONCEPTUAL FRAMEWORK

Vision (The picture of the desired future for all Hawai‘i’s young children)

An optimal early childhood system will enable all of Hawai‘i’s children to be loved, safe, healthy, and ready to succeed.

Mission (The purposes of the Early Learning System)

Hawai‘i’s Early Learning System

- provides equal opportunities for early learning, health, social and family resources that are responsive to families.
- includes services and programs that are respectful of the host culture, honor individual preferences, and offer high quality choices.

Goals (The ideals to which the Early Learning System aspires. For each goal, short-, intermediate- and long-term outcomes and indicators can be identified.)

- All Hawai‘i’s citizens acknowledge and understand that the foundation of a child’s life is developed in the first eight years and any interruption in the development trajectory can require expensive intervention in later years.
- Families and communities are knowledgeable about children’s needs and how to foster healthy development and learning.
- A variety of adequate, high-quality care and learning options that support the whole child with regard to health, special needs, nutrition, physical development, safety, and early learning are available and accessible to all of Hawai‘i’s families with young children.
- The sustainability and progress of the Early Learning System is ensured by policies that include the engagement and participation of communities, early learning and allied professions, and public and private agencies.
- Adequate, sustainable, coordinated funding is available for all sectors of the Early Learning System.
- Early care and education is recognized and valued as a viable profession with adequate compensation and benefits, accessible initial preparation, and continuing professional development opportunities.

Guiding Principles (Statements used to guide decision making that express and support the mission and goals of the system.)

- Hawai‘i’s citizens expect that every child has a right to quality early learning experiences.
- Families are recognized as children’s first and most important teachers and they must have choices among high quality early learning settings.
- All settings that serve young children and their families acknowledge the integrated nature of development in the critical domains of cognitive, social, emotional, physical, and moral development.

- Care and education cannot be considered separately in young children’s learning and development.
- Programs and services supported by the Early Learning System are standards-based and accountable.
- Standards established for early learning programs and services are based on current knowledge of child development and reflect ‘best practices’ in early childhood pedagogy (curriculum, environment, and instructional strategies) and professional development.
- Skilled and knowledgeable early care and education practitioners are an essential key to quality; they must have access to education and training opportunities and receive equitable compensation and opportunities to succeed.
- Development and maintenance of the Early Learning System is based on data that is coordinated and shared among all stakeholders in the system.
- Services are seamless and transparent to consumers (i.e. parents and children) within the Early Learning System.
- Limited resources target underserved low-income families first, since this intervention has proven to have the greatest return on our investment.
- Interagency coordination and collaboration are essential to ensure children’s optimal development in all domains and the most effective use of resources.
- Successful transition to elementary school requires effective collaboration, communication, and continuity between early learning sites and elementary schools; transition strategies and practices are based on current understanding of child development principles.

RECOMMENDATIONS

Governance

1. Establish a policy-making Early Learning Authority with a public/private Board charged with addressing the vision, mission, goals, and guiding principles of Hawai‘i’s Early Learning System Conceptual Framework.
 - a) Identify the existing Early Childhood Education Task Force as an Early Learning Authority transitional board to serve until the public/private Board is established. Consider adding representatives of other organizations/agencies not currently on the ECE TF.
 - b) Mandate cross-sector and interdepartmental collaboration.
 - c) Ensure broad private sector representation on the Board.
 - d) Receive ‘new’ money (state funding) appropriation to support operations and implement priorities and standards.
 - e) Develop a plan to ensure equal voluntary access to high quality early learning experiences for all four-year-olds.
 - f) Convene a blue ribbon task force to establish a plan and strategies for sustainable financing of the early learning system.
 - g) Establish a Workforce and Professional Development Institute to ensure the recruitment and retention of a high quality workforce for early learning programs.
 - h) Promote the importance of early learning to families, policy-makers, and the general public.
 - i) Infuse new state funding into early learning programs, which will help build programs, strengthening them and increasing their quality and capacity.

2. Establish Early Learning Districts with Early Learning Councils in each county, supported by staff responsible for determining community needs and developing plans that provide a variety and scope of programs families desire.
3. Consider whether a system level private 501 (c) (3) should be designated to provide coordination and technical assistance to the Early Learning Districts/Councils.

Defining and Building the Workforce and Profession

1. Establish a Workforce and Professional Development Institute for Early Childhood Education under the Early Learning Authority.
2. Provide funding for staffing the Institute including a director and appropriate support personnel.
3. Establish a Workforce and Professional Development Institute Advisory Board with broad representation from the field.
4. The Institute director, in collaboration with the Institute Advisory Board and the Early Learning Authority, will
 - a) develop an early childhood education compensation plan for the state;
 - b) develop and implement a plan to support the recruitment and retention of the early childhood workforce for all early learning settings; and
 - c) develop and implement a plan to increase access to higher education and community-based training;
5. The Workforce and Professional Development Institute will
 - a) conduct ongoing needs assessment and analysis of community early learning programs staffing needs;
 - b) plan and provide for community-specific implementation of recruitment and retention strategies with a particular focus on creating career and professional development counseling and support statewide;
 - c) advocate for and convene partners to ensure increased access to a broad array of early learning community-based and higher education options;
 - d) provide technical assistance to counties to identify needs and secure funding to expand workforce and professional development opportunities within their communities; and
 - e) collaborate with the Department of Education and the Teacher Education Coordinating Council.

Family and Early Childhood Education Programs and Services

1. Through the Early Learning Authority, provide quality improvement grants early learning providers to increase overall program quality.
2. Provide technical assistance and training for quality improvement.

- Provide assistance for both formal and informal programs to evaluate and identify standards specific to the setting they provide and to implement the use of those standards through training and program development.
- Provide training for center-based programs on the Content Standards for Four-Year-Olds.
- Provide mentors from within the field for all programs.
- Provide training to all programs in the use of evaluation and assessment tools.
- Provide parents with information about program quality. Improve children’s access to a variety of early childhood programs in their local communities and increase affordability of these programs for families through new state funding.

Early Childhood Promotion

1. Launch a statewide public relations, marketing, and advertising effort designed to increase public awareness of early education practices, and to create demand for every child’s right to quality early learning experiences.
2. As a secondary goal, support and strengthen existing early education communications campaigns, especially those targeting children and communities with limited resources and access to early learning programs.
3. Establish a Media Advisory Group—including representatives from Hawai‘i’s early education community—to provide input and guidance throughout the campaign.

Financing the Early Childhood Education System

1. Provide the Early Learning Authority with new state funding to support operations and implement priority programs and services. We estimate the following first-year start-up costs.

Early Learning Authority		\$1,500,000
\$500,000	staff and office costs	
\$1,000,000	state-wide planning, promoting, evaluating, and supporting delivery of early learning opportunities	
 Workforce and Professional Development Institute		 \$ 800,000
\$ 300,000	staff and office costs	
\$ 500,000	convening, planning, and implementing ECE professional development, including a statewide compensation plan	
 501 (c) (3)		 \$ 500,000
\$ 350,000	staff and office costs	
\$ 150,000	convening, planning, and providing technical assistance to support the mission of the Authority and build capacity of Early Learning Councils	
 Early Learning Districts		 \$1,000,000
\$150,000	for each island district for staffing and office costs	
\$100,000	for each island district for convening, planning, and providing technical assistance	

Early Childhood Education for All Four-Year-Olds **\$ 800,000**
To begin planning and implementation statewide

Capital Improvements **\$ 250,000**
To inventory existing facilities and needs; begin planning to meet needs

2. Provide annual multi-year funding contingent on the adoption of ECE Task Force recommendations and the timeline for their implementation.

EARLY CHILDHOOD EDUCATION TASK FORCE PROCESS

With assistance from the Hawai'i Educational Policy Center (HEPC), members met as a task force and as working groups, which included additional community members. They were supported by HEPC staff, a research consultant, and a contracted facilitator. The ECE TF members also solicited input from the public through surveys and forums conducted statewide. The process undertaken by the ECE TF to address its charge is described in Appendix A.

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Children need to be helped to become ready for school by providing developmentally appropriate experiences and schools need to be made ready for children. We must therefore offer special services for children who are at risk of school failure, and we must ensure that all childcare programs are safe and stimulating. The challenge for policy makers is in finding where to place priorities and resources (Hitz, 2005).

PART I. CONTEXT

In 2005, Hawai‘i’s Legislature adopted Act 151 to improve early childhood education in the state by establishing a Temporary Early Childhood Education Task Force (ECE TF) comprised of the following members:

- Representative Lyla Berg, representing the Speaker of the House of Representatives
- Senator Suzanne Chun-Oakland, representing the president of the State Senate
- Patricia Hamamoto, Superintendent of Education
- Garry Kemp, Department of Human Services
- Loretta Fuddy, Department of Health
- Elisabeth Chun, Director of the Good Beginnings Alliance
- Randy Hitz, Dean of the College of Education, University of Hawai‘i at Manoa
- Monica Ka‘auwai, representing the Mayor of Kauai
- Gale McNish, representing the Mayor of Maui
- Angela Thomas, representing the Mayor of Hawai‘i
- Charlene Hoe, representing Kamehameha Schools Chief Executive Officer
- Lyn McNeff, representing the president of the Hawai‘i Head Start Association
- Kathy Murphy, Executive Director of the Hawai‘i Association for the Education of Young Children
- Robert Peters, representing the Executive Director of the Hawai‘i Association of Independent Schools
- Coreen Lee, Associate Director of People Attentive To Children (PATCH)
- Robert Midkiff, representing the Hawai‘i Business Roundtable
- Christina Cox, liaison of the Childcare Business Coalition
- Lynn Simek-Morgan, Dean of Education, representing the President of Chaminade University;
- Linda Buck, coordinator of early childhood programs, University of Hawai‘i community colleges;
- Darcie Scharfenstein, communications specialist.

Act 151 also designated the Hawai‘i Educational Policy Center (HEPC) to administer the work of the temporary task force, providing a facilitator and submitting a report to the legislature of the ECE TF findings and recommendations, including any proposed legislation, no later than twenty days prior to the convening of the regular session of 2006.

Act 151 builds on Act 51 adopted in 2004, in which the Legislature reaffirmed that the purpose and mission of education is to “advance the endowment of human nature itself, so that each succeeding generation finds itself further along the road towards peace, social justice, and environmental sustainability in a society guided by creativity, compassion, and curiosity” (Act 51, Session Laws of Hawai‘i 2004).

The Act 151 preamble asserts that children are born ready to learn and early childhood learning opportunities are essential and fundamental to developing self-esteem, personal values, social behaviors, attitudes that contribute to collaborative living, and skills that promote lifelong learning.

Nearly eighty-five per cent of brain development occurs in the first five years of life. Research has proven that a child’s early years are the most crucial in their cognitive, emotional, social, and physical development. Furthermore, it has been affirmed that early education measurably impacts kindergarten through grade 12 student achievement, as well as a child’s ability to integrate into society as a productive, contributing member.

The Legislature also concluded that every dollar invested in quality early childhood education saves seven dollars in welfare and penal system costs through improved student achievement, increased college attendance rates, and a corresponding reduction in crime and the need for welfare. Early education provides the support that child care centers, family child care services, and families and friends need to improve the quality of life of children by ensuring that children have enhanced access to a good beginning in life, laying the firm foundation that will enable youth to reach the potential with which they were born.

The Legislature recognized the importance of providing children with early learning opportunities of the highest quality, such as parenting programs, parent-child education programs, licensed and license-exempt child care, and center-based programs. However, they also recognized that early childhood education programs, both public and private, should meet professionally-accepted standards and be staffed by well-trained, appropriately-compensated educators.

The purpose of Act 151 is to improve early childhood education by establishing and appropriating funds for a Temporary Early Childhood Education Task Force to develop a framework to increase access to early childhood education, improve the quality of early childhood learning programs, support the professional development of early childhood educators and service providers, educate families about the value of early childhood education, and identify funding mechanisms to appropriately compensate early childhood educators.

The goals set forth in Act 151 for the ECE TF are

Goal 1: Propose an overall plan to increase access to early childhood education opportunities for families, which may include incentives, resource development, the need for and availability of infrastructure, and possible funding sources through

- (A) the identification of criteria, procedures, and methods for issuing subsidies to parents and legal guardians of children to facilitate their attendance at preschools and early

- learning programs; and
- (B) the development of processes designed to
 - (i) promote public-private partnerships;
 - (ii) create new and expand existing early childhood learning programs; and
 - (iii) provide needs assessment and planning, including a coordinated data system.

Goal 2: Develop plans and identify resources needed to improve the quality and services of early childhood learning programs by

- (A) determining performance indicators of quality programs;
- (B) identifying and recommending quality assessment instruments and accreditation alternatives to facilitate planning for program improvement;
- (C) proposing incentives and rewards programs designed to increase overall school program quality;
- (D) using the Hawai'i Preschool Content Standards as guidelines for program improvement; and
- (E) identifying and promoting multi-sector coordination.

Goal 3: Design proposals to support the professional development of early childhood education staff, which may include

- (A) identifying appropriate and desired education levels of staff;
- (B) recommending a compensation plan related to educational levels and experience that recognizes the value of early childhood education;
- (C) promoting mentor relationships in quality programs for educators and aspiring educators who seek to enter or improve the field as an early childhood education teacher;
- (D) identifying incentives and rewards to encourage ongoing professional development; and
- (E) expanding access to and the creation of innovative strategies for professional development opportunities.

Goal 4: Create an implementation plan to promote the value of and motivate participation in early childhood learning opportunities for parents and the general public, including the business community.

Goal 5: Recommend to the Legislature a conceptual framework, along with proposals for policies and legislation necessary to facilitate and monitor the implementation of such a framework.

An element critical to the successful implementation of any plan proposed by the ECE TF is the assessment and evaluation of the various program components. In the fulfillment of its objectives, the ECE TF was asked to identify or develop appropriate assessment methods and mechanisms and performance indicators that will allow monitoring and improvement of the initiative.

The task force was charged with establishing a timeline by which these goals and tasks would be accomplished.

Hawai‘i has led the nation in its belief that in order for young children to experience success there is shared responsibility among families, schools, and communities. The Early Childhood Education Task Force comprehensive recommendations are only complete within the context of the significance of the early years to our economy and our future.

Economic Significance of Supporting Early Childhood Learning

The early care and education industry is vital to Hawai‘i’s economy and vitality. A report in *The Economic Impact of the Early Care and Education Industry in Hawai‘i*, indicates that this industry provides nearly 9,400 jobs and generates annual revenue of \$240.9 million (Good Beginnings Alliance, 2005). According to this report, when viewed in totality “one in four Hawai‘i workers has a child under 18, and these working parents play a vital role in the economy, earning a total of \$5.1 billion annually” (National Economic Development and Law Center, 2005).

Strengthening and expanding the early care industry will provide increased opportunities for parents to continue their education and become part of a highly skilled workforce while at the same time assisting businesses to attract and maintain qualified workers. The economic impact study reports that, nationally, the importance of early care and education is being recognized by business leaders and educators alike. A 2003 report stated “policy makers must identify the educational investments that yield the highest public returns. Here the literature is clear: Dollars invested in ECD (Early Childhood Development) yield extraordinary public returns” (Rolnick, 2003)

The economic impact study further recommended that the early care and education industry become an integral component of economic development planning and funding because of the effect early education and care has on Hawai‘i’s economy and its future workforce. (Good Beginnings Alliance, 2005).

Significance of Quality Early Education and Care Professionals

Research substantiates that the most critical factor in providing quality early learning programs is the quality of training that early childhood professionals receive, combined with meaningful experiences in working with young children. Young children need the support of early childhood professionals who are equipped to guide and nurture learning in developmentally appropriate and culturally sensitive ways. An investment in quality early childhood education and care training can potentially benefit all of Hawai‘i’s children.

Significance of Parental Choice

Most families in Hawai‘i have two wage earners, with some working more than two jobs. Thus, flexibility remains critical to families. As tourism continues to remain Hawai‘i’s largest industry, companies typically require employees to be available for shift work. Too often when considering early education we focus on a single age group or setting. High quality childcare is vital to all of Hawai‘i’s children and we must be able to offer the best childcare opportunities in all settings, so that families will have childcare choices to suit their personal preferences and needs.

Connection to Future School Success

The Hawai‘i State School Readiness Assessment for 2004 demonstrated what teachers have long suspected: only six out of ten children in Hawai‘i’s public schools enter school ready to learn and succeed. Opportunities for closing the academic achievement gap begin in the early years. With only about one-half of children entering kindergarten prepared to succeed in school, it is evident that we, as a state, need to take the lead in changing the course for the remaining 40%. Failure to do so will impede their ability to participate in the learning process, as research indicates that these children often fall further behind during the first few years in the system, negatively affecting their chances for successful completion.

Moral and Cultural Significance

Early childhood family and professional support is of great importance to Hawai‘i’s future. Professionals who work with young children and their families provide the education, support, and nurturing that frames the early experiences of our future citizens. Thus, they share with families the responsibility for providing early learning experiences and for transferring the cultural values and moral attitudes that are reflected in the accomplishments and behaviors of Hawai‘i’s adults.

PART II.
CONCEPTUAL FRAMEWORK
FOR AN EARLY LEARNING SYSTEM IN HAWAI‘I

The Hawai‘i Early Learning System will address children’s care and educational needs prenatal to age eight through a seamless, coordinated, and integrated system.

Vision (The picture of the desired future for all Hawai‘i’s young children)
An optimal early childhood system will enable all of Hawai‘i’s children to be loved, safe, healthy, and ready to succeed.

Mission (the purposes of the Early Learning System)
Hawai‘i’s Early Learning System

- provides equal opportunities for early learning, health, social and family resources that are responsive to families.
- includes services and programs that are respectful of the host culture, honor individual preferences, and offer high quality choices.

Goals (The ideals to which the Early Learning System aspires. For each goal, short-, intermediate- and long-term outcomes and indicators can be identified.)

- All Hawai‘i’s citizens acknowledge and understand that the foundation of a child’s life is developed in the first eight years, and any interruption in the development trajectory can require expensive intervention in later years.
- Families and communities are knowledgeable about children’s needs and how to foster healthy development and learning.
- A variety of adequate, high-quality care and learning options that support the whole child with regard to health, special needs, nutrition, physical development, safety, and early learning are available and accessible to all of Hawai‘i’s families with young children.
- The sustainability and progress of the Early Learning System is ensured by policies that include the engagement and participation of communities, early learning and allied professions, and public and private agencies.
- Adequate, sustainable, coordinated funding is available for all sectors of the Early Learning System.
- Early care and education is recognized and valued as a viable profession with adequate compensation and benefits, accessible initial preparation, and continuing professional development opportunities.

Guiding Principles (Statements used to guide decision making that express and support the mission and goals of the system.)

- Hawai‘i’s citizens expect that every child has a right to quality early learning experiences.
- Families are recognized as children’s first and most important teachers and they must have choices among high quality early learning settings.

- All settings that serve young children and their families acknowledge the integrated nature of development in the critical domains of cognitive, social, emotional, physical, and moral development.
- Care and education cannot be considered separately in young children's learning and development.
- Programs and services supported by the Early Learning System are standards-based and accountable.
- Standards established for early learning programs and services are based on current knowledge of child development and reflect 'best practices' in early childhood pedagogy (curriculum, environment, and instructional strategies) and professional development.
- Skilled and knowledgeable early care and education practitioners are an essential key to quality; they must have access to education and training opportunities and receive equitable compensation and opportunities to succeed.
- Development and maintenance of the Early Learning System is based on data that is coordinated and shared among all stakeholders in the system.
- Services are seamless and transparent to consumers (i.e. parents and children) within the Early Learning System.
- Limited resources target underserved low-income families first, since this intervention has proven to have the greatest return on our investment.
- Interagency coordination and collaboration are essential to ensure children's optimal development in all domains and the most effective use of resources.
- Successful transition to elementary school requires effective collaboration, communication, and continuity between early learning sites and elementary schools; transition strategies and practices are based on current understanding of child development principles.

PART III. RECOMMENDATIONS

GOVERNANCE

The Governance Working Group began meeting in August 2005 as a committee of the whole, including all Task Force members. The group met 10 times from August 30 through November 28, 2005. The charge of the group, as derived from Act 151 and delineated in the Task Force Work Plan, was the following:

- Develop a comprehensive framework to include governance, finance, and an accountability plan for an early learning system
- Identify and promote multi-sector coordination
- Propose legislation
- Develop a timeline and budget for implementation
- Identify performance indicators

The Working Group agreed on recommendations for a governance structure that includes multi-sector participation, coordination, and collaboration. Recommendations regarding financing, timeline, budget, and proposed legislation are still being discussed and are being deferred for later study and development.

For purposes of analysis, lists of roles and functions, characteristics, and capacities of a governance structure were developed.

Roles and Functions of Governance

- Plan and oversee system development and improvement
- Develop and set policy
- Coordinate uniform data collection and analysis
- Conduct needs assessments
- Set priorities
- Collaborate across systems
- Coordinate and collaborate with all sectors
- Link with county-level community planning
- Develop and set standards
- Monitor quality of programs and services
- Provide technical assistance for programs and services to meet standards
- Oversee evaluation of system performance
- Conduct a children's budget analysis
- Provide a forum to coordinate funding streams
- Generate resources
- Allocate resources
- Resolve inter-agency and inter-sector disputes

Essential Characteristics of Effective Governance

- Representative—involving those whose perspectives and expertise are needed to make effective decisions
- Legitimate—regarded as a fair and appropriate locus for decision-making by those affected by the decisions made
- Enduring—sustainable across changes in leadership
- Effective and flexible—organized/structured for continuous improvement
- Authoritative—capable of holding all elements of the system accountable to achieving their objectives
- Accountable

Essential Capacities of Governance Structure

- Ability to facilitate collaboration among all public and private players
- Authority to lead
- Power to make decisions
- Ability to attract and retain leaders with vision and passion
- Power to generate and control allocation of resources
- Authority to ensure uniform data collection and reporting across systems

The lists were used to analyze the governance mechanisms mandated in Act 77 and in the implementation of Act 77 through the Good Beginnings Alliance (GBA), the Good Beginnings County Councils, and the Interdepartmental Council (IDC). It was generally agreed that the current model has substantial weaknesses that should be corrected in any proposed model.

Among the weaknesses identified were the lack of

- a public sector agency focused exclusively on the needs of young children;
- funding to support cross sector coordination, collaboration, and system development; and
- authority to require accountability for early learning outcomes.

The Working Group considered eight possible models of governance for a comprehensive, coherent early learning system for Hawai‘i. Several of the models were eliminated as being unfeasible for implementation in Hawai‘i. Features of other models were incorporated into the recommendations of the Working Group. The Hawai‘i Tourism Authority model became the foundation for the recommendations. The Governance Working Group agreed that is essential to support development of early learning programs and services at the local level and to provide system-level support. The Working Group also considered whether a 501 (c) (3) contracted to provide planning, technical assistance, and other possible services for an Early Learning Authority could increase the effectiveness and efficiency of the Authority’s operations.

GOVERNANCE RECOMMENDATIONS

1. Establish a policy-making Early Learning Authority with a public/private Board charged with addressing the vision, mission, goals, and guiding principles of Hawai‘i’s Early Learning System Conceptual Framework.
 - a) Identify the existing Early Childhood Education Task Force as an Early Learning Authority transitional board to serve until the public/private Board is established. Consider adding representatives of other organizations/agencies not currently on the ECE TF.
 - b) Mandate cross-sector and interdepartmental collaboration

- c) Ensure broad private sector representation on the Board.
 - d) Receive ‘new’ money (state funding) appropriation to support operations and implement priorities and standards.
 - e) Develop a plan to ensure equal voluntary access to high quality early learning experiences for all four-year-olds.
 - f) Develop a plan to ensure voluntary access to high quality early learning experiences for all four year olds.
 - g) Establish a Workforce and Professional Development Institute to ensure the recruitment and retention of a high quality workforce for early learning programs.
 - h) Promote the importance of early learning to families, policy-makers, and the general public.
 - i) Infuse new state funding into early learning programs, which will help build programs, strengthening them and increasing their quality and capacity.
2. Establish Early Learning Districts with Early Learning Councils in each county, supported by staff responsible for determining community needs and developing plans that provide a variety and scope of programs families desire.
 3. Consider whether a system level private 501 (c) (3) should be designated to provide coordination and technical assistance to the Early Learning Districts/Councils.

Proposed Mission Statements

Early Learning Authority. Develop, implement, and provide for the sustainability of a coherent, comprehensive Early Learning System that maximizes public and private resources to provide early learning opportunities for all of Hawai‘i’s young children (prenatal to age eight).

501 (c) (3). Support the mission of the Early Learning Authority and grow the capacity of the Early Learning Councils.

Early Learning Councils. Assess and meet the unique needs of the community as they are aligned with the mission of the Early Learning Authority.

RATIONALE FOR GOVERNANCE RECOMMENDATIONS

The proposed governance framework will ensure that the purposes described in the mission statements of each component are fulfilled.

Early Learning Authority

The Early Learning Authority will be given new money from the Legislature that shall be used to support operations and implement its priorities statewide. Additional funding will be through private grants and contributions. The Early Learning Authority will coordinate with other existing funding sources, such as Head Start Collaboration grants and Child Care and Development Fund (CCDF) quality funding.

The Early Learning Authority

- shall be responsible for developing a plan to ensure equal voluntary access to high quality early learning experiences for all four year-olds.
- shall be charged with convening a Blue Ribbon Task Force for the purpose of establishing a plan and strategies for sustainable financing of the early learning system.
- shall set policy and standards for early childhood education.
- shall assess system needs and coordinate system level planning by
 - collecting and reporting data,
 - identifying outcomes and indicators,
 - setting strategic priorities for the system, and
 - coordinating department planning and budgeting to align with strategic priorities.
- may contract with Private 501 (c) (3) to coordinate local-level planning and assessment.
- shall assess “performance” of the system.
- may contract for system-level services such as the Workforce and Professional Development Institute, training quality assurance system, and so on.
- shall promote early childhood education in Hawai‘i.

Through a long-term contract with the Early Learning Authority, the 501 (c) (3) non-profit will

- convene a Council of Early Learning Councils.
- provide technical assistance to Early Learning Councils for needs assessment, data collection and planning.
- ensure Early Learning District strategic priorities are reflected in system level planning and strategic priorities.
- coordinate Early Learning Council planning and budgeting to align with system strategic priorities.
- seek private funding to support strategic priorities such as
 - endowments for professional scholarships, tuition assistance, matches to public funding;
 - grants to support local and national initiatives, e.g. professional development; and
 - advocating for public and private support of early learning.

Early Learning Districts/Councils

Four Early Learning Districts will be established (O‘ahu, Hawai‘i, Kaua‘i, Maui), each with an Early Learning Coordinating Council. Early Learning Districts may create subdivisions to ensure responsiveness to geographic or service needs. Funding for these districts/councils will be through a combination of appropriate county contributions (including in-kind provision of facilities, services, etc.), grants-in-aid, state-dedicated funding sources, memoranda of agreement with private 501 (c) (3) organizations, and private grants and contributions.

Early Learning District/Council responsibilities include

- assessing needs and coordinating district-level planning
 - collecting and reporting data
 - identifying outcomes and indicators
 - setting strategic priorities
 - coordinating community programs and services
 - planning and budgeting to align with district strategic priorities; and

- assessing performance of the district in relation to district and system strategic priorities;
- interagency coordination of programs and services, e.g. public awareness, technical assistance to providers, leadership and professional development, one-stop service for financial aid, etc.

Differences among the Early Learning Districts will be accommodated through clearly defined processes and procedures for needs assessment, planning, implementation, and evaluation that are linked at the district and system level.

DEFINING AND BUILDING THE WORKFORCE AND PROFESSION

The Working Group on Defining and Building the Workforce and Profession began meeting in October 2005 following the initial work of the Governance Working Group. The group met eight times from October through early December. The charge to the group, as derived from Goal 3 of Act 151 and delineated in the Task Force Work Plan, was to design proposals to support the professional development of early childhood education staff, in all or part of the following areas:

- Identifying appropriate and desired education levels of staff;
- Recommending a compensation plan related to educational levels and experience that recognizes the value of early childhood education; and
- Promoting mentor relationships in quality programs for educators and aspiring educators who seek to enter or improve the field as an Early Childhood Education teacher;
- Identifying incentives and rewards to encourage ongoing professional development;
- Expanding access to and creation of innovative strategies for professional development opportunities.

WORKFORCE AND PROFESSION RECOMMENDATIONS

As a result of the Working Group analysis and deliberations, the Early Childhood Education Task Force adopted the following recommendations.

1. Establish a Workforce and Professional Development Institute for Early Childhood Education under the Early Learning Authority.
2. Provide funding for staffing the Institute including a director and appropriate support personnel.
3. Establish a Workforce and Professional Development Institute Advisory Board with broad representation from the field.
4. The Institute director, in collaboration with the Institute Advisory Board and the Early Learning Authority, will
 - a) develop an early childhood education compensation plan for the state;
 - b) develop and implement a plan to support the recruitment and retention of the early childhood workforce for all early learning settings; and
 - c) develop and implement a plan to increase access to higher education and community based training;

5. The Workforce and Professional Development Institute will
 - a) conduct ongoing needs assessment and analysis of community early learning programs-staffing needs;
 - b) plan and provide for community-specific implementation of recruitment and retention strategies with a particular focus on creating career and professional development counseling and support statewide;
 - c) advocate for and convene partners to ensure increased access to a broad array of early learning community-based and higher education options;
 - d) provide technical assistance to counties to identify needs and secure funding to expand workforce and professional development opportunities within their communities; and
 - e) collaborate with the Department of Education and the Teacher Education Coordinating Council.

Early Outcomes of the Workforce and Professional Development Institute

1. Develop a plan to support the recruitment and retention of the early childhood workforce for all early learning settings. This plan may include the following strategies:
 - Increase availability of play-and-learn groups with provisions for staff training as a potential staff recruitment source;
 - Develop a plan for community colleges and the Hawai'i Department of Education to work together so that high school students are able to take early education courses to pursue a Child Development Associate (CDA) credential;
 - Create a statewide community-specific substitute pool;
 - Expand financial assistance for programs in which staff members are enrolled in training; and
 - Create a statewide system of Career/Professional Development Counselors.
2. Increase access to higher education and community-based training. Suggested strategies include the following.
 - Expand distance learning opportunities for both community-based and credit-based training; and
 - Implement a system of continuing education units (CEU) for professional development.

Roles and Responsibilities of Workforce and Professional Development Institute

1. Conduct ongoing needs assessment and analysis of community early learning programs staffing.
2. Implement community-specific recruitment and retention strategies.
3. Develop a statewide compensation plan for Hawai'i's early care and education workforce.
4. Advocate for and convene partners to ensure increased access to early learning community-based training and higher education opportunities.

5. Provide technical assistance to counties to identify needs and secure funding to expand workforce and professional development opportunities within their communities and counties.
6. Work with the Board of Education and the Teacher Education Coordinating Council to ensure the needs of the early childhood professional community are included in statewide education planning.

Staff and Advisory Board

A director plus staff sufficient to address the roles and responsibilities of the institute will be needed. An Advisory Board, including representatives from direct service providers (center-based, family childcare, play and learn, home visiting/parent education), higher education, and community-based trainers and training organizations, should be convened to provide on-going input to the institute's work.

RATIONALE FOR WORKFORCE AND PROFESSION RECOMMENDATIONS

One of the most pressing issues facing Hawai'i today is a critical shortage of qualified early childhood educators. As stated previously, the quality and availability of Hawai'i's early childhood workforce has a significant economic and educational impact on our state. These professionals are critical to providing quality, culturally sensitive early education to our youngest citizens. The Workforce and Profession Working Group considered the following questions in addressing a shortage of these professionals:

- How can we best recruit and retain individuals to this field?
- How can we achieve a workforce quality that ensures the best early learning experiences for our children?

With these questions in mind, the Working Group focused on the following tasks:

- Collecting data on the current workforce including the review of recent studies in Hawai'i concerning the early childhood workforce and compensation;
- Seeking input from the community via community meetings and opinion surveys;
- Reviewing national models of companion legislation to support higher education initiatives and other successful state models for professional development;
- Identifying current workforce and professional development resources available in Hawai'i; and
- Developing recommendations that build on Hawai'i's current assets e.g. programs currently in place to address the outstanding needs in workforce and professional development.

Hawai'i's Early Childhood Workforce

There are approximately 386 licensed preschools in the state, and 39 infant/toddler centers, which employ over 2,500 early childhood professionals (Good Beginnings Alliance, 2005). The current turnover rate for teachers is 25%. There are also 466 licensed family childcare homes and licensed group providers.

Licensed Exempt Settings

An estimated 6,000 licensed-exempt childcare providers care for young children and are not required to meet the state's childcare licensing requirements. These license-exempt providers care for up to two children who are not related to them, in addition to their own children or relatives.

Increasing Training and Education Requirement

Standards for professional competency and educational requirements have changed dramatically in the past five years. National trends increasingly demand higher standards for childcare professionals, primarily in Pre-K programs such as Head Start and Early Head Start by requiring increased educational levels. Head Start and Early Head Start are two such comprehensive child development programs serving low-income children from birth to age five. National programs recognize the crucial relationship between professional training and positive outcomes for children, thus they now require aide and teacher positions to be filled with professionals with associate degrees in early childhood education. These programs have been given 'phase-in' schedules to meet the new requirements. This increasing demand for higher qualifications and better training places an additional burden on professionals who lack the resources to increase their skills and education in the field of early education.

In Hawai'i, the opportunity to attend college to advance one's career is limited for most childcare professionals. Most of these workers are employed in full-time positions with low-paying salaries. Thus, making college tuition payments and attending school becomes a difficult proposition. To compound this difficulty, the majority of early childhood education courses are offered during regular working hours.

Educational Status of Licensed Early Learning Practitioners

Hawai'i is ranked among the top six states in the nation for licensing requirements for center-based providers. Teachers must have a Child Development Associate credential, an Associates degree with sixteen credits in early childhood education, or a Bachelor's degree with twelve credits in early childhood education. Data on center-based (preschool) practitioners at licensed centers indicates:

- approximately 10% of teachers have a Child Development Associate (CDA) credential.
- 20% have an Associate degree in Early Childhood Education (ECE).
- 6% have an Associate degree in another field, a number of which have some ECE courses in addition to the degree.
- 10% have a Bachelor's degree in ECE.
- 37% have a Bachelor's degree in another field, a number of which have some ECE courses in addition to the degree.
- less than 2% have a Master's degree (Good Beginnings Alliance, 2005).

Cumulatively, the data show that approximately 30% of our preschool teachers have an Associates degree or higher in early childhood education. Note: this figure does not apply to Kamehameha Schools or Head Start teachers.

Hawai'i state licensing requirements do not stipulate a minimum level of education for family childcare providers. However, providers are highly encouraged to participate in professional

development efforts, including taking community-based training and college classes, and completing their Child Development Associate (CDA) credential.

Educational Status of Unlicensed Early Learning Practitioners in Hawai'i

Although license-exempt childcare providers are encouraged to participate in training opportunities in order to better outcomes for young children, their participation is not monitored or documented by any agency.

Compensation of Early Learning Practitioners

Relatively high education requirements for childcare practitioners in licensed programs, coupled with a low unemployment rate make compensation a key issue in recruitment and retention. Hawai'i's 2004 workforce study, *Who Cares for Hawai'i's Keiki in Centers?* (Good Beginnings Alliance, 2004), reported the average hourly wage for center-based professionals is less than \$8.00 per hour. Annual average wages for child care professionals range from below \$20,000 for an assistant teacher to \$35,000 for a center director. At the same time, a utility meter reader in the state of Hawai'i—someone with far less societal responsibility—earns \$17.27 per hour, or \$35,927 annually, some 40% more than a preschool teacher, who earns \$11.65 per hour, with an Associate's or a Bachelor's degree in early childhood education. In addition, the relatively small range between the beginning and highest salary levels reveals the limited earning potential in the field and the lack of financial incentives faced by center-based childcare professionals. As a result, the early childhood field experiences an annual staff turnover rate of 25%, with professionals choosing to change careers simply because they cannot afford to stay in a field with such low compensation and few financial incentives. Such a dramatic turnover rate causes great strain on the institutions responsible for the educating teachers new to the field, with a resulting significant and negative impact on the children and families that they serve.

This low pay scale in the early childhood field is due to the fact that the majority of funding for early care and education is derived from tuition sources with parental ability to pay often being the determiner in deciding the amount of tuition charged. This in turn impacts the provider's ability to pay competitive wages.

There currently exists a disparity between the compensation offered by privately run programs and Federal and state subsidized programs, such as those operated by the military and Head Start, as well as those offered by Kamehameha Schools (KS). These programs have significantly higher wages and clear education requirements. While recruitment has also become an issue for them due to recent program expansion, they are generally able to staff programs, often hiring qualified and experienced staff previously employed in lower-paying private programs.

The following chart shows the statewide average rates for early childhood center-based and home care programs. Currently, the monies derived from these rates for the most part determines the pay scale of the early childhood professional field.

Table 1. Statewide Average Cost of Child Care as of July 1, 2005

	Center-Based Facility Average Full-Time Rate		Child Care Home Average Full-Time Rate	
	Monthly	Annually	Monthly	Annually
Infant (birth–52 wks)	\$764	\$9,192	\$488	\$5,856
1–2 year old	\$703	\$8,436	\$480	\$5,760
3–4 year old	\$466	\$5,592	\$477	\$5,724

**Data as of July 1, 2005, PATCH Hawai‘i*

Current Workforce and Professional Development Resources Available in Hawai‘i

Hawai‘i Careers with Young Children (HCYC) was initially formed in the early 1990s as a voluntary group of some 21 organizations representing higher education and the early education community. Originally called the Career Development Coalition, the group convened to develop strategies to improve access to training, compensation, and articulation within the higher education system. Ongoing efforts include the establishment of a registry for data collection on center-based practitioners, scholarship programs, research projects, professional development programs, and accreditation. A list of current and projected projects implemented by HCYC is included in Appendix F. While this voluntary HCYC group has accomplished a great deal over the past ten years, there is now a need to create a permanent and official body, with broader representation and authority, to oversee Hawai‘i’s workforce and professional development system. A body that is funded to support statewide counseling and recruitment programs and expand the access to training and higher education is needed.

Primary Issues and Needs

After reviewing the status of the current workforce, listening to community concerns, and assessing current professional development resources, the Working Group came to the following conclusions on the primary issues and needs of Hawai‘i’s workforce and professional development system.

- Recruitment and Retention of Staff
 - Lack of qualified individuals to meet program needs
 - Compensation and employment benefits and issues
 - Competition with other more lucrative career opportunities
 - Cost for staff in-service training

- Increasing Training Opportunities—Community-based training and Credit Courses. Problems with access to professional qualifications fall within the following areas:
 - Lack of sufficient scholarships;
 - Too few online classes and distance learning options;
 - Not enough variety, times/days offered, etc.;
 - Lack of career and professional development counseling;
 - Shortage of substitutes to provide release time.

Need for a Workforce and Professional Development Institute

Community early learning programs have identified teacher recruitment and retention as a major issue. Providers report a critical shortage of teachers. The need for early learning professionals and programs is growing. As the number of births increased in recent years (2001, 17,045 births; 2004, 18,328 births) parental demand for childcare has increased and, at the same time, there has been a diminished quantity and quality of the early education and care workforce. Hawai‘i will soon be unable to staff licensed early learning programs. Further, if funding for early learning programs increases, establishing more programs, but no funding is allocated toward increasing the quantity and quality of the workforce, Hawai‘i will not be able to meet the workforce demand these expanded programs will generate.

Why an Institute?

A strong and qualified workforce is the foundation for a quality early learning system. Currently there is no one entity charged with overseeing and developing the implementation of an early learning workforce and professional development system.

An identified entity funded to operate statewide, whose sole focus is to generate and maximize resources to support a workforce and provide professional development opportunities, would provide the sustainable focus and staffing to build Hawai‘i’s early learning system. This entity would facilitate the connection between the training programs and higher education institutions and the needs of the professionals they serve.

Expected Impact of a Workforce and Professional Development Institute

- Increase the early childhood workforce in both quantity and quality.
- Community-specific workforce needs and interests would be assessed and addressed. Individuals desiring to enter and/or grow in the field would be offered a variety of recruitment and professional development opportunities.
- The staffing and compensation needs of early learning programs would be addressed in a more organized and effective way.
- Ultimately, families and young children will receive the quality of care and education necessary to supporting a productive and economically stable workforce.

FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAMS AND SERVICES

The Working Group on Family and Early Childhood Education Programs and Services began meeting in October 2005 following the initial work of the Governance Working Group. The group met eight times from early October through early December. The charge to the group, as derived from Act 151 and delineated in the Task Force Work Plan, was focused on Goal 2 tasks, provide feedback and recommendations to the Task Force regarding the plans and resources needed to increase the capacity and improve the quality of all early childhood learning programs, which includes

- determining performance indicators of quality programs;
- identifying and recommending quality assessment instruments and accreditation alternatives;
- proposing incentives and rewards programs to increase overall school program quality;

- using the Hawai‘i Preschool Content Standards as guidelines for program improvement; and
- identifying and promoting multi-sector coordination.

PROGRAMS AND SERVICES RECOMMENDATIONS

The Early Childhood Education Task Force adopted the following recommendations.

1. Through the Early Learning Authority, provide quality improvement grants to increase overall program quality. Quality costs money. The primary barrier to program quality is lack of sufficient funding. Therefore, there is a need for quality improvement grants to be provided from the new state funding for all early learning programs. Based on a continuum of quality, all providers would demonstrate their ability to improve quality in one or more of the following areas: environment; health and safety; provider qualifications, training, and experience; developmentally and culturally appropriate interactions between providers, children, and families; developmentally and culturally appropriate curriculum/learning activities; and program evaluation and program improvement.
2. Provide technical assistance and training for quality improvement.
 - Provide assistance for both formal and informal programs to evaluate and identify standards specific to the setting they provide and to implement the use of those standards through training and program development.
 - Provide training for center-based programs on the Content Standards for Four-Year-Olds. These can be used as part of this quality monitoring; however, currently center-based programs are not using the standards, because they either do not have the expertise or lack the time necessary to align their curriculum with the standards. Financial support will assist providers in developing curriculum and aligning curriculum to address the standards.
 - Provide mentors from within the field for all programs. Using a model such as the Maui Mentor Project, develop a mentoring system in local communities where programs can provide expertise to one another on aspects of quality care and education that they identify as needs.
 - Provide training to all programs in the use of evaluation and assessment tools. Use of nationally recognized, research based evaluation and assessment tools such as NAEYC program standards and criteria, Early Childhood Environment Rating Scale (ECERS), Infant/Toddler Environment Rating Scale (ITERS), Ounce Scale, Work Sampling, and Creative Curriculum to improve/demonstrate quality.
 - Provide parents with information about quality. This is an important aspect of quality. When parents understand more about what constitutes quality, they will come to demand it.
 - Improve access for children and affordability for families in local communities through new state funding for a variety of early childhood programs.

RATIONALE FOR PROGRAMS AND SERVICES RECOMMENDATIONS

The recommendations, when seen as part of the larger whole, will begin to address some of the problems that exist currently for families wishing to access early childhood programs and

services in their communities. They should be viewed in the context of the governance structure recommended by the Task Force. The proposed governance structure assures that

- planning for programs and services originates in and is developed by local communities.
- programs and services are available to all families. Currently, subsidies and subsidized programs are available only to low-income families who are part of the work force or attending school. There are many families who cannot afford programs and services because they are considered ‘middle income’. However, they are not able to afford child care/education. There are also many parents who are temporarily out of the workforce, while they are home raising young children. They may qualify for subsidies by having low incomes; however, they do not meet the work/school requirement.
- multi-sector coordination is maximized in order for programs and services that emanate from different state departments and agencies to reach all eligible children and families.
- all aspects of the system of early care and education for young children and families are supported.

Child Care Snapshot

It has been evident over the years that the fragmentation in our system of early childhood education and care has worked to the detriment of the families in our state. To understand more thoroughly the issues surrounding this failure, the Working Group gathered information from families and early childhood practitioners across the state, about what quality programs and services they believed were necessary for *all children and their families* within our early childhood education and care system.

According to data maintained by PATCH, Hawai‘i has a total of 992 licensed facilities across the state. These programs are able to accommodate a maximum of 31,023 children ages birth through age eight years. Generally children younger than three years old are cared for in family childcare homes, or infant-toddler centers, by relatives, or license-exempt providers. Generally, children ages three to five years attend center-based programs and DOE special education preschools. However, some remain with licensed family childcare providers, relatives, or license-exempt caregivers.

Table 2 provides a quick view of the number of licensed childcare slots currently available for children in Hawai‘i.

Table 2. Early Childhood Education Homes/Programs and Available Child Slots

Type of Site	No. of Licensed Facilities	No. of Childcare Slots
Family childcare homes	454	2,576
Center-based child care	386	19,493
Infant/toddler programs	39	796
Before and after school	113	8,158
Total	992	31,023

(Data provided by PATCH, January 05)

Description of Programs and Services Needed

All these early childhood settings benefit the child and family and should be viewed as worthy of financial support:

- Family (Relative), Friend, and Neighbor Care: child is cared for by someone close to the family; considered licensed exempt;
- Infant/Toddler Centers: children under two years of age are cared for in a facility similar to preschool;
- Play and Learn/Parent/Child Interactions: child attends a program with a family member usually for a limited time period (hour or two per day) and once or twice a week;
- Center-based Care/Preschool: child is cared for and/or educated in a program, such as a preschool;
- Family Child Care Homes: child is cared for by a licensed provider who operates services out of their home;
- Home Visitor Programs: ECE professionals provide one-on-one service in a child's home modeling and supporting family interactions and learning activities.

All of the above are part of the early learning system, in which the individual parts are of equal importance. Without any one of these programs or services, our system would be deficient, and children's readiness for kindergarten and/or preschool would be diminished.

Quality Counts

There are many existing studies and lists of quality indicators for early childhood programs. While most of these relate to center-based settings, there are certain indicators that address quality across the spectrum of programs. There is widespread agreement among most parents and educators (as evidenced in the forums and survey the Working Group conducted) as to what constitutes quality. These include nurturing providers and teachers; happy children; safe, clean, inviting environments; well-trained teachers who receive ongoing training; and appropriate activities.

The following list of quality indicators was drawn from the 'Four Diamond' Model of Quality of Child Care and Early Education and the ECE professionals who participated in the focus groups.

1. Across the spectrum of early learning programs, there are certain indicators that should be evidenced no matter what the setting.
 - A safe and healthy learning environment;
 - Providers and teachers who are well trained;
 - Developmentally and culturally appropriate interactions between providers, children, and families;
 - Developmentally and culturally appropriate curriculum of learning activities; and
 - Program evaluation and continuous program improvement.
2. In a center-based program, there are some additional indicators, which relate to quality.
 - Class size and teacher-student ratios
 - Specific educational levels of staff
 - Assessment
 - Leadership and administration

3. Quality indicators specific to family child care and group care homes have been developed through the National Association for Family Child Care and are similar to those already mentioned. In addition, they recommend that providers have expertise in business practices.
4. Quality indicators that are appropriate for informal programs such as license-exempt child care (family, friend, neighbor) and parent-child interaction programs are at this time more difficult to define and further discussion is necessary within the informal programs to arrive at those indicators.

National experts in the field of early childhood education have identified another concern, echoed by the participants in the focus groups the Working Group conducted, that some of the indicators used in evaluating center-based programs may not be appropriate to apply to informal programs (non center-based). Informal settings are usually attended primarily by two- and three-year olds. It is necessary to articulate specifically what constitutes quality in these types of settings. (In Hawai'i, over 60% of our children under the age of three are cared for in informal settings.) It might be more appropriate to look at 'guidelines' rather than 'indicators' or 'outcomes' for these informal settings. For example, some indicators for play-and-learn groups might be

- Children are playing almost 100% of the time.
- Parents/caregivers are actively involved with their child in play.
- Teachers/caregivers use and model positive discipline techniques.
- Teachers/caregivers are good language models.
- Teachers/caregivers allow parents to discuss issues with one another and provide resources as needed and requested.

Assessing Quality

The community (both parents and program personnel), through the focus groups and survey, expressed concerns regarding evaluation, assessment, and monitoring quality. These concerns include the following.

- In what ways and how often should programs be monitored/evaluated?
- Who are the monitors and evaluators?
- Are they knowledgeable?
- Can the knowledge they need be instilled through training?
- How should the monitoring of center-based programs differ from that of informal, unregulated programs?

Program evaluation and assessment should be an on-going process to improve quality. There is a variety of research-based, standardized tools available for providers to use or adapt in evaluating programs. Among these are the NAEYC program standards and criteria, the Early Childhood Environment Rating Scale (ECERS), Infant/Toddler Environment Rating Scale (ITERS), Ounce Scale, Work Sampling, and Creative Curriculum, to name a few.

While monitoring is important in raising program quality, it is not always easy to achieve. Success depends upon the number and quality of evaluators, as well as the availability of

technical assistance and mentoring to help providers address aspects of quality they may be lacking.

EARLY CHILDHOOD PROMOTION

The Working Group on Early Childhood Promotion began meeting in late November 2005. The charge to the group, as derived from Act 151 and delineated in the Task Force Work Plan, was to create an implementation plan to promote the value of, and motivate participation in, early childhood learning opportunities for parents and the general public, including the business community.

EARLY CHILDHOOD PROMOTION RECOMMENDATIONS

The Early Childhood Task Force adopted the following recommendations.

1. Launch a statewide public relations, marketing, and advertising effort designed to increase public awareness of early education practices, and to create demand for every child's right to quality early learning experiences.
2. As a secondary goal, support and strengthen existing early education communications campaigns, especially those targeting children and communities with limited resources and access to learning programs.
3. Establish a Media Advisory Group—including representatives from Hawai'i's early education community—to provide input and guidance throughout the campaign.

RATIONALE FOR EARLY CHILDHOOD PROMOTION RECOMMENDATIONS

Tremendous efforts over time have slowly, but effectively, increased public awareness of the importance of early education and shifted social norms around preschool. However, despite the efforts to educate the public on the benefits of early learning, there is relatively low public awareness of early education programs.

There have been highly successful communications campaigns to increase awareness regarding the importance of preschool and proper care for our youngest citizens. However, despite these and other efforts, there is still much more that needs to be done to heighten understanding and engage our communities in early learning solutions.

The Early Childhood Education Task Force recommends a major public education campaign to complement and support the work that the state has been doing. It should be designed to help Hawai'i engage its public in a fight for civic responsibility for all—starting with our youngest, and to get the facts about early learning out to the public. Efforts in 2006 should lay the foundation for a sustained, multi-year effort intended to create, over time, a social movement to ensure that every child in the state has the best possible start in life, and to create new, healthy, early education social norms among Hawai'i's public.

While these kinds of social norm changes do not happen overnight, this campaign would be a strong step toward creating a new way of thinking about early education that will lead, ultimately, to social norm changes and result in higher quality, healthier, longer, brighter, more

responsible lives for Hawai‘i’s children.

A key component of this statewide plan is to launch a comprehensive strategic media and marketing campaign that is designed to achieve clear and measurable objectives related to early education and learning.

The Importance of a Comprehensive Community-Based Program

Early learning and other quality experiences can be effectively increased by a **well funded and sustained, comprehensive, community-based** outreach program that employs a variety of effective approaches (e.g. public education efforts, marketing, community and school-based programs, and helping families access resources).

Research and experience clearly show that these individual elements work much more effectively when they are integrated into a comprehensive program. Also, it is important to note that when adequately funded, comprehensive early education programs can substantially increase quality early learning experiences and cut intervention costs.

Thus, it is critical that the media campaign is linked with the other early education and learning program components in Hawai‘i.

Linking With Existing Early Education Programs in Hawai‘i

The public awareness campaign should link with—as well as complement and support—a number of highly successful efforts that are already underway throughout the state to help promote early learning. These include

- ongoing efforts by the Good Beginnings Alliance to organize and advocate for policy and legislative changes to laws regarding early education.
- the broader privately funded components, including the community-based outreach and assessments, and training and scholarship assistance.

These and other programs throughout Hawai‘i are made even more effective due to ongoing national campaigns to inform people on the importance of early education, such as the United Way Born Learning media campaign.

Despite these tremendous and highly successful efforts to promote early education, several gaps still exist where a highly targeted, comprehensive, and coordinated campaign would help leverage the impact of all of these individual efforts.

Thus, this public education and awareness campaign should be designed to ‘fill the gaps’ in a number of key areas. These include

- creating a baseline campaign designed to increase awareness among the public regarding early education industry practices.
- building public understanding and support for the idea of everyone’s right to a healthy, safe start in life—with the future goal of supporting public policy efforts to create 100% availability and accessibility to early learning.

- supplementing and strengthening existing early education communications campaigns—for example, the First Five advertising campaigns being developed by KHON—by providing additional public relations support.

Best Practices Analyses

The first step to undertake is to conduct ‘best practice’ analyses to determine what other states have done to successfully promote early childhood education. ‘Best practice’ analyses will also identify what early learning communications strategies, tactics, and messages have worked well here in Hawai‘i.

Analysis should include one-on-one interviews with more than ten of the leading individuals and organizations engaged in promoting early education.

Analysis should also include viewing numerous television and print advertising campaigns created across the nation, as well as an extensive review of early education campaign strategies and tactics in other states.

Target Audiences

The marketing effort should target all families with children under the age of eight. We also recommend maintaining general awareness among the following audiences:

- Families
- Government Leaders
- Community Leaders
- Business Leaders
- Potential Partners
- Media
- General Public

Objective

Educate all families on the importance of early learning experiences.

Short-term goals

- Increase public awareness of early education.
- Increase the perceived importance of every child’s right to quality early learning.
- Supplement existing early education communications campaigns.

Long-term goals

- Increase the perceived importance of early education as a public health and civic issue among the general public.
- Increase support for early learning programs in every community among the general public.
- Strengthen social norms in support of quality early education.

Problem Identification

We speculate that the following issues may be potential barriers for our target audience. While strong public support for early education exists, many of our residents consider early education unimportant. There also seems to be relatively low public awareness of early education programs.

Suggested Research Tactics

- Baseline survey. Use baseline research, along with message testing, to ensure overall effectiveness. Conduct an independent evaluation to measure the success in 2006.
- Study of families with children under age eight
- Focus groups
- Phone survey

Creative Ideas and Activities

Traditional Approaches

- Coordinate parent testimonials at Parent Teacher Association meetings of personal experiences of early learning experiences and how their child suffered/benefited from lack of/participation in early education.
- Coordinate parenting workshops that teach the basics of quality care at home.
- Provide educational materials for parents to help their children understand that they should always engage their child in early learning activities.
- Run a media campaign to tell all families to engage their child at birth—and to continue throughout life.
- Run a media campaign to help siblings to gain awareness of the issue.
- Develop a jingle or song that can be played on radio and taught in schools that will be memorable to our audience.
- Develop an in-depth news segment series in conjunction with a TV station.
- Collaborate with Children and Youth Day and participate at the state capitol kick-off festivities to share our message.
- Develop public service announcements (PSAs) related to the issue and solicit corporate sponsors to buy airtime.
- Have a presence at keiki fairs and baby expos.

Out-of-Box Approaches

- Create a Wish Fountain with tiles that feature the photos of children who have benefited from the effects of early learning. The fountain would be built in a place where families could come to enjoy positive engaging experiences with their children.
- Develop community parenting centers in conjunction with partners to teach the basics of parenting, including reading, and health and safety messages.

Potential Partners

- Keiki Caucus
- Good Beginnings Alliance
- PATCH
- INPEACE
- HAEYC

- Read to Me International
- Hawai‘i Children’s Trust Fund
- YMCA of Honolulu
- KCAA Preschools
- Kamaaina Kids
- hospitals
- others

We would ask them to participate by

- Assisting in research;
- Distributing materials;
- Partnering in collateral production;
- Hosting keiki events;
- Sponsoring production or placement of PSAs; and
- Developing ideas and activities for reaching audiences.

Media Strategies

Free Media. Throughout the campaign, it will be important to keep the news media informed.

Some of the ways to do this include

- Press Conferences. To launch the ECE Task Force effort with a media kick-off, to act as a springboard for other activities and events, or to share noteworthy information anytime during the campaign.
- Media Advisories. To inform the media of events and encourage their participation and publicizing of events.
- News Releases. More in-depth information that can be utilized to provide the media with comprehensive and useful information regarding events of significance regarding early education.
- Letters to the Editor. On occasion it may be necessary to send a letter to the editor to respond to public concerns over issues related to early learning.
- Editorial Boards. If controversial issues or issues of complexity arise regarding our issue, with approval from the Task Force, arrange editorial boards to assist in getting our factual and timely information to the people who do news.
- Opinion-Editorials (op-eds). Occasional dissemination of op-eds to keep our topic top-of-mind.

Paid Media. Media partners will assist us in extending the reach of our messages to target audiences through added value promotions, bonus spots and on-air discussions by their radio personalities.

FINANCING THE EARLY CHILDHOOD EDUCATION SYSTEM

The charge to the ECE TF included developing a plan for financing the proposed early childhood education system. While the task force was unable to study the issue in depth to recommend a comprehensive financial plan, it was able to develop recommended funding levels to create and initiate the implementation of the proposed Early Learning Authority. Further analysis and financial plan development is referred to the Early Learning Authority and/or deferred for later ECE TF consideration.

FINANCING EARLY CHILDHOOD EDUCATION RECOMMENDATIONS

The Early Childhood Education Task Force adopted the following recommendations.

1. Provide the Early Learning Authority with new state funding to support operations and implement priority programs and services. We estimate the following first-year start-up costs.

Early Learning Authority		\$1,500,000
\$500,000	staff and office costs	
\$1,000,000	state-wide planning, promoting, evaluating, and supporting delivery of early learning opportunities	
 Workforce and Professional Development Institute		 \$ 800,000
\$ 300,000	staff and office costs	
\$ 500,000	convening, planning, and implementing ECE professional development, including a statewide compensation plan	
 501 (c) (3)		 \$ 500,000
\$ 350,000	staff and office costs	
\$ 150,000	convening, planning, and providing technical assistance to support the mission of the Authority and build capacity of Early Learning Councils	
 Early Learning Districts		 \$1,000,000
\$150,000	for each island district for staffing and office costs	
\$100,000	for each island district for convening, planning, and providing technical assistance	
 Early Childhood Education for All Four-Year-Olds		 \$ 800,000
To begin planning and implementation statewide.		
 Capital Improvements		 \$ 250,000
To inventory existing facilities and needs; begin planning to meet needs		

2. Provide annual multi-year funding contingent on the adoption of ECE Task Force recommendations and the timeline for their implementation. Recommended levels of funding for multi-year funding are shown in Table 3.

Table 3. Early Learning System Ten-Year Projected Budget

Funding For	Year 1	Year 3	Year 5	Year 7	Year 10
Early Learning Authority Infrastructure	\$ 500,000	\$ 1,000,000	\$ 1,000,000	\$ 1,200,000	\$ 1,200,000
Promotion/Public Awareness	\$ 200,000	\$ 250,000	\$ 250,000	\$ 300,000	\$ 350,000
Professional Development Institute	\$ 800,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
Private Non-Profit	\$ 800,000	\$ 800,000	\$ 800,000	\$ 900,000	\$ 1,000,000
Early Learning Districts	\$ 1,000,000	\$ 1,000,000	\$ 1,200,000	\$ 1,500,000	\$ 1,500,000
Quality Programs and Services	\$ 800,000	\$ 12,000,000	\$ 50,000,000	\$ 50,000,000	\$ 50,000,000
ECE for all 4 year olds	\$ 800,000	\$ 20,000,000	\$ 50,000,000	\$ 60,000,000	\$ 75,000,000
Capital Improvements	\$ 250,000	\$ 10,000,000	\$ 25,000,000	\$ 30,000,000	\$ 30,000,000
Total	\$ 5,150,000	\$ 46,050,000	\$ 129,250,000	\$ 144,900,000	\$ 160,050,000

DEFERRED ITEMS

The charge to the ECE TF was extensive and the time extremely limited for the scope of work involved. The following items were not considered in sufficient depth during the ECE TF deliberations and have been deferred for later consideration

1. Goal 1: Propose an overall plan to increase access to early childhood education opportunities for families, which may include incentives, resource development, the need for and availability of infrastructure, and possible funding sources through
 - (A) The identification of criteria, procedures, and methods for issuing subsidies to parents and legal guardians of children to facilitate their attendance at preschools and early learning programs; and
 - (B) The development of processes designed to
 - (i) Promote public-private partnerships;
 - (ii) Create new and expand existing early childhood learning programs; and
 - (iii) Provide needs assessment and planning, including a coordinated data system.

2. Goal 4: Create an implementation plan to motivate and promote the value of and participation in early learning opportunities for parents and the general public, including the business community.

3. Evaluation methods, instruments, and performance indicators cannot be done until work on the other areas has been completed. This work is deferred pending adoption of a comprehensive early childhood education plan.

4. Due to inherent complexities and funding requirements, a timeline for implementation cannot be done until the comprehensive plan for early childhood education is adopted.

Work on these charges is being referred to the proposed Early Learning Authority (should it be approved) and/or deferred for later ECE TF consideration.

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APPENDIX A
EARLY CHILDHOOD EDUCATION TASK FORCE PROCESS

1. HB 1300 Passes—Act 151

In June 2005, Governor Lingle signed into law Act 151 establishing and appropriating funds for a temporary Early Childhood Education Task Force (ECE TF) to develop a framework to increase access to early childhood education, improve the quality of early childhood learning programs, support the professional development of early childhood educators and service providers, educate families about the value of early childhood education, identify funding mechanisms to appropriately compensate early childhood educators, and increase the inventory of available facilities for early childhood education programs.

2. HEPC Assigned to Support ECE TF. HEPC Hires Staff

The Hawai'i Educational Policy Center (HEPC) was named in Act 151 as the agency responsible for administering the work of the temporary task force. The HEPC hired three staff members and contracted two people to assist in administering the work of the temporary task force, which included managing the logistics of the task force meetings (arranging the dates, meeting sites, food, parking); providing facilitation to all task force meetings and to working groups by request; managing communication between HEPC, task force, and working groups and assisting with setting the meeting agendas and evaluations. The HEPC was also responsible for coordinating the writing and submitting the final report to the Legislature.

3. Advisory Committee Formed to Provide Guidance

In June 2005, an interim planning group was convened by the HEPC director to provide advice on how to best prepare for and support the work of the ECE TF. This planning group consisted of the following task force members:

Randy Hitz, Dean, College of Education, University of Hawai'i at Manoa
Robert Peters, Hawai'i Association of Independent Schools
Linda Buck, Honolulu Community College
Christina Cox, Childcare Business Coalition
Elisabeth Chun, Good Beginnings Alliance

The planning group assisted in preparing background materials for ECE TF and provided input in developing an agenda for the first task force meeting on August 11th. The group was disbanded on August 11th once the ECE TF had been formed and met.

4. Letter Sent to Identified Organizations/Agencies per Act 151

In July 2005, letters were sent to all of the identified organizations/agencies per Act 151, notifying them of the purpose of Act 151, the proposed meeting dates and deadlines, and asking them to identify their ECE TF representative.

5. ECE TF Members Identified by Organizations/Agencies per Act 151. Site Visits Conducted.

In July 2005, HEPC staff began identifying ECE TF members representing each of the organization/agencies named in Act 151 and scheduling site visits to meet with each. The purposes of the site visits were to establish rapport, provide general information on the role of

the HEPC in the upcoming process, assess any concerns that might be useful in planning the ECE TF meetings, and gather information to share with other ECE TF members. HEPC staff met with 17 of the 20 ECE TF members from July through October 2005. Three members were not visited due to scheduling conflicts and time constraints. In general, site visits took from one to two hours. All organizations were very willing to participate and welcomed the meetings. History of the organizations was shared along with concerns/issues.

6. HEPC Research and Facilitation Support

A consultant was contracted to assist in researching the pros and cons of alternative governance structures in use around the country and to provide other research support to the ECE TF. A professional facilitator was also contracted to facilitate the scheduled ECE TF meetings on August 11, September 29, October 27, and December 1.

7. 1st Task Force Meeting August 11, 2005

On August 11, 2005, the ECE TF held its first meeting from 9 am to 3 pm at Kapiolani Community College. The meeting had several outcomes that fell into two main categories: 1) process, and 2) task/content outcomes. Process outcomes included a review the purpose of the task force, role/expectations of ECE TF members and HEPC staff, logistics, general process, and evaluation. Task/content outcomes included a review of Act 151 requirements, identification of the intended outcomes of the ECE TF, identification of the strategies/activities/steps required to achieve outcomes, identification of what the concerns/issues are, and establishing working groups.

The four working groups listed below were identified to address the conceptual framework required in Act 151.

Governance Working Group

Members: Linda Buck (co-convener), Angela Thomas (co-convener), Elisabeth Chun, Susan Doyle, Loretta Fuddy, Noelle Granato, Pat Hamamoto, Charlene Hoe, Garry Kemp, Coreen Lee, Lyn McNeff, Robert Midkiff, Kathy Murphy, Ellen O'Kelly, Robert Peters, Karen Wong.

The ECE TF determined that the governance recommendations needed to be done before other recommendations could be addressed. The Governance Working Group met ten times from September to December 2005. The entire task force participated in three of those meetings.

Defining and Building the Workforce and Profession Working Group

Members: Christina Cox (co-convener), Coreen Lee (co-convener), Linda Buck, Elisabeth Chun, Lynn Simek-Morgan, Jacqueline Rose, Angela Thomas, Marci Sarsona, Diane Tabangay, Melodie Vega.

This group met eight times from October to December 2005.

Family and ECE Programs & Services Working Group

Members: Monica Ka'auwai (co-convener), Gale McNish (co-convener), Kathy Murphy (co-convener), Sherl Franklin Goo, Noelle Granato, September Jones, Douglas Mersberg, Christina O'Dell, Jacqueline Rose, Melodie Vega, Ed Yonamine.

This group met eight times from October to December 2005.

Early Childhood Promotion Working Group

Members: Lyla Berg (co-convener), Darcie Sharfenstein (co-convener), Elisabeth Chun, Coreen Lee, Shelley Ng.

This group met three times from October to December 2005.

8. 2nd Task Force Meeting September 29, 2005

On September 29, 2005 the ECE TF held its second meeting from 9 am to 3 pm at Aloha United Way. The meeting's main outcomes included a discussion and approval of a work plan, acceptance of convener/co-conveners for the working groups, an update by the Governance Working Group, adoption of rules of procedure, a review of the recent history of early childhood education policy development in Hawai'i, and an update on what the Department of Health is doing within the early childhood field. The ECE TF also addressed two main questions: What ages of children are to be included in the system? And, what is the focus of this task force? The group affirmed the following.

“The primary focus of the Act 151 Early Education Task Force is early learning for children from birth to 5 years of age. The task force recognizes that quality early learning programs must be coordinated with education, health, and social services for children prenatal to eight years of age.”

The ECE TF also considered the components that should be incorporated into a conceptual framework.

The conveners/co-conveners for working groups, selected on September 29 by the Task Force at-large, met a total of four times:

- October 21 at the State Capitol to set the agenda for October 27 ECE TF meeting
- November 7 at Aloha United Way to work on theory of change process
- November 21 at the State Capitol to continue working on theory of change process, including Good Beginnings Alliance background, and to develop a ECE conceptual framework
- November 28 at Kawaiaha'o Plaza to continue working on the conceptual framework

9. 3rd Task Force Meeting October 27, 2005

The third full-day task force meeting was held on October 27th at the Hawai'i State Capitol from 9 am to 3 pm. The ECE TF engaged in an effort to come to consensus on the age/scope definition to be used in its work. While a definition was affirmed in the prior meeting, no official vote was taken. After some amendments to the definition in this meeting, a vote was taken and the definition was officially affirmed by a vote of sixteen to zero. Working groups reported their progress to date. Discussion focused on all work to date especially regarding governance options. Discussion about the final report and a proposed report outline was discussed.

10. 4th Task Force Meeting December 1, 2005

The fourth ECE TF meeting took place on December 1st at the Hawai'i State Capitol from 9 am to 3 pm. Recommendations were presented by working groups. Recommendations presented by the Governance Working Group, Workforce and Professional Development Working Group, and the ECE Programs and Services Working Group were passed with amendments.

11. 5th Task Force Meeting December 15, 2005

The fifth ECE TF meeting took place on December 15, 2005 at the Hawai'i State Capitol from 9 am to 12 pm. The members selected spokespersons to work in partnership with HEPC at all public presentations of the ECE TF work. Recommendations on financing the ECE system and on the conceptual framework were discussed and adopted. Discussion regarding the final draft of the report to the Legislature was followed by a vote of acceptance. A letter of transmittal was signed by all of ECE TF members.

12. Evaluation

In order to inform the HEPC for planning future meetings, an evaluation form was provided to each ECE TF member at each meeting to obtain feedback on how to improve the facilitation process. In general, the majority of members felt satisfied with the logistics, facilitation, process, and outcomes of the meetings. All recommendations provided by the members were considered and when possible adaptations were made to meet the needs of the members.

APPENDIX B
EARLY CHILDHOOD EDUCATION TASK FORCE
TIMELINE AND WORK PLAN

Recommended Working Groups

- Governance
- ECE Programs & Services
- Defining and Building the Workforce & Profession
- Early Childhood Promotion
- Family & Community, Consumer Options (recommend convening at a later time)

Recommended Charge to Each Working Group

- Identify chair and/or co-chairs. Chair(s) to
 - Convene meetings
 - Co-facilitate meetings (HEPC staff to co-facilitate as requested)
 - Co-facilitate Task Force meetings when presentations are scheduled (HEPC staff to co-facilitate as requested)
 - Serve as member of planning group for Task Force meetings
 - Identify members to write reports and recommendations
- Members actively participate in one Working Group of particular interest; participate in others as time allows
- Review the original Good Beginnings Master Plan (copies to be provided)
- Review other's plans: CCDF, ECCS, School Readiness Task Force, KS, JrK, etc as appropriate (copies to be provided)
- Identify ongoing work (county, state, NGO, federal, etc) related to Working Group topic(s); identify interactions, interfaces, etc
- Develop presentation and recommendations for Task Force consideration; recommend legislation (new/amendments), changes in regulations, other; include pros and cons for each recommendation.

EARLY CHILDHOOD EDUCATION TASK FORCE
TIMELINE (DRAFT)

Timeline

December 28:	FINAL REPORT TO LEGISLATURE
December 21:	FINAL REPORT TO PRINTING
December 16–21:	EDIT AND PROOFREAD FINAL REPORT
December 15:	FINAL TASK FORCE MEETING TO REVIEW PUBLIC INPUT AND FINALIZE REPORT
December 2–15:	PUBLIC REVIEW AND INPUT (NEIGHBOR ISLAND FORUMS)
December 1:	SCHEDULED TASK FORCE MEETING WORKING GROUP PRESENTATIONS, DISCUSSION, DECISION-MAKING
November 21–30:	WORKING GROUPS DRAFT FINAL REPORT RECOMMENDATIONS
October 27:	SCHEDULED TASK FORCE MEETING
Sept 30–Oct 26:	WORKING GROUPS PREPARE PROGRESS PRESENTATIONS AND PRELIMINARY RECOMMENDATIONS FOR REPORT
September 29:	SCHEDULED TASK FORCE MEETING

WORK PLAN

Assumptions

The following assumptions underlie the Draft ECE TF Work Plan described below.

- Goal 5 is being addressed by the Governance Working Group; work to continue with a smaller focused group while other Working Groups start their work; draft recommendations to be completed by October 27 Task Force meeting
- A substantive amount of work seems to have already been done on Goals 2 and 3; pulling all that together with recommendations may be feasible in the time available; need two Working Groups to take on this challenge.
- Goal 4 could be designed with particulars filled in later; this may benefit from a communications professional yet to be identified as a member of the Task Force; suggest forming Working Group in November chaired by communications professional.
- Timeline cannot be done until the comprehensive plan is known; this may be an early December task.
- Possible work to be postponed
 - Work on Goal 1 may have to wait until it is clear what the overall comprehensive plan is; may be tabled until after December; may be the tasks of a Working Group on Family & Community, Consumer Options
 - Evaluation Methods, Instruments, and Performance Indicators cannot be done until work on the other areas has been completed; this requirement could be made part of each Working Group’s responsibilities; or tabled until after December.

With these assumptions in mind the following Working Groups and DRAFT Work Plan are proposed. Quality assurance is a common thread among all the groups.

Working Group	Task(s)	Anticipated Outcomes	Suggested Meeting Dates	Due Date
Governance (Which TF members are most knowledgeable? Who else needs to be included? Select members and chair?)	Complete work already in progress relating to Goal 5	<ul style="list-style-type: none"> • Comprehensive Conceptual Framework and governance plan • Proposed legislation • Timeline and budget for implementation • Performance indicators 	September 29 October 4 October 11 October 18 October 25	October 27 Task Force Meeting <ul style="list-style-type: none"> • Presentation, Discussion, Decision-making December 15 Task Force Meeting <ul style="list-style-type: none"> • Final Adoption

Temporary Early Childhood Education Task Force 2005

Working Group	Task(s)	Anticipated Outcomes	Suggested Meeting Dates	Due Date
<p>ECE Programs & Services</p> <p>(Which TF members are most knowledgeable? Who else needs to be included? Select members and chair?)</p>	<p>Goal 2 Tasks</p>	<ul style="list-style-type: none"> • Determine performance indicators of quality programs • Identify and recommend quality assessment instruments and accreditation alternatives • Propose incentives and rewards programs to increase overall school program quality • Use the Hawai'i Preschool Content Standards as guidelines for program improvement • Identify and promote multi-sector coordination 	<p>October 6 October 13 October 20 November 3 November 10 November 17</p>	<p>October 27 Task Force meeting</p> <ul style="list-style-type: none"> • Progress Report <p>December 1 Task Force Meeting</p> <ul style="list-style-type: none"> • Presentation, Discussion, Decision-making <p>December 15 Task Force Meeting</p> <ul style="list-style-type: none"> • Final Adoption
<p>Defining and Building the Workforce & Profession</p> <p>(Which TF members are most knowledgeable? Who else needs to be included? Select members and chair?)</p>	<p>Goal 3 Tasks</p>	<ul style="list-style-type: none"> • Identify appropriate and desired education levels of staff • Recommend a compensation plan related to educational levels and experience that recognizes the value of early childhood education • Promote mentor relationships in quality programs for educators and aspiring educators who seek to enter or improve the field as an ECE teacher • Identify incentives and rewards to encourage ongoing professional development • Expand access to and the creation of innovative strategies for professional development opportunities 	<p>October 7 October 14 October 21 November 4 November 11 November 18</p>	<p>October 27 Task Force Meeting</p> <ul style="list-style-type: none"> • Progress Report <p>December 1 Task Force Meeting</p> <ul style="list-style-type: none"> • Presentation, Discussion, Decision-making <p>December 15 Task Force Meeting</p> <ul style="list-style-type: none"> • Final Adoption

Temporary Early Childhood Education Task Force 2005

Working Group	Task(s)	Anticipated Outcomes	Suggested Meeting Dates	Due Date
<p>Early Childhood Promotion</p> <p>(Which TF members are most knowledgeable? Who else needs to be included? Communications Professional as chair?)</p>	Goal 4 Task(s)	Create an implementation plan to motivate and promote the value of and participation in early childhood learning opportunities for parents and the general public, including the business community	<p>November 2</p> <p>November 9</p> <p>November 16</p>	<p>December 1 Task Force Meeting</p> <ul style="list-style-type: none"> • Presentation, Discussion, Decision-making <p>December 15 Task Force Meeting</p> <ul style="list-style-type: none"> • Final Adoption



APPENDIX C

Fact Sheet:

Children, Families and Early Childhood Education in Hawai'i

August 2005

Hawai'i Demographics¹

Population of children, 0-5	83,010
Population of children, 3-4	31,035
Percent who are low-income (based upon free/reduced lunch)	49.2%

-An analysis of birth cohorts shows an expected upward trend over the next several years, from 15,571 born in 1998 to 17,446 born in 2002. This trend will likely place additional pressure upon the early childhood system.

Early Childhood Education Capacity and Enrollment²

Number of licensed preschools	386
Number of licensed infant/toddler centers	39
Number of licensed family child care homes	447
Number of licensed group homes	7
Number of children under five per every licensed child care spot	3.6

	Enrollment	Desired Capacity	Licensed Capacity
Preschool	17,223	18,046	19,493
Child Care	1,956	2,487	2,576
Infant/Toddler	757	765	796

*Note: These figures do not include the military child care system

-Programs electing to undergo accreditation must reduce their child/staff ratios. This means that programs may be licensed to serve additional children, but elect to keep their enrollment at reduced levels. Until funding incentives are developed, or parents increase their demand for services, early childhood programs typically lack sufficient revenue to increase their capacity. Other states have developed creative strategies such as a facility loan fund to address this concern.

Center Based Workforce: Degrees

Hawai'i Careers with Young Children (HCYC) Registry data, as of April 2005, on practitioners in teacher positions at licensed centers (not including Kamehameha Schools & Head Start):

Child Development Associates (CDA)	10% of teachers
Associate in Early Childhood Education (ECE)	20% of teachers
Associates in another field with some ECE courses	6% of teachers
Bachelor in ECE	10% of teachers
Bachelor in another field with some ECE courses	37% of teachers
Masters degree	Less than 2% of teachers

Kamehameha Schools (KS) – Associate in ECE or higher	15% of teachers
Head Start – Associate in ECE or higher	35% of teachers

¹ Kathie Reinhardt analysis for Good Beginnings Alliance using Department of Health data

² PATCH data from 2004 year end report

Temporary Early Childhood Education Task Force 2005

Early Childhood Education Quality- NAEYC Accreditation³

Military	KS	Childcare Business Coalition	Head Start	Other
12	22	22	4	27
				87 Total

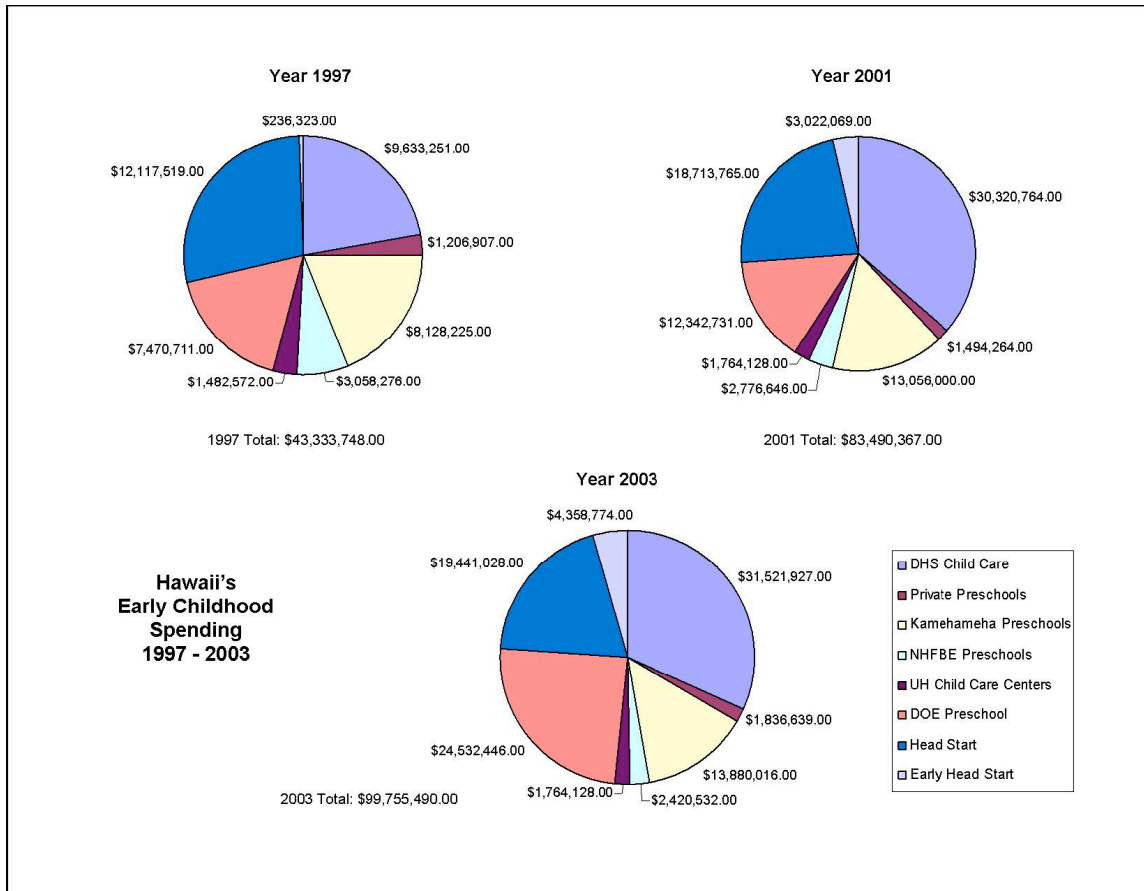
- Until such time as Hawai'i develops a Quality Ratings System, Accreditation is the best available indicator of a high quality program.

Paying for Early Childhood Education⁴

Average annual cost of an infant in a center	\$7,700
Average annual cost of a preschool program	\$6,200

Government and Private Spending on Early Childhood Education and Care⁵

- Percent of public spending that is federal 95.6%



³ HAEYC data from website

⁴ PATCH NACCRA report

⁵ Kathie Reinhardt analyses for Good Beginnings Alliance, 2004

APPENDIX D

EARLY CHILDHOOD EDUCATION IN HAWAI‘I

Early learning in Hawai‘i is provided in a variety of settings, all of which benefit the child and family:

- Family (relative), friend, and neighbor—a child is taken care of by someone close to the family; considered licensed exempt
- Infant/toddler centers—children under two years-of-age are cared for in a facility similar to preschool
- Play and learn/parent/child interactions—child attends a program with a family member usually for a limited time period (hour or two per day) and once or twice a week.
- Center based care/preschool—child is cared for and/or educated in a program, such as a preschool
- Family child care homes—child is cared for by a licensed provider who operates out of their home
- Home visitor programs—professionals provide one-on-one service in a child’s home, modeling and supporting family interactions and learning activities.

These are all part of the early learning system, in which the individual parts are of equal importance. Without any one of these providers or services, our system would be deficient and as a result, our children’s readiness for kindergarten and/or preschool will be diminished. All should therefore be financially supported.

Important Features

While there is a common need statewide for a broad array of programs and services that families of young children can access it is clear that these programs and services must be community specific. What is needed varies tremendously across the state, from island to island, as well as within island communities. It is imperative that each community assesses its needs across all services and develops a plan for programs and services that address those needs specifically. Such determination of needs must be re-examined on an ongoing basis.

In addition, it is important that parent choice be recognized and respected. Families must have the opportunity to choose (or not choose) care and education for their child outside the home. Lastly, the issue of affordability must be addressed, so that cost is not the determining factor.

Need for a Mixture of Programs and Services

During the course of a child’s years from birth to age five, he or she might experience many different types of settings, including

- staying at home with a parent;
- being cared for in a licensed family child care home;
- being cared for by a family member, friend or neighbor;
- attending a center based program; and
- participating with a family member in a parent child playgroup.

For example, a family may use a license-exempt provider during their child’s first year (a family member or friend), then choose a licensed provider for the next year of their child’s life. At three

or four, the child may go to preschool. At any time during these years, a parent may have the opportunity to attend a parent-child interaction session at a neighboring park or school when they are off work or at home briefly for pregnancy or care of a newborn.

Both the type of setting chosen and the philosophy under which a given program may operate are of importance to the family. It is essential that our system support a variety of programs and services so that all families in our state can find and use what suits their needs and desires. In order for this to happen, programs must be accessible and affordable.

Harris (2005) reviewed the context of early childhood education in Hawai‘i in a recent article in *Educational Perspectives* from which the following narrative is excerpted.

State statistics show that approximately 16,000 children are born in Hawai‘i each year. About half are in low-income families, as defined as up to 185 percent of the Federal Poverty Level (Hawai‘i Kids Count, 2003). Today, single parent and dual working parent households predominate. And though research demonstrates the value of preschool experiences in children’s later school success, the current estimates are that only half of Hawai‘i’s young children will attend preschool before beginning kindergarten. Preschool attendance is highly correlated with income status with a disproportionately high number of children from families with high incomes. Moreover, the number of Hawai‘i’s children with health insurance is consistently above the national average, but it has slipped in recent years. Drug related births in particular are a growing concern. Between 550-600 children are born each year to crystal methamphetamine using mothers (Star Bulletin, 2004). The number of confirmed child abuse cases and instances of neglect has steadily grown from 2,531 in 1997 to 3,930 in 2001 (Blueprint for Change, 2003).

Hawai‘i’s families face many challenges in navigating a patchwork of programs and services. This ‘patchwork’ results from an outgrowth of many well meaning and often, uncoordinated efforts. For example, federal, state, county, and private funding sources are often restrictive and discourage wide participation. Some are restricted due to ancestry (federally funded Native Hawaiian programs, Kamehameha Schools, Alu Like, Inc.). Others are limited by income status (Temporary Aid to Needy Families, Childcare Development Block Grant, Preschool Open Doors, Head Start). Several programs are only available to children with special needs (Department of Education 619 Special Education Preschools) or families of at-risk infants and toddlers (early prevention programs such as Healthy Start).

This patchwork quilt of programs and services has so many gaps it cannot truly be considered a ‘system’ of care and education. As a result, programs can only serve certain ‘qualified’ children during certain times of the day or year. Hawai‘i has not capitalized on national efforts to blend funding at the state or program levels. Growing public opinion and two decades of progressive advocacy for

young children have resulted in the development of many distinct funding streams for discrete populations of children. In no small part, this fragmented early education system is correlated with the wide range of readiness that Hawai‘i’s children exhibit when they enter the formal kindergarten education system.

While early childhood education in Hawai‘i has benefited from a significant growth in federal funding over the past fifteen years, it has, at the same time, struggled to develop a high quality network of programs and services for young children.

In 1997, Act 77 was passed in response to the demand for an agency that focused exclusively on the needs of young children. This statute established the nonprofit Good Beginnings Alliance, and its public counterpart, Hawai‘i’s Interdepartmental Council on Children and Families (IDC). The IDC, consisting of the Governor’s Cabinet and representatives from business and philanthropy, was formed to improve coordination of state policy on issues affecting young children and their families. Modeled after Smart Start in North Carolina and the Ounce of Prevention Fund in Illinois, the Good Beginnings Alliance (GBA) was created to serve as the coordinating mechanism for Hawai‘i’s early childhood system. GBA exists as an intermediary organization; this means that it plays a fundamental role in encouraging, promoting, and facilitating child policy at the county and state level, but does not actually perform direct service.

As an intermediary organization, GBA has played an essential role in helping shape the school readiness initiative in Hawai‘i. Specifically, GBA provides this effort with trained personnel, offers technical and institutional knowledge, serves as a neutral convener, coordinates resource allocation, gathers key data, and forges important connections to other national school readiness initiatives.

History of Early Childhood Education Efforts in Hawai‘i

Following is a brief chronology of key early childhood education efforts in Hawai‘i (Harris, 2005)

➤ **Berman Report (1989)**

Commissioned by the Hawai‘i Business Roundtable, this report on the future of Hawai‘i’s K–12 education called for comprehensive, publicly funded early childhood education.

➤ **Preschool Open Doors (1989)**

The Legislature approved \$3.2 million in state funding to help families pay for early education and child care through a sliding fee scale based on the families’ ability to pay. Quality components of the project include parent workshops and support for staff development.

- **National Education Goals Panel (1990)**

President George H. Bush and the nation’s governors adopted a set of goals to improve education in America. The first goal, “all children in America should start school ready to learn” established a national shift in education—recognition of the importance of the first years of children’s lives in preparing them for school.
- **Hawai‘i’s Early Childhood Master Plan (1996) and Act 77 (1997)**

The Early Childhood Master Plan described a coordinating structure implemented through Act 77 (HRS): a state level Interdepartmental Cabinet Council (IDC), a statewide non-profit coordinating agency (the Good Beginnings Alliance) and community councils in each county.
- **Hawai‘i’s Early Childhood Education Professional Development System (1996)**

The Hawai‘i Early Childhood Career Development Coalition, a group of 21 public and private organizations and agencies, was formed to oversee early childhood professional development efforts. The coalition has adopted standards to support quality in the early childhood workforce and designed the registry now implemented by the Good Beginnings Alliance.
- **Hawai‘i’s Head Start-State Collaboration Office (1996, 2001, 2006)**

A grant was awarded to the state of Hawai‘i by the federal Department of Health and Human Services, Administration for Children and Families Head Start Bureau to build early childhood systems and enhance access to comprehensive services and support for all low-income children; encourage widespread collaboration between Head Start and other appropriate programs services, and initiatives, augmenting Head Start’s capacity to be a partner in state initiatives on behalf of children and their families; and facilitate the involvement of Head Start in state policies, plans, processes, and decisions affecting Head Start target population and other low-income families.
- **Safe, Healthy, and Ready to Succeed (1998)**

House Concurrent Resolution No. 38 established as state policy that “All of Hawai‘i’s Children Will be Safe, Healthy and Ready to Succeed.” The goal is implemented through public and private partnerships in communities across the state.
- **Early Care and Education Professional Registry (2000)**

Good Beginnings houses the Registry that partners both minimum state-licensing requirements with voluntary professional development for early care and education practitioners.
- **T.E.A.C.H Early Childhood® Hawai‘i (2000)**

The Good Beginnings Alliance established a scholarship program that includes sequenced educational scholarship opportunities for early childhood providers to study Early Childhood Education at local colleges and universities.

- **Interdepartmental Council (IDC) School Readiness Performance Partnership (2000)**
The Interdepartmental Council adopted 17 indicators of school readiness. IDC members agreed to track the indicators annually and align their programs where possible to encourage positive trends in the indicators.
- **School Readiness Task Force (September 2001)**
The IDC created the School Readiness Task Force, which is co-chaired by the Hawai‘i Superintendent of Schools and CEO of Kamehameha Schools. The Task Force was asked to develop a definition of school readiness and create strategies to implement a school readiness agenda.
- **Ready For Success In Kindergarten: A Comparative Analysis Of Community Beliefs (December 2001)**
The Hawai‘i Educational Policy Center examined perceptions of school readiness in Hawai‘i. The research team conducted surveys and focus groups with preschool and kindergarten parents, teachers, and administrators, and reviewed national research to develop recommendations for Hawai‘i. The policy report provided the foundation for the School Readiness Task Force.
- **Kamehameha Schools Increased Activity in Early Childhood (January 2002)**
The leadership of Kamehameha Schools approved initiatives to increase the number of preschool classrooms and scholarships to children attending qualified, non-KS preschools.
- **Hawai‘i Association for the Education of Young Children (HAEYC) Statewide Accreditation Project (2002)**
HAEYC launched a statewide program to increase the number of accredited preschools in Hawai‘i. Accreditation standards are higher quality than childcare licensing standards.
- **PrePlus Facilities On Elementary School Campuses (2001)**
The 2001 Legislature allocated \$5 million dollars for the biennium to build preschool facilities on elementary school campuses. Private agencies are contracted to operate the programs.
- **No Child Left Behind (January 2002)**
No Child Left Behind (NCLB) has significant implications for early childhood education. The obligation to measure 3rd grade reading scores and the emphasis on standards and accountability require the Department of Education to examine the many contributing factors to a child’s success in school. Among these are expectations for children entering kindergarten.

- **Act 13 Definition of School Readiness Adopted by Legislature (April 2002)**
With the signing of Act 13 (HRS) Hawai'i became one of the first states to place the definition of school readiness into statute. Act 13 was placed within the Good Beginnings Act 77, and requires the Good Beginnings Alliance to present the Legislature with policy recommendations and strategies to implement the definition.
- **Hawai'i's P-20 Initiative (October 2002)**
P-20 is a partnership of the University of Hawai'i, the Hawai'i Department of Education, and the Good Beginnings Alliance. Its goal is to build broad public commitment and support for education and improving the transitions from one segment of the education system to the next.
- **Early Childhood Comprehensive Systems Planning Grant—Keiko Nitta (DOH)**
The State of Hawai'i's Department of Health received a five-year grant from the Maternal and Child Health Bureau to support states in planning, developing, and ultimately implementing collaborations and partnerships that support families and communities in their development of children that are safe, healthy and ready to succeed.
- **Hawai'i Preschool Content Standards (2003)**
The standards were endorsed by the Legislature and the state Board of Education and link to the DOE's K-12 standards.
- **Hawai'i Family and Community Guidelines (2003)**
Based on the content standards, these guidelines offer school readiness suggestions for parents and community agencies working with families.
- **Hawai'i State School Readiness Assessment—Children Ready For School And Schools Ready For Children (2004-05 School Year)**
- **First Annual School Readiness Summit (September 2004)**
- **Governor's Early Childhood Initiative (Spring 2005)**
Governor Lingle approves an additional \$25 million in state and federal funds to increase access to early education programs for 'gap group' families, and provide financial incentives for early childhood programs that voluntarily invest in higher quality.
- **Act 151 Temporary Early Childhood Education Task Force (2005)**

APPENDIX E

ALTERNATIVE GOVERNANCE MODELS CONSIDERED

In its deliberations the ECE TF, with the assistance of a contracted researcher, reviewed and analyzed the ways in which other states are developing and governing early care and education systems. The ECE TF identified roles, functions, characteristics, and capacities of governance they felt were essential. Using this lens, they then reviewed and discussed a variety of governance models, including Hawai‘i’s current model for early care and education governance, examples of governance structures in other states, and models used in Hawai‘i in other fields, such as health and tourism. They sought a governance design that could build on Hawai‘i’s current early care and education system, connect with the private sector delivery system, engage private funders, and have the capacity to oversee and evaluate a comprehensive system.

The review of current administrative structures in the states, coupled with a review of recent policy literature, revealed a continuum of early care and education governance approaches. On one end there are what can be termed *silos*—separate departments within state government that address different aspects of the early care and education system. On the other end is an independent state agency established to oversee and coordinate early care and education programs and services, in rare cases combined with a public-private entity. Between these two ends, there are a variety of ways in which governance of early care and education programs and services has evolved in the states. Moreover, there are variations in how state governance entities along the continuum relate to and/or involve the private sector and how they relate to communities or link with governance entities at the local level. The ECE TF identified and examined the following categories of how states are addressing early childhood education.

Voluntary Coordination/Collaboration

Voluntary coordination and/or collaboration includes official and/or informal efforts to coordinate early care and education services and programs where two or more departments of state government are responsible for various aspects of early care and education. The coordinating entity itself, such as an advisory committee or commission, can encourage and enhance coordination and collaboration among its members, but often does not have authority (or funds) to ensure implementation of its objectives.

Many states have laws aimed at coordination and/or collaboration. While not all have a designated entity to oversee this activity, some states have formal structures such as coordinating committees, councils, and advisory boards. Some coordinating efforts include representatives from key private sector organizations along with representatives from child-serving and related state agencies. The majority of these coordinating bodies function within a voluntary framework, that is, they may make recommendations but have no authority or resources to achieve results.

Mandatory Coordination/Collaboration

Coordination and/or collaboration of early care and education can be mandated by statute or executive order. The mandate specifies a mechanism or an entity to oversee cross-agency system-building efforts and vests the entity with authority. These entities may be called a children’s cabinet, sub-cabinet, coordinating or advisory council, or commission. While the names of these coordinating bodies may resemble those of voluntary coordinating structures,

they differ significantly in their mandate. Mandatory coordination and collaboration entities have some authority to set system objectives and may also have control of some resources to achieve those objectives. In addition to coordination among governmental departments, the designated entity may also be charged with collaborating with private sector entities and/or linking with community-level entities.

Some—but not all—mandatory coordination/collaboration entities have authority to set system objectives and may also have control of some resources to achieve those objectives. The extent of power and resources accorded to mandatory coordinating/collaborating entities varies considerably, however. Those entities with authority usually include key executives with decision-making power who represent stakeholder agencies.

In addition to coordination among governmental departments, the designated entity may also be charged with collaborating with private sector entities and/or linking with community-level entities. In some states, the official decision-making entity has an advisory body that provides broader representation.

While there is no comprehensive study that catalogs the specific portfolios of all such entities, recent reports have described a variety of the responsibilities assigned. State examples with mandatory structures include Delaware and Louisiana.

Joint Oversight by Two Existing Departments

In states with joint oversight of early care and education, two or more agencies jointly fund and manage programs and services, sharing responsibilities and oversight. Joint oversight acknowledges the fact that more than one department has significant responsibilities related to early care and education services. This model seems to be used primarily in relation to a particular program or initiative rather than as a way for a state to govern all early care and education programs and services. It appears that very few states have chosen a joint oversight model for early care and education governance. (Arkansas is one example.) Variations of this model could include one or more of the following characteristics:

- One agency may have a greater role;
- Coordination with other agencies;
- Coordination with private sector; and
- Linkages to local governance entities.

Early Care and Education Programs Consolidated in One Existing Department

A single department is charged with oversight for major early care and education programs that were formerly the responsibility of two or more departments. Several states (Florida, Maryland, and Tennessee are examples) have created an office or division of early childhood or early learning within an existing department in an effort to more effectively and efficiently administer a myriad of early care and education programs and services that have been the responsibility of two or more departments. In establishing a locus for early childhood programs, these states raise the profile of programs and services for young children. The transition to a consolidated locus of operations is often coupled with an expansion of program and/or services. Variations of this model could include one or more of the following characteristics:

- Coordination with other agencies;

- Coordination with private sector; and
- Linkages to local governance entities.

Independent State Entity Dedicated to Early Care and Education

A new independent department of early care and education or office under the governor's office is established to develop and oversee the state's early care and education system, bringing most or all related programs and services into a single administrative entity. The intent is to create a more coherent system for early care and education programs and services.

Only two states (Georgia and Massachusetts) have established an independent department to focus on early childhood, locating early care and education functions from other departments under one roof. A governing board responsible for overall policy guides the department. Another approach is to establish an independent office attached to the Governor's office. Georgia did this prior to establishing an independent department; North Carolina is in the process of developing such an office.

Variations include one or more of the following characteristics:

- Advisory board that includes additional expertise and representation;
- Coordination with other agencies to link with comprehensive services;
- Coordination with private sector; and
- Linkages to local governance entities.

Independent State Entity Combined with Public-Private Entity

An independent state entity dedicated to early care and education works in collaboration with a public-private entity to accomplish a public purpose. This governance structure is intended to maximize the contributions of both the public and private sectors in developing an effective early care and education system. By linking public and private entities, investment from both public and private sources can be more easily coordinated to accomplish system goals while involving a broad range of stakeholders. (Georgia is an example.)

A variation includes linkages with county-level entities that are coordinated by the state-level public-private entity as part of the state's early care and education system. For example, in North Carolina, which is in the early stages of developing its independent state office, funds are distributed through the state-level public-private entity to counties to address statewide as well as community-determined priorities.

Other Models Considered

Nonprofit Organization. A nonprofit 501 (c) (3) organization, established to oversee and implement early care and education programs and services for a particular geographic area, is contracted by a governmental entity to fulfill this public purpose. This model, while not currently used at the state level, is drawn primarily from Los Angeles County in California, where a nonprofit organization was created to administer a universal preschool program for the county. In its bylaws the organization adopted the state's open meetings and public records laws and specified that five of its eleven board members be designated by the county's Board of Supervisors. This governance structure suggests it may be possible to use a nonprofit organization to effectively administer a large system of early care and education programs and

services, taking advantage of the relative agility with which a nongovernmental entity can function, as well as its ability to raise private funds.

Public Authority. Another model not currently used at the state level is a cabinet-level agency established in statute and vested with authority to develop, coordinate, and implement state policies and administer funds from a dedicated revenue source to achieve state objectives. The Hawai‘i Tourism Authority (HTA) is the example studied most closely by the ECE TF. This entity is guided by a 15-member policy-making board that includes public sector representatives, county appointees, and private sector representatives from all industry sub-sectors, the business community, and the community-at-large. The HTA receives revenue from the transient accommodations tax to carry out its mission. The Board appoints a qualified executive director who reports directly to the governor.

APPENDIX F
EARLY CHILDCARE WORKFORCE AND PROFESSIONAL
DEVELOPMENT RESOURCES

Hawai‘i’s Early Childhood Professional Development System

Professional development is a fast growing trend for early childhood teachers and caregivers. Early care and education professionals need to be skilled and knowledgeable of current research, theories, and approaches to children’s learning.

Following is a listing of programs and resources available to support the specialized training needs of early childhood professionals in Hawai‘i. Efforts to enhance the coordination and expand the availability of programs and services are ongoing.

Two- and Four-Year Degrees (Campus Based)

Chaminade University of Honolulu. Chaminade University offers a variety of degrees and certificates in Early Childhood Education including a Bachelor of Science in Early Childhood Education (ages 3–8), Bachelor of Science in Early Childhood Education and Elementary Education (ages 3–12), and a Master’s Degree in Education, and an Early Childhood Credential from the American Montessori Society. The education program also offers a course of study to provide professionals with the necessary background information and support to develop the resource file and competencies necessary for passing the Child Development Associate (CDA) assessment. Contact: 808-739-4652.

University of Hawai‘i Community College Early Childhood Programs. The certificate programs offered by the various campuses prepare graduates to enter the early childhood field. Honolulu Community College, Early Childhood Program: 845-9289; Maui Community College, Human Services Program: 984-3208; Maui Community College, Moloka‘i Education Center: 553-4490; Maui Community College, Lana‘i Education Center: 565-7266; Kaua‘i Community College, Early Childhood Education Program: 245-8356; Hawai‘i Community College, Early Childhood Education Program: 974-7421.

University of Hawai‘i at Manoa, College of Education, Institute for Teacher Education (ITE). Bachelor of Science degree in Elementary Education with an Early Childhood Option. Elementary Education/Early Childhood preparation qualifies graduates to teach in elementary schools (K–6) and preschools: 956-7849.

University of Hawai‘i at Manoa, College of Education, Master of Education (MEd) Cohort Program. A special 30-credit hour program that offers the benefits of ‘person-to-person’ contact with others in the early childhood education and care field. Majority of the coursework is concentrated into 3-week intensive summer courses (from mid-June to mid-July) over three consecutive summers to accommodate working professionals, including those who reside on neighbor islands. The program is offered every three years. Contact: Robyn Chun at rchun@hawaii.edu or Dr. Stephanie Feeney at 808-956-4416.

University of Hawai‘i, College of Tropical Agriculture and Human Resources, Family Resources Program (FAMR). Bachelor of Science degree in Family Resources. Bachelors of Science degree program that provides a comprehensive, ecological systems-based program of study in human development, family development, and family resources management. The curriculum stresses the interrelationship of individuals, families and communities in the context of socio-economic and cultural diversity, and exploration of the many factors that contribute to individual, family, and community well-being. Contact 956-8105.

Two- and Four-Year Degrees (Distance Education)

Castle Outreach. A unique opportunity to complete a Bachelors of Science degree in Early Childhood Education via a combination of online and in-person classes from Chaminade University of Honolulu, and local community colleges. Students will be prepared to work with children from ages 2.5 to 8 years in a variety of early childhood settings. Contact: Maggie Baier at 808-735-4883.

Chaminade Accelerated Undergraduate Program. Classes are offered at various locations on O‘ahu in the evenings and on Saturdays. Designed for the working early childhood professional who wants to earn an Associates and/or Bachelor of Science degree in Early Childhood Education. Contact: Maggie Baier at 808-735-4883.

Concordia University. A distance learning Bachelors and Masters degree program in Early Childhood Education. Requires attendance at an initial three-day residency on the Big Island. All other coursework, classes, and interaction with instructors and peers are conducted on-line. Contact: Angela C. Thomas at 808-887-1228.

Distance and Alternative Education and Training

CARE courses. Correspondence/home study program that offers training to meet the initial 120 clock hours of training required for a Child Development Associate (CDA) credential or Continuing Education Units (CEUs) for a CDA renewal. Information: www.carecourses.com

ChildCare Education Institute. A self-paced, interactive, distance learning program that offers a unique opportunity to earn 120 contact hours or 12 continuing education units (CEUs) for a CDA. Participants are assigned an educational coach. Completed training hours may be converted to college credits toward an online Associates degree in Early Childhood Education from the University of Cincinnati. Information: www.cceionline.com

Early Childhood News Professional Development Program. The University of Wisconsin-Stout has developed a program that allows practitioners to read articles published in the bi-monthly *Early Childhood News* magazine. Credits in the form of Continuing Education Units (CEUs) are awarded for successful completion of an examination offered in issues of the magazine. Credits earned may be used toward the Child Development Associate (CDA) credential renewal. Contact: 1-800-933-2829.

Pacific Oaks College. Offers upper division online classes for a Bachelor of Science, Master’s Degree in Human Development, a post-graduate certificate in early childhood education, a teaching credential in early childhood special education, and optional specializations in child

care, early childhood education, or infants and toddlers. All online-degree students are required to take at least two on-site classes. Contact: 1-800-684-0900 or www.pacificoaks.edu or e-mail admissions@pacificoaks.edu

Note: Prior to enrolling in any distance and alternative learning program, early childhood professionals are strongly advised to confirm the acceptance of the degree program and the transfer of credits to be earned to any other higher education institution as well as the eligibility of courses in meeting the Hawai'i Department of Human Services licensing requirements. Contact: Good Beginnings Alliance at 531-5502 or toll free at 1-866-531-5502.

Professional Development and Training

Hawai'i Careers with Young Children Registry. The Registry maintains individual records of a practitioner's education, training, and work experience. The Registry also encourages career development and provides professional recognition. The Department of Human Services requires all early care and education practitioners employed in a licensed group care setting to be on the Registry. Family childcare providers and all other early care and education providers are encouraged to participate. Contact: Good Beginnings Alliance 531-5502 or 1-866-531-5502.

Child Development Associate (CDA) Credential. A CDA Credential is based on the ability to demonstrate competence during an assessment process. There are three different types of credentials based on settings, age level endorsements, and bilingual specialization. Minimum training is 120 clock hours. Contact: Council for Professional Recognition 1-800-424-4310 or visit www.cdacouncil.org/ or Honolulu Community College PACE office 845-9496.

Castle Colleagues. A program funded by the Samuel N. and Mary Castle Foundation to provide administrative training and professional development to directors of non-profit preschools statewide. Contact: Mecca Monson-Gere at Castle Colleagues. Contact: 739-4698.

The Head Start Association of Hawai'i (HSAH), Head Start Training and Technical Assistance Office and Head Start State Collaboration Office (HHSSCO). Sponsors training in early childhood topics specific to Head Start and early childhood partners such as HAEYC, Family Child Care Providers, community preschools, service providers, and parents. Contact: Jacqueline Rose at HHSSCO 586-5232.

PACE: Professional and Career Education for Early Childhood. A community accessible training series designed to convert into college credit and meet formal training requirements for a Child Development Associate (CDA) credential. Also starts participant on a certificate and degree program in the community college system. Contact: PACE at Honolulu Community College 845-9496 or Hawai'i Community College 933-0571, 974-7421.

PATCH Child Care Training Program. PATCH offers more than 100 different free or low-cost training classes to child care professionals from all types of child care settings across Hawai'i. In addition, PATCH uses WestEd's Program for Infant/Toddler Caregivers (PITC), a nationally acclaimed video training series for infant/toddler caregivers to enhance the quality of services provided for infants and toddlers in child care settings. For a training catalog, class descriptions,

and other information visit www.PatchHawaii.org Contact: Oahu 833-6866, Kaua'i 246-0622, Maui 242-9232, Kona 325-3864, Hilo 961-3169.

Scholarships

PATCH Early Childhood Education Scholarships. Scholarship for successfully completed college-level courses specifically in Early Childhood Education. Scholarships are applicable only to classes taken through Hawai'i-based programs and are not available for online Internet classes from out of state. PATCH scholarships may also be used for PACE (Professional And Career Education) classes when converted to college credits and for obtaining and/or renewing the Child Development Associate (CDA) credential. Visit www.PatchHawaii.org or call Oahu 839-1988, Kauai 246-0622, Maui 242-9232, Kona 325-3864, Hilo 961-3169.

T.E.A.C.H Early Childhood® HAWAII. Scholarship for practitioners employed in a Department of Human Services licensed preschool or family child care program. All courses must be toward an Associates degree in Early Childhood from a local community college. Scholarship includes coverage for a portion of the tuition and books, travel stipends, release time, bonus compensation, and career counseling. The remaining costs are covered by the recipient and the employing center. The scholarship requires an employment commitment from the recipient to the employing center. Contact: Good Beginnings Alliance 531-5502 or 1-866-531-5502.

Professional Organizations and Groups

Hawai'i Association for the Education of Young Children (HAEYC). A professional association for early care and education practitioners who have a commitment to quality early childhood programs and services. Offers training through the Annual Early Childhood Conference, Leadership Symposium, Professional Series, as well as workshops for early childhood education and care professionals through the Hawai'i state affiliate office and chapters. Contact: Kathy Murphy: 808-942-4708 or 1-888-224-2392 or visit www.hawaiiaeyc.org

Hawai'i Baptist Early Education Association (HBEEA). A professional association for all Southern Baptist Schools in Hawai'i. HBEEA is dedicated to the professional development and training of its members to insure a quality Christian early childhood education to the children they serve. Contact: Troy Jarrell at 625-7499 or Clyde Kakiuchi at 946-9581, ext 231.

Hawai'i Careers with Young Children (HCYC). A voluntary group of 21 organizations that focuses on improving the quality of the early childhood workforce by creating and developing the Hawai'i Early Childhood Career Development System (a career development system for Hawai'i's early childhood professionals). Contact: Diane Tabangay at Good Beginnings Alliance 531-5502 or toll free 1-866-531-5502.

Kia'i ka 'Ike-Directors Group. A membership organization that focuses on providing support, training and improved communication for preschool directors across the state. Contact: Wendy Stone at 625-2855.

Accreditation Support Program

Hawai'i Early Childhood Accreditation Project (HECAP). HECAP, offered through Hawai'i Association for the Education of Young Children (HAEYC), is a project that supports and assists any early childhood program in the state whose goal is to achieve NAEYC Accreditation.

Contact: HAECYC 942-4708 or 1-888-224-2392 or visit www.hawaiiaeyc.org/

Resources for Family Childcare Providers

PATCH Child Care Food Program. Licensed family child care providers are eligible for partial reimbursement for nutritious meals served to children in a family child care setting. The program is designed to ensure children receive nutritious meals. For more information visit

www.PatchHawaii.org Contact: O'ahu 839-1990, Kaua'i 246-0622, Maui 242-9232, Kona 325-3864, Hilo 961-3169.

PATCH Family Child Care Recruitment Program. Statewide program to increase availability of family child care for working parents by assisting new and potential family child care providers with the state licensing process. The program also serves as a support network for family child care providers through gatherings, classes and meetings. For more information visit

www.PatchHawaii.org Contact: O'ahu 839-1988, Kaua'i 246-0622, Maui 242-9232, Kona 325-5900, Hilo 935-0200.

Award Programs

Ho'olaulima No Na Keiki. A program that promotes public awareness of early childhood education and care professionalism and the importance of quality early learning experiences in the first five years of life. The program is culminated with an annual award ceremony honoring early care and education professionals who have been nominated by families they serve. Contact: Good Beginnings Alliance at 531-5502 or 1-866-531-5502.

Publications and Resources

Early Childhood Workforce Study. A project that documents statistical information about early childhood programs and staff, including professional qualifications and working conditions. Data is used to inform policy and work force development. Contact: Good Beginnings Alliance 531-5502 or 1-866-531-5502.

The Economic Impact of the Early Care and Education Industry in Hawai'i. A study indicating that early childhood education, as an industry cluster, is a critical component of healthy economies—a component that creates jobs, generates local income, and enables parents to work and local businesses to thrive. The study is a tool to inform the business and financial sectors that working with the early childhood sector not only benefits children, but also plays an integral role in Hawai'i's economic sustainability. Contact: Good Beginnings Alliance 531-5502 or 1-866-531-5502.

Financing Strategies to Support a Coherent Early Care and Education System in Hawai'i (July 2003). This report provides guidance for designing and financing a coherent system that ensures access to high-quality early care and education services for all of Hawai'i's young children. The author suggests a framework for such a system and features an array of strategies to support it. Specific financing mechanisms and strategies used elsewhere in the nation are explored and

discussed in the context of their potential application to Hawai‘i. Hawai‘i Community Foundation commissioned this report from early childhood policy consultant Teresa Vast and provided it to Good Beginnings Alliance for use in its various policy initiatives and related efforts. Contact: Good Beginnings Alliance 531-5502 or 1-866-531-5502.

Planning a Compensation Initiative for Hawai‘i’s Early Care and Education Workforce: Key Policy and Design Issues. This report explores key policy and design issues for Hawai‘i to consider in developing a compensation initiative. The report also provides an overview of current and recent initiatives launched in other states. The focus of this study is on statewide and local efforts that directly increase the wages, bonuses, and/or benefits that practitioners earn in the private sector early care and education workforce based on education levels. Related initiatives, such as professional development, quality improvement, and unionizing efforts are also discussed in relationship to overall efforts to increase qualifications and compensation. Contact: Good Beginnings Alliance 531-5502 or 1-866-531-5502.

Pending Programs

Hawai‘i Careers With Young Children Training Quality Assurance System. A program designed to ensure quality community-based training through the implementation of statewide content standards (ASK Core Areas). For implementation status, contact Good Beginnings Alliance 531-5502 or 1-866-531-5502.

Training Clearing House. Provides early childhood professionals with a statewide listing of available community-based, training for each of the Early Childhood Education ASK Core Areas. For implementation status, contact the PATCH Oahu office at 833-6866.

Directors Credential. A program specific to the professional development needs of program directors based on practice and educational standards that are parallel with the practitioner ASK Core Areas. For implementation status, contact: Good Beginnings Alliance at 531-5502 or toll free at 1-866-531-5502.

Compensation Initiative. A program focusing on increasing compensation as a key strategy to attract and retain competent ECE practitioners. For implementation status, contact: Good Beginnings Alliance at 531-5502 or toll free at 1-866-531-5502.

APPENDIX G

OPINION SURVEY RESULTS

A list of open-ended questions was developed as a way of determining how focus group participants viewed quality, standards, and challenges in a variety of early learning settings. These community focus groups were held from October 17 through November 18, 2005. Over twenty-five focus groups were conducted throughout the state (Hawai‘i–4; Kaua‘i–1; Lana‘i–1; Maui–7; Moloka‘i–1; O‘ahu–11) with over 278 participants that included parents and family members, center-based directors, play-and-learn leaders/providers, licensed family child care providers, teachers, early childhood college students, community facilitators and advocates. The following themes emerged as perceived current needs.

- There are not enough programs and services in every area of the state.
- There is not the variety of programs and services families want and need.
- Parents must choose from what is available, not from what they wish was available.
- Parents cannot afford the programs and services they want.
- Programs and services may not be available at the times and places needed.
- Programs and services are not of high quality.
- There is insufficient support (state money) for programs that exist.
- Providers cannot pay their staff adequately.
- The workforce is insufficient to meet the program needs of families.

To gather additional information, the Working Group, in collaboration with the Defining and Building the Workforce and Profession Working Group, developed an online opinion survey. The survey was designed to identify the important needs related to early childhood programs and services from the perspective of consumers and professionals in the field. The survey was available to fill out online and paper copies were distributed widely. A total of 377 parents and 362 professionals completed the survey.

Gathering Input—Community Meetings and Surveys

In order to ensure a grass roots connection, community meetings were held in partnership across the state including four on O‘ahu, three on the island of Hawai‘i, three in Maui County, and one on Kaua‘i. Invitations to these meetings were distributed by Kia‘ka‘Ike (Director’s Group), Good Beginnings Alliance, Hawai‘i Careers with Young Children, PATCH, Hawai‘i Association for the Education of Young Children (HAEYC), INPEACE, and the Child Care Business Coalition.

In addition, on-line informal opinion surveys were made available to solicit input from early childhood professionals and parents. The purpose of these surveys was to ensure statewide input was provided and that the recommendations developed aligned with the needs and concerns expressed by early childhood professionals and parents of young children.

The online survey was available for six weeks, October 15 through November 20, and accessible via the Survey Monkey website. Hard copies of the survey were also distributed; these responses were then put into the online survey thereby allowing access to those who did not have a personal computer available. The survey was also posted on the PATCH website and advertised through existing early care and education (ECE) networks, flyers, and newsletters.

As a result, 377 parents and 362 ECE professionals responded to the survey. This internet accessible model was used because of the short timeline. As a result above average participation was seen from those with higher education degrees, O‘ahu based respondents, those with access to a computer, and those with a connection to center based care. However, the workgroup was careful to consider these restrictions when developing its recommendations so as to ensure that all types of ECE settings and providers were supported by their recommendations.

Parent Survey Responses

The majority of parents (43%) who responded to the survey reside on O‘ahu; while 7% were from Kaua‘i, 37% from Maui County, and 8% from Hawai‘i County. 59% of the respondents currently use licensed care. The ages of their children were 41% with children younger than two years old; 32% with children three and four years old; and, 27% with children five years and older.

The parents reported that “work” was the primary reason they were seeking child care with a full 66% indicating this need. Respondents stated that they were considering a variety of early learning opportunities; however, primarily preschools, family child care, and relative/neighbor care were chosen.

Most respondents (65%) reported that they call or visit between zero and five programs when shopping for early learning opportunities. In addition, respondents reported that the top two reasons they have problems finding licensed child care are cost (26%) and no openings (25%). Of the parent respondents, 68% stated that they were aware of state subsidy programs to assist with child care payments. Of the total parents responding 19% were Open Doors recipients; 50% receive Child Care Connection subsidies; and another 39% reporting that they were not sure the “name” of their subsidy.

Early Childhood Professional Survey Responses

As with the parent survey, the majority (68%) of the respondents reside on O‘ahu. The respondents were from a variety of licensed and non-licensed settings; however, 65% do work in licensed settings. The settings represented include 4% from infant and toddler programs, 4% from play and learn groups, 13% from family child care, and a full 32% stating their affiliation as “other.” A high proportion (76%) has an higher education degree with 49% reporting a degree specialized in ECE or Child Development.

Barriers and Challenges Reported

The barriers and challenges identified by the professionals can be reviewed in the three following categories:

1. *Barriers to Increasing the Number of Children Served in Programs*—The lack of physical space is the primary barrier to expansion of programs with 31% identifying this as a factor; followed by lack of qualified staff (19%). Other challenges noted were meeting the licensing requirements for staff-child ratio (15%); turnover of staff (10%); licensing process (8%); and lack of demand (4%).

2. *Reported Program Challenges*—When asked to describe their challenges to early learning program operations, the three major challenges identified were staff compensation, maintaining an affordable program tuition, and lack of qualified staff.
3. *Barriers to Professional Development*—This sampling of the current workforce identified lack of scholarships, need for time off from work to attend classes, and the lack of degree programs in ECE as their top three concerns. In addition, following closely as barriers identified were schedules of currently offered classes and trainings, accessibility to and lack of college classes, lack of mentoring/coaching for career counseling, lack of variety in community based training, and unsupportive work environment.

Financial Incentives

Respondents were asked if financial incentives were given to reward professional development in the workforce, what criteria or qualification should be considered when developing such an incentive. There was a wide range of interest as to what incentives should be given for, however the greatest number of respondents indicated a preference for a combination of community based training and college credits (21%) with college credits in early education/child development (18%) following as second. The other responses were program accreditation (14%), ongoing community based training (12%), higher education/college degrees only (10%), curriculum alignment with Hawai'i Preschool Content Standards for four-year-olds (10%), and program improvement plans (10%).

Interest in Professional Development

When queried as to the most compelling types of professional development, respondents showed an interest in a wide variety of opportunities with a strong indication for community training classes, on-line training/distance learning, and CEU and college classes.

ECE TASK FORCE

Family/ECE Programs & Services Questions for Community Forums

1. What do you see as the indicators of a quality early learning program?
2. How do you assess the quality of your early learning program?
3. What do you see as the barriers to a quality early learning program?
4. How do you use the Hawai'i Preschool Content Standards for 4 Year Olds for improving the quality in your early learning program?
5. Do we need 0–3 early learning standards or guidelines?
 - a. Do we need early learning standards for 3 year olds? Why or why not?
6. What incentives and support is needed to move programs from minimum licensing standard to the highest level of quality?
7. Do you want to see Hawai'i implement a Quality Rating System for early learning programs?
8. What is the biggest challenge to increasing enrollment with in your program?

APPENDIX H
ECE TF POWERPOINT PRESENTATIONS