

*This document represents a partial environmental scan based on the contributions of individuals from both the public and private sectors in Fall 2017, and should be viewed as a snapshot in time. Following this preliminary effort was additional research and the gathering of input across the state to further inform the development of the Early Childhood State Plan. For the resulting document, please see the Early Childhood State Plan.*

*We thank all the many individuals and organizations that graciously contributed to this effort with their time and input, which made for an improved State Plan. We look forward to our continued partnership in its implementation.*

# Early Childhood State Plan 2017- 2022

Phase 1: Environmental Scan

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## Phase 1: Environmental Scan

Hawaii's Early Childhood State Plan is a collaborative and comprehensive five-year roadmap for building an early childhood system in Hawaii. Components in the plan are critical to improving school and life outcomes for our children (prenatal to age 8) and their families. Spearheaded by the Executive Office on Early Learning (EOEL), the development of Hawaii's plan was done in collaboration with a steering committee comprised of representatives from state departments, the University of Hawaii, private early childhood providers, advocacy organizations, members of the Early Learning Board (ELB) and neighbor island representatives. The Steering Committee designed a framework for a state plan that includes high-level outcomes that grew out of current strategic plans from state departments, the county and the Early Childhood Action Strategy (ECAS) collaborative. The intent was to develop a plan that would highlight and sustain the good work being done for, and on behalf of, young children and their families, to meet federal requirements, and to demonstrate a common voice to collectively prioritize and describe actions that will result in successful children and families in Hawaii.

## Legislation creating the Executive Office on Early Learning

*There is established an early learning system that shall ensure a spectrum of high-quality early learning opportunities for children throughout the State, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children. The early learning system shall be developed and administered by the Executive Office on Early Learning to the extent permissible by law. (Act 178, 2012)*

## Plan Development Process

There are three phases to the development of the plan. The first phase includes a description of cross-sector priorities being worked on by state, county and community partners, achievable within five years. The second phase includes strategic planning that involves fiscal and resource mapping, the identification of gaps in the early childhood system, and strategy development and prioritization. Phase 3 includes soliciting feedback and approval of the plan and developing an annual evaluation process for ensuring that goals are met and outcomes are achieved.

**Figure 1. Phases of State Plan**



## Purpose of Plan

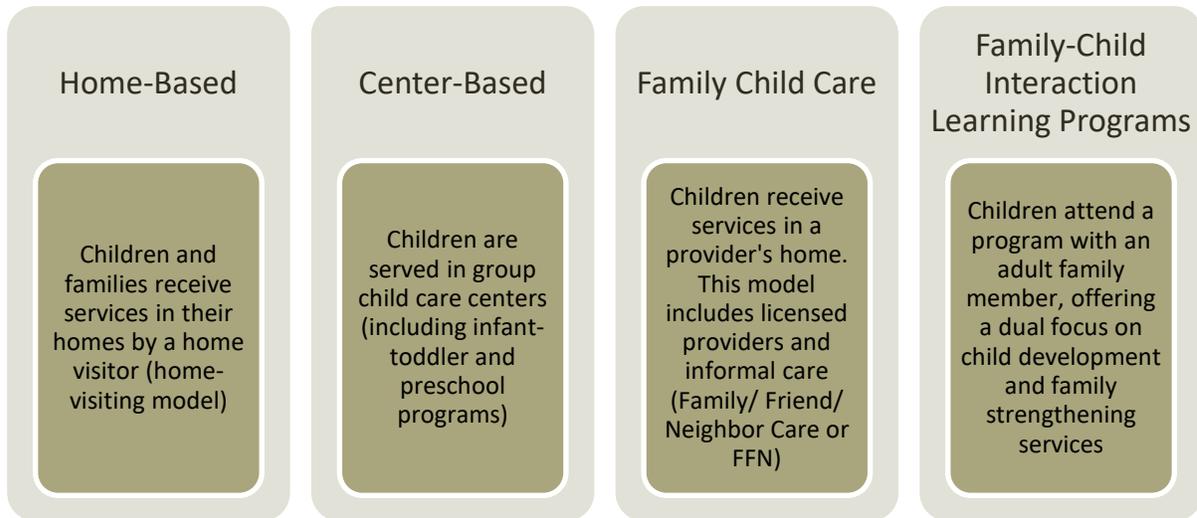
The EOEL is charged by the Hawaii State Legislature with developing a “cohesive, comprehensive and sustainable early learning system.” The current system is a patchwork of public and private programs and services for young children administered by multiple state and county agencies, private child care providers and nonprofit agencies with limited integration in support of shared goals or outcomes. This plan is a step toward addressing the legislative mandate to create a cohesive, comprehensive, and sustainable system. It builds on the work being done by public and private entities to mobilize efforts and build system capacity. Its intent is to demonstrate a common voice that collectively prioritizes and describes actions that will result in more successful children and families in Hawaii. The plan involves public and private partners, which uses EOEL – as a recognized state entity – to convene partners and share progress in reaching the goals. Hawaii’s early childhood programs and services fall within various state departments including the departments of education, health, and human services due to federal and state mandates, which are listed in the figure below.

**Figure 2. Early Childhood Programs and Services in State Departments and Agencies**

Executive Office on Early Learning	Department of Health	Department of Human Services	Department of Education	Charter Schools
<ul style="list-style-type: none"> <li>•EOEL Pre-K Program</li> <li>•Pre-Plus Child Development Program</li> </ul>	<ul style="list-style-type: none"> <li>•Your 'Ohana (Hawaii HomeVisiting Network)</li> <li>•Early Intervention Section (IDEA Part C)</li> <li>•Women, Infants and Children (WIC)</li> <li>•Children and Youth with Special Health Needs Program</li> </ul>	<ul style="list-style-type: none"> <li>•Child Care Program</li> <li>•Child Welfare</li> <li>•Med-QUEST</li> <li>•Supplemental Nutrition Assistance Program (SNAP)</li> </ul>	<ul style="list-style-type: none"> <li>•Preschool Special Education (IDEA Part B)</li> <li>•Elementary Schools (Pre-K and Kindergarten)</li> </ul>	<ul style="list-style-type: none"> <li>•Preschool Development Grant (PDG) Pre-K Program</li> </ul>

This plan includes the four early childhood settings recognized by the State of Hawaii: Home-based (home visiting), Center-based, Family Child Care (including Family/Friend/Neighbor care or FFN) and Family-Child Interaction Learning Programs.

**Figure 3. Settings Where Young Children Are**



The plan is meant to be dynamic – responding to changing needs and conditions, and building on strengths while engaging in a process of improvement and system-building. The overriding goal of the plan is to restructure the current “siloed” system into a more cohesive one that charts a pathway for transformative change in the lives of young children and their families in Hawaii.

## Development of Phase 1 of the State Plan

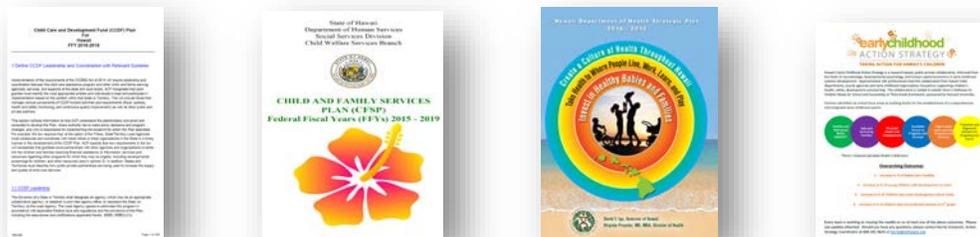
The Steering Committee conducted an environmental scan of priorities and initiatives in state departments and community agencies, and considered work around planning efforts, including those within the Department of Human Services (DHS) Child Care Program Office (CCPO) and Child Welfare Services (CWS), the Department of Health (DOH), Early Childhood Action Strategy (ECAS), Hawaii Maternal and Infant Health Collaborative (HMIHC), and Ohana Nui.

Next the Steering Committee conducted a stakeholder engagement process designed so that “nominations” or suggestions about areas for improvement were considered in the planning efforts. Ninety-four nominations were received and incorporated either in current efforts or as an “incubator” idea for fleshing out once resources are available.

Phase I is an environmental scan divided into two parts:

- **Current Efforts:** Provide a composite picture of cross-sector priorities being implemented by state, county and community partners, achievable within five years. Phase 1 relies on individual agencies and departments to implement the strategies and tactics identified, all of which support the larger goals of the plan, and to share their progress with the ELB.
- **Incubating Ideas:** Nominations and actions requiring more development, resources and/or funding were placed in an incubator section. These ideas are critical to the full development of Hawaii’s early childhood system, and planning for and implementing these will need to go beyond current efforts. Nominations often included the idea, but did not necessarily include any activity, reporting agency or barrier. A more long-term, aspirational focus will be the work of formulating Phase 2 of the State Plan which will include proposed long-term, innovative, strategic initiatives that are the underpinnings and infrastructure needed for a sustainable and integrated system.

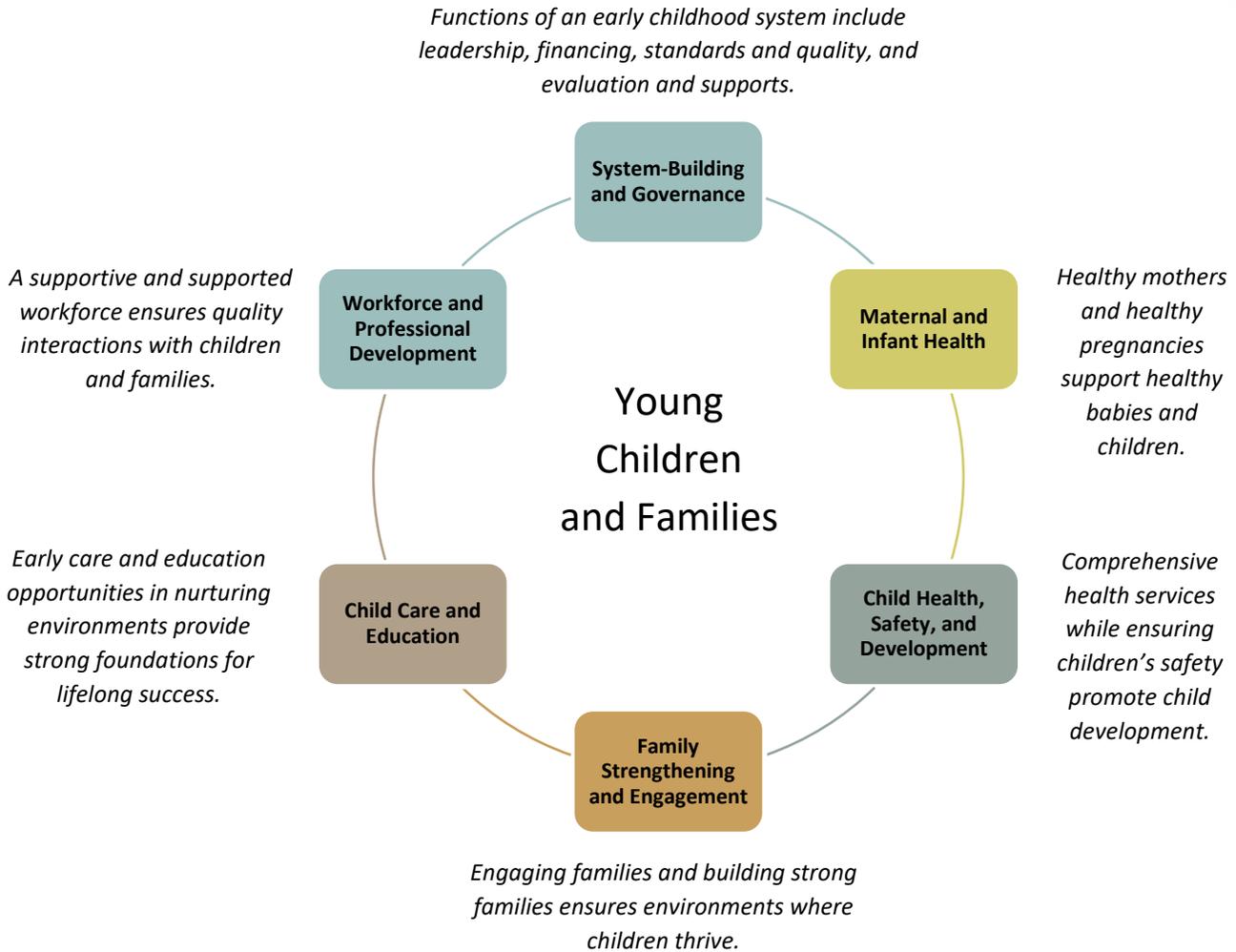
**Figure 4. Examples of Existing Plans Used to Develop the Early Childhood State Plan**



*Left to right: DHS CCDF Plan, DHS Child Welfare Plan, Department of Health Strategic Plan and the Early Childhood Action Strategy.*

A framework was created that would link Hawaii’s Early Childhood System’s overarching goals, guiding principles and cross-sector priorities with input from constituent groups. The following global categories or “buckets” were established to organize the Early Childhood Strategic Plan: System-Building and Governance; Maternal and Infant Health; Child Health, Safety, and Development; Family Strengthening and Engagement; Child Care and Education; Workforce and Professional Development.

**Figure 5. Global Categories or Buckets of the Plan**



## Vision

Hawaii is united in our commitment to ensure equity and access to quality early childhood programs and services that are culturally relevant for all young children prenatal to age 8. We believe that every child is our child. Through our promise to work cooperatively and collaboratively across sectors, we can create a solid foundation for a community where all children and families can thrive and be healthy, safe, and successful in school and life.

## Guiding Principles

- **CHILDREN AND LEARNING:** Positive interactions between young children and adults are critical to learning and development. Quality early childhood experiences occur in a variety of settings. Program services and practices are developmentally appropriate and outcomes-based, where appropriate.
- **HEALTH AND WELL-BEING:** A comprehensive, integrated system of care is in place for young children and their families.
- **RELATIONSHIPS WITH FAMILIES:** Reciprocal and respectful relationships with families support the shared responsibility for young children’s development and promote success.
- **OHANA NUI:** Hawaii’s early childhood system recognizes that a multi-generational approach - embedded in policy, programs, and delivery of services for children, families, and extended family members – empowers local communities and improves educational, economic, social and health outcomes for families and children with lasting impact.
- **DIVERSITY:** We are all part of Hawaii’s early childhood system, and we honor and embrace our relationships with families and with each other. A strong Hawaii weaves families’ indigenous, home and value-based cultures into our collective work.
- **MULTILINGUALISM:** Hawaii’s early childhood system recognizes that Hawaii has two official languages (English and Hawaiian) and provides opportunities and supports for early learning experiences in both languages, as well as in Hawaii’s immigrant languages, to honor and promote our diverse cultural backgrounds.
- **EQUITY:** Equity is addressed through access to programs and services in all communities for families with young children.
- **WORKFORCE:** The early childhood workforce is foundational to providing quality programs and services to young children and their families. We are committed to building workforce capacity and competency, and providing adequate compensation to ensure a stable, highly qualified, and skilled workforce for our early childhood system.
- **SYSTEM:** Collaboration and partnerships are essential to achieve our collective goals, and to promote effective and efficient systems and program design. Transparency, accountability and measurable outcomes are evident in all policies, programs and services. Services and programs are aligned and provide a continuum of support to improve immediate and long-term outcomes that require sustained public and private resources.

## Goals

Through its various agencies, programs, and policies, Hawaii's early childhood community works to ensure that the following early childhood system goals are met:

- All families, programs, schools, and communities are ready to promote and support the early learning and development of all children. (System-Building and Governance)
- All children are born healthy. (Maternal and Prenatal Health)
- All children's physical, mental, social-emotional, and environmental health and well-being are supported. (Child Health, Safety and Development)
- More children can maximize their learning potential through participation in high-quality early learning programs. (Child care and Education)
- A stable workforce is created that includes highly qualified and skilled early childhood professionals who are adequately compensated. (Workforce and Professional Development)
- Families can access and use early childhood resources and services through multiple program options and settings. (Family Strengthening and Engagement)

The vision, guiding principles and goals are the foundation of the system and are driving forces behind the State Plan.

**Figure 6. Environmental Scan and Driver Diagram.**

Goals/Aims by 12/31/22	Components	Current Efforts	Incubator Ideas
All families, programs, schools and communities are ready to promote and support the early learning and development of all children.	System Building and Governance	Working with ELB, Early Childhood Action Strategy, EOEL, state departments and private funders on funding, transition, data, policy, governance and continuous quality improvement.	Develop a quality improvement system. Develop an early childhood data system and unique child identifier. Develop a universal kindergarten entry assessment. Develop and expand role of counties in early childhood.
All children are born healthy.	Maternal and Prenatal Health	Ensuring that women of childbearing age obtain quality health care and family planning services and those expectant parents receive physical and emotional supports during pregnancy and after birth.	Increase access to public services for prenatal women and new moms. Build system of trauma-informed care to support women and children. Promote statewide screening for post-partum depression and referral. Promote safe and nurturing home environments.
All children's physical, mental, social-emotional and environmental health and well-being are supported.	Child Health, Safety, and Development	Improving child health, safety, and development by addressing well-being for physical, mental, and environmental health.	Build system of supports for infant and early childhood mental health. Invest in telehealth to improve health access in rural communities. Promote efforts around environmental health.
More children can maximize their learning potential through participation in high quality early learning programs.	Child Care and Education	Work with strategic partners to evolve the child care system to provide family choice for early learning in all communities.	Increase access to child care for infants and toddlers statewide. Improve transitions for children between programs and services. Sustain high-quality pre-kindergarten programs. Increase the number of slots available in early childhood programs.
A stable workforce is created that includes highly qualified and skilled early childhood professionals who are adequately compensated.	Workforce and Professional Development	Working with higher education and partners to ensure there is a highly competent and adequately compensated early childhood workforce.	Increase preparation for those working with infants and toddlers. Document acquisition of knowledge and competencies, and address areas of need. Ensure Training Quality Assurance system. Implement a professional development quality and assurance system. Revise the Hawaii Early Learning and Development Standards (HELDS). Disseminate information on professional development opportunities and program system supports.
Families are able to access and use early childhood resources and services through multiple program options and settings.	Family Strengthening and Engagement	Linking families to resources and supports, strengthening family and provider partnerships, and increasing programs and services for family support.	Increase utilization of targeted interventions. Ensure access to programs and services for vulnerable populations (homelessness, English language learners, special needs, etc.).

## Phase I. Environmental Scan

The Environmental Scan includes information from state departments, the Early Childhood Action Strategy and other organizations or groups working on early childhood issues, as well as suggestions from nominations submitted by the public.

Existing efforts are documented in a table that identifies each activity and the entity responsible for its implementation.

A separate table includes documentation of incubator suggestions that point to what is needed but where no resources or efforts currently exist.

## System Building and Governance

System building includes developing policies, programs and partnerships that address the comprehensive developmental needs of all children in a collaborative manner. Governance of the system includes defining goals, promoting their achievement and monitoring their progress. As a governing board, the ELB will monitor the progress of the State Plan with EOEL, which will serve as the convening agency.

**Goal:** All families, programs, schools and communities are ready to promote and support the early learning and development of all children.

**Figure 7. System-Building and Governance**



## Current Efforts

Effort	Status	Lead Agency
Funding	Hawaii receives funds through federal grants including the Preschool Development Grant; Head Start; the Head Start/Child Care Partnership grant; Maternal, Infant and Early Childhood Home Visiting (MIECHV) grant; the Child Welfare Title IV-E Waiver; IDEA Part B and Part C; Early Childhood Comprehensive Systems Impact Grant; Title I Funds; CCDF; Tribal Funds, Native Hawaiian Education Program funds.	Departments of Education, Health, and Human Services Charter School Commission
	The state also uses a mix of state funding for Early Intervention Services, and for child care subsidies through the Preschool Open Doors program.	DHS DOH
	State funds support EOEL Pre-K Program	EOEL
Sustainability	Planning for sustainability is completed annually by the ELB and individual departments and programs.	ELB EOEL DHS, DOE, DOH
Transition of Children	Statewide cross-sector community teams support transition of young children (birth through kindergarten) and their families.	
Data	The Early Childhood Data Collaborative (ECDC) connects data from early childhood programs and links that data to the Hawaii Data eXchange Partnership. This will determine longitudinal outcomes, answer critical policy questions and promote data-informed decision-making.	P-20
	A method to track voluntary child care providers' implementation of voluntary best practice strategies to support healthy eating and physical activity is being developed.	DOH
Policy	ELB cultivates, promotes and reviews policies related to early childhood, and shares the review with state and community partners at its meetings.	ELB
Governance	ELB annually reviews the plan, including establishing a system of addressing issues and gaps in the system.	ELB
Continuous Quality Improvement	ELB reviews periodic reports and needs assessments conducted by others that include family and community surveys and other documents.	ELB

## Incubator

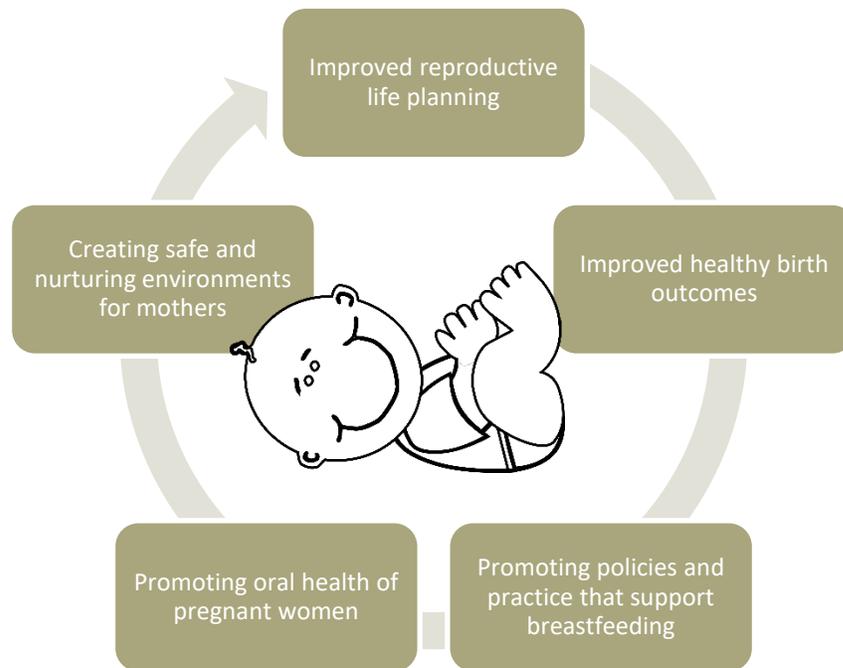
Idea	Activity	Reporting Entity	Barrier
Develop a quality improvement system for child care and early education providers.	Develop a quality improvement system or simplified equivalent for child care and early education providers.	EOEL or ELB	
Develop an early childhood data system that can track children with a unique identifier.	Need a coordinating body for early childhood data. Ensure linkage to Hawaii Data eXchange Partnerships; an integrated, longitudinal data system should promote (data-informed) decision-making at all program levels.		
Develop a universal kindergarten entry assessment.	Develop a tool that can provide needed/valuable data/information on how prepared children are for Kindergarten.		
Develop and expand the role of counties in early childhood.	Develop and expand the role of all counties in early childhood development coordination, infrastructure and funding.		

## Maternal and Prenatal Health

For babies to have the healthiest start in life, it is important that women of child-bearing age obtain high-quality health care and family planning services, and that expectant parents receive physical and emotional support during pregnancy and after birth.

**Goal:** All children are born healthy.

**Figure 8. Maternal and Prenatal Health**



## Current Efforts

Effort	Status	Lead Agency
Improved Reproductive Life Planning	Hawaii partners are piloting One Key Question® in home- visiting programs; primary care settings; and Woman, Infants, and Children (WIC) offices to support women’s preventive reproductive health needs or healthy pregnancies by asking the question (“Do you want to become pregnant within the year?”) and then responding appropriately depending on the woman’s choice.	DOH, DHS-Med-QUEST
	Hawaii partners are working with insurance providers to promote women’s access to long-acting reversible contraception (LARC).	HMIHC
Improved Healthy Birth Outcomes	Hawaii Medicaid agency is promoting the use of 17-alpha hydroxyprogesterone (17P) (Progesterone) to reduce pre-term births.	HMIHC
	Hawaii partners are working to implement a universal statewide system to increase the delivery of prenatal Screening Brief Intervention Referral to Treatment (SBIRT) services for pregnant women.	DOH, DHS, HMIHC, ECAS, AUW
Promoting Policies and Practices that Support Breastfeeding	Hawaii partners are endorsing a breastfeeding strategic plan and implementing pilot strategies to ensure that policies and practices that support breastfeeding are in place and implemented.	ECAS and HMIHC
Promoting the Oral Health of Pregnant Women	Hawaii is working with home visitors, WIC providers, and Perinatal Support Program providers to support prenatal women with education about oral health during pregnancy.	DOH

## Incubator

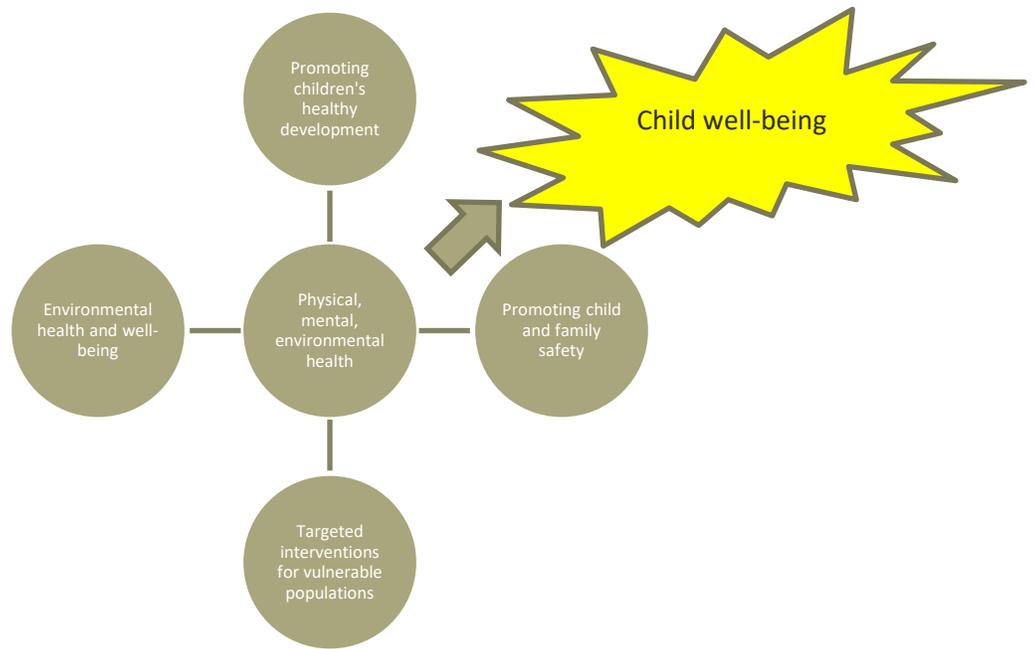
Idea	Activity	Reporting Entity	Barrier
Increase access to public services for prenatal women and new moms.			
Build a system of trauma-informed care to support women and children.			
Promote statewide screening for post-partum depression and referrals to supports and services, if needed.			
Promote safe and nurturing home environments for families through home visiting and violence prevention programs, and work with agencies and organizations throughout the state to prevent sexual violence, Intimate Partner Violence (IPV), domestic violence, and child abuse and neglect.			

## Child Health, Safety and Development

Hawaii’s young children will experience optimum safety, health and development that results in a strong foundation for successful learning experiences in school and life. Strong partnerships between the medical home, early childhood providers, families and communities will help ensure that a comprehensive, integrated system of care is in place for our children.

**Goal:** All children’s physical, mental, social-emotional and environmental health and well-being are supported.

**Figure 9. Child Health, Safety and Development**



## Current Efforts

Effort	Status	Lead Agency
Promoting children's healthy development	Through Centers for Disease Control and Prevention (CDC) funding, Hawaii is able to address children's oral health needs through oral health screening and surveillance, and data collection.	DOH/FHSD
	Hawaii partners are working on consistent guidelines to ensure that health care providers, home visitors, early childhood providers and other community-based screeners use standardized developmental screening tools and proper follow-up and referral to services and supports if needed.	DOH/CSHNB and ECAS
	Hawaii's Chronic Disease Prevention and Public Health Promotion Division (CDPPHPD) is following CDC's best practices by creating a working group to address nutrition and physical activity for young children and their families.	DOH/CDPPHPD
	Screening, surveillance and preventive education system for children exposed to lead, which increases a child's risk for learning and behavior problems, developmental delays, and hearing and speech problems is being strengthened statewide.	DOH/CSHNB
	The Tobacco Prevention and Education Program (TPEP) is working to protect non-smokers from exposure to tobacco smoke through consumer education on the risks of second-hand smoke, as well as about electronic cigarettes and vaping around young children.	DOH/TPEP
Promoting child and family safety	Hawaii Injury Prevention is working with the Hawaii Keiki Injury Prevention Coalition (KIPC) to educate and train about child safety practices.	DOH/KIPC
	Hawaii partners are working to create a training approach based on Adverse Childhood Experiences (ACEs) to prevent child abuse and neglect, and host trainings about how violence impacts children's brain development and health.	DOH/MCHB and ECAS
	Child Death Reviews (CDR) and Maternal Mortality Reviews (MMR) are underway and approaches developed to reduce/eliminate cases from occurring.	DOH/MCHB and CDR, MMR
	Child Welfare Services (CWS) is implementing risk and safety assessment tools that will result in timely and accurate assessments of risk and safety, support best practices and consistency in safety-related decisions made by staff and that engage families in the process.	DHS/CWS
	The Differential Response System allows families to obtain family preservation and support services at the most effective, least invasive and least intensive level necessary to ensure the safety of the children.	DHS/CWS
	The statewide CWS Intake Hotline, which is the 24-hour CWS Intake Hotline, assesses each report of alleged child abuse and	DHS/CWS

	neglect (CA/N) and determines the level of intervention needed.	
	Through Child Welfare Title IV-E Waiver, Hawaii’s demonstration project is actively engaged in reducing unnecessary entry into foster care and reducing the length of time children spend in foster care.	DHS/CWS
Targeted Interventions for Vulnerable Populations	The Hawaii Home Visiting Network (“Your Ohana”) is a collaborative of home-visiting programs working to strengthen and sustain a continuum of high-quality home visiting for at-risk populations.	DOH/MCHB and Your Ohana
	Hawaii partners are working to ensure information about Child Find and Operation Search are available to pediatricians, families and early childhood providers so children can receive early intervention and special education services and supports for better outcomes through education and outreach.	DOH/EIS and DOE/619
	The social-emotional development of infants and toddlers using evidence-based practices is supported through the Early Intervention State Systemic Improvement Plan (SSIP).	DOH/EIS

## Incubator

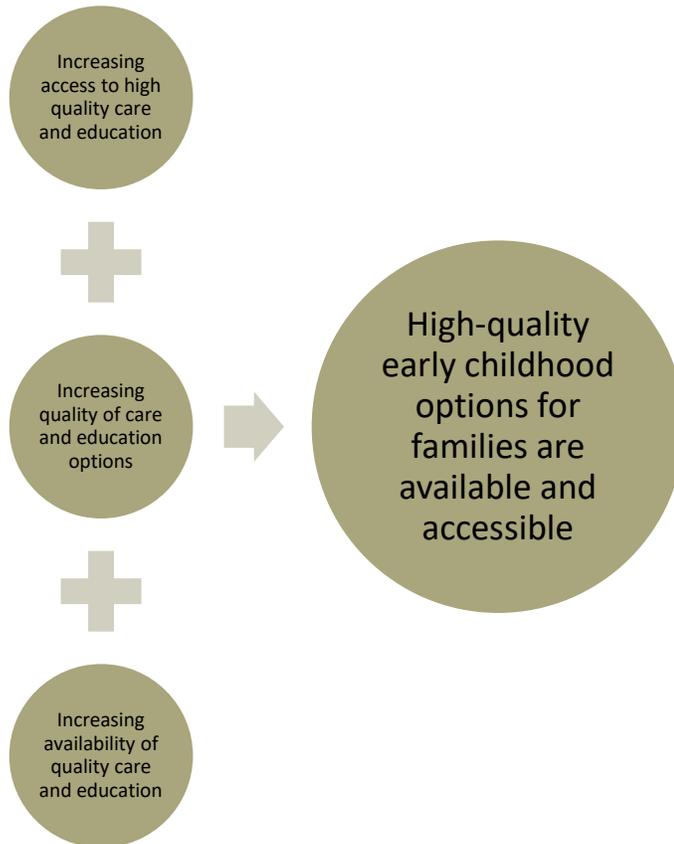
Idea	Activity	Reporting Entity	Barrier
Ensure access to health programs and services for vulnerable populations (children experiencing homelessness, English Language Learners, children living in poverty, children in the foster care and family court systems).			
Build a system of supports to expand infant and early childhood mental health services and supports for families, child care providers and medical providers.			
Invest in telehealth to improve health access on neighbor islands and in rural communities.			
Ensure children’s environmental health.	Promote efforts around environmental health and disease outbreak management, including pesticide-use, second-hand smoke, cell-phone radiation, toxins, reading product labels and infectious disease.		

## Child Care and Education

Children will thrive in a variety of high-quality child care and education environments. Each child experiences positive interactions with adults and other children. In addition, program services and practices are accessible, developmentally appropriate and outcomes-based.

**Goal:** More children can maximize their learning potential through participation in high-quality early learning programs.

**Figure 10. Child Care and Education**



## Current Efforts

Effort	Status	Lead Agency
Increasing access to high-quality care and education	Expansion of EOEL pre-K program. Establishment of EOEL's pre-k program in 2015 created 21 classrooms on 19 public elementary school campuses under the Department of Education (DOE), serving 420 4-year-old children.	EOEL
	Expansion of the DHS Preschool Open Doors child care subsidy program which serves approximately 1,800 children per year.	DHS/CCPO
	Establishment of the Charter School Commission's pre-k program through the four-year federal Preschool Development Grant created 18 pre-k classrooms serving some 920 4-year-old children over the course of four years.	Charter School Commission
	Continuation of Pre-Plus Child Development Services contracts with EOEL for no-cost preschool services by community-based providers at 14 public elementary school campuses serves 280 3 and 4-year old children.	EOEL
	Provision of Head Start (HS) and Early Head Start (EHS) programs by six Hawaii agencies results in comprehensive services to 2,340 preschoolers and 550 infants and toddlers, and an additional 80 infants and toddlers through an Early Head Start/Child Care Partnership grant with a private child care provider.	Head Start (HS) and Early Head Start (EHS)
	Provision of preschool inclusion programs for children with special needs is provided through public/private partnerships between private early childhood providers and the DOE.	HS; UH Children's Center; DOE
	The DHS child care subsidy program is being revised to include longer eligibility periods, increased child care payment rates, and reduced co-payments for the families who qualify for and receive child care subsidy assistance.	DHS/CCPO
Increasing Quality of Care and Education Options	A DHS child care licensing monitoring system of health and safety standards is being established, including the conducting of site inspections of exempt family child care providers caring for children whose families receive child care subsidies.	DHS/CCPO
	Department of Human Services supports child care providers in the voluntary pursuit of accreditation through the National Association for the Education of Young Children (NAEYC), the National Early Childhood Program Accreditation (NECPA), and/or the National Association for Family Child Care (NAFCC).	DHS/CCPO
	Child care providers are supported in the voluntary pursuit of accreditation by local, national and international organizations including World Indigenous Nations Higher Education Consortium (WINHEC), American Montessori Society (AMS), Western Association of Schools and Colleges (WASC), Hawaii Association for Independent Schools (HAIS), Association of	DHS/CCPO

	Christian Schools International (ACSI) and Western Catholic Education Association (WCEA).	
	DHS is creating a consumer-friendly, easily accessible public website that will include the results of monitoring visits and substantiated complaints against licensed and registered child care providers throughout the state.	DHS/CCPO
	The EOEL Early Learning Academy provides EOEL pre-K elementary school teams with professional development by highly qualified staff in early childhood education.	EOEL

### Incubator

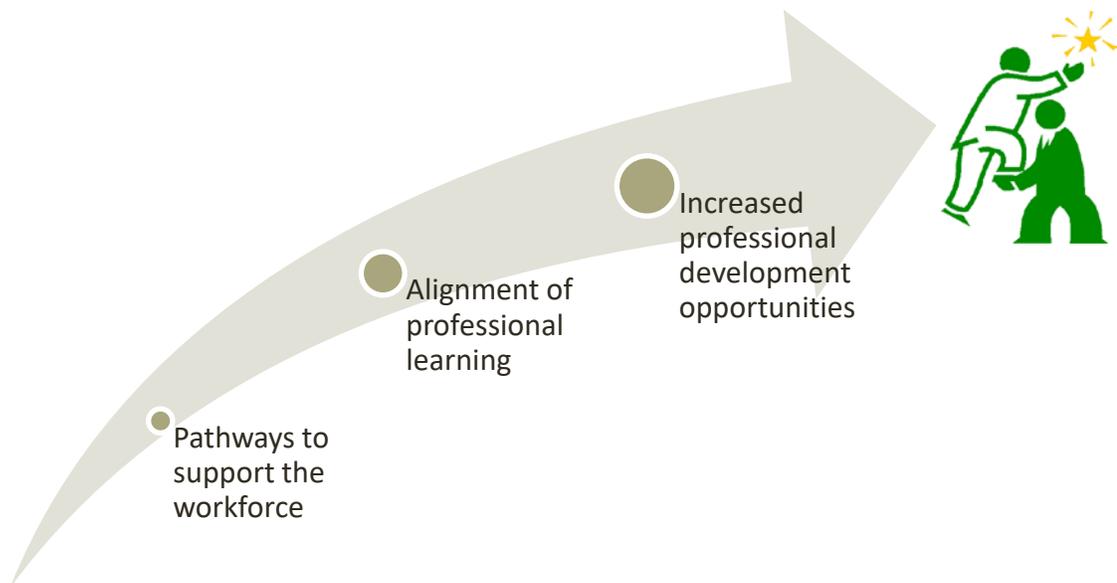
Idea	Activity	Reporting Entity	Barrier
Increase access to child care for infants, toddlers, and 3-year-olds, and considerations for additional funding needed.			
Improve transitions for children between pre-kindergarten and kindergarten between all early childhood settings and elementary schools.			
Sustain the high-quality pre-kindergarten programs that exist through state and federal funds, including funding provided through the State Legislature, and through the U.S. Department of Health and Human Services' HS and EHS grants, EHS – Child Care Partnership grant, Preschool Development Grant, and Child Care and Development Block Grant.			
Increase the number of slots available in early childhood programs and settings in Hawaii (inclusive of private preschools, public preschools, etc.).			Need passage of Constitutional Amendment to allow public funds to go to private early childhood programs and settings.

## Workforce and Professional Development

Workforce and Professional Development is a critical component of Hawaii’s Early Childhood System. All children, birth through age 8, deserve quality early childhood experiences in either of Hawaii’s two official languages that enable them to reach their developmental potential. For this to happen, there must be a competent and qualified early childhood workforce.

**Goal:** A stable workforce is created that includes highly-qualified and skilled early childhood professionals who are adequately compensated.

**Figure 11. Workforce and Professional Development**



## Current Efforts

Effort	Status	Lead Agency
Development and Enhancement of Higher Education Pathways to Support the Early Care and Education System Workforce	The EOEL Early Learning Academy provides EOEL pre-K elementary school teams with professional development by highly qualified staff in early childhood education.	EOEL
	New teacher licensure options are being created to support students studying teacher education who are from underrepresented groups.	UH
	Graduate degree programs are being enhanced to address early childhood system leadership competencies: research, policy and advocacy, instruction and higher education.	UH
Alignment of the Professional Learning System	Early childhood practitioner competency-based documents used for higher education accreditation, professional development and licensing are being cross-walked and aligned.	HCYC
	The development of competencies for individuals who are involved in providing ongoing professional development for early care and education practitioners is being finalized.	HCYC
	Financial support for early care and education practitioners pursuing college degrees, teacher licenses and professional development is being increased and provided through loans; DHS and private scholarships; tuition and travel assistance; and Department of Labor and Industrial Relations/Employment and Training Funds.	DHS/CCPO
Increased Professional Development Opportunities	The number of early care and education practitioners served through professional development opportunities is being enhanced through collaborations involving agencies, nonprofit organizations, and higher education campuses through shared resources, including training provided through DHS contracted services.	DHS/CCPO

## Incubator

Idea	Activity	Reporting Entity	Barrier
Preparation for early learning practitioners working with infants and toddlers, and increasing access to professional preparation.	Expand access to the certificate coursework in early childhood education for infants and toddlers statewide.	University of Hawaii System	
Document acquisition of knowledge/competencies and address areas of need.	Map current early childhood educator professional preparation program offerings in light of NAEYC professional standards and relevant state competency documents. Identify and strengthen areas of need in alignment with Institute of Medicine (IOM) and National Research Council (NRC) recommendations for practitioner competencies.	EOEL	
Finalize the development of a Training Quality Assurance system.	Finalize a trainer registry system to ensure competencies of individuals who are involved in providing ongoing professional development for early learning practitioners.	HCYC	
Implement a professional development quality and assurance system.	Develop a process and materials to operate a trainer registry system for registering and approving the qualifications of professional development providers and training, including instructional methods, materials, learning objectives, knowledge of content and practical experience in the topic area, and formative/summative assessment and training/trainer evaluation.	HAEYC HCYC	
Revise the Hawaii Early Learning and Development Standards (HELDS).	Develop and implement a periodic review process for revisions to the HELDS so	Kaulanakilohana through ECAS	

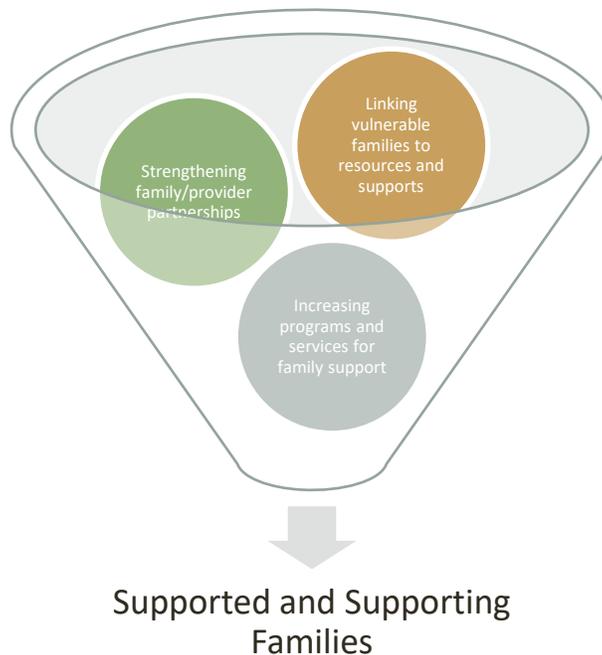
	that the early learning standards keep current with the evolving research base.		
Disseminate information on professional development opportunities and program system supports that enable practitioners to reach professional development goals.	Develop a shared website where professional development opportunities for early childhood practitioners and related occupations and professions in the early childhood field can access information about training. Trainers of organizations could advertise their available trainings.	ECAS	

## Family Strengthening and Engagement

Families play an important role in the health, safety and development of young children. Genuine partnerships between families and early childhood programs, schools, resources and the community ensure that children are given every opportunity to grow and thrive. For families to know how to support their children’s growth and development, they need support and tools to fully engage with others who care about their children’s success in school and life.

**Goal:** Families can access and use early childhood resources and services through multiple program options and settings.

**Figure 12. Family Strengthening**



## Current Efforts

Effort	Status	Lead Agency
Linking Vulnerable Families to Resources and Supports	A web-based platform and call-in support was designed as a one-stop resource for programs and services for young children and their families. The platform is mobile-friendly; organized by zip code; has a searchable database; and offers call-in support and language assistance.	ECAS and AUW
	Hawaii is piloting a resource center for homeless families providing wrap-around services and supports.	DHS/Ohana Nui
Strengthening Family/Provider Partnerships	Early childhood providers from home visitation, center-based programs, home-based child care, early childhood special education, and child care resource and referral are being trained on Hawaii's Family Partnership Guidelines (FPGs) to strengthen skills in working with families to improve child outcomes. The FPGs were created in 2013 through the EOEL.	ECAS
	FPGs for Families and related trainings are being developed to support families' abilities to effectively partner with their children's providers to support healthy development and learning.	ECAS
Increasing Programs and Services for Family Support	Hawaii partners are creating a Safe and Nurturing Families Framework focused on reducing family violence (intimate partner violence, and child abuse and neglect). The framework includes outreach, education, training and referral to family support services.	ECAS and DOH/MCHB
	Hawaii partners are working to expand access to family child interaction learning programs (FCIL) and peer-to-peer programs to support families' abilities to be their child's first teachers and to strengthen family engagement and partnership with programs.	EOEL
	Hawaii partners are working to expand parent trainings and workshops focused on nonviolent and constructive responses to challenging behaviors.	ECAS
	Through educational programs and outreach to the community, Hawaii partners are supporting parents and extended ohana after childbirth by creating healthy home environments and supportive communities for newborns and families.	DOH/MCHB/Your Ohana

## Incubator

Idea	Activity	Reporting Entity	Barrier
Increase utilization of targeted interventions.			
Ensure access to programs and services for vulnerable populations.		EOEL	

## Acknowledgements

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Convener: Lauren Moriguchi, Director, Executive Office on Early Learning

Facilitator: Leolinda Parlin, Hilopa'a

Technical Advisers: GG Weisenfeld, Center for Early Education and Learning Outcomes (CEELO), and Bette Hyde, retired director of Washington's Department of Early Learning

Steering Committee members (in alphabetical order):

- Debbi Amaral, Maui County representative; Maui Economic Opportunity, Inc./HeadStart
- Dana Balansag, Department of Human Services/Child Care Program Office
- Jin Chang, Partners In Development Foundation/Ka Pa'alana
- Robyn Chun, University of Hawaii at Mānoa/ College of Education
- Christina Cox, Kindergarten and Children's Aid Association Preschools
- Kim Guieb-Kang, University of Hawaii/ Hawaii P-20 Partnerships for Education
- Chris Jackson, Executive Office on Early Learning/Head Start State Collaboration Office
- Bernadette Lane, Department of Human Services/Child Welfare Services
- Ann Mahi, Department of Education Complex Area Superintendent
- Nalani Mattox-Primacio, Keiki O Ka 'Aina
- Keiko Nitta, Department of Health/Family Health Services Division
- Jean Osumi, University of Hawaii/Hawaii Data eXchange Partnership
- Robert Peters, Early Learning Board
- Namaka Rawlins, Hawaii Island representative, 'Aha Pūnana Leo
- Joanne Taira, University of Hawaii System
- Kerrie Urosevich, Early Childhood Action Strategy
- Wimmie Wong Lui, University of Hawaii/Hawaii Data eXchange Partnership
- Deborah Zysman, Hawaii Children's Action Network

Stakeholders from around the state representing different perspectives also helped shape the plan. A heartfelt thanks to all the public and private agencies and individuals who took the time to attend stakeholder groups to hear about and discuss the plan, and to those who submitted nominations for inclusion in the plan's development.

## Appendix 1. List of Acronyms

ACEs: Adverse Childhood Experiences

AUW: Aloha United Way

CCPO: Child Care Program Office

CDC: Centers for Disease Control and Prevention

CDR: Child Death Reviews

CDPPHPD: Chronic Disease Prevention and Public Health Promotion Division

CSHNB: Children with Special Health Needs Branch

CWS: Child Welfare Services

DHS: Department of Human Services

DOE: Department of Education

DOH: Department of Health

ECAS: Early Childhood Action Strategy

EHS: Early Head Start

EIS: Early Intervention Section

ELB: Early Learning Board

EOEL: Executive Office on Early Learning

FCIL: Family-Child Interaction Learning

FHSD: Family Health Services Division

FPG: Family Partnership Guidelines

HAEYC: Hawaii Association for the Education of Young Children

HCYC: Hawaii Careers with Young Children

HMIHC: Hawaii Maternal and Infant Health Collaborative

HS: Head Start

KIPC: Keiki Injury Prevention Program

LARC: Long-Acting Reversible Contraception

MCHB: Maternal Child Health Branch

MMR: Maternal Mortality Reviews

NAEYC: National Association for the Education of Young Children

NAFCC: National Association for Family Child Care

NECPA: National Early Childhood Program Accreditation

SBIRT: Screening, Brief Intervention, Referral to Treatment

SSIP: State Systemic Improvement Plan

TPEP: Tobacco Prevention and Education Program

WIC: Women, Infants and Children

## Appendix 2. Highlights of Hawaii’s Early Childhood Systems-Building Efforts

### History

In the past two decades, there have been numerous critical developments in Hawaii that helped shape our current early childhood system.

The following are some of the highlights:

- Hawaii’s Early Learning Advisory Board was established in 2012 through Act 178 and evolved into the Early Learning Board (ELB) through Act 202 in 2017. This transformed the board from an advisory to a governing board. As a governing board, the ELB will monitor the progress of the State Plan with the Executive Office on Early Learning (EOEL), which will serve as the convening agency. This board evolved out of the Early Learning Council (ELC) in 2008. The ELC created a system framework that described four key pillars and early childhood strategic initiatives, which were used as a foundation for current early childhood planning efforts.
- The EOEL was created in 2012 through an Executive Order. EOEL was established to assume the comprehensive early childhood system-building work. Initially housed in the Governor’s Office, EOEL became an attached agency to Hawaii’s Department of Education in July 2015.

Other efforts in the state include:

- Supporting Collaboration Among Stakeholders
  - Hawaii Careers with Young Children (HCYC) is a consortium comprised of cross-sector organizations and individuals who have addressed workforce professional development issues since the 1990s. HCYC’s work is based on the National Association for the Education of Young Children (NAEYC)’s Policy Blueprint and other NAEYC publications. It promotes a comprehensive workforce development system that includes focusing on compensation, core competencies, career pathways and quality assurance.
  - Hawaii Children’s Action Network (HCAN), formerly known as the Good Beginnings Alliance, was established by Act 77 (1997) to serve as an intermediary agent to convene stakeholders; engage in community-building; provide data analysis and thought leadership; elevate standards; and advocate for our keiki.
  - Kaulanakilohana is a community of interwoven voices for Early Childhood Higher Education in Hawaii. Formed in 2009, this group is a collaborative of higher education faculty from the University of Hawaii’s 10 campuses and Chaminade University.
  - Early Childhood Action Strategy has brought together more than 80 individuals representing the public and private health, safety, early care and education sectors since 2012. Originally housed within EOEL, the Early Childhood Action Strategy is now coordinated by staff under a nonprofit agency.

- Supporting Statewide Alignment
  - Hawaii P-20 Partnerships for Education is a statewide partnership that works to strengthen the educational pipeline from early childhood through higher education so that all students achieve career and college success. This partnership is led by the EOEL, the Department of Education and the University of Hawaii System. The Hawaii P-3 Initiative, a program within Hawaii P-20, focused on the critical early education component of the education pipeline. With the goal of every child reading at grade level by third grade, Hawaii P-3 established partnerships with early learning providers and the Department of Education within 7 demonstration sites from 2009-2012. The partnership promoted a cohesive continuum of experiences from birth to age 8 to improve the alignment and integration of programs, thus strengthening the Hawaii P-20 education pipeline.

## Legislation

- Act 259 Early Learning Task Force: the TaskForce was established by the 2006 State Legislature to develop a plan for a comprehensive and sustainable early learning system, providing a continuum of early learning opportunities for children from birth to age 5.

**For more information, please contact the Executive Office on Early Learning.**

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