

Family Partnership Guidelines for Early Childhood Settings (Birth to 3rd Grade)

Prepared for the Executive Office on Early Learning

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INTRODUCTION

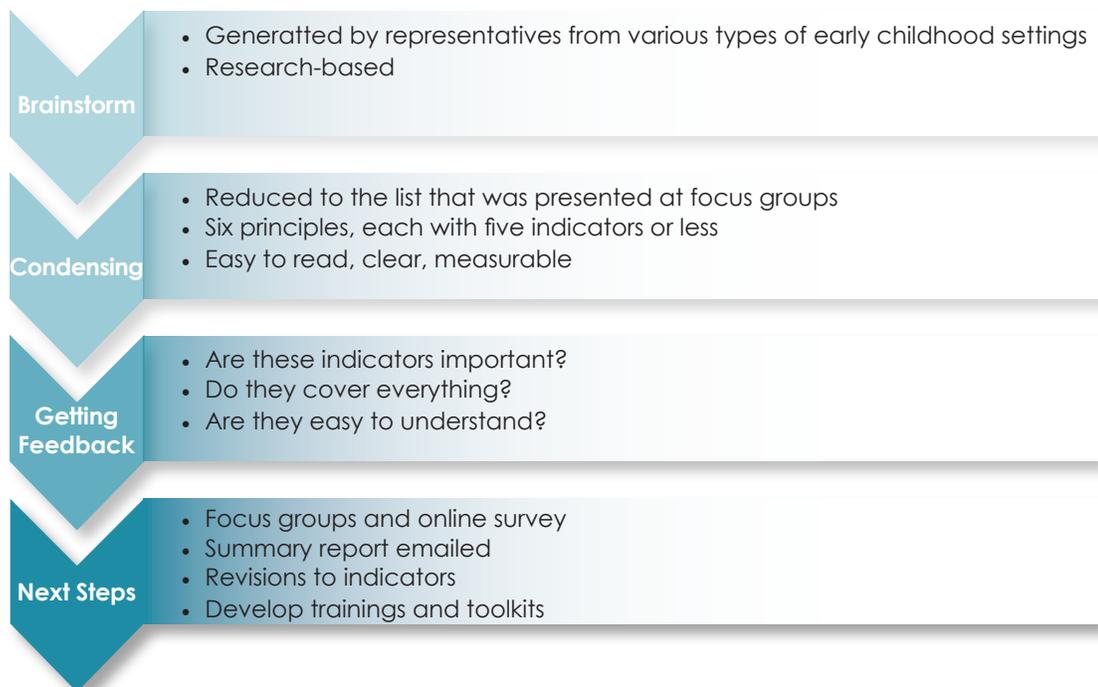
The Executive Office on Early Learning (EOEL), created by Act 178 in July 2012, is charged with coordinating efforts on behalf of young children by creating partnerships and alignment of policies and programs to achieve improved outcomes in health, safety, and school readiness and success.

The first step in this work was to engage partners across the state in defining the desired outcomes for children (prenatal to age eight) and their families, as well as the critical strategies that will be their collective priorities over the next three to five years, to achieve those outcomes. This initiative resulted in the EOEL's Hawai'i Early Childhood Action Strategy, "*Taking Action for Hawai'i's Children*," which provides a roadmap for the collective work in addressing six goals:

1. Healthy and welcomed starts
2. Health and development on track
3. **A family-centered system where all families are supported and supportive**
4. Access to high-quality child care and education
5. Continuity in early childhood experiences
6. Effective teaching and learning in Kindergarten to third grade (K-3) classrooms

Foundational to our work was the core value that children develop and learn best in the context of a family and community where they are safe and valued, their physical needs are met and they feel psychologically secure and intellectually challenged. Research underscores the pivotal role families play in shaping their child's healthy development and lifelong learning. Yet systems (including early childhood programs and schools) are not always designed, nor practitioners trained, in a manner consistent with this value.

These Family Partnership Guidelines, a key strategy for achieving Goal 3, are an attempt to support practitioners, programs and schools serving children birth through third grade to develop authentic and respectful relationships with families and to develop partnerships that will result in improved outcomes for Hawaii's young children. Programs and schools that understand and value reciprocal relationships and provide ongoing opportunities to cultivate and support relationship-building will have longer lasting, positive and holistic approaches to partnering with families that will result in healthy child development and learning.



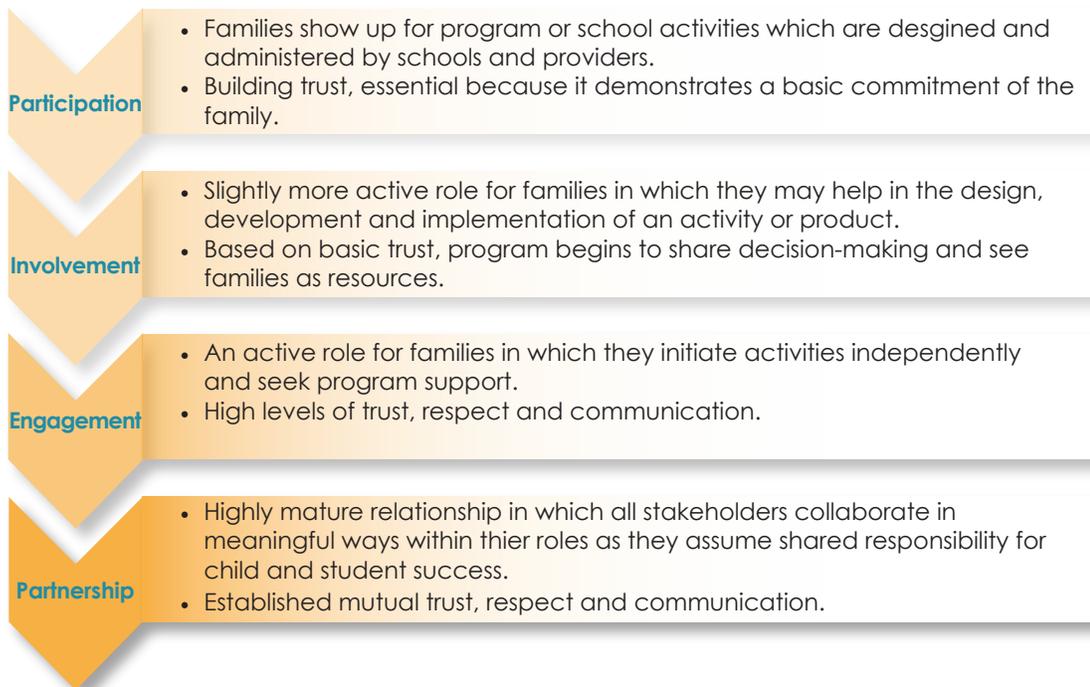
Over the years, the role of families and communities in supporting child and student success has taken on increased significance. Education policy makers and other stakeholders are raising expectations that young children be school ready, and that all students be prepared for careers, college and lifelong learning. Meeting such expectations is a collective effort. At the local level, it involves a shared responsibility in which schools and community organizations partner with families in meaningful ways to support their children's learning and development. Terms such as "family engagement" have emerged front and center as a way to describe this relationship, but other terms such as "family involvement", "family participation" and "family partnerships" have also been used interchangeably.

For the purposes of this report, our terms for relationships among families, early childhood programs and schools is derived from the 2012 Office of Head Start National Center on Parent, Family and Community Engagement definition. We see the ideal and ultimate interaction of families, programs and schools as:

The building of valuable partnerships among families and providers, including schools, from early childhood through young adulthood in the context of supportive communities which:

- Support the overall well-being and continuous learning and development of caregivers, children and providers;
- Acknowledge the strengths and gifts that all partners bring to these relationships;
- Are a mutually shared responsibility by all those who support child growth and learning;
- Are built on beliefs, attitudes, behaviors and activities of families that support children's development;
- Happen in the home, early childhood programs, and in school and community settings.

We believe that these relationships are best understood as a developmental process or a continuum. While the term "engagement" is often used to suggest the beginning of the relationship with families, or as a general term that encompasses all forms of relationships, in this report we refer to the relationship continuum as beginning with family **participation**, progressing to family **involvement**, maturing to family **engagement**, and, if nurtured, ultimately becoming an authentic family **partnership**.



Participation

We think of **participation** as showing up for program or school activities, which are designed and administered by schools and providers. Participation is an essential form of relationship because it demonstrates a basic commitment on the family's part, which is a building block towards trust.

Involvement

We think of **involvement** as a slightly more active role for families, in which they may help in the design, development and implementation of an activity or product. Involvement here is based on a basic trust within the relationship, where program and/or school staff begins to share decision-making and the allocation of resources with families. This demonstrates the value of family input and commitment, and results in mutual accountability and increased transparency.

Engagement

Building on participation and involvement, **engagement** is seen to be an active role for families. Engaged families initiate activities independently and seek support from the program or school, in addition to supporting program or school-driven activities. At this point, the relationship can be characterized as having high levels of trust, respect and effective communication.

Partnership

Finally, we believe that when mutual trust, respect and effective communication have been established, an authentic **partnership** can emerge. Partnership is a highly mature form of relationship in which all stakeholders collaborate in meaningful ways within their respective roles and responsibilities as they assume shared responsibility for child and student success.

KEY PRINCIPLES, RATIONALE, AND INDICATORS

The Executive Office on Early Learning (EOEL), in partnership with a small group of professionals from early childhood programs, the State Departments of Health (DOH), Human Services (DHS), Education (HIDOE), and education-based nonprofits reviewed and compared early childhood and K-12 family engagement standards from the following sources:

- Family Engagement standards from California, Massachusetts, Kansas and Rhode Island
- National Association for the Education of Young Children (NAEYC) Accreditation Standards
- Healthy Families America Critical Elements- Home Visiting
- Head Start Program Performance Standards
- National Association for Family Child Care Accreditation Standards
- National Parent-Teacher Association Standards
- Office of Head Start: Parent, Family and Community Engagement Framework
- Hawai'i Family-Child Interaction Learning (FCIL) Guiding Principles and Standards for Program Implementation
- Hawai'i Quality Rating Improvement Scale (QRIS) Program Standards

Because the EOEL is focused on supporting children prenatal to age eight, the Family Partnership Guidelines work group felt it was critical to ensure that the early childhood standards aligned across the HIDOE spectrum through third grade. As the Hawai'i Board of Education is in the process of concurrently revising its Family/School Partnership Policy, this seemed a perfect opportunity to promote coordination and alignment of efforts. The work group aligned the proposed early childhood standards with Hawai'i's proposed revised HIDOE Family/School Partnership Policy and the Parent -Teacher Association standards from Hawai'i, California, Massachusetts, Kansas, and Rhode Island. With minor modifications, a draft Principles, Rationale and Indicators document was created for Hawai'i. The group chose to use the word Principles instead of Standards to ensure early childhood programs and schools understood that these are guidelines for implementation and not a new set of required "standards" being imposed. The Principles and Rationale include the following:

Principle 1: Welcoming all families.

Families are active participants in the life of the program and/or school and feel welcomed, valued and connected to each other, to staff, and to what children are learning and doing throughout the day.

Rationale:

When families feel welcomed and supported, they will be more engaged in the lives of their children and will have a vested interest in their children's developmental success in school, family, career and community. Additionally, when families are more engaged in their children's learning, the work of educators and staff is supported and reinforced at home. Studies now demonstrate conclusively that partnerships for school readiness and developmental progress positively impact academic and non-academic success in school including, but not limited to, attendance, behavior, and skills and knowledge in all developmental domains/areas.

Principle 2: Communicating effectively.

Families and staff engage in regular two-way communication about how to support the success of the children in their care.



Source: National PTA's National Standards for Family-School Partnerships. <http://www.pta.org/programs/content.cfm?ItemNumber=3126>

Rationale:

Robust communication between families and staff is essential for successful partnerships. Conversations characterized by respect, trust and a genuine interest to work together reduce misunderstandings and conflict and contribute to alignment and the reinforcement of learning in the home and program/school. Good communication among families, educators and program staff provides opportunities for feedback and for continuous improvement. This, in turn, results in enhanced child development, an increase in successful learning experiences, reduced absenteeism and fewer behavioral management issues.

Principle 3: Supporting success.

Families and staff continuously partner to support learning and healthy development, both in the home and in the program and/or school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Rationale:

Child success is optimized by partnerships among families, educators and staff, as learning is promoted and reinforced consistently by everyone in all environments: home, program, school and community. High quality and high performing schools and programs have strong partnerships with children, families and communities.

Principle 4: Advocating for every child.

Families are empowered to be advocates for their children to ensure that they are treated fairly and have access to learning and developmental opportunities that support their success.

Rationale:

Families are the best advocates for their children because they know their history, culture and unique strengths and needs. While individual families' support of their own children is essential, when families advocate collectively, they help improve the system for all children. Program leadership plays a vital role in establishing an environment conducive to this collective advocacy.

Principle 5: Sharing decision-making.

Families and staff are equal partners in decisions that affect children and families. Together, they inform, influence and create policies, practices and programs that benefit children and result in improved child health and development outcomes.

Rationale:

Partnerships must be designed to share decision-making appropriately reflecting all stakeholder groups, so that all are accountable. Partnerships must be open to all who are willing to contribute their talents. Leadership must include representatives from all groups, with clear roles and functions, and all participants must share in this workload. Studies show that distributed leadership of this kind fosters greater involvement of all stakeholders, thereby lessening the burden on educators.

Principle 6: Partnering with community.

Families and staff partner with community members and organizations to expand learning opportunities, community services and civic participation.

Rationale:

As evidence of the power of partnerships mounts, there is an escalating expansion of school, program and community linkages. Interest in working together is bolstered by concern about widespread fragmentation of school, program and community interventions, as well as issues of access. The expectation is that by integrating available resources, a significant impact can be made on "risk" factors. In particular, appropriate and effective partnership is seen as a key understanding facet of addressing barriers to development, learning and family self-sufficiency.

While informal program/school/family/community linkages are relatively simple, establishing long-term connections can be complicated. It requires vision, cohesive policy, and basic system reform. It involves more than school-linked, integrated services and activities; it requires the weaving of school and community resources together in ways that can only be achieved through connections that are formalized and institutionalized, with the sharing of major responsibilities. In the end, schools and programs are more effective and nurturing when they are an integral and positive part of the community. This integration means enhanced child outcomes, fewer discipline problems, higher staff morale, and improved use of resources. Enhanced parenting and social networking and the strengthening of the fabric of family and community life also result from working in partnership.

A set of four or five indicators representing actions programs and schools could take to demonstrate the key principles were identified (see Appendix D for indicators used during the focus groups) for each of the six principles and then vetted by early childhood programs, K-3 staff and administrators, and families across the state for clarity and ease of implementation. Feedback from the 15 focus groups convened will support the revision of the original indicators and inform the development of draft program setting/school-specific toolkits and trainings to promote more effective family partnerships. Families will also receive suggestions/tools for partnering effectively with their program and/or school to promote social, emotional and academic success for their children.

FOCUS GROUP STRUCTURE

The purpose of the focus groups was to collect information and feedback from families and providers of children age birth to 8 about the Family Partnership Indicators. The feedback from the participants will also directly inform the creation of toolkits and trainings around the Family Partnership Principles, which will support families and providers as they work together effectively to support children's success.

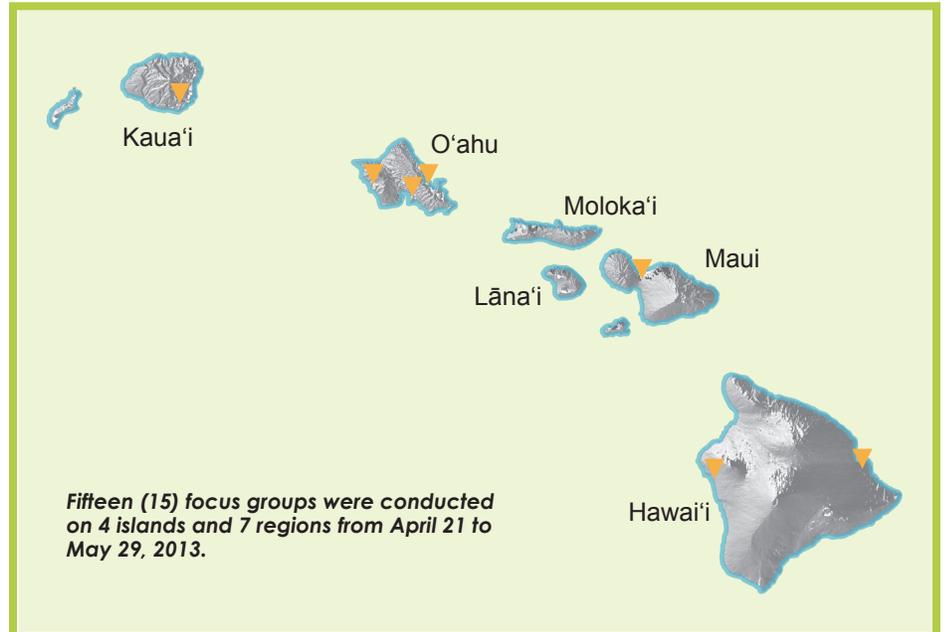
Fifteen (15) focus groups were conducted between April 21st and May 29th around the state of Hawai'i, including the neighbor islands of Hawai'i, Kaua'i and Maui. A total of 191 people participated in the focus groups. Focus groups were hosted by a wide range of organizations and included families as well as representatives from five types of child care settings: Family Child Care, Center-

based Care; Family Child Interaction Learning; Home Visiting Programs; and K-3 schools. All but two focus groups were open to the public. Most sessions took an hour to an hour and 15 minutes to complete. The sessions began with a brief power-point presentation describing why and how the Principles and Indicators were created.

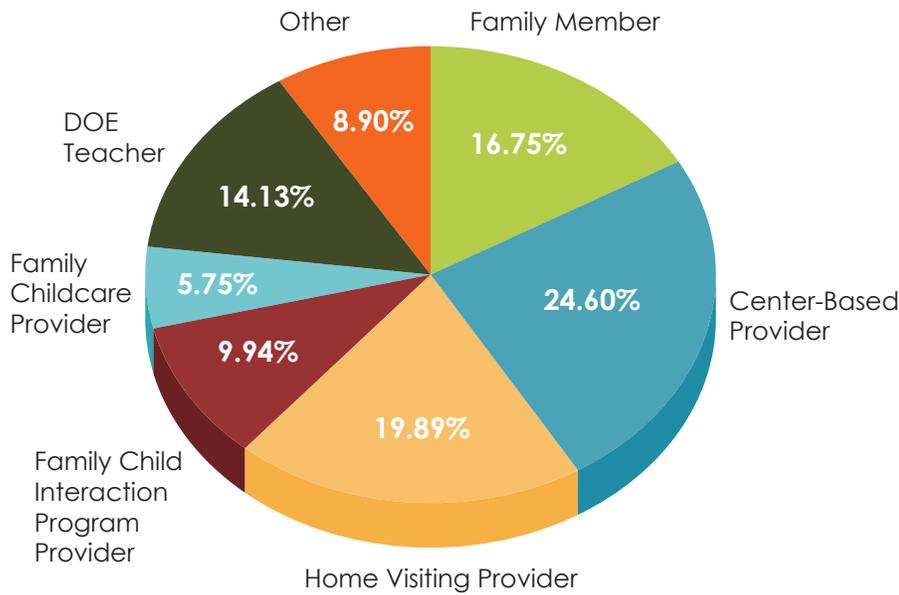
After the presentation, participants were given time to review the Indicators, alone or in pairs, with the following questions in mind:

- Which indicators do you like?
- Which are most important to you?
- Are there any that are not important and should be taken out?
- Is there anything missing from the indicators?
- Are the indicators clear and does the language make sense?

The group then came together and shared their general thoughts about the indicators. If the group was large (over 20 participants), or if it was a mixed group of providers and families, the group was split into two smaller groups, each with a facilitator and recorder. In the mixed groups, participants were asked to think about the indicators from both their professional and personal family perspectives. The following questions were posed to the groups to guide the discussion:



Self-Identified Primary Role of Focus Group Attendees (total=191)



Providers:

1. Are the indicators realistic and are they able to be implemented easily? What might help you implement the indicators into your program/school?
2. What are you already doing in your program/school to engage in partnerships with families? Your best practices will inform the creation of a toolkit.

Families:

1. What does your program/school already do to engage in partnerships with families? What are some of the specific strategies that you like?
2. What are the needs of your family that are not currently being met? What needs do you have that would not be met by these indicators (Is there anything that is missing)?

After discussions in groups, the participants came back together as a large group to close the session, share any additional questions or comments, and receive information about the next steps in the process. Focus group participants were given the link to an online survey (or a paper copy, if they preferred) that they could access after the focus group. This survey allowed the participants to add additional comments and questions that may have come up after the focus group had ended. Participants were also emailed the survey link several days after the focus group was completed.

Focus Group Facilitators & Recorders

Facilitators

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Skyla Seltzer, Hawai'i P-20 Partnerships for Education

Cherilyn Shiinoki, UH Mānoa Children's Center

Kerrie Urosevich, Family Hui

Recorders

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Chris Jackson, Head Start State Collaboration Office

Keiko Nitta, Hawai'i Department of Health

GG Weisenfeld, Hawai'i P-20 Partnerships for Education

ONLINE SURVEY

As an additional method to provide feedback on the indicators, an online survey was created using Survey Monkey. The work group decided that the online survey would be useful because some focus group participants may prefer the opportunity to have more time to read-through the indicators and to respond at their leisure. Also, using adult learning theory, the group decided that this would provide an alternative feedback method for those who prefer to use the internet or who prefer not to share their ideas in a group setting. The survey was designed by members of the work group and reviewed by an evaluator. All sections of the survey were voluntary and participants could skip any sections(s) they didn't want to answer.

The survey was divided into three sections:

- *Demographics*: In this section, participants chose which role they most identified with – family member, early childhood provider, school faculty or staff.
- *Response to Indicators*: In this section, participants were asked if any of the principles and indicators were being done in their or their child's program/school, if the indicator was easy to understand, and if there were any additional comments or examples of this indicator that they would like to provide.
- *Summary*: In this section, participants were instructed to provide their address if they wanted to receive a hard copy of the focus group summary report. (All participants who provided their email address on the focus group sign in sheet will receive an emailed copy of the summary report.) Participants could also use this section to provide any additional general comments or suggestions.

The survey remained open for three weeks after the last focus group was completed to allow enough time for all participants to submit their feedback.

CONTENT FEEDBACK AND ANALYSIS

Methodology

Three methods were used to gather feedback from stakeholders: written comments and facilitated discussion during focus groups, and a survey administered after the focus groups. In each method, participants were asked whether the proposed indicators were clear, measurable, and adaptable to all early childhood settings, and whether the participants saw barriers or tools for implementation. Comments and suggestions from indicator sheets, discussion groups, and online survey responses were compiled anonymously, typed and read through to extract the most common, broad themes. Each comment was coded as either indicator feedback, implementation feedback, or a current practice.

Family-to-family interaction is great for grandparents because so much has changed since [our] children were school age. Instead of being home and wondering if [we] are doing it right, [we] can come to the program and talk to others and compare notes. – Grandparent at an FCIL

Written Indicator Sheet Method. Focus group participants spent 10 to 20 minutes reviewing the draft of the Family Partnership Indicators and providing written comments on the indicators. Facilitators collected their written comments at the end of the focus group. Indicator sheet comments were typed, coded, and read through for common themes. Participants submitted a total of 1,040 comments via 137 completed indicator sheets from 14 of the 15 focus groups. An additional 16 sheets were submitted with no comments.

Focus Group Discussion Method. The facilitators led a discussion for 30 to 40 minutes after participants reviewed and commented on the written draft of the Family Partnership Indicators. The discussion was transcribed by recorders who did not participate. After the focus groups were complete, the minutes were typed, coded, and read through for common themes. The 15 focus groups yielded 540 comments and suggestions from 191 participants across O'ahu, Hawai'i Island, Maui, and Kaua'i.

Online Survey Method. Drawing on adult learning theory, the working group administered an online survey to provide an alternative feedback method for those who prefer to use the Internet, prefer not to speak in a group, and/or prefer to have more time to read the indicators. The survey was designed by members of the development team and reviewed by an evaluator. The survey was divided in three sections: a) demographics—participants were asked if they identify themselves as a family member, early childhood provider, school faculty or staff; b) response to indicators—participants were asked if each principle and indicator is being done in the program, if each indicator is easy to understand, and if there are additional comments or examples of this indicator; c) summary—participants were asked if they would like to receive a copy of the report which compiles information learned from the focus groups. The survey received 40 responses, and all were coded and read through for common themes and suggestions.

Common Themes

The following themes emerged during the focus group discussions, comments on the indicator sheets, and responses to the online survey. The frequency of each opinion is indicated by the number of focus groups it was mentioned in during the discussion and the number of related comments from the indicator sheets.

Shared Responsibility. Participants especially liked indicators that illustrate how both families and educators are responsible for maintaining positive partnerships (six focus groups addressed this topic and 29 indicator sheet comments mentioned this was important). The following indicators were identified as ones that could better set the expectation of shared responsibility: 2.1, 2.4, 3.1, 3.2, 3.5, 4.3, 5.1, 5.3 and 6.1. With this feedback, it may be useful to make sure each indicator

sets expectations for both families and program/school staff (i.e. Indicator 1.1 would read: “Program/School greets and respects all family members. Family members visit the program/school and respects staff”).

Family and Community Strengths. Seven focus groups and 23 comments on the indicator sheets argued that indicators could better acknowledge the strengths that families bring. They suggested that indicators set the expectation that programs recognize, value, and utilize families’ strengths and assets. Additionally, 10 focus groups and 25 comments on the indicator sheets argued that the indicators did not adequately address the importance of family-to-family relationships. Three focus groups and three indicator sheet comments also noted that indicators should include child-to-family relationships.

Supporting Providers. The other common discussion points centered on teachers’ time, available resources, and training as barriers to implementation. It would help to allocate more resources for family/community centers at schools (brought up at eight focus groups and by 20 indicator sheet comments) and encourage and pay for educators to get quality training in working with families (brought up at ten focus groups and by 45 indicator sheet comments). As four focus groups and six comments on the indicator sheets argued, these actions will take support and coordination from high-level administrators.

Indicator Feedback

Participants provided 632 comments on the indicator sheets that were related to the way the indicators were worded: 131 comments were positive, 236 comments made revisions for clarity, and 277 comments made revisions for content. Note that there were some comments that overlapped across these three broad categories.

The following words were especially highlighted as too vague to measure: “feel” (brought up by four focus groups and eight indicator sheet comments) and “regular/regularly” (brought up at two focus groups and by 11 indicator sheet comments). Participants noted that “and/or”, “such as”, and “including” were preferred to simply “and” when listing multiple options (brought up at three focus groups and by nine indicator sheet comments). To address these general issues, two participants suggested using SMART criteria for all indicators to make sure each is measurable and relevant (i.e. Specific, Measurable, Attainable, Relevant, Time-bound).

The indicators that garnered the most revision suggestions were ones related to Principle 1 (210 indicator sheet revisions) and Principle 2 (120 indicator sheet revisions), and Principle 3 (121 indicator sheet revisions).

The following tables on pages 14-19, list each indicator, participants’ reactions to the indicator, and rephrasing suggestions. The tables include feedback gathered from the focus group discussions, written indicator sheets, and online survey responses.

Indicator Feedback for Principle 1: Welcoming all families.

Description and Indicators	Indicator Feedback (gathered from focus groups, indicator sheets, and online survey responses)
<p>Families are active participants in the life of the program and/or school and feel welcomed, valued and connected to each other, to staff, and to what children are learning and doing throughout the day.</p>	<p>Replace “feel” with “are” because feelings are not measurable.</p>
<p>1.1 Families feel that they are recognized as unique and are treated as such.</p>	<ul style="list-style-type: none"> • Replace “feel that they are” with “are” because feelings are not measurable. • Remove the word “unique” because it is not appropriate to the Hawaiian understanding of community. • Suggested rephrasing: “Families are greeted and their strengths are recognized and valued”.
<p>1.2 The program/school is open to families for observation and visits whenever their children are present.</p>	<p>Remove “whenever their children are present” because a program’s safety and confidentiality policies might be more restrictive. Word “observation” is unclear (carries a more formal tone); consider “observing and visiting” instead. Include examples of different ways families can participate (i.e. walkthrough, volunteer in class, chaperone a fieldtrip, etc.) Home visit, early intervention, and FCIL programs noted this indicator is not applicable as written.</p>
<p>1.3 The program/school makes every effort to accommodate families with special needs and circumstances.</p>	<p>Clarify “special needs and circumstances” (unclear if this means children/families with disabilities or families who work and can’t attend day-time meetings). Remove “every effort” because this is too general. The indicator focus is just on “accommodating” when it could also acknowledge that children/families bring different strengths.</p>
<p>1.4 The program/school has a process for reaching out to and engaging families, including staying connected with and re-engaging families who are at risk.</p>	<p>Replace or define “at risk” because it has too many definitions. Provide detail on what a process should include.</p>

Indicator Feedback for Principle 2: Communicating effectively.

Description and Indicators	Indicator Feedback (gathered from focus groups, indicator sheets, and online survey responses)
Families and staff engage in regular two-way communication about how to support the success of the children in their care.	Define or remove "regular" and "two-way" It takes a relationship to support children, not simply "communication".
2.1 Program/School expectations for communication are understood by all staff. Interactions are respectful and considerate of families' diversity, culture, family structure, and preferred language; (both verbal and written, whenever possible)	<ul style="list-style-type: none"> • Expectations and respect should be mutual for both staff and families • Indicator is not measurable as written ("are understood" and "are respectful") • Add "nonverbal" after "verbal" • Remove "whenever possible" • Remove semicolon
2.2 Program/School has written policies that are provided to families during orientation and are shared/reiterated in manageable pieces throughout their enrollment in the program.	<ul style="list-style-type: none"> • Clarify "enrollment" ("enrollment" can mean process of enrolling versus duration of enrollment in program). • Clarify "manageable pieces" (consider "family-friendly language") • Add "pictures" before "written policies" • The word "reiterated" is good and important
2.3 Families and Staff communicate regularly through several means, such as newsletters, on-site postings, websites, communication logs, notes, telephone calls, and face-to-face interactions.	<ul style="list-style-type: none"> • Indicators 2.3 and 2.4 could be consolidated into one • Define or remove "regularly"; "weekly" was suggested as a replacement • Define "several": how many would meet the indicator's expectation? • Replace "and" with "and/or" • Add "email" and "social media" as options • Organize options in order of effectiveness, with face-to-face first.
2.4 Programs/Schools engage with families and encourage families to engage in active, 2-way communication on an ongoing basis using a variety of methods, including orientations, small group meetings, individual conversations, written questionnaires, and through electronic media.	<ul style="list-style-type: none"> • Indicators 2.3 and 2.4 could be consolidated into one • Remove the second "engage" • Replace "and" with "and/or" • Add "email", "website", and "social media" as options • Add "home visits" as an option • "Encourage" is too weak—families should be required to communicate actively • Define "variety": how many would meet the indicator's expectation?

Indicator Feedback for Principle 3: Supporting success.

Description and Indicators	Indicator Feedback (gathered from focus groups, indicator sheets, and online survey responses)
<p>Families and staff continuously partner to support learning and healthy development, both in the home and in the program and/or school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>	<ul style="list-style-type: none"> • Define or replace "regular"
<p>3.1 Staff participates in workshops, and professional development activities that help them develop the knowledge and skills to work effectively with diverse families and uses this to create effective learning environments and experiences for children and adults.</p>	<ul style="list-style-type: none"> • Rewrite to include family strengths (i.e. "families contribute to trainings and/or suggest topics for staff trainings") • Define "this" (is it the "knowledge" gained by staff?) • Define or remove "effective learning environments and experiences for children and adults" • Clarify "diverse families" by replacing it with "all families"
<p>3.2 Staff provides opportunities for families to enhance their parenting skills and knowledge of child development and to participate in the ongoing assessment of their child's growth, development and learning.</p>	<ul style="list-style-type: none"> • Rewrite to include family strengths (i.e. "families contribute to learning opportunities and/or suggest topics for learning opportunities for other families") • Split into two indicators, starting the second with "Families participate in the ongoing..." • Replace "opportunities" with "learning opportunities" (to clarify) • Clarify "assessment": formal or informal?
<p>3.3 Families are invited to share activities based on their special interests, talents and/or cultural backgrounds.</p>	<ul style="list-style-type: none"> • Clarify whether families self-identify their background or if staff asks families to contribute specific activities based on the staff's understanding of family background • Clarify who families share with: class, other families, and/or staff?
<p>3.4 Resources are provided on a regular basis to inform families of learning experiences children are having in programs and classrooms, as well as things families can do to support learning at home to reinforce concepts and skills.</p>	<ul style="list-style-type: none"> • Define or replace "regular"; "weekly," "monthly," "quarterly," and "every six months" were suggested; "weekly" was suggested most often • Replace "things" with "activities" • Clarify who provides the resources: teachers, other school/program staff, or a family advocate position?
<p>3.5 Staff acknowledges families as their child's first educator and works collaboratively with families in the development of desired learning outcomes for their children.</p>	<ul style="list-style-type: none"> • Rewrite with "families" as the subject of the sentence (i.e. "Families acknowledge their role as their child's first teacher...") • Replace "first" with "primary" • Replace "educator" with "teacher" • Define "acknowledges": how do staff acknowledge families as first educators?

Indicator Feedback for Principle 4: Speaking up for every child.

Description and Indicators	Indicator Feedback (gathered from focus groups, indicator sheets, and online survey responses)
<p>Families are empowered to be advocates for their own and other children to ensure that they are treated fairly and have access to learning and developmental opportunities that support their success.</p>	<ul style="list-style-type: none"> • Define "advocates" • Clarify "they" and "their": the children, the families, or both? • "Empowered" is difficult to measure • Add "lifelong" before "learning" and add "child" before "developmental"
<p>4.1 Programs/schools provide opportunities for families to voice their concerns about issues relevant to their child or family and provide training or opportunities to take specific action to address those concerns.</p>	<ul style="list-style-type: none"> • Clarify the "when/where/how" or adjust indicator so it expects programs to clearly state the process for families to voice and address concerns • Add "safely" before "voice" • Add "support" • Add "learning" before the second "opportunities" • Change "or" to "and/or" • Remove "and provide training..." • Replace "provide opportunities for families to" with "encourage families to"
<p>4.2 Families are provided with opportunities to share their experiences in early care and education programs and schools, with other families, with policy-makers and with community services to advocate for funding and resources.</p>	<ul style="list-style-type: none"> • Clarify "funding" sources • Clarify who provides the opportunities • Replace "Families are provided with opportunities" with "Programs/schools encourage families to" • Replace "programs and schools" with "programs/schools" (to match formatting in other indicators) • Fix punctuation • Replace "early care" with something to indicate up to 3rd grade • Add "and provide input" after "experiences" • This indicator covers too much; separate community services (which is covered in Principle 6) • Define "advocate" • Change "and" to "and/or"
<p>4.3 Staff assist families in becoming their children's advocates as they transition into and out of their programs/schools into other childcare settings and/or the K-12 school system.</p>	<ul style="list-style-type: none"> • Rewrite to include family strengths (i.e. "families support other families as they make a transition...") • Define "advocates": how do families advocate for their children?
<p>4.4 Programs/schools survey families regularly to determine their satisfaction level regarding how well family voices are being heard and how their input affects and improves the program/school.</p>	<ul style="list-style-type: none"> • Define "regularly" to make this indicator measurable • Add "using multiple methods" after "survey families" • Adjust or add a new indicator that sets the expectation that programs/schools use and act on survey feedback (such as shares a survey summary, informs families of improvements as a result of survey, etc.)
<p>3.5 Staff acknowledges families as their child's first educator and works collaboratively with families in the development of desired learning outcomes for their children.</p>	<ul style="list-style-type: none"> • Define "regularly" to make this indicator measurable • Add "using multiple methods" after "survey families" • Adjust or add a new indicator that sets the expectation that programs/schools use and act on survey feedback (such as shares a survey summary, informs families of improvements as a result of survey, etc.)

Indicator Feedback for Principle 5: Sharing decision-making.

Description and Indicators	Indicator Feedback (gathered from focus groups, indicator sheets, and online survey responses)
<p>Families and staff are equal partners in decisions that affect children and families. Together, they inform, influence and create policies, practices and programs that benefit children and result in improved child health and development outcomes.</p>	<ul style="list-style-type: none"> • Clarify "child health and development outcomes": does this include learning, or is it about health?
<p>5.1 Programs/schools provide families (through orientations, etc.) with the program's/school's philosophies, and long term goals and objectives.</p>	<ul style="list-style-type: none"> • Rewrite to include family strengths (i.e. "Families and programs/schools share and listen to each other's child development philosophies/goals, prior to enrollment, so families can determine if the program/school is a good fit" • Add more methods of sharing philosophies/goals (written with clarifying pictures, in-person, during interviews) • Specify that written material is family-friendly and easy to understand
<p>5.2 Programs/schools welcome families by providing leadership opportunities and training to become involved in program councils, advocacy, policy development, curriculum implementation, special event committees, program activity publications, etc.</p>	<ul style="list-style-type: none"> • Indicate how programs provide these opportunities • Shorten indicator • Split indicator in two: <ul style="list-style-type: none"> ▪ One indicator should cover just leadership within programs/schools (i.e. "become involved in program/school, program/school councils, policy development, curriculum implementation, event committees, publications, etc.") ▪ Advocacy is important but separate from leadership within a program; Advocacy indicator should cover "civic advocacy" and "community participation"
<p>5.3 Programs/schools identify and implement strategies that are relevant to the values, cultures, identities and home languages of enrolled children and families.</p>	<ul style="list-style-type: none"> • Rewrite to include family strengths (i.e. "Programs/schools and families work together to identify and implement...") • Define "strategies": learning strategies, family participation strategies? • "Relevant" cannot be measured • Remove or clarify "identities"
<p>5.4 Families are encouraged to participate in program assessment and/or in the evaluation of the activities provided.</p>	<ul style="list-style-type: none"> • Clarify which "activities" would be assessed: family events, learning activities for children, learning activities for adults? • Families can assess family events, but don't have the training to assess children's learning activities • Define "encouraged": provided

Indicator Feedback for Principle 6: Partnering with community.

Description and Indicators	Indicator Feedback (gathered from focus groups, indicator sheets, and online survey responses)
Families and staff partner with community members and organizations to expand learning opportunities, community services and civic participation.	<ul style="list-style-type: none"> • Clarify "learning opportunities": the opportunity to learn what? • Clarify "expand": expected to expand services, or expand access to existing services? • Replace "community services" with "family services"
6.1 Programs/schools provide information regarding community programs and services that may benefit their families, on bulletin boards, in newsletters, in resource binder etc.	<ul style="list-style-type: none"> • Rewrite to include family strengths (i.e. "Programs/schools and families share information regarding...") • Add "verbally" after "resource binder" • Indicate frequency • Add "and/or"
6.2 Staff collaborates with community programs and agencies.	<ul style="list-style-type: none"> • Clarify "collaborates": refers families to community programs and agencies, provide opportunities for staff and families to engage in community meetings? • Add "family organizations" to groups collaborated with • Indicate frequency
6.3 Staff offers space to meet and facilitates discussions with families to help them influence the types of services and approaches of community agencies (community advocacy) in order to make those services more responsive to family interests and needs.	<ul style="list-style-type: none"> • Intent of indicator is unclear <ul style="list-style-type: none"> ▪ Who is meeting (family-to-family, family-to-staff, family-to-agency)? ▪ Are staff expected to facilitate the meeting discussion, and/or to help set up the meetings? ▪ Space to meet/talk and help with influencing community services are two separate things; Move "in order to make those services more responsive to family interests and needs" to Indicator 6.2 • Add "staff seek feedback" • As written, indicator is not realistic for home visit providers, who have less access to meeting space • Clarify "community agencies (community advocacy)" • Indicate frequency

Implementation Feedback

When asked what barriers might prevent programs or schools from successfully implementing the indicators, 12 focus groups (out of 15) and 13 indicator sheet comments brought up the need for more resources to help families navigate transitions (i.e. preschool to kindergarten). The next most commonly identified barriers were:

- A lack of professional development opportunities for providers (brought up at 10 focus groups and by 45 indicator sheet comments);
- Low participation rates among families (brought up at 10 focus groups and by 21 indicator sheet comments);
- Difficulty reaching families who speak multiple languages (brought up at seven focus groups and by 47 indicator sheet comments);
- A lack of funding (brought up at eight focus groups and by 16 indicator sheet comments);
- Difficulty reaching families who are struggling to meet basic needs (brought up at eight focus groups and by nine indicator sheet comments);
- A lack of teachers' time (brought up at seven focus groups and by 15 indicator sheet comments); and
- Constraints within the Department of Education (brought up at seven focus groups and by 15 indicator sheet comments), such as DOE policies, DOE class sizes, and a standards-driven curriculum.

To help overcome these and other barriers, the most common idea was to create a community resource position, and/or bring back Department of Education Parent Community Networking Coordinators (suggested at eight focus groups and by 20 indicator sheet comments). To reach more families, the most common idea was to rely on families to come up with ideas and to organize events (suggested at seven focus groups and by 23 indicator sheet comments).

Participants offered the following ideas for implementing each principle, including how various settings can overcome possible barriers. In many cases, toolkit ideas are already in place in some settings, but not in place in other settings.

Principle 1: Welcoming all families.

Implementation Barriers:

- Schools do not have a standard process for reaching out to "at-risk" families
- Policy may prevent implementation (confidentiality policy, safety policy)
- Families have multiple languages and multiple cultures
- Transitions are especially hard for students with disabilities (different accommodations are provided in preschool and K-12, different procedures)
- Families do not participate frequently
- Families and staff may not trust each other
- Being "welcoming" gets harder as children get older (within the DOE)
- Families' visits can be disruptive

Wai'alaie Elementary has a room that's open to parents: you are not walking around unsupervised... the principal and teachers come in... It makes it feel like an open door policy even though it is on a DOE campus.

– Parent of a DOE student

Toolkit Ideas:

Description and Indicators	Toolkit Ideas (gathered from focus groups, indicator sheets, and online survey responses)
<p>Families and staff are equal partners in decisions Families are active participants in the life of the program and/or school and feel welcomed, valued and connected to each other, to staff, and to what children are learning and doing throughout the day.</p>	<ul style="list-style-type: none"> • Provide incentives to attend events: transportation, food, childcare, school supplies, a game (i.e. "passport" with stamps for each teacher visited), and/or social services benefits • Explain activities that children are doing in school and ask if families do anything similar at home • Have 'Ohana Sharing where families share cultural and family traditions with the class • Piggy-back on May Day to capture families who wouldn't otherwise attend • Principal makes personal phone calls, or families use a phone tree, to remind families about events • Principals and administration participate hands-on during events • Principals learn family members' names • Create rules: make open house attendance mandatory for families, withhold class list if families don't come to orientation • DOE has Center on the Social and Emotional Foundations for Early Learning (CSEFEL) training for working with families
<p>1.1 Families feel that they are recognized as unique and are treated as such.</p>	<ul style="list-style-type: none"> • Program/School values family strengths and contributions • Provide materials, including books children are reading, in the language spoken at home • Offer a variety of fun events, like "music night" and "grandparent lunch" o Offer translation for fun family events, not just for negative, formal, or disciplinary meetings • Program/school leadership arrange cultural awareness trainings, and these trainings draw from knowledge of families; include families at these trainings as speakers • Have a checklist/survey with questions like "Does our environment welcome men/grandparents/same gender parents? How can we make our environment more inviting for all groups?" • Create an activity around "mo'okū'auhau" (genealogy)

Description and Indicators	Toolkit Ideas (gathered from focus groups, indicator sheets, and online survey responses)
1.2 The program/school is open to families for observation and visits whenever their children are present.	<ul style="list-style-type: none"> • Program/School creates a family room that attracts visits from all people (administration, staff, and families) by having resources, flyers, a place to sit, and free coffee • Program/School gives families opportunities to participate at different levels (in and out of classroom) • Program/School provides information on where and how to get a TB clearance (to facilitate families' visit) • Families are asked to inform staff prior to visiting, in order to prevent disruptions • Open-door policies lead to families trusting a program/school; once families trust the school, the families will not visit as often even with an open-door policy • Program/School staff attend training on working with families
1.3 The program/school makes every effort to accommodate families with special needs and circumstances.	<ul style="list-style-type: none"> • Provide programs/schools with a template checklist of accommodations typically needed, resources that could help meet needs, and recommended documentation to ask for from families • Program/School staff explain to new families that setting a school-day routine is essential for children with special needs, and provides help on what to include in the routine. • Provide tuition waivers, reduced fees, etc. for middle class families, not just lower-income families • Provide speech therapy
1.4 The program/school has a process for reaching out to and engaging families, including staying connected with and re-engaging families who are at risk.	<ul style="list-style-type: none"> • Provide schools with a template process that they can adapt (i.e. track attempts to reach family, ask other families to help reach out, try to do a home visit, etc.) • Have an 'ohana advocate: person who keeps families connected and aware of resources • Facilitate inter-family communication by providing family contact information; encourage families to "kōkua aku, kōkua mai" (help others and accept help) • Develop a list of charter schools that specialize or are known for working well with different student populations • Don't kick out students, and at the least, recommend alternative schools that would be a better fit • Bring back Parent Community Networking Coordinators (PCNC) and have them train teachers to work with families • Conduct a home visit; shadow a home visit educator so you're more comfortable with this • Have, or partner with, social services/social work staff

Principle 2: Communicating effectively.

Implementation Barriers:

- Families have multiple languages and multiple cultures
- Lack of resources for meeting families' needs (not enough staff time, not enough licensed translators or interpreters, especially on neighbor islands)
- Program/School expectations may change depending on leadership, causing confusion
- Staff gossip can be an issue
- Communication gets harder as children get older (within the DOE)
- Families are hard to reach (may not read information provided, may not have stable phone number, may have low reading skills)

Grandparents should be invited to parent-teacher conferences. Sometimes I go, especially when my daughter is working. The child is excited to share their successes too... they are happy when I show up [and it] makes me feel proud too.

– Grandparent of a DOE student

Toolkit Ideas:

Description and Indicators	Toolkit Ideas (gathered from focus groups, indicator sheets, and online survey responses)
<p>Families and staff engage in regular two-way communication about how to support the success of the children in their care.</p>	<ul style="list-style-type: none"> • Offer translation for fun family events, not just for negative, formal, or disciplinary meetings • Provide training for working across generations, working with families from different backgrounds and who use different languages.
<p>2.1 Program/School expectations for communication are understood by all staff. Interactions are respectful and considerate of families' diversity, culture, family structure, and preferred language; (both verbal and written, whenever possible)</p>	<ul style="list-style-type: none"> • Prior to enrollment, meet with families to explain all expectations, and to take note of families goals for their children and expectations from the program • Ask families to sign contracts that go over mutual expectations • Offer flyers, literature, surveys in home language
<p>2.2 Program/School has written policies that are provided to families during orientation and are shared/reiterated in manageable pieces throughout their enrollment in the program.</p>	<ul style="list-style-type: none"> • Include pictures/drawings with all written policy handouts • Update family handbooks on a yearly basis so they are accurate and contain specific phone numbers and contact information • Good places to share these policies: orientation, through a family handbook, open house, on a website, through newsletters, posted in the classroom • Incorporate program's values and expectations into the daily class schedule/lesson plans
<p>2.3 Families and Staff communicate regularly through several means, such as newsletters, on-site postings, websites, communication logs, notes, telephone calls, and face-to-face interactions.</p>	<ul style="list-style-type: none"> • When families register, collect preferred contact methods and respect preferences • Prioritize face-to-face interactions to ensure information is getting across to families • Keep a phone log, document contact made with families • Investing in phone systems can help schools communicate effectively • To encourage families to read written materials, add cartoons, photos, and/or make it short. • Have an emergency phone tree • Include videos in online messages/emails • Send home a "Tuesday Folder" • Model grade systems after Jupiter Grades, or adopt Jupiter Grades
<p>2.4 Programs/Schools engage with families and encourage families to engage in active, 2-way communication on an ongoing basis using a variety of methods, including orientations, small group meetings, individual conversations, written questionnaires, and through electronic media.</p>	<ul style="list-style-type: none"> • To encourage families to read written materials, add cartoons, photos, and/or make it short • For teachers who are open to receiving texts: make it clear to families you are willing to get and respond to texts • Have more frequent parent-teacher conferences, and encourage all family members to attend aside from just parents • Allow families to respond to surveys in their native language so that family members can better express themselves • Use the Ages and Stages Questionnaire (ASQ) • Make family involvement a requirement, and let families decide which family members will participate (to accommodate working families) • Conduct a home visit; shadow a home visit educator so you're more comfortable with this • "Hoi Hoi Honua", where families provide the schools with in-kind services with the purpose of giving back and forming community

Principle 3: Supporting success.

Implementation Barriers:

- Lack of resources for staff (not enough funding or time for trainings, not enough help working with families from Pacific Islands)
- Not enough training on neighbor islands, or for home visit providers and private preschool providers
- Finding and providing appropriate resources takes time away from teaching
- Families may want different outcomes than the program/school
- Families may not see themselves as the first educator
- Families have low participation (do not attend events, do not use provided resources)
- Families sharing traditions in the classroom becomes harder as children get older
- Families may be struggling to meet basic needs
- Families have multiple languages and multiple cultures

We had 'ohana sharing at my child's preschool, and as a DOE teacher, I still continue this practice in my class.
– DOE teacher

Toolkit Ideas:

Description and Indicators	Toolkit Ideas (gathered from focus groups, indicator sheets, and online survey responses)
<p>Families and staff continuously partner to support learning and healthy development, both in the home and in the program and/or school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>	<ul style="list-style-type: none"> • Look at Head Start policy for ideas of understanding culture
<p>3.1 Staff participates in workshops, and professional development activities that help them develop the knowledge and skills to work effectively with diverse families and uses this to create effective learning environments and experiences for children and adults.</p>	<ul style="list-style-type: none"> • Ask and encourage families to provide training regarding their cultures • Leadership asks staff what types of professional development they need • Leadership prioritizes family-focused trainings • Provide on-site staff trainings during Wednesday weekly meetings • Train all staff who work with children/families: custodians, kitchen staff, front desk staff, volunteers • EPIC training can help with training staff around cultural awareness • Developmentally Appropriate Practices training • Provide funding to attend HAEYC, NAEYC, RTM, and international conferences • Home visit providers pointed out they must complete 24 hours of training a year
<p>3.2 Staff provides opportunities for families to enhance their parenting skills and knowledge of child development and to participate in the ongoing assessment of their child's growth, development and learning.</p>	<ul style="list-style-type: none"> • Have a family advocate that's not a school official • Offer opportunities for families where the families are (not just at the program/school campus) • Family workshop ideas: <ul style="list-style-type: none"> ▪ Parenting classes offered by Windward District in partnership with other organizations ▪ "Success For All" and Math workshops ▪ Model activities on home visit providers' activities ▪ Offer summer bridge activities • To increase attendance: <ul style="list-style-type: none"> ▪ Provide food and childcare during family opportunities ▪ List topics in advance and have a consistent schedule throughout the year ▪ Piggy-back on May Day to capture families who wouldn't otherwise attend ▪ Track attendance rates ▪ Offer as much as you can for families, but don't expect a high turnout • Use a survey to find out what developmental milestones children are reaching at home • Explain educational jargon (i.e. "standards") to families.

Description and Indicators	Toolkit Ideas (gathered from focus groups, indicator sheets, and online survey responses)
<p>3.3 Families are invited to share activities based on their special interests, talents and/or cultural backgrounds.</p>	<ul style="list-style-type: none"> • Express confidence in families: <ul style="list-style-type: none"> ▪ Offer families the opportunity to take on leadership roles ▪ Ask families to brainstorm topics and organize family/staff workshops and family events • Allow DOE teachers to be creative and weave in family sharing/visits with lesson plans and standards • Offer families the opportunity to share in their children's classes: <ul style="list-style-type: none"> ▪ Career Day ▪ 'Ohana Sharing (families come into class and share a tradition) • To increase attendance: <ul style="list-style-type: none"> ▪ Make events fun and incorporate the arts (Family Music Night where families contribute to the music with live instruments) ▪ Make a connection between community culture and what is done at home • To build family community, require families to give back to school (i.e. for building upkeep, and explain it's not about saving money but about sharing responsibility, and set example by having office staff join in duties) • To mandate that families attend once a week, welcome anyone who has a role in bringing up the child (to accommodate families with multiple jobs) • Model activities after Family Child Interaction Learning (FCIL)'s activities
<p>3.4 Resources are provided on a regular basis to inform families of learning experiences children are having in programs and classrooms, as well as things families can do to support learning at home to reinforce concepts and skills.</p>	<ul style="list-style-type: none"> • Provide books that children are reading in class to families in their home language to empower them to read with their children • Book bags should be returned after the weekend so families have more chance to read the books with their children • Model programs after the short-lived but effective programs that were funded during No Child Left Behind (NCLB) restructuring, such as Kumon; provide these programs at no cost to families • Hold more frequent parent-teacher conferences • Use "Every Day Math Home Links" • Provide families with strategies for helping children with homework • Send progress via email with strategies and videos for helping children at home • Parent boards and resource bins, and include healthy recipes along with other flyers and materials • Training ideas for families: <ul style="list-style-type: none"> ▪ ESL courses ▪ How to use household objects as learning tools (requires little funding) ▪ Helping children with homework ▪ How math is done here (it is taught differently in other countries) • Integrate resources and advice with social media • Develop a list of charter schools that specialize or are known for working well with different student populations • Use ASQ screening provided by PACT
<p>3.5 Staff acknowledges families as their child's first educator and works collaboratively with families in the development of desired learning outcomes for their children.</p>	<ul style="list-style-type: none"> • Identify community leaders and work directly with them (to increase family participation) • Identify those in the community who used to be teachers before they moved to Hawaii, ask them to help • Show parents how they can teach their children • Offering food and childcare during trainings • Do not judge families and show them how to take baby steps (i.e. get food on the table now, but next week develop a budget, etc.) • Follow ""learn/teach/learn model" (teacher teaches child, child teaches parents, parents teach their other children) • Use Teaching Strategies GOLD (online assessment tool) for resources like parent guides and learning games that are designed to strengthen family partnerships • Develop a method to reach out to families who are taking their child out of school for extended time (example: contact family, let them know you're there and understand, and offer ideas for child to continue learning even when not at school; document contact with family) • When working with families that are new to the idea of mandatory school attendance, first acknowledge that it's great and valuable that the family teaches children at home, but then say that the law requires them to also learn in a school • Rely on other families to help: once a family community is built, families will step in to help other families

Principle 4: Speaking up for every child.

Implementation Barriers:

- Families have multiple languages, multiple ways of contacting (not all have internet or a stable address/phone)
- Families have low participation (due to work conflicts, now being aware of opportunities, and feeling disempowered)
- Not all families voice concerns (due to families' culture and/or fear of repercussions, DOE may "frown upon" families who advocate)
- Teachers may feel undermined when families voice concerns
- Preschool and Kindergarten age eligibility do not always align, causing gaps in education services
- Weak relationships between private preschools and K-12 system
- Families don't always take a pro-active approach to transitions between programs
- Lack of training for supporting transitions, not enough training for FCIL providers
- Programs/schools do not always use or share the survey feedback
- Surveys are not always family-friendly

[Relationships] can happen. The families of 7-10 [of our program's] children went to a DOE school and asked for a transitional meeting. The teachers came on a Saturday and did a play date... Five years later they had an evening dinner.

– Preschool teacher

Toolkit Ideas:

Description and Indicators	Toolkit Ideas (gathered from focus groups, indicator sheets, and online survey responses)
Families are empowered to be advocates for their own and other children to ensure that they are treated fairly and have access to learning and developmental opportunities that support their success.	<ul style="list-style-type: none"> • Develop a list of charter schools that specialize or are known for working well with different student populations • Model activities on home visit and FCIL providers' activities
4.1 Programs/schools provide opportunities for families to voice their concerns about issues relevant to their child or family and provide training or opportunities to take specific action to address those concerns.	<ul style="list-style-type: none"> • Offer opportunities in languages that families speak; take feedback in their native language and have a translator • Create a policy council or School Community Council with family representatives • Have an anonymous parent suggestion box and show responses on a board above the box (to indicate concerns are being addressed) • Give families exact contact information for specific people for voicing concerns • Post detailed complaint procedure in the classroom • Focus trainings on helping families meet basic needs, before getting trained in other areas
4.2 Families are provided with opportunities to share their experiences in early care and education programs and schools, with other families, with policy-makers and with community services to advocate for funding and resources.	<ul style="list-style-type: none"> • Refer families to specific people in the community, such as their legislators to voice their concerns • Provide a list of legislators with exact contact information • Create a template for families that explains language to use when calling legislators • Utilize PTA/'Ohana meetings, School Community Councils, Policy Councils • During councils and meetings, give families actual responsibilities and decision making power, such as power to hire staff or organize events • Make it easy by just asking one question a day • Hold family "talk story" sessions • Share with families examples of how other families have successfully advocated in the past (i.e. bring them in as speakers, make a video)

Description and Indicators	Toolkit Ideas (gathered from focus groups, indicator sheets, and online survey responses)
<p>4.3 Staff assist families in becoming their children's advocates as they transition into and out of their programs/schools into other childcare settings and/or the K-12 school system.</p>	<ul style="list-style-type: none"> • Have a special day where the children from one class spend the day in the next grade level's classroom to make the new setting less overwhelming (parents could also attend) • PCNC position, if filled with a strong person, can be the advocate to help with transition from preschool to kindergarten. • Keiki Steps is a good model for help with transition from preschool to kindergarten. • Advocates could cycle from preschool classes through at least K (staying with the same families/children until settled in the DOE school) • Preschool teachers work with the kindergarten teacher for the first week (to help with transition) • Hold a summer transition program, such as Kindercamp • Hold preschool to kindergarten introductions on the campus even if not in the classroom (if policies are an issue) • Preschool programs can tell families it's okay to ask to be involved and volunteer in the new (DOE) classroom • Provide K-3 and Head Start forms in home languages to shorten waitlists for these programs • Offer program/school staff transition training • Offer families a Family Case Manager • Start getting ready for Kindergarten six months in advance • Have four-year-old preschool classes (separate from three-year-old) • Encourage families to join for all preschool-to-K transition activities
<p>4.4 Programs/schools survey families regularly to determine their satisfaction level regarding how well family voices are being heard and how their input affects and improves the program/school.</p>	<ul style="list-style-type: none"> • To make survey responses more accurate, allow families to respond in their native language. • Have live interpreters read evaluation forms to families and translate their responses. • Offer surveys in multiple formats: paper, online, in-person discussion or talk story • Program/school shares survey results and what has changed as a result of feedback in a visible area (like a parent board), and/or email, newsletter • Administer surveys after each family event • Make surveys short and fun • Offer childcare during family meetings • Administer surveys more than once a year

Principle 5: Sharing decision-making.

Identified Barriers:

- Multiple languages, multiple approaches/ideas about education, multiple cultures; all can lead to conflicts between families and schools/programs
- Families have low participation, some families typically show up
- Lack of resources for providing opportunities (funding and staff time)
- Policy prevents families from joining curriculum implementation and policy development

When we [first] asked the group who wants to be a representative for Policy Council, no one wanted to do it. Then we explained all that they would be able to contribute (make decisions via voting, who to hire), and then there were parents who wanted to join.

– Focus Group Participant

Toolkit Ideas:

Description and Indicators	Toolkit Ideas (gathered from focus groups, indicator sheets, and online survey responses)
Families and staff are equal partners in decisions that affect children and families. Together, they inform, influence and create policies, practices and programs that benefit children and result in improved child health and development outcomes.	<ul style="list-style-type: none"> • Offer workshops that tie into relevant community health concerns, which shows school awareness and that the school cares • To engage families, offer and explain opportunities where they can contribute to decisions
5.1 Programs/schools provide families (through orientations, etc.) with the program's/school's philosophies, and long term goals and objectives.	<ul style="list-style-type: none"> • Offer translators during these meetings • Reiterate these philosophies, goals, and objectives during transition points, open house, workshops • Distribute handbooks and handouts with these philosophies, goals, and objectives • To engage families, offer a Policy Council where families vote for their class's representative (a family member) who sits on the council, and where the council has actual decision-making authority (approve hiring decisions, review budget and program activities), and where the representatives share information and take feedback from the rest of the families during Parent Committee meetings. • Add community members to the Policy Council, PTA/'Ohana, and/or School Community Council • To increase family participation, explain how participating involves decision-making • Model leadership opportunities after Head Start's programs
5.2 Programs/schools welcome families by providing leadership opportunities and training to become involved in program councils, advocacy, policy development, curriculum implementation, special event committees, program activity publications, etc.	<ul style="list-style-type: none"> • To engage families, offer a Policy Council where families vote for their class's representative (a family member) who sits on the council, and where the council has actual decision-making authority (approve hiring decisions, review budget and program activities), and where the representatives share information and take feedback from the rest of the families during Parent Committee meetings. • Add community members to the Policy Council, PTA/'Ohana, and/or School Community Council • To increase family participation, explain how participating involves decision-making • Model leadership opportunities after Head Start's programs
5.3 Programs/schools identify and implement strategies that are relevant to the values, cultures, identities and home languages of enrolled children and families.	<ul style="list-style-type: none"> • Support multiple communication methods with families • Hire bilingual or multilingual staff
5.4 Families are encouraged to participate in program assessment and/or in the evaluation of the activities provided.	<ul style="list-style-type: none"> • Administer surveys

Principle 6: Partnering with community.

Implementation Barriers:

- Families have low participation, do not use provided information
- Identifying and informing about resources takes time away from teaching
- Collaboration can get off track without strong leadership

Staff need to understand that if basic needs are not met, [families] can't focus on school readiness or school involvement—surviving takes priority... and the last thing they think about is school.

– Home Visit Provider

Toolkit Ideas:

Description and Indicators	Toolkit Ideas (gathered from focus groups, indicator sheets, and online survey responses)
<p>Families and staff partner with community members and organizations to expand learning opportunities, community services and civic participation.</p>	<ul style="list-style-type: none"> • Actively promote availability of things like Navigator Centers (where other community partners are, such as doctors); offer free books, resources online, transportation for events, translators, newsletters • Train DOE staff to help families take steps in the right direction regardless of the families' starting point (i.e. do not judge families as "not involved" if they are struggling to meet basic needs) • Hire for a formal position for family advocate (to help navigate services) • Utilize churches and religious meetings to conduct trainings and parent education • When working with families that are new to the idea of mandatory school attendance, reach out to the community's minister, who is often able to reach the head of household • To increase family participation: identify community leaders • To create a family-focused culture, hire from the community (including parents, because parents are assets) • Provide services in walking distance of homeless shelters • Put the DOE website on computers in public settings or housing • Go door-to-door to talk about early childhood education options in the community
<p>6.1 Programs/schools provide information regarding community programs and services that may benefit their families, on bulletin boards, in newsletters, in resource binder etc.</p>	<ul style="list-style-type: none"> • Providing this information in-person works best • When families register, collect preferred contact methods and respect preferences • Connect families with existing community resources so they can help themselves • Have doctors communicate directly with school to address children's medical needs • Have a dedicated community resource person in each school, such as an 'ohana advocate, that can collaborate with community • More ways of providing information: website, flyers, electronic/ social media • Translate materials into home languages • Allow programs/providers opportunity to speak to parents at parent meetings
<p>6.2 Staff collaborates with community programs and agencies.</p>	<ul style="list-style-type: none"> • Have a dedicated community resource person in each school that can collaborate with community • Provide a list of community services and agencies with updated contact information • Parents as Teachers (PAT) • Schedule a field trip to the dentist or have a children's dentist visit the classroom to talk about it • Teach parents to brush children's teeth. • (For parents) to make visiting dentists and doctors easier, never use the visit as a punishment
<p>6.3 Staff offers space to meet and facilitates discussions with families to help them influence the types of services and approaches of community agencies (community advocacy) in order to make those services more responsive to family interests and needs.</p>	<ul style="list-style-type: none"> • Have a dedicated community resource person in each school that teachers can direct families to • Create a family room that attracts visits from all people (administration, staff, and families) by having resources, flyers, a place to sit, and free coffee • Bring back Parent Community Networking Coordinators (PCNC) and have them train teachers to work with families

Reflections on Focus Group Process

Thank you for allowing us to give feedback on this and taking the time to implement what was discussed.

– Online Survey Respondent

The ad hoc group that led this “Family Partnership Guidelines” work, including the planning and conducting of the 15 focus groups statewide, met in June to reflect on our work to date and to debrief on the process we had created. In general, the consensus of the group was that we had successfully accomplished our objectives of (1) vetting the proposed indicators for clarity and feasibility, (2) identifying implementation challenges and (3) collecting examples of practice already happening around the key principles described. The following are comments shared by the collective group:

What worked:

- There was shared accountability between EOEL Action Strategy team members and P-3 around work responsibilities and deliverables.
- Strong partnerships were created through good communication and collaboration and a shared vision of our objectives.
- The process that was created included facilitator flexibility during the focus groups, consistency of content across the focus group, and an overall format that was conducive to the sharing of ideas and varied points of view.
- Invitations to the focus groups were intentional to encourage representatives from all 4 early childhood settings (center-based, home-visiting, family/child interaction learning, and family child care), K-3 and families to participate.
- This work built upon the work that DOE had already begun around family partnership standards so we did not have to start from scratch; the outcomes will also align with DOE efforts as a result.
- Focus groups were scheduled close together for efficiency and to avoid long gaps in between (all but one focus group was held in May).
- There was funding support and leveraging of resources from the Executive Office on Early Learning, Hawai'i P-3, the Head Start Collaboration Office and The Learning Coalition.

We already do all these [indicators], but I can see how it would be helpful for someone who doesn't have these standards already, such as programs that don't have KOA accreditation.

– Head Start focus group participant

Lessons learned:

- More time was needed during the focus groups to allow for more in-depth discussions. 1.5 to 2 hours would've worked better than the 1 hour that was originally scheduled.
- It would've been helpful to have been able to confirm attendance prior to each focus group to allow for the distribution of the indicators ahead of time for review, versus taking time during the focus groups to do this.
- Attendance at the focus groups was generally low—it was difficult to get providers and families out unless they were scheduled during the early evening, and even then, the groups were fairly small.
- It was sometimes difficult for recorders to capture all comments as participants in groups where many knew each other tended to “talk over one another” in their eagerness to share.
- “Facilitator fatigue” resulted from the tight scheduling of focus groups—a larger pool of both facilitators and recorders would've been helpful.

Next Steps

There are many next steps that we must complete in order to follow-up on the information we learned from the focus groups. The first step is to revise the 24 indicators and document the process. Some of the changes might be simple, such as the substitution or addition of a word or two to provide better clarification. Other changes, however, might require more discussion from the Action Strategy Team 3 group. All of the changes (or decisions not to make changes) will be documented and available as a follow-up to this report.

Some other next steps include:

- Sharing this work with the Early Learning Advisory Board [ELAB] and the Hawai'i State Department Heads
- Working with HIDOE employee groups that are required to involve parents
- Working with the faculty members at UH Mānoa who are developing training modules on involving families
- Identifying what support materials need to be created and then a plan to fund them
- Establishing a timeframe to complete these tasks

Appendix A. Action Strategy Team 3 Members

Gail Breakey, HI Family Support Institute

Karen Cross, Family Hui

Danny Goya, Partners in Development/Ka Pa'alana

Cindy Hirai, Dept. of Health/Home Visiting Programs

Chris Jackson, Head Start Collaboration Office

Bernadette Lane, Dept. of Human Services/Child Welfare Services

Matt Lorin, The Learning Coalition

Haaheo Mansfield, Parents and Children Together

Gordon Miyamoto, Dept. of Education

Miles Nakanishi, Honolulu Community College

Mary Ann Nemoto, UH Center on the Family

Lora Perry, Partners in Development

Anna Peters, Good Beginnings Alliance (Kaua'i)

Cherilyn Shiinoki, UH-Mānoa Children's Center

Sharon Taba, Medical Home Works

Kerrie Urosevich, Family Hui

Lynn Wilson, Webfish Pacific

Team 3 Advisors:

JoAnn Farnsworth, EOEL Action Strategy Project Manager

Jodi Hardin, Action Strategy Consultant

Appendix B. Family Partnership Guidelines Focus Group Agenda

65 minutes total	
5 minutes:	Welcoming Remarks
5 minutes:	Purpose, history, rationale (PowerPoint Presentation)
Divide into two groups: providers/families	
5 minutes:	<p>Expectations: participate, ask questions, silence phones, respect others' opinions, don't interrupt</p> <p>Statement of confidentiality: no statement will be linked to a person; no identifying details will be recorded or disclosed</p> <p>Focus group purpose: purpose is to collect info (this is not a gripe session, a problem solving session, or a decision-making session), explanation of what will be done with the information after it is collected (goal is to create effective toolkits for providers, programs, and eventually families to work well together to support children's success)</p>
15 minutes:	Indicator review
30 minutes:	<p>Questions and Discussion</p> <p>Providers:</p> <ol style="list-style-type: none"> 1. What are your thoughts about the indicators? Do they make sense? Are they realistic and do-able? What might help you to implement these in your school/program? 2. What are you doing already in these six areas? Your best practices will inform the toolkit. <p>Families:</p> <ol style="list-style-type: none"> 1. What does your program/school already do to engage in partnerships with families that you like? What are some of the strategies that programs/schools use presently that work? 2. What are the needs of your family that are not currently being met? What needs do you have that would not be met by these indicators? Is there anything that is missing?
5 minutes:	Questions/comments as full group

Appendix C. Focus Group Location and Date

Waimanalo	Windward Samoan Christian Congregation Church, 41-665 Kumuhau St., Waimānalo	Sunday, April 21 12:30–1:30 p.m.
Windward	Windward District Office, 46-169 Kamehameha Hwy., Room A-6, Kāneʻohe	Monday, May 6 4:30–5:30 p.m.
Honolulu	UH Mānoa Children's Center (UHMCC), Castle Memorial Hall, 2320 Dole St., Honolulu	Wednesday, May 8 5:30–6:30 p.m.
Kona	Community Meeting Hale, Building G, West Hawai'i Civic Center, 74-677 Kealahake Parkway, Kailua-Kona	Tuesday, May 14 5:30–6:30 p.m.
Honolulu (Kalihi)	Kalihi Park Terrace, Tower A 1485 Linapuni St., Honolulu	Wednesday, May 15 2:30–3:30 p.m.
Honolulu (KPT Education Task Force)	Kalihi Park Terrace, 1485 Linapuni St., Honolulu	Thursday, May 16 11:30 a.m.–12:30 p.m.
Windward (Kalamapua O Koʻolau)	Windward District Office, 46-169 Kamehameha Hwy., Room A-6, Kāneʻohe	Thursday, May 16 2:00–3:00 p.m.
Leeward	INPEACE office, 86-080 Farrington Hwy., #201, Waiʻanae	Friday, May 17 12:30–2:00 p.m.
Hilo	ʻAha Pūnana Aha Punana Leo office, 96 Puʻuhonu PlacePl., Hilo	Tuesday, May 21 5:00–6:00 p.m.
Home Visiting (closed meeting)	Ala Moana Hotel ballroom, 410 Atkinson Dr., Honolulu	Wednesday, May 22 1:30–2:30 p.m.
Kauaʻi	Queen Liliʻuokalani Children's Center, 4530 Kali Road, Līhuʻe, Hawaiʻi 96766	Wednesday, May 22 5:00–6:00 p.m.
Honolulu (Kalihi)	Kauluwela Elementary, classroom Classroom D-3, 1486 Aʻala St., Honolulu	Tuesday, May 28 11:00 a.m.–12:00 p.m.
Leeward	INPEACE office, 86-080 Farrington Hwy., #201, Waiʻanae	Wednesday, May 29 12:30–1:30 p.m.
Maui	Maui Economic Opportunity, Inc., 99 Mahalani St., Classroom 1, Wailuku	Wednesday, May 29 5:00–6:00 p.m.
HAEYC Meeting	UH Mānoa, Wist Hall, Rm 203	Friday, May 24 2:00–3:00 p.m.

Appendix D. Indicators Used During Focus Groups

Indicators

Principle 1:

Families are active participants in the life of the program and/or school and feel welcomed, valued and connected to each other, to staff, and to what children are learning and doing throughout the day.

- 1.1 Families feel that they are recognized as unique and are treated as such.
- 1.2 The program/school is open to families for observation and visits whenever their children are present.
- 1.3 The program/school makes every effort to accommodate families with special needs and circumstances.
- 1.4 The program/school has a process for reaching out to and engaging families, including staying connected with and re-engaging families who are at risk.

Principle 2:

Families and staff engage in regular two-way communication about how to support the success of the children in their care.

- 2.1 Program/School expectations for communication are understood by all staff. Interactions are respectful and considerate of families' diversity, culture, family structure, and preferred language; (both verbal and written, whenever possible)
- 2.2 Program/School has written policies that are provided to families during orientation and are shared/reiterated in manageable pieces throughout their enrollment in the program.
- 2.3 Families and Staff communicate regularly through several means, such as newsletters, on-site postings, websites, communication logs, notes, telephone calls, and face-to-face interactions.
- 2.4 Programs/Schools engage with families and encourage families to engage in active, 2-way communication on an ongoing basis using a variety of methods, including orientations, small group meetings, individual conversations, written questionnaires, and through electronic media.

Principle 3:

Families and staff continuously partner to support learning and healthy development, both in the home and in the program and/or school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- 3.1 Staff participates in workshops, and professional development activities that help them develop the knowledge and skills to work effectively with diverse families and use this to create effective learning environments and experiences for children and adults.
- 3.2 Staff provides opportunities for families to enhance their parenting skills and knowledge of child development and to participate in the ongoing assessment of their child's growth, development and learning.
- 3.3 Families are invited to share activities based on their special interests, talents and/or cultural backgrounds.
- 3.4 Resources are provided on a regular basis to inform families of learning experiences children are having in programs and classrooms, as well as things families can do to support learning at home to reinforce concepts and skills.
- 3.5 Staff acknowledges families as their child's first educator and works collaboratively with families in the development of desired learning outcomes for their children.

Appendix D. Indicators Used During Focus Groups

Principle 4:

Families are empowered to be advocates for their own and other children to ensure that they are treated fairly and have access to learning and developmental opportunities that support their success.

- 4.1 Programs/schools provide opportunities for families to voice their concerns about issues relevant to their child or family and provide training or opportunities to take specific action to address those concerns.
- 4.2 Families are provided with opportunities to share their experiences in early care and education programs and schools, with other families, with policy-makers and with community services to advocate for funding and resources.
- 4.3 Staff assist families in becoming their children's advocates as they transition into and out of their programs/schools into other childcare settings and/or the K-12 school system.
- 4.4 Programs/schools survey families regularly to determine their satisfaction level regarding how well family voices are being heard and how their input affects and improves the program/school.

Principle 5:

Families and staff are equal partners in decisions that affect children and families. Together, they inform, influence and create policies, practices and programs that benefit children and result in improved child health and development outcomes.

- 5.1 Programs/schools provide families (through orientations, etc.) with the program's/school's philosophies, and long-term goals and objectives.
- 5.2 Programs/schools welcome families by providing leadership opportunities and training to become involved in program councils, advocacy, policy development, curriculum implementation, special event committees, program activity publications, etc.
- 5.3 Programs/schools identify and implement strategies that are relevant to the values, cultures, identities and home languages of enrolled children and families.
- 5.4 Families are encouraged to participate in program assessment and/or in the evaluation of the activities provided.

Principle 6:

Families and staff partner with community members and organizations to expand learning opportunities, community services and civic participation.

- 6.1 Programs/schools provide information regarding community programs and services that may benefit their families, on bulletin boards, in newsletters, in resource binder etc.
- 6.2 Staff collaborates with community programs and agencies.
- 6.3 Staff offers space to meet and facilitates discussions with families to help them influence the types of services and approaches of community agencies (community advocacy) in order to make those services more responsive to family interests and needs.

Appendix E. Focus Group Attendance List

Name	Organization	Location	Date
Kathy Murphy	HAEYC	HAEYC	5/24/13
Dorothy Siko	HAEYC	HAEYC	5/24/13
Karen Harmer	HAEYC	HAEYC	5/24/13
Pamela Perkins	HAEYC	HAEYC	5/24/13
Susan Hakoda	HAEYC	HAEYC	5/24/13
Esther Tapsoba	CCH/EID	HHVN	5/22/13
Jodi K. Aui	CFS Healthy Start	HHVN	5/22/13
Joey McKeague	CFS O'ahu Programs	HHVN	5/22/13
George Chan	DOH	HHVN	5/22/13
Helene Kaiwi	DOH	HHVN	5/22/13
Jeremy Heyer	DOH	HHVN	5/22/13
Jessica Kim-Campuspos	DOH	HHVN	5/22/13
Krissy Awakuni	DOH	HHVN	5/22/13
Mel Haraguchi	DOH	HHVN	5/22/13
Tod Robertson	DOH	HHVN	5/22/13
Jenny Tagalog	EID	HHVN	5/22/13
Julie Kawai	EID/CCH	HHVN	5/22/13
Heather Takaki	FSH-Early Head Start	HHVN	5/22/13
Leilani Landry	Healthy Start - CFS	HHVN	5/22/13
Mike Anderson	Healthy Start - CFS	HHVN	5/22/13
Melissa Jackson	Healthy Start - CFS Kaula'i	HHVN	5/22/13
Jasmine Paris	INPEACE	HHVN	5/22/13
Nalani Galariada	INPEACE	HHVN	5/22/13
Angela Lopes	Keiki O Ka 'Āina	HHVN	5/22/13
Carla Hostetter	Keiki O Ka 'Āina	HHVN	5/22/13
Donnalei Gaison	Keiki O Ka 'Āina	HHVN	5/22/13
Nalani Mattox-Primacio	Keiki O Ka 'Āina	HHVN	5/22/13
Rona Rodenhurst	Keiki O Ka 'Āina	HHVN	5/22/13
Vicki Draeger	Keiki O Ka 'Āina	HHVN	5/22/13
Gina I	Keiki O Ka 'Āina: Kulia	HHVN	5/22/13
Edeluisa Baguio-Larena	MFSS-EHS	HHVN	5/22/13
Ben Naki	PACT EHS/HS	HHVN	5/22/13
Lani Kaaihue	PACT EHS/HS	HHVN	5/22/13
Michelle Zapata Brrios	PACT EHS/HS	HHVN	5/22/13
Sabrina Tran	PACT EHS	HHVN	5/22/13
Tina Porras-Jones	PACT EHS	HHVN	5/22/13
Kehau Golis	PACT Head Start, Early Head Start	HHVN	5/22/13
Tess Reyes	PACT HS/EHS	HHVN	5/22/13
Linda Obayashi	PINK	HHVN	5/22/13
Bob Raasch	TIFFE	HHVN	5/22/13
Cristina Nealon	TIFFE	HHVN	5/22/13
Marie Fitzsimmons	TIFFE	HHVN	5/22/13
Kellyn Coghlan	YWCA Healthy Start	HHVN	5/22/13
Ekekela Aiona	'Aha Pūnana Leo	Hilo	5/21/13
Kaipua'ala Crabbe	'Aha Pūnana Leo	Hilo	5/21/13
Kauaneo Kamana	'Aha Pūnana Leo	Hilo	5/21/13
Namaka Rawlins	'Aha Pūnana Leo	Hilo	5/21/13
Pila Wilson	'Aha Pūnana Leo	Hilo	5/21/13

Appendix E. Focus Group Attendance List

Pualani Kahoohanohano	'Aha Pūnana Leo	Hilo	5/21/13
Cheryl Hoshino	PACT Head Start	Hilo	5/21/13
Claudia Pineda-Ball	PACT Head Start	Hilo	5/21/13
Princess Negrana	PACT Head Start	Hilo	5/21/13
Da PaVao	Pūnana Leo o Hilo	Hilo	5/21/13
Anna Peters	GBA	Kaua'i	5/22/13
Lainee Carvalho	Kaua'i Head Start - CFS	Kaua'i	5/22/13
Reina Kurisu	Kaua'i Head Start - CFS	Kaua'i	5/22/13
Jill Beatty	QLCC	Kaua'i	5/22/13
Jasmine Sadamitsu	CFS	Kaua'i	5/22/13
Suzanne Kashiwaeda	community member	Kaua'i	5/22/13
Alanie Benavida	Parent	Kauluwela	5/28/13
Consuelo Quijano	Parent	Kauluwela	5/28/13
Lucien Quijano	Parent	Kauluwela	5/28/13
Melanie Domingo	Parent	Kauluwela	5/28/13
Theresa Yoon	Parent	Kauluwela	5/28/13
Tiffany Ragyedan	Parent	Kauluwela	5/28/13
Falishya Aiona	Parent	Kona	5/14/13
Sarah Price	Early Head Start - FSH	Kona	5/14/13
Stacy Brown	Early Head Start - FSH	Kona	5/14/13
Charlene Ishikuro	EHS - FSH	Kona	5/14/13
Milley Lino	PACT Head Start	Kona	5/14/13
David Okumura	PATCH	Kona	5/14/13
Ellen O'Kelly	Community Member	Kona	5/14/13
Michael O'Kelly	Community Member	Kona	5/14/13
Alily Welle	PACT	KPT (PACT)	5/15/13
Brenda Kaahanui	PACT	KPT (PACT)	5/15/13
Joy Tamangidad	PACT	KPT (PACT)	5/15/13
Lealyn Poponi	PACT	KPT (PACT)	5/15/13
Jenny Fremgen	PACT EHS/HS	KPT (PACT)	5/15/13
Doris Killian Ernist	PACT EHS/HS	KPT (PACT)	5/15/13
Edwina Kamalii	PACT EHS/HS	KPT (PACT)	5/15/13
Kehau Aina	PACT EHS/HS	KPT (PACT)	5/15/13
Silvia Sharrar	PACT EHS/HS	KPT (PACT)	5/15/13
Anni Peterson	Better Tomorrow	KPT Ed Task Force	5/16/13
Sam Aiona	Choice Neighborhood Initiative	KPT Ed Task Force	5/16/13
Ginny Shroud	DOE	KPT Ed Task Force	5/16/13
June Kawamura	DOE	KPT Ed Task Force	5/16/13
Tiare Ulii	Fern Elementary	KPT Ed Task Force	5/16/13
Jennifer Dang	HCPNP	KPT Ed Task Force	5/16/13
Daniel Leung	ICCC	KPT Ed Task Force	5/16/13
Lynn Fujioka	isisHawai'i	KPT Ed Task Force	5/16/13
Jenny Lee	LEJ	KPT Ed Task Force	5/16/13
Monika Mordasini	The Michaels Group	KPT Ed Task Force	5/16/13
Sarah Yuan	UH-COF	KPT Ed Task Force	5/16/13
Scott Jepsen	The Michaels Group	KPT Ed Task Force	5/16/13
Mona Shigekane	DOE	Leeward	5/17/13
Val D'Amato	DOE	Leeward	5/17/13
Amber Richardson	INPEACE	Leeward	5/17/13

Appendix E. Focus Group Attendance List

Ashley Silva	INPEACE	Leeward	5/29/13
Chanel Young	INPEACE	Leeward	5/29/13
Darcie Scharfenstein	INPEACE	Leeward	5/17/13
Dina Rosa	INPEACE	Leeward	5/29/13
John Wataoka	INPEACE	Leeward	5/29/13
Kaliko Paaluhi	INPEACE	Leeward	5/29/13
Kanoe Naone	INPEACE	Leeward	5/29/13
Leona Watson	INPEACE	Leeward	5/29/13
Lisa Pakele	INPEACE	Leeward	5/29/13
Lita Westbrook	INPEACE	Leeward	5/29/13
Lynissa Kealoha	INPEACE	Leeward	5/29/13
Michelle Mahuka	INPEACE	Leeward	5/17/13
Moana Gaspar	INPEACE	Leeward	5/29/13
Nalei Arsiga-Farrat	INPEACE	Leeward	5/29/13
Pua Davis	INPEACE	Leeward	5/29/13
Ruth Gabaylo	INPEACE	Leeward	5/29/13
Saydee Pojas	INPEACE	Leeward	5/29/13
Suilda Saminali	INPEACE	Leeward	5/29/13
Tessy Kekahunai	INPEACE	Leeward	5/29/13
Susan Merrill	Parent Child Development Center	Leeward	5/17/13
Regina Agcaoili	MEO Head Start	Maui	5/29/13
Bobbie-Jo Moniz-Tadeo	Imua Family Services	Maui	5/29/13
Pan McMahan	Makawao A	Maui	5/29/13
Melanie Padgett	Maui County Early Childhood Resource Center	Maui	5/29/13
Ave Diaz	Maui Family Support Services EHS	Maui	5/29/13
Edel Baguio-Larena	Maui Family Support Services EHS	Maui	5/29/13
Jani Sheppard	Maui Family Support Services	Maui	5/29/13
Renee Morris	Maui Family Support Services EHS	Maui	5/29/13
Carole Vida	MEO Head Start	Maui	5/29/13
Debbi Amaral	MEO Head Start	Maui	5/29/13
Hildie Schap-Gil	MEO Head Start	Maui	5/29/13
Lani Koki	MEO Head Start	Maui	5/29/13
Patrick O'Rourke	MEO Head Start	Maui	5/29/13
Roberta Higgins	MEO Head Start	Maui	5/29/13
Tricia-Lee Lum Ho	MEO Head Start	Maui	5/29/13
Rheta Kuwahara	at home FCC	UHMCC	5/8/13
Alex Zarella	PCDC	UHMCC	5/8/13
Julie Teruya	UH - PK-3 Certificate	UHMCC	5/8/13
Ivy Robertson	UHMCC	UHMCC	5/8/13
Jeffrey Bock	UHMCC	UHMCC	5/8/13
Kara Nishijima	UHMCC	UHMCC	5/8/13
Lani Au	UHMCC	UHMCC	5/8/13
Olivia Nigro	UHMCC	UHMCC	5/8/13
Vincenza Vicori-Bentley	UHMCC	UHMCC	5/8/13
Neeva Duerr	UHMCC Wai'alae	UHMCC	5/8/13
Ben Lukey	UHMCC Waikīkī EI	UHMCC	5/8/13
Allison Johnston	UHMCC/COE/UHM	UHMCC	5/8/13
WenDee Eng	UHMCC/SPAM	UHMCC	5/8/13

Appendix E. Focus Group Attendance List

Lisa Fujikawa	Mānoa El	UHMCC	5/8/13
Natalia Lukey	UHMCC	UHMCC	5/8/13
Jacob Ilalio	Kumon	Waimanalo	4/28/13
Manutagi Seei	Manana El	Waimanalo	4/28/13
Lucy Vaimaona	Maunawili El, Waimanalo El	Waimanalo	4/28/13
Leimata Soa	Waimanalo El, Waimanaol Head Start	Waimanalo	4/28/13
Sialofi Tigilau	Weis	Waimanalo	4/28/13
Lupe Tupua	Parent	Waimanalo	4/28/13
Zia Moanam	Parent	Waimanalo	4/28/13
Elyse Kozuma	'Āhuimanu El	Windward	5/6/13
Iris Okamura	'Āhuimanu El	Windward	5/6/13
Julie Teruya	Kailua El	Windward	5/6/13
Becky Lupski	Kamaile Academy	Windward	5/6/13
Diane Arakaki	Kamaile Academy	Windward	5/6/13
Lisa Wlordarczyk	Kamaile Academy	Windward	5/6/13
Megan Moynihan	Kamaile Academy	Windward	5/6/13
Tobi Tabata	Kīpapa El	Windward	5/6/13
Christie Kloepfel	Lā'ie El	Windward	5/6/13
Dionne Toelupe	Lā'ie El	Windward	5/6/13
Kuulei Kahuhiokalani	Lā'ie El	Windward	5/6/13
Linda Sao	Lā'ie El	Windward	5/6/13
Nele Summer Lefau	Lā'ie El	Windward	5/6/13
Olive Miller	Lā'ie El	Windward	5/6/13
Raeme Tuimaunei	Lā'ie El	Windward	5/6/13
Barbara VanDerKamp	Lanikai El	Windward	5/6/13
Kristin Garcia	Lanikai El	Windward	5/6/13
Vicky Villegas	Lanikai El	Windward	5/6/13
Cynthia Okazaki	PACT KCPC	Windward	5/6/13
Cyndi Kane	Sunset Beach El	Windward	5/6/13
Michele Zane	The Toddler Program	Windward	5/6/13
Samantha Abelaye	Wai'anae El	Windward	5/6/13
Rosey Potts	District (Windward)	Windward (KOK)	5/16/13
Joe Hall	DOH	Windward (KOK)	5/16/13
Rachel Donahue	DOH - Easter Seals	Windward (KOK)	5/16/13
Carrie Piscotti	Easter Seals Kailua	Windward (KOK)	5/16/13
Deanne Goya	HCAP HS - Windward	Windward (KOK)	5/16/13
Janelle Oishi	Healthy Schools Program	Windward (KOK)	5/16/13
Celia Chang Takahashi	Kamalapua	Windward (KOK)	5/16/13
Thomas Kaaiai	Kamehameha PS	Windward (KOK)	5/16/13
Kathy Bentley	Kathy's Parenting Solutions	Windward (KOK)	5/16/13
Erica Scholnick	New Parent Support Program-MCBH	Windward (KOK)	5/16/13
Phyllis Ida	P-3 Windward	Windward (KOK)	5/16/13
Cynthia Okazaki	PACT/KCFC	Windward (KOK)	5/16/13
Ka'uhane Lee	Punana Leo o Ko'olau Poko	Windward (KOK)	5/16/13
Mary Ann Nemoto	UH Center on the Family	Windward (KOK)	5/16/13

