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HISTORY

History of Early Childhood Education and Care (ECEC) Coordination in Maui County

Maui County has had a long-standing commitment to early childhood care and education of which it can be justly proud. Over the years many early childhood practitioners and advocates have been dedicated to improving the future of Maui County's youngest population. They have been steadfast in their belief that the earliest years of a child's life are critical for learning and future success.

In 1990, during the administration of Mayor Hannibal Tavares, county funding was initiated, and Jeanne Riley was contracted to provide services to the community as a Child Care Coordinator. Under the direction of the Department of Housing and Human Concerns and its Deputy Director Miriam Kahalekai, Ms. Riley conducted a child care needs assessment of County employees and began coordinating training opportunities for the ECEC community. A Child Care Task Force was formed and met during that year to provide community input to the county and the coordinator on ECEC issues.

In 1991 funding for ECEC services was increased under the administration of Mayor Linda Lingle. Carole Enmark, as the new Child Care Coordinator, continued child care coordination services under the direction of the Department of Housing and Human Concerns Director, Stephanie Aveiro. The department's Youth Services Division, headed by Program Coordinator Valerie Morgan, became the actual managing entity. Administrative support was provided by the Hawaii Association for the Education of Young Children.

In 1993 the title of the child care coordinator's position was changed to Early Childhood Resource Coordinator, and the Child Care Task Force evolved into the Early Childhood Task Force.

In 1994 the Hawaii Early Childhood Education and Care Coordination Committee (HECECCC) was initiated by the Governor's office, under the direction of the Office of Children and Youth. Maui County was represented on this committee by Charlene Doi, an early childhood professional, Valerie Morgan, representing the Early Childhood Task Force and Terry Lock, who became the County's Early Childhood Resource Coordinator that year. Members statewide worked hard to initiate a comprehensive ECEC plan. This was the start of the Good Beginnings effort.

As a result of the work of the HECECCC, the Good Beginnings Initiative Master Plan was developed and reported to the Governor and State Legislature in 1996. In 1997 Act 77 established the Good Beginnings Alliance as a public-private partnership charged with the responsibility of improving early childhood outcomes through the development of quality early childhood care and education and related family support services. The amended Act is to be in effect until 2010.

Alongside this state initiative, Maui County continued to recognize the importance of early childhood coordination in the county. Through accessing additional state Child Care Development Block Grant (CCDBG) funds, the county provided the opportunity for Terry Lock to expand her efforts towards resource coordination, through hiring of additional team members to work with the State initiative. Administrative assistance and financial management of the team was undertaken by Maui Family Support Services, Inc. under the direction of Bettye Williams.

As the Good Beginnings Initiative was getting organized statewide, each county was developing its own coordinating mechanism and writing individual county plans. In Maui county, this work was undertaken by the newly formed Good Beginnings Community Council. The Council included members of the former Early Childhood Task Force as well as the Maui County Early Childhood Resource Coalition, which was a group that advocated for children with special needs. In addition, the council sought out members from other community agencies and groups that worked with young children and their families. The GBCC undertook the development of the Good Beginnings - Maui Strategic Plan, which has become the foundation of the work being done in Maui County over the past six years.

Through the County Council's Human Services Committee, chaired by Councilmember Bob Monden, a Subcommittee on Child Care was formed in October of 1996. Chaired by Councilmember Wayne Nishiki, this subcommittee completed its work in December 1996. When a new County Council was seated in January of 1997, the Subcommittee on Child Care reconvened under the Human Services Committee, chaired by Charmaine Tavares. The Subcommittee was chaired by Council Member Alice Lee, with Terry Lock as vicechairperson. Councilmember Alan Arakawa remained on the Subcommittee on Child Care. This subcommittee supported legislation including a tax exemption for licensed family child care providers, a bill to provide greater flexibility for family child care providers who would like to serve more than six children, the creation of a Commission on Children and Youth, funding to explore and establish a child care subsidy, and funding for increased training and coordination of early childhood programs in the county.

In 2002, the County of Maui deepened its commitment to early childhood education and care by creating a new line-item position in the County for an Early Childhood Resource Coordinator. As a county employee, the coordinator serves at the level of Department Head, rather than in a yearly negotiated contract position, which has brought stability and commitment on the part of the county to the importance of the early years. Since 2002 the county coordinator has continued to work together with other team members who receive funding through Good Beginnings Alliance grant-in-aid funds as well as from some private funding.

While titles and approaches have varied over the years, many of the same people have continued as participants in the process, allowing for a continuity of vision which is evident in the Strategic Plan.

GOOD BEGINNINGS COMMUNITY COUNCIL

BY-LAWS

BY-LAWS

MAUI COUNTY GOOD BEGINNINGS COMMUNITY COUNCIL

Article I Name

The name of this council shall be the Maui County Good Beginnings Community Council.

Article II Purpose and Functions

1. The Council was established by the Governor's Executive Order #96-03 to involve the community and interested agencies in assisting with coordination and planning with regard to early childhood education and care services in the county.
2. The purpose of the Maui County Good Beginnings Community Council will be to serve as the advisory body for Maui County's early childhood education and care services.
3. The Council will monitor the implementation of the community plan which describes collaborative community strategies to provide ECEC services to young children and families.
4. The Council will update the Plan every five years.
5. Although many members represent a specific community agency or government department, their presence on the GBCC Council is not as a designated representative of their particular agency. Each member is expected to work together with other Council members toward achieving the common purposes detailed in the community plan.
6. The Council will get information from the team and steering committee and provide feedback based on their knowledge of the broader community.
7. The Council will take a role in suggesting and implementing research and development projects and suggest information needed to forward the work.

Article III Membership

The membership year shall be from July 1 through June 30.

A. Regular Members

1. The Community Council will consist of not more than 15 voting members.

2. Ten of the fifteen members will represent the following groups: Dept. of Health, Dept. of Human Services, Dept. of Education, People Attentive to Children (PATCH), County of Maui, Maui Economic Opportunity (MEO) Head Start, Maui Family Support Services (MFSS), Maui Community College (MCC), the philanthropic community, and the Good Beginnings - Maui team. An additional five members who are child care providers, teachers, parents, grandparents, or community representatives will also be part of the Council. When one or more of the ten specified groups is unable to provide a representative, their spaces will be filled by additional persons from the community.

3. Council members will be appointed by the Steering Committee.

4. The term of each Council member will be for two years. In the event of a vacancy on the Council, the Steering Committee will appoint someone to fill it. That person will serve for the remainder of the term.

B. Associate Members

1. There may be an unlimited number of associate members, consisting of persons interested in the work of the Good Beginnings Community Council. These members are non-voting members.

2. Associate members may come from the health, faith, business, or other areas of the community. Also included in this group are the community facilitators for Partnership for Hawaii's Keiki and Ho'owaiwai Na Kamali'i as well as representatives of Kamehameha Schools, Punana Leo, and the special needs community.

3. Associate members may serve on committees, help with special activities, and/or be called on as expert resources.

Article IV Council Structure

1. There will be one chairperson.

2. The chairperson will designate one council member and one alternate to attend the Good Beginnings Alliance Board meetings on Oahu. This GBA Representative is responsible for giving and getting information that is pertinent to Maui's work.

3. A new Chairperson will be elected at the June meeting every other year and will take office immediately.

4. The Chairperson will serve for two years, excepting the first year (July 2003 - June 2004), when the term of office shall be one year.

5. The GBA Representative will serve for two years, beginning in this first year (July 2003 - June 2004).

Article V Meetings

1. The Council will meet four times a year, usually in September, December, March, and June. Notice of meetings will be provided in writing at least ten days prior to the meeting, indicating place, day, and hour of meeting.
2. Each member is expected to attend every meeting. Inability to do so will jeopardize that member's continued service on the Council.
3. Meeting agendas will be set by the Steering Committee.
4. Minutes of meetings will be sent out with notice of the next meeting, at least ten days prior to the date of that meeting.

Article VI Committees

Steering Committee

1. The Steering Committee will be appointed every year by the county early childhood resource coordinator. It will consist of six members: the county early childhood resource coordinator, the Council Chairperson, the GBA Representative, and three other appointees.
2. The Steering Committee will be the decision making body of the Good Beginnings Community Council.
3. The Steering Committee will serve as Nominating Committee and will have responsibility for filling vacancies that occur.
4. The committee will meet at least six times per year to assess current projects, based on reports provided by the team and feedback given at GBCC meetings. They will make decisions about future activities.

Other Committees

1. Various other committees, called "workgroups," will be organized to address particular needs of the Council as they arise, primarily in relation to the planning for implementation of specific strategies of the Plan.
2. These workgroups will meet as needed to complete their work.

PLAN DEVELOPMENT: SUMMARY OF INFORMATION GATHERED

Plan Development: Summary of Information Gathered 2004

A workgroup of the Good Beginnings Community Council met in September 2003 to discuss and decide what information needed to be gathered and updated in order to revise and update the Good Beginnings Plan. It was agreed that we would like to gain more information about the concerns and challenges faced by parents in our community. We decided to do this in two ways: (1) by getting information from agencies that work with families and (2) by talking with parents themselves. A detailed account of the key informant interviews and parent focus group are available from the Good Beginnings – Maui County office. Information was gathered and compiled by the workgroup from January through June, 2004.

I. Key Informant interviews were conducted with agency personnel to learn more about parent needs and related issues in the community. We wanted to find out how well existing agencies that offer home visiting, parent-child activities, center based programs, and parent education were addressing the needs of parents. We thought it would be useful to find out:

- what services different agencies offer, in order to understand more about gaps and duplications
- how much agencies know about each other
- how much collaboration exists between agencies serving families with young children
- what the barriers to collaboration are
- how/where agencies get information and make plans
- how agencies evaluate themselves
- what are recurring issues and concerns parents face
- how well agencies' programs address parents needs

(1) Agencies face similar challenges in trying to reach and serve target populations. These challenges include recruiting families in which parents are working, tired and lack free time. Parents may not be open to having certain assessments for their child. Parents may not be able to see that they need help. They often cancel appointments, and when they do so, they may get dropped from the program. Families move a lot, often without leaving a forwarding address. New families and immigrant families are not aware of the range of services offered. It's hard for agencies to find qualified personnel to work with families. In addition, Maui County's tri-isle geography requires travel time and costs.

(2) Concerns many families face include difficulty in obtaining child care (including drop-in and emergency care, care for infants and care at certain hours needed), the high cost of care, a lack of financial assistance available for middle income families and the fear that their child won't be well cared for in family child care homes. They also wonder if preschool is necessary in order for their child to be ready for Kindergarten. By

“ready” many parents are concerned about social readiness, not academic. They want to understand more about child development and how to handle problems of discipline, sibling relations, temper tantrums, and juggling employment with parenting. Many mothers want to stay home but can’t afford to. Parents face difficulty dealing with their special needs child and the impact a special needs child has on the entire family.

(3) In response to how well agencies think they are collaborating with other agencies in order to deliver appropriate services to parents, many commented that they share information with other agencies in a very limited fashion, usually with their funding source, or informally with other agency staff. They do make referrals to other agencies and exchange brochures. However, they do have a difficult time partnering with certain groups. Barriers to doing a better job of collaboration include time, lack of information about what other agencies are doing, territorial stances taken by some agencies, and staff transitions.

(4) Some agencies conduct annual self assessments. Many do satisfaction surveys to clients following workshops they provide. Some ask families to give feedback once a year in writing.

(5) In their work with families, agencies identify certain gaps that exist, including child care (for babies; for part-time care); shortage of dentists, doctors, and psychologists to treat low-income (sometimes uninsured) children; help for middle-income families who don’t qualify for available assistance; and parent support/training for parents of special needs children. They comment that “parents who most need education and training are least likely to see it.”

(6) Agencies face recurring issues that make working with families difficult. These include: Families don’t like the strict attendance guidelines that many programs have; they take too much time, are too demanding to participate in and have too many rules and guidelines. It can be hard getting information to stay-at-home families. Confidentiality can also be a problem in our small population. Some parents think what’s being offered doesn’t apply to them; they don’t like to be told how to do something. Sometimes the information being provided may conflict with what families have taught them, and they don’t know how to reconcile the differences. In some cultures, taking parenting classes is not something parents feel comfortable doing. Agencies point out that behavior change takes time and effort and practice. Parents may be unwilling to take needed follow up classes.

(7) Agencies try a variety of ways to give parents information and training. Parents are most receptive to information and help when it is relevant to a problem they are experiencing at that very time, which is not always possible. They conduct home visits, organize play groups, provide parent-child activities and parent workshops, as well as parent discussion groups and newsletters.

II. A **focus group** of eight parents was conducted, trying to find out more about the needs and challenges young families face. A complete write-up of this discussion is included in the Appendix. Highlights from the discussion follow.

Parents want their children to have high self-esteem and to be independent, to get along well with others, to be assertive and love themselves. Parents want their child's uniqueness to be valued.

Difficulties they have faced in the first five years included how to deal with conflict between what they read, what their pediatricians told them, and what their own beliefs were in terms of toilet training.

Parents said they believe a loving and nurturing environment are of prime importance, and an attachment to and trust in the parents. They expressed disappointment that some of the things they remembered from their own childhoods (such as neighborhood children playing together) are not happening today.

Parents would like to have more drop-in care available, so they could go to a doctor's appointment or have time to themselves once in a while. They stated that while assistance is available for low-income parents, it is harder for middle-income parents to get child care needs met. There is also not much support for stay-at-home parents.

Most parents stated that the biggest challenge in raising their children was too much stress. They felt if they could just get a break once in a while, that would help. Many have attended parent-child programs that they found fun and useful. When parents can help each other by encouraging the other parent to go out alone for awhile, that can help too.

Those parents who have sent children to preschool found benefits to their children both socially and with language development. As far as family child care, parents mentioned the importance of keeping on top of what's happening with your child. They feel dropping in from time to time is a good idea. They did not like the idea of children watching television or of being handled "roughly."

When asked why some parents may not take advantage of community programs and services, even though they know about them, parents said that some are scared of an unfamiliar setting, or may not want to face that their child may not be developing at a standard pace.

Parents expressed some discomfort with the idea of their child going to kindergarten and whether or not that child would be "ready." They would like more information about how to know if your child is ready or not.

**REVIEW OF THE
FIRST FIVE YEARS
AND
A LOOK AHEAD**

Review of the First Five Years (1997-2002) and A Look Ahead

Introduction and Background

The first five years since the Maui County Good Beginnings Plan was officially launched in 1997 have been filled with invaluable lessons about the complex nature of building a coordinated early childhood education and care system on the local level. We have found that it begins first with truly understanding what makes up our system. This includes knowing who the stakeholders are, what their roles and missions are, how they are funded and governed, and how they interrelate and influence one another. Over time, changes have occurred in stakeholders, funding sources and funding directives which make it even more critical for leaders to keep abreast of what exists.

While keeping in mind what exists in our system, we have also had to keep revisiting our vision to recall what we are striving for and who we are building this system for. As stated in the Good Beginnings Master Plan and in our local plan, “The optimal early childhood education and care system will provide all young children in Hawaii with equal access to quality education and care resources which are appropriate to families’ life circumstances and preferences.” Listening to and being responsive to families as one of the key elements driving this system is important as we review the first five years and as we move into the future.

Guiding Concepts

In striving to implement this vision through our local plan, we continue to be guided by concepts laid out in the Good Beginnings Master Plan. These concepts are:

- Any approach must be incremental in nature and build upon existing resources, given the current economic situation;
- New ways of doing business must be introduced, since existing working relationships with families, agencies and service providers are not adequate to produce needed improvements;
- Communities must be supported as the “heart” of the new system, as they are best able to define their own strengths and needs as well as bring additional or under-utilized resources to bear in any system reform effort.

Five Components of The Plan

Our local plan was organized around the five components in the Good Beginnings Master Plan. During the first five years we selected strategies from each of these components and found that this focus helped move us along in building a balanced early childhood system. The components are: 1) families in the system, 2) assuring quality programs and services, 3) system coordination and accountability, 4) financing and resource development, and 5) public education and engagement. Under each component we describe some of the lessons we have learned during this implementation phase.

Families in the System

Through the years there has been an expansion of information to families of young children through classes, workshops and distribution of materials in our county. One such project was working with Maui Land and Pineapple Co. to design, develop, distribute and evaluate an array of user-friendly parenting materials for their employees. This project, carried out over a six-month period, was well received both by the Personnel Director and employees of Maui Land and Pine. We believe it is a good model that might be picked up in the future and expanded to other businesses.

In 1997 there were very few parent education workshops and classes for families of young children. Today there are more parent education offerings in more geographic locations provided by a variety of agencies. Kaiser Permanente in Wailuku, for example, has developed and maintained a commitment to providing parenting workshops for their clientele. Kaiser has been working in partnership with Good Beginnings – Maui County to offer workshops on such topics as positive discipline, choosing quality child care, the media and young children, and child development during the first five years. Currently Kaiser pays the workshop presenters' fees, secures the location, and advertises the offerings through their quarterly newsletter and in the Maui News. Good Beginnings-Maui helps to identify the workshop presenters, get the message out to specific groups of parents and caregivers in our database, enrolls interested participants, and collects feedback from participants. This is an example of a strategy that is being sustained.

For the last five years, Good Beginnings – Maui County, in partnership with Makawao School, a public elementary school, has been successfully delivering an early childhood family education program called Good Beginnings at Makawao School. This program, originally modeled after Families for REAL, has high participation by families with young children, infants to kindergartners. It is also valued by the staff of Makawao School. Unfortunately, despite being an asset to this community, which it is, this program does not yet have stable sustainable funding. It relies on a patchwork of private donations and grants.

Assuring Quality Programs and Services

In striving for higher quality standards that move beyond baseline licensing standards in early childhood programs, an accreditation mentoring pilot project was designed and implemented over a four-year period. This project, following the NAEYC accreditation standards, increased the number of accredited programs in the County of Maui from three programs to 12 preschools. After it was piloted in our county, it was adopted and expanded statewide through the Hawaii Association for the Education of Young Children. This is an example of a project that is being replicated and expanded.

Another strategy to assure quality in more informal settings was a three-year pilot project called the Ready, Set, Go! project. This project, funded by the Dept. of Human Services, enabled a team of early childhood educators to enhance the skills and knowledge of unlicensed child care providers, including relatives, who receive child care subsidies. These educators offered regular home visits, activity kits, newsletters, workshops and counseling to the providers. Because it was not mandatory, the project suffered from low

participation by participants, making the cost per participant exorbitant. The funding for this population remains, and the Center on the Family now extends its program to Maui as well as the rest of the state.

Over the first five years, collaboration among a number of partners has created more professional development opportunities for early childhood and family support personnel to participate in training. Some of these included: the Castle Colleagues “Leadership Development” program for preschool directors; PATCH’s WestEd Program for Infant and Toddler Caregivers training; and workshops on Brain Development, Media and Young Children, Positive Discipline, and Understanding Children’s Temperament. These were supported through funding and in-kind resources from agencies such as Maui Community College, Kaiser Permanente, Friends of the Children’s Justice Center, Office of Youth Services, PATCH, MEO Head Start, Maui Family Support Services, Good Beginnings – Maui, and County of Maui. This has been successful because of the cooperative agreements among these agencies, as well as the coordinating role of Good Beginnings- Maui.

System Coordination

As stated in the introduction of this section of the plan, the importance of system coordination has become even more evident in recent years. This is because each organization generally works within a limited scope, seeing only their “piece of the pie.” This leads to fragmentation in the system, which can only be remedied through someone or something that sees a bigger picture and is able to impart that knowledge to the individual parts. Time and time again, we have seen duplications arise or gaps continuously left open, simply because individuals and agencies act out of their own knowledge base and perspective, which is often limited.

A coordinating body such as Good Beginnings is needed to collect and analyze information, to be the expert on what exists and what does not exist in the community. Then and only then can we set out to improve the system, by developing strategies that reflect the realities of that particular set of circumstances. When we know those gaps and duplications, we can help with agencies in the pre-planning stage before programs are initiated in our community. When we know where quality is lacking, we can recommend ways to make improvements. When we understand more about what parents want and need, we can work with others to support parents in the ways they need support, not necessarily in the ways we decide they need support. We cannot be agents of change in a system that we don’t fully know.

This coordinated system depends upon having a coordinating body. Coordination work takes much time and effort and requires a selfless approach by the organization doing it. Their eye must always be on the big picture. It requires an openness and willingness to entertain many different perspectives. It requires that one be always in the learning frame of mind, with the belief that there are many different ways to get to where we want to go. There must be a commitment to the belief that coordination can be achieved and that it is what will lead us to a more effective system than currently exists. This is an action-

oriented endeavor, one which requires seeking out information, not just passive reception. This information can also influence and improve practices, programs and policies.

This much-needed coordination is not something that can be done and then forgotten. It has to be an ongoing function. Because nothing long-lasting can possibly be achieved without it, coordination must be provided for and funded with at least some public funding. Private funders are more willing to contribute to programs and activities when they believe those activities are meeting the actual needs of a given community. It is easier to give them that assurance when there is a body that is truly knowledgeable about where the gaps exist and how they can best be addressed. They are also more willing to contribute when they see the commitment of public funds as well.

Over the first five years we have made progress toward a more coordinated system in Maui County by simultaneously working on two areas. One was establishing a permanent Early Childhood Resource Coordinator for Maui County in 2001. This was a 12-year process that required building a working relationship with County administration and County Councilmembers over time and with community members, including parents, who lobbied for this position. The second area has been recognizing that early childhood coordination in our county cannot be accomplished solely by the coordinator, but that it requires the coordinator working closely with the Maui County Good Beginnings Community Council and the Good Beginnings - Maui team to achieve success. It has been beneficial that the GBCC is composed of representatives from a variety of agencies in our local early childhood system. Through the sharing of information from our GBCC members, we learn more about the perspectives of others in the system and become connected with the broader community. This broader perspective helps us be more effective in our role of coordination. At the same time it is important to remember that the majority of our GBCC members have full-time jobs and participate as volunteers on the Community Council. The county coordinator and the Good Beginnings - Maui team have provided the leadership to guide, convene, and facilitate the GBCC. After experimenting with a variety of ways to keep GBCC members engaged in meaningful work, we have found that their contribution is greatest when they participate in workgroups organized around strategies that are tangible and attainable within a limited timeframe. We have learned that it takes time and a lot of effort to build the infrastructure that supports a coordinated early childhood system on the local level. Over the next five years coordination will continue to be a top priority.

Finance/ Resource Development

During the first five years, most of the projects and activities undertaken included in-kind resources from partners involved. By pooling resources, partners were able to make the most of what existed. Examples of this include projects like the No Na Kamalii pilot project, which is an early childhood family education project for incarcerated fathers and their young children. This project is jointly sponsored by eight partnering agencies. It took a number of meetings to clarify the roles and responsibilities of each agency during this pilot phase; however, it is hoped that a single agency will eventually take on this project as part of their ongoing mission and work toward sustainability.

In the area of exploring new ways to allocate and distribute funding, our county took the lead in providing additional child care subsidy funds to working families who are ineligible for other child care subsidies, yet also struggle with being able to afford preschool or child care for their young children. An important feature of this project has been the close association between Good Beginnings - Maui and other subsidy providers, such as Child Care Connection, Pauahi Scholars, and Head Start. Our knowledge of the other types of child care subsidies available to families increased our ability to provide important information and referral to families. This is a project with a long wait-list and could use an expansion of funds.

One of the areas where we did not have much success was in our effort to create incentives for additional investments by the private sector. We did develop a menu of low-cost involvement opportunities for businesses and for a time tried to engage members of the Society of Human Resource Managers. In our initial attempt we provided parenting workshops and videos to a few of the businesses. However, this did not continue because there was insufficient interest and commitment by businesses.

Public Engagement

During the first five years various public engagement strategies were tried. Many of these activities required hours and hours of work, and the feedback received was positive. Some of these included developing a fact sheet for state and county legislators along with ongoing personal outreach to them, coordinating some of GBA's public engagement plans with our own local efforts, linking with other agencies like the YMCA and other places where parents gather to give information, preparing and distributing a quarterly newsletter to publicize GBCC activities through a mailing list of about 300 people and agencies and educating the general public through print, radio, public speaking opportunities and a newly developed website. In order to continue these efforts more resources and stronger relationships with groups receiving information and materials is necessary. While all of these efforts helped get the message of the importance of the early years to our local population, they did not really engage the hard-to-reach populations. We are excited about the public engagement plans that are being discussed at the state level with local television stations on Oahu who will be working with organizations like GBA, DHS, HAEYC and PATCH in the near future. We feel that this might be the best way to reach all the populations statewide. Funding a variety of methods of outreach and having the expertise, statewide and locally, to engage the public is needed in order to sustain this important component of the plan.

Looking Ahead (2004-2009)

It is evident that varying degrees of success have been experienced in implementing strategies from Maui's original Plan. In most cases the program designs and models developed were sound. They offered enhancements to children and families in our community in many ways. However, because activities were often not sustainable, they

did not serve as building components within the larger ECEC system. We have learned much about barriers and opportunities and how important they are to success or failure.

During the life of this new five-year plan, Good Beginnings - Maui will continue to be guided by the principles underlying the original Plan. We will continue to organize our work within the original five components (Families in the System, Quality Assurance, System Coordination, Resource Development, and Public Engagement). However, as a result of our increased understanding of specific barriers and opportunities that exist in our community, the new Plan will direct our work in some new ways that will make us more effective as agents of change in the community. We believe it is incumbent upon us to concentrate our work in “coordination” activities. Direct service activities will be de-emphasized; instead, our work will be framed within the context of system coordination and enhancement.

MAUI COUNTY'S GOOD BEGINNINGS PLAN

GOOD BEGINNINGS PLAN FOR MAUI COUNTY

2004-2009

Hawaii's Vision: An optimal early childhood system of education and care will enable all children in Hawaii to reach their full potential, prepare themselves for a life of successful learning and become productive family and community members.

The optimal early childhood education and care system will provide all children in Hawaii with equal access to quality education and care resources which are appropriate to families' life circumstances and preferences.

We must keep in mind that this vision can be fulfilled only when there exists full cooperation and mutual respect between community councils and the state organization, Good Beginnings Alliance (GBA). There are some areas in which it is appropriate for GBA to take the lead, with communities acting as supporters and reinforcers. There are other areas in which our local community may be able to take the lead and work on its own, coordinating existing government and non-profit organizations at the local level. Both GBA and the local community councils perform the important role of coordination, working within a system of systems that already exist.

I. Families in the System

Goal: To support families as the primary teachers and caregivers of children in their efforts to nurture and educate their children.

A. Families as First Teachers

- In order for a parent to become a competent "first teacher," he/she must come to see the importance of understanding his/her child at each stage of development. Strategies should reflect the reality that parents are most interested in learning something at the very moment they have a need to know it.

A. 1 Giving Information to Families

- (1) Provide "I Am Your Child" videos and Positive Discipline books to new parents in childbirth classes.
- (2) Meet periodically with childbirth teachers to get information about parent perspectives/needs and discuss future direction of partnership.
- (3) Convene a group including representatives from different agencies to meet with parents in order to evaluate materials given out by agencies to new moms.
- (4) Participate with Kaiser in providing parenting classes.
- (5) Maintain a list of educators available to give workshops for parents on a variety of topics.
- (6) Require parents receiving county subsidies to attend parenting classes.
- (7) Convene periodic focus groups of parents to determine needs/interests.

- (8) Provide on website list of workshops, classes available. Reach out for information to provide as full a list as possible.
- (9) Provide videos/books to pediatricians' offices.
- (10) Provide child development information on the website.
- (11) Disseminate the Family Guidelines to parents of children transitioning to kindergarten.

A.2 Encouraging Networks

- (1) Support existing playgroups through visitations and gifts of play materials and parenting books and videos.
- (2) Provide start-up information to new playgroups.
- (3) Provide information on website regarding playgroup locations. Update frequently.

B. ECEC Programs Responsive to Families' Needs

- ECEC programs have a unique opportunity to influence and enrich the lives of both children and their families through nurturing and family-oriented practices.

B. 1. Work with other agencies and groups to spearhead development of needed new programs, including

- (1) drop-in care
- (2) parent-child activity programs
- (3) summer transition to kindergarten classes on elementary campuses
- (4) programs that provide care during non-traditional hours
- (5) affordable infant care

B. 2. Bring together members of agencies who are already providing programs for families of young children.

- (1) Give them a chance to learn about each other's programs and share information.
- (2) Help identify gaps and duplications which may exist, either geographically or programatically.

B. 3. Increase meaningful family involvement in programs, through

- (1) convening a group of parent educators to help participants better understand and become more effective in working with the population they serve.
- (2) convening groups of parents in preschools and agencies to involve them in planning programs they want/need.
- (3) working with HAEYC and other groups to increase opportunities for preschool teachers and child care providers to gain expertise in working more effectively with parents, providing them with current and timely information on parenting.

C. Access to Information

- Families need user-friendly, culturally sensitive, updated information regarding quality ECEC programs and services to be better informed, so they can make good choices for their children.
- (1) Work with DHS and PATCH to develop a plan to enhance their scope and effectiveness in providing information to parents.

- (2) Publicize website. Be sure information on website is current, accurate, and in a format that is inviting to parents.
- (3) Provide employers with information to give their employees.
- (4) Identify and develop or improve relationships with community groups not yet reached (such as YMCA, county pools, etc.) to distribute materials.

D. Families and Finances

- Families need tools to assess their financial status, to prioritize family expenditures, and to access financial assistance as necessary.
 - (1) Be knowledgeable about and support efforts at the state level to work toward development of single application for financial assistance for child care/education.
 - (2) Work with Center on the Family/others to provide budgeting seminars in multiple locations.
 - (3) Develop flyer of information to help families make child care and education a priority in the family budget.
 - (4) Provide current information on website and by phone for families seeking financial assistance.

II. Quality

Goal: To protect all children in Hawaii's ECEC programs from harm and ensure that ECEC programs meet standards that support the optimal development of young children.

A. Regulatory Standards

- Regulatory standards define minimum requirements for basic protection or government funding eligibility. The recommendations made by Review of Hawaii's ECEC Regulations should be followed.
 - (1) Attend statewide DHS meetings to keep abreast of changes being considered and/or implemented.
 - (2) Work with local DHS unit to be sure adequate monitoring of educational component of preschool programs is being conducted.
 - (3) Work with GBA and other statewide groups to advocate changes to rules and requirements that promote quality.

B. Program Improvement

- To achieve and maintain quality, ECEC programs must reach standards that go beyond baseline regulatory standards.
 - (1) Develop plan to assist preschools in implementing the Preschool Content Standards in their classrooms.
 - (a) Convene preschool teachers and directors to obtain information about their needs.
 - (b) Hire trainers to address needs/interests expressed.

- (2) Develop a local mechanism to work in consonance with the statewide accreditation project, so that schools at different points in the accreditation process can be supported and connected locally.

C. Professional Development

- Staff qualifications are a major factor in program quality and are linked to positive outcomes for children. We support the work of the Career Coalition, of HAEYC, of PATCH, and of MCC in all aspects of training and education.
 - (1) Convene and lead one or more monthly Directors Network(s) on Maui.
 - (2) Analyze GBA's Workforce Study and Head Start's collection of data to determine educational needs of Maui workforce.
 - (3) Assist HAEYC, Maui Chapter to survey early childhood professionals and provide professional development activities that meet their needs.
 - (4) Make information available on website about ways to obtain a Bachelor's degree on Maui.
 - (5) Work with PATCH to do more outreach and provide high-quality classes.
 - (6) Provide outreach to kindergarten teachers to encourage attendance at HAEYC Maui conference and other educational presentations.
 - (7) Help PATCH and others customize programs to serve specific providers, such as YMCA and Ka Hale A Ke Ola.
 - (8) Work with HAEYC Maui to provide assistance in planning and providing annual conference.
 - (9) Support MCC in efforts to maintain and increase early childhood classes and personnel (including ability to complete CDA).

D. Families and Quality

- All strategies should be designed with the underlying understanding that until families understand and demand quality care for their children, it will not truly exist. Families will be encouraged to seek information about quality and to make choices based on their individual family's needs and desires.
 - (1) Provide information to parents on website (under "Hot Topics") so they can learn to ask appropriate questions at each developmental stage to understand more about quality.
 - (2) Help parents become more knowledgeable and aware of what it means for a school to be accredited. Include information on website.
 - (3) Help parents become more knowledgeable about the Preschool Content Standards and encourage use of such understanding to create demand for quality in preschools.

III. System Coordination

Goal: To have a coordinated system of early childhood education and care operating in Hawaii by the year 2009. It will provide comprehensive and coordinated services that support appropriate cognitive, physical, social and emotional development in a consistent, healthy and safe environment provided by competent and nurturing adults, from birth throughout the early years in a variety of settings.

A. Data Collection

- Implementation of strategies undertaken by Good Beginnings - Maui requires access to and use of accurate and current information.
 - (1) Provide local data to GBA so that they can develop and maintain statewide data related to the early childhood system.
 - (2) GBA should provide Good Beginnings - Maui with appropriate data on a regular basis.
 - (3) Locally, Good Beginnings - Maui should track and maintain information about:
 - a) Number of preschools and family child care homes
 - b) Number and names of accredited preschools
 - c) Number and names of informal parent-child programs
 - d) Updated listing of financial assistance sources
 - (4) Analyze data collected to better understand and respond to demand.

B. Community Plans

- Communities are the heart of the Good Beginnings efforts, and it is incumbent upon the community to develop and maintain a workable plan, which is related to the planning and work of GBA, as well as reflective of the unique perspective and knowledge of Maui.
 - (1) GBCC will meet quarterly to evaluate progress on the Plan and suggest priorities for the future.
 - (2) Workgroups comprised of GBCC members and others from the community will be convened as needed to work on specific current topics/strategies.
 - (3) Councils will share information regularly with GBA about work being done at the community level.
 - (4) Priorities will be determined annually.
 - (5) There will be a continuous effort to broaden the base of Good Beginnings work and reach out for new members of the Council as needed.
 - (6) There will be continuous gathering of information as needed during the life of the five-year plan.

C. Collaborating in the Community

- Community-based planning and collaboration is a prominent focus in the ECEC system.
 - (1) Collect information and increase understanding of missions and programs of agencies that serve young children and their families.

- (2) Use understanding of agencies' missions and programs to identify gaps and duplications in available services or in populations being served.
- (3) Convene groups of service providers to share information and discuss ways in which they might be able to combine efforts or design programs so as to complement one another.
- (4) Convene groups of service providers to help them understand where they fit into the larger ECEC system and a continuum of services in which no one agency must "do it all."
- (5) Spearhead and support linkages wherever possible within the community. For example:
 - DOE with preschools
 - Preschools with other preschools
 - Head Start with Ka Hale A Ke Ola Homeless Resource Center
 - Alu Like with Parents as Teachers
- (6) Maintain leadership of the Parent Educators Network, bringing together agencies which provide parent education to share information and concerns.
- (7) Attend and participate in planning and evaluation activities sponsored by others in the community ECEC system, including STEPS team.
- (8) Nurture relationships with individual schools whenever possible, through PCNC facilitators and others.

D. Coordination with GBA and State

- State planning, coordination, and policy development are critical to the creation of an effective, efficient, and responsive ECEC system.

- (1) Some of the work undertaken in Maui depends on the ability of GBA to plan, coordinate, and develop policies that help us achieve our goals. GBA's successful working relationships with statewide governmental and non-governmental agencies paves the way for successful local partnerships. These include:
 - a) Working to encourage changes in state licensing requirements
 - b) Development of public education strategies directed toward changing the public will
 - c) Development of a Bachelors degree in early education at the University of Hawaii
 - d) Convening of partners at upper levels of DOE, DOH, DHS, in order to influence their policies and procedures.
 - e) Gathering and dissemination of data related to ECEC
 - f) Ongoing collection of information about ECEC workforce
 - g) Spearheading of efforts toward achieving universal preschool
 - h) Research and development regarding long-term financing strategies
 - i) Research and development regarding "Adequate Wage" issue
- (2) GBA and the Maui GBCC need to maintain communication that flows both ways.

IV. Financing/Resource Development

Goal: To have a financing system that completely supports the early childhood system in place by the year 2009. All young children and their families, regardless of their economic resources, will be served by high quality early childhood education and care programs that support their growth and learning and which are staffed by qualified personnel who are fairly compensated.

- We believe that money spent on early childhood education and care *now* is money saved later. Additionally, our country's history of private care for young children and our state's history of relative care for young children need to be considered in financing plans developed. We believe that the responsibility for the care of our state's young children must be a shared one. Most young families do not have the economic resources to shoulder that responsibility totally on their own. It is a time in their lives when their earnings are low and their expenses are many. In order for children to enter school "ready to learn," high-quality care and education must be provided for all children in those years prior to entry into the public education system. This means that financial assistance for many families is essential. It is important that public money be injected into the early childhood system in much greater amounts than currently exists.

A. Make the Most of What Exists

- (1) Provide opportunities for businesses to share information about personnel policies that are "family friendly."
- (2) Work toward maximizing participation in currently existing subsidy programs, through letting families know what's available and how to access it.
- (3) Become aware (by gathering information from other agencies) of instances in which money that's available is not being used.

B. Explore New ways to Allocate and Distribute Funds

- (1) At state level, work toward the broadening of criteria of agencies, such as DHS, that currently provide financial assistance to help more families.
- (2) Encourage use of sliding scale fees when possible.

C. Encourage Sharing of Resources

- (1) Gather groups with common interests or geography to look for ways to share with one another to maximize resources.
- (2) Find out more about county priorities and programs in order to refer providers when appropriate to make use of county programs.
- (3) Make data available on website to be used as needed by various groups.
- (4) Co-sponsor workshops with other agencies.

D. Identify Potential Financing Sources

- (1) Encourage GBA and support their efforts to seek state funding for Universal Preschool.

- (2) Maintain county funding of early childhood activities. Meet with County Councilmembers and mayor, attend budget hearings and provide the early childhood perspective whenever possible.
- (3) Continue and expand financing for County Child Care Subsidy for gap group families.

E. Encourage Additional Investment by Private Sector

- (1) Provide local businesses with suggested menu of opportunities for supporting early childhood programs for their employees or within their geographical area.
- (2) Provide publicity for private sector support of early childhood programs and activities.
- (3) Get information from private local funders on what they wish to fund and develop requests for funding around those interests. Make that information available to existing groups that may want to do pilot projects.

F. Develop a Long-term Solution to Secure Additional funds

- (1) Support GBA and their efforts to obtain public funding for universal preschool.
- (2) Keep in mind that a long-term solution depends on creating demand from the public for quality, accessibility, and availability of early childhood activities.
- (3) Seek funding for coordination purposes.

V. Public Education and Engagement

Goal: To inform all of Hawaii’s citizens about the development and needs of young children and to provide access to information which supports informed decision making about resources and services.

- Increased resources for young children and their families will result from increased public understanding of the needs of young children. In order to increase the public will, we must get individuals to personally grapple with issues, such as:
 - What does my child need in order to thrive at each age and stage of development?*
 - What are the benefits of my child’s attending preschool?*
 - What is “school readiness”? Why is it important?*
 - What should I look for in quality care and education of my child before he enters formal schooling?*

A. Use Materials Available from “I Am Your Child” Campaign

- (1) Develop a plan with YMCA to provide information to families in their Child Watch program.
- (2) Provide printed information and workshops for employees at various business locations.
- (3) Give a video to each parent in Maui Memorial Medical Center Childbirth Education classes.

- (4) Use videos from the series (First Five Years Last Forever, Discipline, Safe from the Start, Your Healthy Baby, Quality Child Care, and Ready to Learn) to accompany presentations to various community groups.

B. Educating Elected officials

- (1) Meet personally with County Councilmembers and State legislators at least once a year.
- (2) Participate and provide leadership to the Commission on Children and Youth.
- (3) Maintain updated Legislative Fact Sheet for Maui. Distribute to legislators and other groups whenever possible.

C. Education for Businesses

- (1) Replicate with at least one other business the “Payroll Stub” Program, which was successfully used with Maui Pine.
- (2) Work with Chamber of Commerce and SHRM to find out more about employee and business leaders’ needs. Develop a plan for providing assistance based on feedback from those gatherings.

D. Education for General Public

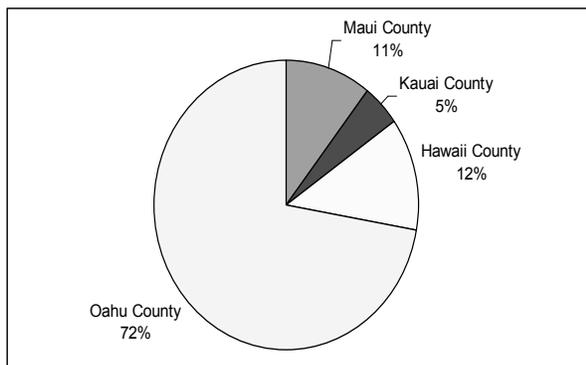
- (1) Build in public education component to every strategy we undertake. This would include press releases in the Maui News and other local newspapers as well as updates on our website.
- (2) Gather a group from DOE, Good Beginnings, PATCH and DHS to explore and pilot different ways of expanding the field of ECEC practitioners.
- (3) Provide School Readiness information and transition materials in various locales where parents meet, including doctors’ offices, community pools, and low-income housing.
- (4) Maintain website with current information, responses to questions asked by the public, and frequent changing of “Hot Topics.”
- (5) Provide notice on our website about articles that have recently appeared in Honolulu newspapers.
- (6) Disseminate information on School Readiness via our website.

BASELINE DATA

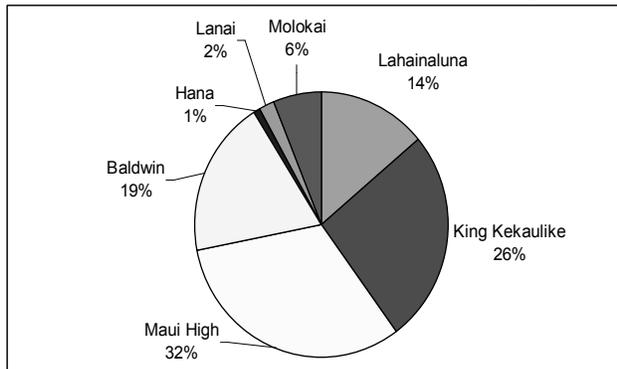
Baseline Data

I. Population (From Census 2000)

Statewide Population



Maui County Population by School Complex

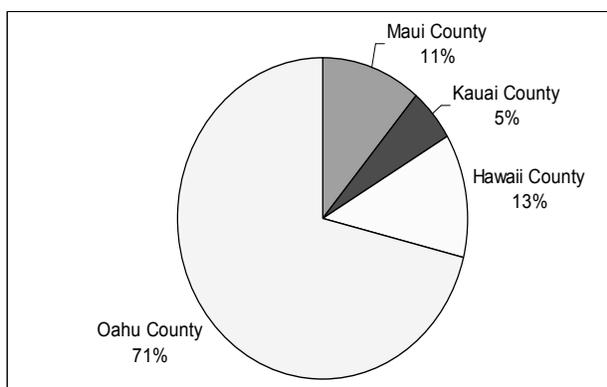


State of Hawaii	1,211,537
Oahu	876,156
Maui County	128,241
Big Island	148,677
Kauai	58,463

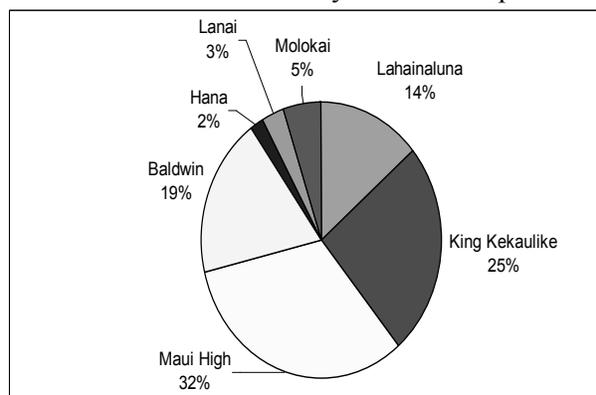
Maui County	128,241
Maui Island	117,644
Lanai	3,193
Molokai	7,404

II. Birth to Five Year Olds (From Census 2000)

Children Under Five by County of Residence



Maui Children Under Five by School Complex



State of Hawaii	80,007
Oahu	57,057
Maui County	8,592
Big Island	10,229
Kauai	4,129

Maui County	8,592
Maui Island	7,825
Lanai	227
Molokai	540

Information about ethnic composition of Hawaii's population can be found at University of Hawaii's Center on the Family website (www.uhfamily.hawaii.edu).

III. How Are Children in Hawaii Cared For?

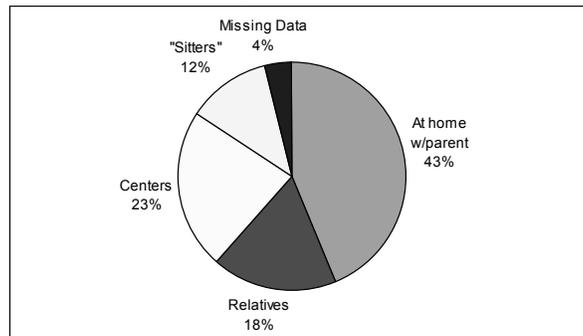
(From "A Wise Investment: Spending for Young Children," March 2001)

According to the 2000 U.S. Census, there are 78,163 children under age five in Hawaii. Local data indicates that 53 percent receive care and education in early childhood centers, family child care homes, and from relatives (other than their parents). Among those in such child care arrangements, fewer than one in five is cared for by relatives, while 35 percent are regularly cared for in family child care homes, early childhood center-based programs, and other settings.

About 18,000 children under age five are enrolled in Hawaii's center-based programs. This represents two thirds of children in this age group who regularly receive non-relative care and 23 percent of all children from birth to age four. (See Figure 1.)

The majority of children in Hawaii centers are three and four year old, while only a fraction are under the age of two. Of the state's licensed capacity in centers, fewer than 800 spaces are available for infants and toddlers younger than two years of age—just four percent of total center capacity for children under age five. It is thus easy to conclude that infants and toddlers in non-parental care are much more likely to receive home-based education and care services from relatives, family child care providers, and others.

Figure 1 Primary Child Care Arrangements for Hawaii's Children, Ages 0-4: 1999



Source: Hawaii Department of Health, Office of Health Status Monitoring (August 2000). Child Care '97-99: Data from 1999 Health Surveillance Survey. Honolulu: SMS Research.

IV. How Are Children in Maui Cared For?

There are 9,202 working mothers with young children in Maui County (Census, 2000).

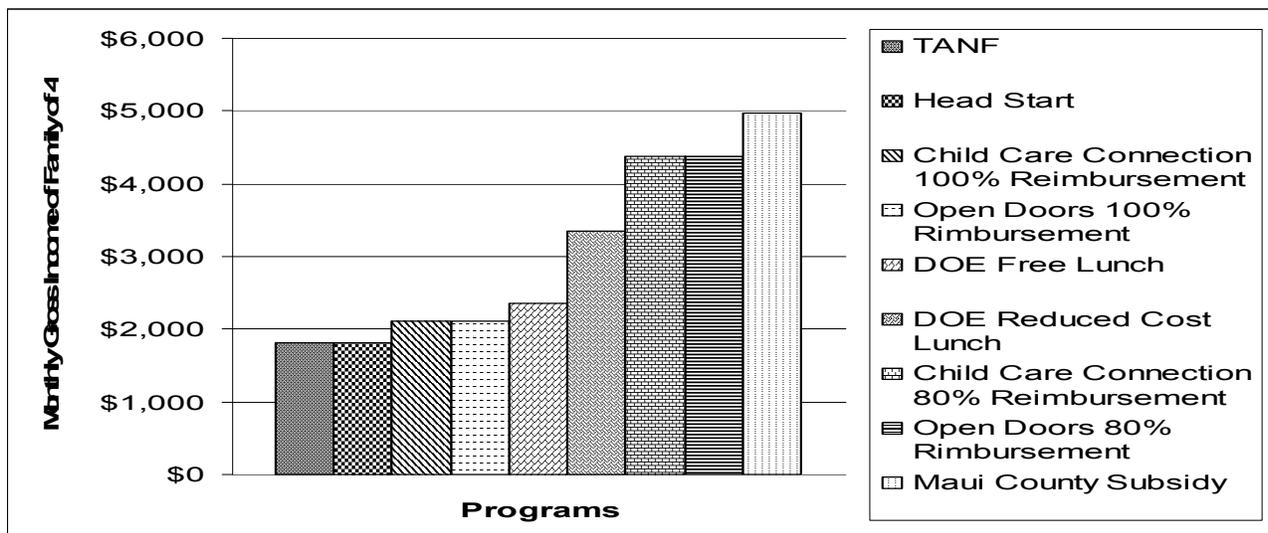
<u>Type of Program</u>	<u># of Children</u>
A. Center-Based Care	
1. Community Preschools for 3-5 year olds (60 preschools, includes 3 Infant/Toddler Centers)	1,926
2. Free and Subsidized Programs	
Early Head Start	20
Head Start	292
Kamehameha Preschools	188
Punana Leo	43
3. DOE Special Education Preschools	134
B. Home-Based Care	
1. Licensed Family Child Care	438
2. Licensed Exempt Family Child Care	546*
*Identified relative care (unduplicated numbers of children under five who receive Child Care Connection payment, DHS, 2002)	

V. What Financial Assistance Is Available to Parents on Maui?

<u>Name of Program</u>	<u># of Children</u>	<u>Eligibility</u>
A. Child Care Connection	886	Income eligible, working or in school
B. Open Doors	95	Income eligible
C. Maui County	18	Income eligible, working or school
D. Pauahi Keiki Scholarship	21	Income eligible, Hawaiian ancestry
E. Alu Like	10	Income eligible, Hawaiian ancestry

VI. Who Is Eligible for Assistance?
(Information based on family size of 4)

<u>Annual Income</u>	<u>% of Poverty</u>	<u>Program Eligibility</u>
\$21,684	At poverty	Eligible for Head Start, TANF
\$25,370	117% of poverty	Eligible for Child Care Connection 100% reimbursement
\$28,188	130% of poverty	Eligible for free lunch
\$40,116	185% of poverty	Eligible for reduced cost lunch
\$52,475	242% of poverty	Eligible for Child Care Connection 80% reimbursement
\$59,676	275% of poverty	Eligible for Maui County Subsidy



VII. A Look at Our State

(From "A Wise Investment: Spending for Young Children," March 2001)

VIII. A Look at the National Picture

Who Pays for Child Care?

In 2004 the National Institute for Early Education Research reported in “Funding Issues for Early Childhood Care and Education Programs,” that \$25 Billion was spent per year on the ECEC system, supported by federal, state, and private funds.

Parents: 55% of cost
Federal: 30% of cost
State: 15% of cost
Private foundations businesses, etc.: less than 1 percent of cost

In 1997, poor families spent 20% of their budget on child care compared to 7% of non-poor families (From “Who’s Minding the Kids? Child Care Arrangements,” US Census Bureau, 1997).

For every \$1 spent in the early childhood years, \$7 is saved in future costs (Perry Preschool Project)