



EXECUTIVE CHAMBERS

HONOLULU

LINDA LINGLE  
GOVERNOR

July 30, 2010

Mr. David Kadan  
ACF Grants Management Officer  
Administration for Children and Families  
Division of Discretionary Grants  
370 L'Enfant Promenade, SW  
Aerospace/6th Floor East  
Washington, DC 20447

Dear Mr. Kadan,

Pursuant to the Improving Head Start for School Readiness Act of 2007 (Head Start Act, 42 USC 9801 et seq.), I designated the Interdepartmental Council on Early Childhood Education (IDC) to serve as Hawaii's State Advisory Council on Early Childhood Education and Care (State Advisory Council) via Executive Order No. 10-06 on April 12, 2010.

The IDC, in collaboration with Hawaii's state departments and early education partners, developed this application for Head Start funding made available under the American Recovery and Reinvestment Act of 2009. This application represents Hawaii's plan to utilize the federal Head Start funding over a three-year period to improve the State's delivery of early education programs and services across the State. This funding opportunity will enable the State to build upon its current activities to encourage high-quality early education within Hawaii.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda Lingle".

LINDA LINGLE

Enclosure

## Application for Federal Assistance SF-424

Version 02

## \*1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

## \*2. Type of Application

- New
- Continuation
- Revision

\* If Revision, select appropriate letter(s)

\*Other (Specify)  
\_\_\_\_\_

3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

\*5b. Federal Award Identifier:

## State Use Only:

6. Date Received by State:

7. State Application Identifier:

## 8. APPLICANT INFORMATION:

\*a. Legal Name: State of Hawaii

\*b. Employer/Taxpayer Identification Number (EIN/TIN):  
99-6001089\*c. Organizational DUNS:  
824671176

## d. Address:

\*Street 1: 820 Millilani Street, #606

Street 2: \_\_\_\_\_

\*City: Honolulu

County: \_\_\_\_\_

\*State: HI

Province: \_\_\_\_\_

\*Country: United States of America\*Zip / Postal Code 96813-2936

## e. Organizational Unit:

Department Name:  
Department of Human ServicesDivision Name:  
Benefit, Employment & Support Services Division

## f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr. \*First Name: Pankaj

Middle Name: \_\_\_\_\_

\*Last Name: Bhanot

Suffix: \_\_\_\_\_

Title: Division Administrator

Organizational Affiliation:

\*Telephone Number: (808) 586-5230

Fax Number: (808) 586-5229

\*Email: pbhanot@dhs.hawaii.gov

**Application for Federal Assistance SF-424**

Version 02

**\*9. Type of Applicant 1: Select Applicant Type:**

A.State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\*Other (Specify)

**\*10 Name of Federal Agency:**

ACF/Office of Head Start

**11. Catalog of Federal Domestic Assistance Number:**

93.708

CFDA Title:

ARRA - Head Start State Advisory Council

**\*12 Funding Opportunity Number:**

\*Title:

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Hawaii 1 and 2

**\*15. Descriptive Title of Applicant's Project:**

State Advisory Council's development and implementation of a plan for an early learning system in the State.

<b>Application for Federal Assistance SF-424</b>		Version 02
<b>16. Congressional Districts Of:</b>		
*a. Applicant: Hawaii 1 and 2		*b. Program/Project: same
<b>17. Proposed Project:</b>		
*a. Start Date: October 1, 2010		*b. End Date: September 30, 2013
<b>18. Estimated Funding (\$):</b>		
*a. Federal	\$500,000	
*b. Applicant		
*c. State	\$1,166,667	
*d. Local		
*e. Other		
*f. Program Income		
*g. TOTAL	\$1,666,667	
<b>*19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>		
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on _____ <input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review. <input checked="" type="checkbox"/> c. Program is not covered by E. O. 12372		
<b>*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)</b>		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001) <input checked="" type="checkbox"/> ** I AGREE ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions		
<b>Authorized Representative:</b>		
Prefix: <u>Ms.</u>	*First Name: <u>Lillian</u>	
Middle Name: <u>B.</u>		
*Last Name: <u>Koller</u>		
Suffix: _____		
*Title: Director		
*Telephone Number: (808) 586-4996		Fax Number: (808) 586-4890
* Email: lillian.b.koller@hawaii.gov		
*Signature of Authorized Representative:		*Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\*Applicant Federal Debt Delinquency Explanation**

The following should contain an explanation if the Applicant organization is delinquent of any Federal Debt.

**BUDGET INFORMATION - Non-Construction Programs**

**SECTION A - BUDGET SUMMARY**

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1. State Adv. Council	93.708	\$	\$	\$ 500,000.00	\$ 1,667,000.00	\$ 2,167,000.00
2.						0.00
3.						0.00
4.						0.00
5. Totals		\$ 0.00	\$ 0.00	\$ 500,000.00	\$ 1,667,000.00	\$ 2,167,000.00

**SECTION B - BUDGET CATEGORIES**

Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY						Total (5)
	(1)	(2)		(3)		Year Three	
	Year One	Year Two	Year Three	Year Three	Year Three	Year Three	
a. Personnel	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$	\$	\$ 150,000.00
b. Fringe Benefits	18,480.00	18,480.00	18,480.00	18,480.00			55,440.00
c. Travel	1,000.00	6,000.00	6,000.00	6,000.00			13,000.00
d. Equipment	1,000.00						1,000.00
e. Supplies	940.00	600.00	600.00	300.00			1,840.00
f. Contractual							0.00
g. Construction							0.00
h. Other	28,580.00	74,920.00	175,220.00	175,220.00			278,720.00
i. Total Direct Charges (sum of 6a-6h)	100,000.00	150,000.00	250,000.00	250,000.00	0.00		500,000.00
j. Indirect Charges							0.00
k. TOTALS (sum of 6i and 6j)	\$ 100,000.00	\$ 150,000.00	\$ 250,000.00	\$ 250,000.00	\$ 0.00	\$	\$ 500,000.00
7. Program Income	\$	\$	\$	\$	\$	\$	\$ 0.00

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SECTION C - NON-FEDERAL RESOURCES				
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8. State Advisory Council (ARRA Grant)	\$	\$ 1,667,000.00	\$	\$ 1,667,000.00
9.				0.00
10.				0.00
11.				0.00
12. TOTAL (sum of lines 8-11)	\$	\$ 1,667,000.00	\$ 0.00	\$ 1,667,000.00

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	FUTURE FUNDING PERIODS (Years)			
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
14. Non-Federal	0.00	0.00	0.00	0.00	0.00
15. TOTAL (sum of lines 13 and 14)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT				
(a) Grant Program	FUTURE FUNDING PERIODS (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16. State Advisory Council (ARRA Grant)	\$ 100,000.00	\$ 150,000.00	\$ 250,000.00	\$
17.				
18.				
19.				
20. TOTAL (sum of lines 16-19)	\$ 100,000.00	\$ 150,000.00	\$ 250,000.00	\$ 0.00

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges:	
22. Indirect Charges:	
23. Remarks:	

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.



9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE  DIRECTOR	
APPLICANT ORGANIZATION  STATE OF HAWAII - DEPARTMENT OF HUMAN SERVICES		DATE SUBMITTED  July 30, 2010



U.S. Department of Health & Human Services

## Administration for Children & Families

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### CERTIFICATION REGARDING LOBBYING

#### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.



Signature  
DIRECTOR

Title  
STATE OF HAWAII - DEPT. OF HUMAN SERVICES

Organization

HAWAII STATE ADVISORY COUNCIL APPLICATION

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## **APPENDIX**

Executive Order No. 10-06

Letters of Non-Federal Resources Commitment

Job Description for the State Advisory Council Coordinator

Financial Statements/Audit Report

Names of Bond Carriers

## **INTRODUCTION**

Hawaii is pleased to submit this application which builds upon this Administration's Early Childhood Education Quality Care Program to enhance and expand early learning opportunities for the children of this State. This application is being submitted by the Hawaii Interdepartmental Council on Early Childhood Education which serves as the State Advisory Council pursuant to Executive Order 10-06 (Attachment A).

## **APPROACH**

Hawaii's approach is to focus on those who care for and nurture the children of our State, foregoing the normal bureaucratic overhead and rhetoric that is found in many grant applications. We believe the sustainable approach is to work with public, non-profit, and private early childhood care providers who know first-hand their needs and the obstacles that stand in the way of providing the full spectrum of child-centered early learning choices to parents and their children.

With this approach in mind, our application provides:

1. A history of the key organizations involved in the delivery of early learning in Hawaii.
2. Socio-economic data that sets the framework for this grant application.
3. Highlights of existing programs and accomplishments.
4. A three year plan of action to build upon these accomplishments.

Hawaii's application requests funding to hire a SAC Coordinator who will lead this approach and facilitate the statewide coordination of early childhood education and programs. The SAC Coordinator will be designated by and report to the Governor.

### *Key Organizations*

Numerous State-supported coordinating efforts throughout the past two decades have been instrumental in the progress Hawaii has made.

1. The State of Hawaii Department of Human Services (DHS) plays a key role in coordination efforts through its Child Care Advisory Committee, as a member of the Early Learning Council (ELC), Hawaii Careers with Young Children, the Early Childhood Comprehensive Systems (ECCS) Initiative and as a member of the State Advisory Council, also referred to as the Interdepartmental Council on Early Childhood Education.

In addition, DHS uses monies from the federal Child Care and Development Fund (CCDF) to support several system components, including a child care resource database and referral services for parents. DHS also houses the state Head Start Collaboration Office. DHS works extensively with the Department of Health (DOH) and other agencies in the funding and implementation of numerous programs for young children and their families.

2. The Interdepartmental Council on Early Childhood Education (IDC), created by Act 77, Session Laws of Hawaii 1997 and extended by Executive Order No. 10-06, serves the function of coordinating the early childhood-related programs, funding, and activities of public agencies. This body serves as the State Advisory Council.

3. Hawaii Careers with Young Children (HCYC) is an active collaboration of 24 organizations working to develop a comprehensive, statewide professional development system, including practitioner core competencies, accessible higher education programs, and community-based training quality improvements. HCYC is privately funded.
4. The Head Start State Collaboration Office facilitates the partnerships to connect the efforts of Head Start programs with those of other early childhood providers by collaborating on issues of common concern and sharing resources around 10 key priority areas. The director of this office is also a member of the State Advisory Council and HCYC.
5. The Early Childhood Comprehensive Services is a federal grant from the Maternal and Child Health Bureau focusing on the five core components of early childhood: parenting, family support, early care and education, access to a medical home, and social and emotional/mental health of young children. This grant is managed by the Department of Health, Family Health Services Division.
6. Good Beginnings Alliance (GBA) was established and named in state statute (Act 77, Session Laws of Hawaii 1997) as the intermediary organization to work with communities, the public and private sector to develop and enhance early childhood services. With support from federal funds supplied by DHS, GBA has supported coordination efforts at the county level. GBA also played a role in establishing and supporting the School Readiness Task Force, which was instrumental in the state's adoption of a definition of school readiness and in developing the Preschool Content Standards and the Hawaii State School Readiness Assessment. GBA is a non-profit organization.

In Hawaii's centralized governmental structure, counties have a limited statutory role in early childhood programs and services. The County of Maui, however, has provided funding for the coordination of early childhood efforts since the early 1990s and demonstrates that counties can voluntarily play a vital role in supporting positive outcomes for their young children.

### *Social Economic Framework*

Accurate data regarding many aspects of the early childhood system can help the planning, evaluation, and improvement of Hawaii's early childhood programs and services.

The need for a coordinated data collection system has been highlighted in numerous Hawaii early childhood planning initiatives since the early 1990s. Developing a coherent and high-quality early childhood system that meets Hawaii's needs requires access to accurate information reflecting demographics and resources statewide as well as such information about the diverse communities throughout the islands. Coordinated data must be systematically collected, maintained, and analyzed.

### *Data Sources*

Currently, several entities collect data specifically needed to guide the delivery of early childhood programs and services:

- The University of Hawaii Center on the Family's Data Center on Children and Families collects data from numerous sources, including its own projects and studies, generating reports to provide useful information to Hawaii policymakers and planners.
- As part of ongoing health surveillance the Family Health Services Division of the Department of Health collects data on a range of socio-economic and health status indicators to identify communities at risk for poor health, developmental, and social



outcomes. This includes poverty levels, insurance status, educational status, and maternal and child health mortality, and morbidity. Behavioral risk factors are also tracked over time such as substance use, nutritional status including overweight and obesity, and exposure to violence.

- People Attentive to Children (PATCH), Hawaii's child care resource and referral agency gathers and publishes data on the numbers and capacity of licensed child care facilities and the average monthly rates statewide and for each island.
- The HCYC Registry, operated by PATCH, provides data on the qualifications of center-based practitioners, including education, training, experience and professional achievements in the field of early care and education. State child care licensing regulations require all staff in licensed center-based early learning programs to have records of their education and experience evaluated and recorded by the Registry in order to determine the positions for which they are qualified. Additional professional development, not required for licensing purposes, can be submitted voluntarily for evaluation and recording in the Registry database. HCYC, the collaboration of organizations developing the state's professional development system, is working toward enhancing the capacity of the Registry to increase the accuracy and accessibility of data on the workforce that will help to achieve the workforce and professional development goals of the early learning system.
- Good Beginnings Alliance (GBA) gathers and analyzes public and private expenditures on early childhood education programs and annually compiles and publishes system-level data derived from many sources. GBA reports on the 0-5 population; the capacity,

enrollment, and tuition rates of licensed early childhood programs; the education level of the center-based workforce, and the number of accredited programs.

- State of Hawaii Department of Education tracks and reports data on their Part B Individuals with Disabilities Act (IDEA) eligibility and services for preschool special education. It also surveys elementary school principals and kindergarten teachers annually for the Hawaii State School Readiness Assessment (HSSRA), which provides information on kindergarten children's readiness to succeed in school and on the schools' readiness to support their learning. Data indicate how consistently entering kindergarten students display key skills and characteristics necessary for successful learning experiences in school and also provide information on the degree to which educational policies and practices are in place that support early learning. The HSSRA also reports the percentage of entering kindergarteners who attended preschool.
- In addition, several public and private educational entities such as Kamehameha Schools collect their own data to meet funding and/or regulatory requirements around services delivered and outcomes produced.

Hawaii is in the early stages of designing an early childhood longitudinal data system which will be connected to the larger effort of tracking children from the K-12 system through higher education.

## **NEED FOR ASSISTANCE**

### *Existing Programs and Status of their Accomplishments*

In Hawaii, early learning system planning efforts have embraced three out-of-home settings for early care and education: licensed center-based programs, licensed family child care

homes and group homes, and Family-Child Interaction Learning (FCIL) programs.<sup>i</sup> In addition, home visiting and family education programs are also recognized as critical components of the early learning system. There is a strong commitment to ensure that a range of programs is available to meet the varying needs and values of the state's many cultural groups and communities.

Availability and demand are clearly linked. They depend on a set of interrelated conditions: the supply of appropriate facilities to house early childhood education programs, the number of spots available for children in programs, the supply of qualified early childhood education practitioners, and the tuition prices, schedules of operation, and geographic locations of services, as well as families' ability to pay.

Availability of programs varies across the state. For example, a 2007 estimate showed that there were enough spaces in Honolulu centers to accommodate 99 percent of all four-year olds in this urban school district, while Leeward district centers could accommodate only 46 percent of the four-year olds in that rural area, which is geographically remote from the island's population center.<sup>ii</sup> Likewise, capacity for four-year olds in Neighbor Island centers was far less than in urban Honolulu: just 56 percent of four-year old children could be accommodated in institutional centers in Hawaii, Kauai, and Maui counties. The differences in capacity between urban and rural areas reflects, in part, on a greater reliance on family, friends and neighbors for child care in rural areas and may also point to a lack of adequate facilities and qualified staff.

According to 2008 data, nearly 21,500 children were enrolled in licensed programs.<sup>iii</sup> Centers were at 96 percent of capacity, while family child care homes were at 77 percent. FCIL programs, which are not required to be licensed because parents attend with the children, serve another 6,800 children and their families.<sup>iv</sup> Approximately 1,500 three- and four-year old

children were served in public school special education preschools.<sup>v</sup> In all, approximately 30,000 children are in early care and education programs<sup>vi</sup> - one third of the 0-5 population of 90,649.<sup>vii</sup>

FCIL programs, available on a part-week, part-day basis, can often provide early learning opportunities in areas where centers are not available. They are an alternative for children who have a family member who can participate with them and have the advantage of educating adults about early learning as they participate with their children.

In addition to the programs available in centers, homes, and family-child interaction programs, the State of Hawaii Department of Health and the Department of Human Services support an array of outreach and family education and support programs designed to help parents learn about meeting their children's developmental and health needs and enhancing their school readiness. These programs and services are an essential component in the continuum of services for Hawaii's families with young children.

Since two-thirds of Hawaii's young children are in families with both parents employed,<sup>viii</sup> it is estimated that about 29,000 children under age 5 are receiving some form of non-parental care in informal settings. This is a popular choice in Hawaii. The Department of Human Services (DHS) reports that among those receiving financial assistance for child care, more than half choose care provided by family, friends, and neighbors.<sup>ix</sup> Hawaii recognizes that parents may prefer informal child care for a number of reasons (e.g., convenience, flexibility, familiarity, and similar cultural values). The goal of this grant application is to give parents a full range of options to consider.

Inability to pay tuition and fees is a significant deterrent for some families in accessing the full range of early learning program choices. An estimated 42 percent of Hawaii's children

under age five are in low-income families - those with income below 185 percent of the federal poverty level for Hawaii (the eligibility standard for free and/or reduced price lunch in public schools).<sup>x</sup> At these income levels, a licensed early education and care program is financially out of reach for approximately 38,000 of the 0-5 population and thus not available without some form of financial aid or access to enrollment in a subsidized program, such as Head Start.

Hawaii middle-income families also have difficulty paying for early learning programs. The average annual tuition for a preschooler in a center in 2008 was \$6,504; for an infant in a family child care home, the tuition was \$6,744.<sup>xi</sup>

The availability of financial assistance and subsidized enrollment fuels demand for early learning programs by families who otherwise could not afford to pay the fees. In 2007, nearly 10,000 children with financial needs participated in a licensed early education and care program with assistance from public and/or private sources. This represented 47 percent of the total enrollment in licensed centers and family child care programs.<sup>xii</sup> Another 5,300 received federal financial assistance for care provided by family, friends, or neighbors.<sup>xiii</sup> Head Start programs served a total of 3,726 children in 2008, a third of this population.<sup>xiv</sup>

In addition to Head Start, numerous sources support enrollment of low-income three- and four-year olds in preschools (those with family income under 185 percent of the federal poverty guideline for Hawaii), and as a result, 62 percent of three- and four-year olds (including those in Head Start) are able to participate in center-based early learning programs. This is reflected in the Hawaii State School Readiness Assessment which reports that 60 percent of kindergartners had some preschool experience.

Another area Hawaii is addressing is the supply of early learning practitioners who meet minimum qualifications required for state licensing of child care facilities. In 2006-2007, the

child care licensing agency issued more than 100 waivers to allow center employees to work as teachers while pursuing educational requirements for their jobs.<sup>xv</sup> The challenge of recruiting and retaining qualified staff is caused by low compensation relative to education requirements.

Currently, PATCH, Hawaii's non-profit statewide child care resource and referral agency, provides families with information to help them locate and make informed choices about available program and care options and how to apply for aid or enrollment in a subsidized program.

Most private sector programs are reliant on tuition income to offer their services, and families are often reliant on tuition assistance to access those services. In a state like Hawaii, where nearly half of all participants in licensed programs depend on financial assistance or fully subsidized admission, decreases in availability can affect all children - even those whose parents pay for the services without aid.

### *Continuum of Early Childhood Services*

In addition to early education and care programs, Hawaii has developed a continuum of services for children from birth to age 5 and their families, starting with prenatal services. These services address specific health and developmental needs and provide a safety net for fragile and at-risk children. Several programs are also designed to provide support and training to early education and care providers and to parents. These include:

- The Newborn Metabolic Screening Program and the Newborn Hearing Screening Program - both mandated in state statute - ensure that all babies born in Hawaii receive metabolic and hearing screenings soon after birth and provide follow-up and assistance to families, as needed, in obtaining treatment and early intervention services.

- Hawaii Keiki Information Service System is an information and referral service administered by the Early Intervention Section (EIS) that fields calls from parents with children ages 0-3 who have concerns about their child's development or special health and/or education needs and who are seeking information or help finding services.
- Healthy Child Care Hawaii, a partnership between the Department of Human Services, Department of Health, the University of Hawaii's medical school, and pediatricians provides recruits and trains health professionals to serve as health consultants for licensed child care programs.

Hawaii faces several challenges in providing for the adequate availability and accessibility of early learning programs to meet families' needs:

- Geographic distribution of early learning programs is uneven across the state.
- Inability to pay tuition and fees may deter families from enrolling children in licensed programs.
- Financial assistance for tuition has been adjusted to reflect budget realities.
- Capacity is limited by the supply of early learning practitioners who meet minimum educational requirements.

To increase availability of programs and services for young children and their families, Hawaii intends to:

- Expand early learning opportunities for young children in families with limited income, at a lower cost using private resources.
- Identify incentives to attract and retain a qualified early childhood workforce.
- Support providers to offer services where programs are needed, such as in rural areas and on Neighbor Islands.

## *Program Quality*

Currently, 76 of Hawaii's 397 state-licensed preschool programs, along with the 12 infant-toddler programs they operate (of 56 in the state) have achieved accreditation through the National Association for the Education of Young Children (NAEYC).<sup>xvi</sup> These programs provide nearly 28 percent of the center-based licensed capacity of the state.<sup>xvii</sup> An additional six licensed preschools with one infant toddler program are accredited by the National Early Childhood Program Accreditation (NECPA).<sup>xviii</sup> Together, these nationally accredited programs comprise 19 percent of Hawaii's licensed center-based programs. Kauai has the lowest percentage of accredited programs at 11 percent, while Hawaii County has the highest at 23 percent. On Oahu, where two thirds of licensed centers are located, 15 percent of the 302 centers are accredited.<sup>xix</sup> One of the 505 state-licensed family child care providers has achieved accreditation through the National Association for Family Child Care Accreditation Program.

There are currently two major quality improvement efforts being administered in Hawaii: (1) Hawaii Association for the Education of Young Children (HAEYC) sponsors and administers the Hawaii Early Childhood Accreditation Project (HECAP), which provides free support and assistance to programs striving to improve quality and achieve NAEYC accreditation; and (2) The Quality Care Program, sponsored by the DHS and implemented by a partnership of higher education and non-profit organizations, provides incentives to centers and home-based providers to improve and maintain quality.

HECAP (funded by Kamehameha Schools) has assisted 162 licensed centers (36 percent of all non-military centers) and 22 Family-Child Interaction Learning programs committed to quality improvement.<sup>xx</sup> Through the Quality Care Program, centers meeting quality criteria receive up to \$100 per month for one year for each enrolled child who receives tuition subsidies



from DHS. Centers accredited by NAEYC or NECPA are automatically eligible for the payments; non-accredited centers and group child care homes can qualify through demonstration and verification of their programs' alignment with the Hawaii Preschool Content Standards and DHS' Quality Care Program Professional Development Standards. The payments are intended to serve as an incentive to encourage programs to improve quality; technical assistance and training is offered to help non-accredited programs meet the quality standards. To date, 57 accredited and 78 non-accredited programs have participated in the Quality Care Program – almost one third of the total number of centers and group homes.<sup>xxi</sup>

Together, HECAP and the Quality Care Program have assisted a total of 201 centers in their quality improvement efforts, 54 percent of all non-accredited centers and group homes. Another 174 programs that are not accredited - 38 percent of Hawaii's centers and group homes - have not yet sought assistance through either of these quality improvement projects.<sup>xxii</sup>

The home-based component of the Quality Care Program provides on-site technical assistance and monthly packets of educational materials to license-exempt (family, friends, and neighbors) and licensed family child care providers. Those who submit documentation of monthly activities qualify for an incentive payment of \$50 per month for each enrolled child who receives child care subsidies from DHS. Over a three-year period beginning with its inception in March 2007, the program has assisted 537 individuals (73 percent licensed providers; 23% license-exempt).<sup>xxiii</sup> The number of licensed providers who participated represent more than 75% of all licensed family child care providers. We can estimate that about 110 licensed family child care providers have not accessed assistance, even though they are eligible to receive the support materials regardless of whether they enroll subsidized children.<sup>xxiv</sup>

There is currently no support available to assist Hawaii's state-licensed family child care providers to achieve national accreditation. Of the four currently accredited providers in Hawaii, three reside on military installations, as do all of the seven providers currently in the accreditation process. Their quality improvement efforts and pursuit of accreditation is supported with technical and financial assistance provided by the military child care system.

Hawaii's early learning programs, both center- and home-based, need incentives and rewards with clear pathways and benchmarks to help them progress toward higher quality. The Department of Human Services has asked the Quality Care Program partnership to design a model for a statewide Quality Rating and Improvement System with stakeholder input and possible pilot testing of elements in the new state fiscal year.

### *Quality of Facilities*

Most of Hawaii's early learning programs are housed in facilities that were not designed for young children. To achieve accreditation, many programs must make building improvements. While it is assumed that accredited programs have appropriate facilities that meet quality standards, there is no compilation of information available regarding the condition of the facilities housing Hawaii's other 366 licensed centers – 81 percent of the total.<sup>xxv</sup> Informal anecdotal reports suggest that building improvements may be needed to improve safety and the learning environment in many settings.

In summary, the challenges to improving and sustaining quality in early learning programs include the following:

- A majority of center-based programs – 68 percent – are neither nationally accredited nor demonstrating alignment with Hawaii's Preschool Content Standards or Professional Development Standards of the Quality Care Program.

- Support services to achieve family child care accreditation are not available to state-licensed (non-military) providers in Hawaii.
- Many of the facilities housing early learning programs are believed to be in need of upgrading to improve safety and the learning environment.

### *Professional Development*

Research findings confirm that positive outcomes for young children are associated with practitioners who have both a college education and early childhood-specific courses. For teachers, this means a bachelor's degree in early childhood or child development or an equivalent amount of coursework in early childhood-specific topics, combined with a bachelor's degree in a different field.

Forty-nine percent of Oahu center-based teaching staff (teachers, assistant teachers, and lead caregivers) have at least a bachelor's degree and 39 percent of Neighbor Island teaching staff have a bachelor's degree.<sup>xxvi</sup>

Across the state about 10 percent of all center-based teachers and lead caregivers possess a four-year degree or higher in early childhood education or child development. Another 30 percent have a bachelor's degree or higher in a related field (elementary education, family resources, human development, psychology, nursing, social work). Thirteen percent in teacher positions have a four-year degree or higher in an unrelated field. Nearly 22 percent have an associate degree in early childhood education and child development.<sup>xxvii</sup>

Fifty-nine percent of teachers with two-year college degrees or coursework had 30 or more credits in early childhood and child development, probably reflecting the availability of associates' degrees in early childhood education.<sup>xxviii</sup>

Incentives are helpful in attracting and retaining practitioners with the qualifications needed to deliver high-quality programs, as well as encouraging those already in the field to achieve higher qualifications. Other incentives needed to recruit and retain an effective early childhood workforce include career counseling, improved access to higher education, scholarships and, for those juggling career and school, release time and substitutes.

Both the University of Hawaii system and private institutions have some capacity to meet the needs of students on neighbor islands and rural areas on Oahu. Distance education, modular courses provided in community-based settings and other diverse delivery methods are beginning to make inroads.

Hawaii Careers with Young Children (HCYC) is committed to helping the early childhood workforce attain qualifications that are associated with positive child development and outcomes for young children in their care.

For nearly two decades, Hawaii's early childhood community has devoted considerable efforts, with support of public and private sector funding, to address the need for a qualified early childhood workforce. HCYC, a coalition of 24 organizations committed to improving the quality of the early childhood workforce through standards, professional development and support for equitable compensation, has led this effort. HCYC is actively engaged in developing a comprehensive statewide workforce and professional development system called C.A.N.O.E.S. - Career Access and Navigation of Early Childhood Systems. Elements of the system include a practitioner registry, the Hawaii Career Lattice and Framework, the Training Quality Assurance System, Practitioner Core Competencies, articulation of higher education degrees, and the development of seamless career pathways for early childhood practitioners.

Operated by HCYC member organization PATCH, under contract with DHS (also an HCYC member), the Practitioners Registry collects workforce data required for child care facility licensing. Data from the Registry has been used to identify workforce needs.

HCYC members representing public and private higher education institutions have recently formed *Kaulanakilohana*, a “Community of Interwoven Voices for Early Childhood Higher Education”, to more effectively address access and delivery issues and to advocate for higher education system services for the preparation and development of an early learning workforce.

Practitioner Core Competencies that address all settings and roles in the proposed early learning system have been developed under HCYC's leadership and are currently undergoing an alignment process with higher education and community-based professional development.

HCYC is also pilot-testing a trainer application as the first increment of a Training Quality Assurance System. In addition, a comprehensive “one stop” professional and workforce development web site is in the planning stages, with the first phase, “Education and Training,” scheduled to launch later this year.

To develop the early childhood workforce and improve its effectiveness, Hawaii needs:

- Improved access to higher education through increased assistance and expansion of delivery modes, such as distance learning, that reach practitioners in isolated areas.
- Additional incentives, such as substitutes and release time, for those already working in the field.
- Mechanisms for providing clear pathways leading to career goals, including career counseling.

- Support for the incremental implementation of HCYC's Professional and Workforce Development System Plan.

### *Early Learning Standards*

Hawaii has a three-part approach to the development of its early learning standards: curriculum content standards for preschools, core competency standards for early childhood practitioners and early learning and development standards for children. Curriculum content standards for four-year-olds have been developed and are currently in use. Core competency standards for practitioners are in final draft and are currently undergoing an alignment process with higher education and community-based professional development training. Efforts are underway to complete the development of early learning and development standards that will complete the triad. The standards will be given to the SAC for approval and dissemination.

The *Hawaii Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds*, developed in 2004, supports and promotes school readiness. An additional document, *Family and Community Guidelines to Support Preschool-Aged Child Development*, developed at the same time, acknowledges the State's official definition of school readiness which includes children, schools, families and communities.

The curriculum standards for 4-year-olds and the companion family guidelines were widely distributed to preschools, kindergartens, and community groups. For example, DHS has used the *Hawaii Preschool Content Standards* as a measure of program quality in preschool classrooms for four-year-olds through its Quality Care Program for Center-Based Providers. The curriculum standards are related to early learning and development standards.

## **STATE ADVISORY COUNCIL MEMBERSHIP**

1. Senior Policy Advisor, Office of the Governor
2. Director, Department of Human Services
3. Superintendent of Schools
4. Institute of Higher Education
5. Early Childhood Program Provider
6. Head Start Program Provider
7. Director, Head Start State Collaboration Office
8. Director, Department of Health
9. Chief Executive Officer, Kamehameha Schools
10. Executive Director, Hawaii Business Roundtable
11. Director, Department of Business, Economic Development and Tourism
12. Director, Department of Labor and Industrial Relations

The SAC was affirmed by the Governor's Executive Order No. 10-06. The Governor will task the SAC Coordinator to convene and facilitate SAC meetings.

### **THREE –YEAR PLAN**

The following three year plan contains the activities to be accomplished by the grant application.

#### **Expand Program Participation Goal**

Improve families' access to a range of high-quality early childhood education programs and services from Federal, State, non-profit, and private child care programs statewide.

#### **Principal Objectives:**

- Develop a plan to improve and increase the system's capacity to ensure availability of a range of programs/services that meet the needs of young children in communities across the State.
- Conduct annual needs assessment to determine availability, accessibility, and quality of early learning programs in Hawai'i.
- Expand the number of openings for children of parents located on Neighbor Islands both in home-based and center-based facilities.



Activities:

Year One	Year Two	Year Three
<p>Q1: Community partners are informed about pilot model components.</p> <p>Q2-3: Assessment of resources in underserved areas is completed.</p>	<p>Q1: Conduct a mini needs assessment report which assesses each county and maps resources and gaps in services.</p> <p>Q2: In each county, communities' readiness to develop and implement a direct services pilot model specific to their needs is identified.</p> <p>Q3-4: Provide support to targeted low-income households.</p>	<p>Q1-Q3: Programmatic interest in participating in a pilot model is assessed should state funding become available.</p> <p>Q1-4: Continue support to targeted households and areas.</p>
<p>Q1-4: Conduct a needs assessment to update data on availability, accessibility of EL programs.</p>	<p>Q1-4: Update Year One Assessment and develop process to improve the quality of EL programs.</p>	<p>Q1-4: Update Year Two Assessment and conduct a process to improve the quality of EL programs.</p>
<p>Q1-4: Private funders offer new Preschool Assistance for low-income families.</p>	<p>Q1-4: Private funders offer new Preschool Assistance for low-income families.</p>	<p>Q1-4: Private funders offer new Preschool Assistance for low-income families.</p>
	<p>Q1-4: Develop public/private partnerships for expanded funding on Neighbor Islands.</p> <p>Q4: Funding is secured to increase the number of openings on Neighbor Islands.</p>	<p>Q1-4: Funding is continued to increase the number of child care and early learning openings for parents on neighbor islands.</p>

Key Individuals:

State of Hawaii Department of Human Services

Quality Assurance System Goal

Principal Objective:

Expand the number of early care facilities that have been accredited.

**Secondary Objectives:**

- Develop a plan for expanding accreditation to home and center-based early care and learning programs.
- Develop a process for identifying improvements needed to improve quality of physical facilities used by early learning programs. Encourage philanthropic community to support facility improvement funding.

**Principal Partners:**

The State Department of Human Services, in collaboration with the UH Center on the Family, Honolulu Community College, PATCH, and the Hawaii Association for the Education of Young Children

**Activities:**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Q1-3: Document what needs to be done to accredit 25% more existing centers.  Q4: Complete plan to seek accreditation.	Q1-3: Assess status of initial 25% goal and increase to 50%.  Q4: Continue accreditation for initial 25%.	Q1-3: Assess status of 50% and expand to 75%.  Q4: Complete accreditation for first 25%, continue for second 25%.
Q1-4: Assess and develop budgets to upgrade facilities at the 25% target group.	Q1-3: Implement and fund improvements on initial 25%.  Q1-Q4: Assess and develop budget to upgrade facilities for second 25% target group.	Q1: Implement funding for improvements to second 25%.  Q1-4: Assess and develop budget to upgrade facilities at third 25% target.

**Key Individuals:**

State Department of Human Services: Julie Morita; UH Center on the Family: Sylvia Yuen;  
HAEYC: Kathy Murphy; Honolulu Community College: Linda Buck; PATCH: Katy Chen

### **Professional Development System Goal**

A comprehensive professional development system ensures that Hawaii's children are cared for and educated by highly effective practitioners who are fairly compensated.

#### **Principal Objective:**

Implement a comprehensive professional development program that meets Hawaii's needs for a highly-qualified workforce in early learning programs in all settings and geographic locations.

#### **Secondary Objectives:**

- Recommend adoption of core competencies for early education practitioners, administrators, and trainers by higher education, community-based training entities, and organizations serving young children.
- Increase availability of early childhood education coursework that reflects the core competencies adopted for practitioners, administrators, and trainers.
- Expand Registry approval process to increase the capacity of early childhood education workforce.
- Review and update Hawaii's career lattice and framework.
- Improve access to higher education with outreach efforts, career advising, distance and virtual learning programs, and scholarships/financial aid.

**Activities:**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Q1-4: CC alignment -Higher levels of core competencies are developed.	Q4: Full implementation of common core competencies for practitioners.	Q1-4: Evaluation and implementation of common core competencies.
Q1-3: Trainer improvement pilot is implemented.  Q4: Align community base training with higher education coursework.	Q 1: Continue pilot.  Q2: Trainer quality improvement system pilot expanded.	Q1-4: Full implementation of trainer quality improvement system.
Q1-4: Develop alternative pathways to meet recommended newly developed child care licensing regulations.	Q1-4: Implement alternative pathways and pilot implementation in Registry approval process.	Q1-4: Full implementation of alternative pathways.
Q1-2: Career lattice is reviewed.  Q3-4: Revisions planned.	Q1-3: Draft of revised career lattice disseminated.  Q4: Feedback assessed; revisions made.	Q1-3: Devise strategy to reassess current employees on lattice.  Q4: Full implementation of career lattice.
Q1-4: Collaborate with HCYC and the UH System to assess the capacity and effectiveness of 2 and 4-year public and private institutions of higher education in the State toward supporting the development of early childhood educators.	Q1: Release report on higher education system capacity.  Q2-4: Identify virtual learning and distance learning options.	Q1-4: Implement computer-based learning programs and ensure credit is recognized by state institutions of higher education.
Q1-4: Ask and provide justification for foundations to make available scholarships for higher education.	Q1-4: Foundations make available scholarships for higher education.	Q1-4: Increase available scholarships for higher education.

**Key Individuals:**

Office of the Governor; Interdepartmental Council on Early Childhood Education; HCYC:

Melodie Vega; ELC/UH System: Linda Johnsrud; DHS: Julie Morita; Samuel N. and Mary

Castle Foundation: Al Castle

**Early Learning Standards System Goal**

**Principal Objectives:**

- Provide outreach and training on the use of the standards for early education teacher preparation programs, EL programs and practitioners, K-3 teachers and administrators, regulatory agencies, evaluators, and system planners.
- Work with parents to improve home-based instruction in the pre-school content and standards.

**Principal Partners:**

Office of the Governor, Interdepartmental Council on Early Childhood Education, Head Start, HAEYC, HCYC, Good Beginnings Alliance, higher education, and UH Center on the Family.

**Activities:**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Q1: Publish standards document for 4-yr olds.  Q2: Focus on sharing standards with state departments.  Q3-4: Develop outreach and training plan for home-based and center-based programs.	Q1-4: Conduct outreach and implement training plan for statewide utilization of standards.	Q1-3: Continue outreach and implement training plan for statewide utilization.  Q4: EL Standards are adopted and connected with DOE General Learner Outcomes.

**Key Individuals:** DHS: Julie Morita; Good Beginnings Alliance

## **PLANS FOR**

### *a) Periodic Needs Assessments*

Under the auspices of the SAC, Hawaii will begin conducting a periodic needs assessment in collaboration with of the Departments of Human Services, Health, and Education, and in cooperation with private non-profit partners. This needs assessment focus will be annually determined by the State Advisory Council.

### *b) Public Hearings*

The Department of Human Services held a public hearing on this application on July 1, 2010. In order to allow statewide access to the hearing, it was conducted through a Video Conference Calling system. In addition to a public hearing, the development of this proposal involved several community meetings. Public hearings, hosted by DHS, will also be conducted in conjunction with the annual needs assessment process.

### *c) State Advisory Council Meetings*

The State Advisory Council will meet periodically at a time designated by Council members. Neighbor island participation will be sought to the maximum extent possible, such as through the use of video conferencing technology.

## **DATA TO BE COLLECTED AND PROVIDED TO FEDERAL OFFICIALS**

The initial annual data to be collected and reported shall include:

- The % of children entering kindergarten with preschool experience.
- The % of 4-year olds in preschool programs receiving federal assistance.
- The % of total child care spaces that are in NAEYC accredited preschools, infant/toddler centers, and home-based programs.
- The % of early childhood practitioners with an associates degree in Early Childhood Education/related field or higher.
- % of kindergarten teachers trained in early childhood.
- % of schools meeting benchmarks in all dimensions of Hawaii State School Readiness Assessment.

## **LIST OF CONTRIBUTORS AND DESCRIPTION OF THEIR WORK**

### *a) State Departments*

The **Department of Human Services (DHS)** provides authorized services in accordance with Hawaii Revised Statutes Chapter 346. The primary purpose of the DHS is to empower those who are the most vulnerable in our state and to expand their capacity for self-sufficiency, self-determination, independence, healthy choices, quality of life, and personal dignity. As it relates to young children, DHS is the agency responsible for licensing child care facilities. It is also the agency assigned Child Care Development Funds, as authorized through 45 CFR 98, to implement child care services and to conduct activities to improve the quality of child care settings. The DHS has utilized funding for families as a support for employment activities, as well as provided for quality activities that support families and child care providers. Some of the quality activities that are provided include: training and scholarship services, resource and referral services, supporting Healthy Child Care Hawaii efforts, providing nutrition evaluation and consultation, and child care advocacy and facilitation. (2008, Act 259 report)

The Family Health Services Division of the **Department of Health (DOH)** serves as the conduit for information and planning in relation to the role DOH plays within Hawaii's early childhood system. The Family Health Services Division (FHSD) is under the Health Resources Administration of the Hawaii Department of Health. Three branches comprise FHSD: Children with Special Health Needs Branch (CSHNB); Maternal and Child Health Services Branch (MCHB); and Women, Infants, and Children Services Branch (WIC). The mission of FHSD is to assure the availability of and access to preventive and protective health services for individuals and families by providing leadership in collaboration with communities and public/private



partners. The Family Health Services Division focuses its work on reproductive health; child and adolescent wellness; children with special health care needs; family strengthening and the promotion of positive parenting; prevention of child abuse and neglect; and access to quality health care for vulnerable populations through a comprehensive health care system. The Division's goal is to ensure that all infants, children, and adolescents receive appropriate services to optimize health, growth, and development. FHSD works in collaboration with communities and public/private partners to protect and promote the health of Hawaii's women, infants, children, and adolescents, and their families, including fathers and children with special health care needs. (2008, Act 259 Report) FHSD houses the *Early Childhood Comprehensive Systems Grant* whose work plan is a critical component of this State Advisory Council application.

The **Department of Education** provides educational and related services for preschool-age children with disabilities, ages 3–5, under the Individuals with Disabilities Education Act (IDEA). Beginning in the year the child turns 5 years old, the Department provides a kindergarten program open to all children.

Since 2006, there has been increased interest by elementary schools as to the development of P–3 programs (“P” for “provisions for early learning” and “3” for “third grade”). This interest is in response to the increased awareness of the importance of good transitions for children entering elementary school and is supported by the W.K. Kellogg Foundation's P–3 investment in Hawaii. Hawai'i P-3 Initiative (P-3), embedded within the Hawai'i P-20 Partnerships for Education provides educational leaders and practitioners with a framework to foster research-based and developmentally appropriate practices.

Within the **Department of Labor and Industrial Relations (DLIR)**, the Office of Community Services (OCS) participated in the Early Learning Educational Task Force (Act 259) discussions. While not directly operating early childhood programs, OCS is responsible for administering state funding for the Head Start program statewide, for oversight of the federal community services block grant, and for assisting low-income families. The Workforce Development Division within DLIR is responsible for the workforce investment funds. According to 371, HRS, the primary purpose of OCS is to facilitate and enhance the development, delivery, and coordination of an effective statewide network of programs for those in need that include improving services to disadvantaged persons, refugees, and immigrants (children inclusive).

The **Department of Business, Economic Development & Tourism (DBEDT)** is Hawaii's resource center for economic and statistical data, business development opportunities, energy and conservation information, and foreign trade advantages. DBEDT provides the economic and statistical expertise that guides State economic development efforts. It generates important information for business and industry about their markets and the economic forces shaping the future. DBEDT, through its Research & Economic Analysis Division (READ), also runs the Hawaii State Data Center and the Hawaii Federal State Cooperative Program for Population Estimates. These two programs work with the U.S. Census Bureau in disseminating, interpreting, and providing technical support on Census data.

*b) Organizations*

**Kamehameha Schools (KS)** assists people of Hawaiian ancestry to achieve their highest potential. Kamehameha Schools' Community-Based Early Childhood Education (CBECE) program educates over 1,500 3- and 4-year-olds of Hawaiian ancestry at approximately 30

preschool sites statewide. These center-based preschools serve specific communities with regional boundaries for eligibility. Since its inception over 20 years ago, the Kamehameha preschools have provided more than 11,000 keiki or children with their first school experience.

KS also conducts an early childhood family education program with a culturally based component that services children prenatal to 3-years-old and their families. Finally, its Pauahi Keiki Scholars (PKS) Preschool Scholarship Program provides need-based scholarships for Hawaiian preschool-age children enrolled in non-KS eligible preschools.

**Good Beginnings Alliance (GBA)** is an independent advocacy and policy organization dedicated to ensuring young children are safe, healthy and ready to succeed. GBA follows national research, reports data on Hawaii's early childhood system, and supports the work of both the Early Learning Council and the State Advisory Council. GBA connects with both the business community as well as a broad array of early childhood stakeholders to increase public will for early childhood investment.

The **Hawaii Association for the Education of Young Children (HAEYC)** is the voice for Hawaii's early childhood community. HAEYC promotes, supports, and expands quality and professionalism in early childhood programs and services for Hawaii's children (0-8) and their families.

**PATCH** is a member of the National Association of Child Care Resource and Referral Agencies (NACCRRA). Its activities include providing families with information and resources needed when looking for quality care for their children; supporting the professional development of care givers through training to improve the quality of care they are providing and to better understand the needs of the market; providing data and services to the

community to maximize the quality of the care giving experience and to increase the number and quality of caregivers.

PATCH also houses **The Hawaii Careers with Young Children Registry**, a statewide program that documents the qualifications of practitioners based upon training, experience and professional achievements in the field of early care and education.

*c) Cooperating Entities*

In 2008, the Hawaii Legislature established the **Early Learning Council (ELC)** within Act 14 of the 2008 Special Session. The role of the ELC, as stated in the legislation, is to develop and administer an early learning system to benefit all children throughout the state, from birth until the time they enter kindergarten, with priority given to underserved or at-risk children. The ELC is attached for administrative purposes only to the Department of Education. This 14-member council consists of public and private stakeholders and accomplishes work plan activities through its subcommittee structure.

**Hawaii Careers with Young Children** is a coalition of representatives from 24 early childhood agencies, public and private, that are developing a comprehensive workforce and professional development program. The goal is to ensure that early education and care practitioners have access to career advancement and professional development opportunities to provide quality services to Hawaii's children and families; and be appropriately compensated for the services they provide.

The **Head Start State Collaboration Office**, located in the Department of Human Services (Benefit, Employment & Support Services Division), creates multi-agency, state and public/private partnerships to effect school readiness and improve the quality of life for low-income children enrolled in Head Start programs and their families, state-wide. Its ten key

priority areas include health, education, child care, welfare, child welfare, community services, family literacy, children with disabilities, homeless children, and professional development. The Collaboration Office is affiliated with the Head Start Association of Hawaii; it serves as a support and a resource to Hawaii's seven Head Start grantee agencies.

## **SUSTAINABILITY**

It is expected that the State Advisory Council members and their respective departments will sustain the comprehensive early childhood development system beyond the three years of the grant. The partnerships and the public and private funding which Hawaii's plan describes is an indicator that the community is committed to this work.

## ORGANIZATIONAL PROFILES

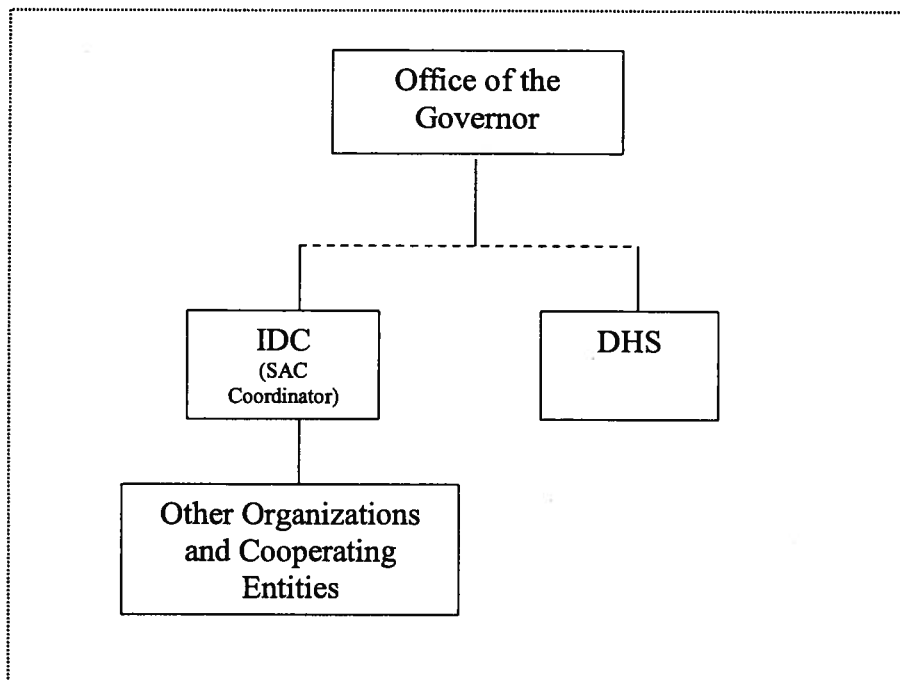
### *a) Agency Responsible for Management of State Advisory Council*

The SAC is attached to the Governor's Office with programmatic assistance from the Department of Human Services Benefit Employment and Support Services Division.

### *b) Individual Designated by Governor to coordinate activities of State Advisory Council*

The Governor will designate the SAC Coordinator who will be placed under the direction of the Office of the Governor. The Coordinator will convene and facilitate SAC meetings and coordinate the activities of the SAC pursuant to the three year plan for early childhood education improvements.

### *c) Organizational Chart*



d) *Contact Persons*

**Linda Smith**

Senior Policy Advisor

Office of the Governor, State of Hawaii

Executive Chambers, Hawaii State Capitol, Honolulu, HI 96813

Tel: (808) 586-0027

Fax: (808) 586-0006

Email: linda.smith@hawaii.gov

**Pankaj Bhanot**

Division Administrator, Benefit, Employment and Support Services Division

State of Hawaii Department of Human Services

820 Mililani Street, Suite 606, Honolulu, HI 96813

Tel: 808-586-5230

Fax: 808-586-5299

Email: pbhanot@dhs.hawaii.gov

Experience in Program Area

The Office of the Governor will enlist the assistance of the DHS, Benefit, Employment and Support Services Division (BESSD) to support the work of the SAC Coordinator and to ensure it is in alignment with the State's plan for the Child Care and Development Grant (CCDBG). This office is the designated agency for CCDBG administering both the child care subsidy and the quality improvement activities.



The DHS' Child Care Connection Hawaii (CCCH) program is housed within BESSD. It provides families with: subsidies to help with child care expenses so that families can work or attend training; guidance in selecting a child care provider; information about quality child care programs; and referrals to community resources for help with other concerns. Preschool Open Doors (POD) is a separate program of DHS/BESSD that provides state-wide services to families sending their children to a licensed preschool during the school year prior to their entering kindergarten. The POD program's goal is to contribute to the school readiness of children four years old, and three years old with special needs.

## **THIRD PARTY AGREEMENTS**

Third Party Agreements in the form of support letters from the following cooperating entities providing non-federal match towards this application are included in the appendix. The cooperating entities are:

1. Samuel N. and Mary Castle Foundation
2. Kamehameha Schools
3. Good Beginnings Alliance

### Three-Year Budget

	Yr 1	Yr 2	Yr 3	Totals
<b>Personnel</b>				
SAC Coordinator	50,000	50,000	50,000	150,000
<b>Fringe Benefits</b>				
SAC Coordinator	18,480	18,480	18,480	55,440
<b>Travel</b>				
Mainland (2 trips: ACF & NGA or NAEYC)		4,000	4,000	
Inter-Island ( @ \$250 ea, inc auto)		1,000	1,000	
SAC Meetings	1,000	1,000	1,000	
				13,000
<b>Equipment</b>				
1 Computer	800			
1 Printer	200			1,000
<b>Supplies</b>	940	600	300	1,840
<b>Programs</b>				
Accreditation Assistance & Expanded Participation Program	21,080	65,420	170,220	256,720
Professional Development & Standards Adoption Program	7,500	9,500	5,000	22,000
	<u>100,000</u>	<u>150,000</u>	<u>250,000</u>	
<b>TOTAL Hawaii SAC Budget</b>				<b>500,000</b>

## Budget Justification

The \$500,000 federal funds received over a three-year period from this award will be utilized in the following manner.

1. Personnel description:

State Advisory Council Coordinator	1FTE	\$50,000 – Year 1
		\$50,000 – Year 2
		\$50,000 – Year 3

2. Fringe Benefits description:

State Advisory Council Coordinator	\$18,480 – Year 1
	\$18,480 – Year 2
	\$18,480 – Year 3

The composite fringe benefit rate (RATE) of 36.96% has been applied. The rate consists of the following fringe benefit items and computed rates:

<u>Item</u>	<u>Rate</u>
Pension Accumulation	15.00%
Pension Administration	.01%
Retiree Health Insurance	6.49%
Employees' Health Fund	6.69%
Workers' Compensation	.78%
Unemployment Compensation	.34%
Social Security	6.20%
<u>Medicare</u>	<u>1.45%</u>
<b>Composite Rate</b>	<b>36.96%</b>

3. Travel description:

Annual ACF meeting in Washington, D.C. @ \$2000 per years 2 & 3

1 National conference related to Early Childhood Systems-Building

@ \$2,000 per years 2 & 3

State travel to each county to gather input @\$250 each county or \$1000 per years 2 & 3

Convening of statewide SAC meetings @ \$1,000 per year

\$1,000 – Year 1  
\$6,000 – Year 2  
\$6,000 – Year 3

4. Equipment description:

1 computer @ \$800; 1 printer @ \$200

\$1,000 - Year 1

5. Supplies description:

Basic office supplies and printing of standards and other reports

\$940 – Year 1  
\$600 - Year 2  
\$300 - Year 3

6. Other (Program Operations)

Early Care Facilities & Accreditation Assistance Program  
(Quality Assurance System Goal &  
Expanded Access)

\$21,080 – Year 1  
\$65,420 – Year 2  
\$170,220 – Year 3

High-Quality Workforce Program  
(Professional Development System Goal  
& Adoption of Standards)

\$7,500 – Year 1  
\$9,500 – Year 2  
\$5,000 – Year 3

**Third Party Agreements for Non-Federal Match**

The \$1,667,000 designated as non-federal match by other entities in support of the Hawai'i State

Advisory Council plan are as follows:

**Good Beginnings Alliance \$45,000**

**Year 1:**

Personnel	15000
Contracts	7000
Meeting Expenses	1000
Office Expenses	2000
	<hr/>
	25000

**Year 2:**

Personnel	12000
Contracted Position	5000
Meeting Expenses	1000
Office Expenses	2000
	<hr/>
	20000

**Kamehameha Schools \$182,000**

**Year 1:**

Contracted Positions	136000
Meeting Expenses	18000
Travel	17000
Fiscal Administration & office expenses	11000
	<hr/>
	182000

**Samuel N. & Mary Castle Foundation**  
**\$1,440,000**

**In each of Years 1-3:**

Preschool tuition assistance for low-income families	100000
Preschool teacher scholarships	80000
Facility construction & small capital improvements	300000
	<hr/>
	480000

**TOTAL NON-FEDERAL FUNDS**      **1,667,000**  
**(STATE MATCH)**

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- <sup>i</sup> Center-based programs include preschools, child care centers, Head Start programs, and infant-toddler programs. Family-child interaction learning programs are provided for children to attend with a family member three days per week for an average of three hours daily. This model combines early education for the children with parent/family education for the participating family member. For additional information, see: Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education. Available from <http://www.goodbeginnings.org/index.php/site/ReportsAndStudies/>
- <sup>ii</sup> Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education, p. 19.
- <sup>iii</sup> PATCH. (June 2008). *Report on Facilities and Capacity as of June 2008*. Retrieved March 30, 2010 from [http://patchHawaii.org/files/content/community/stats/Facilities\\_Capacity\\_June\\_08\\_for\\_web.pdf](http://patchHawaii.org/files/content/community/stats/Facilities_Capacity_June_08_for_web.pdf). Note: For purposes of this report, capacity refers to the actual number of spaces providers make available ("desired capacity"), which is less than total licensed capacity. For an explanation of desired capacity vs. licensed capacity, see Good Beginnings Alliance. (August, 2007), Fact Sheet: Children, Families and Early Childhood Education in Hawaii, available online: <http://www.goodbeginnings.org/index.php/site/annualFactSheet/>.
- <sup>iv</sup> Reinhardt, K. (May 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from Good Beginnings Alliance (GBA).
- <sup>v</sup> Reinhardt, K. (May 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA.
- <sup>vi</sup> Additionally, 3,970 children ages 0-2 participate in early intervention programs – 7.2% of all children ages 0, 1, and 2 years. See Reinhardt, K. (May 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA.
- <sup>vii</sup> Reinhardt, K. (May, 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA. Note: Population estimate is for FY 2006-07 based on birth data from the Department of Health. "0-5 population" is the same as "under five" and means children from birth through age 4 (until age 5): children ages 0, 1, 2, 3, and 4.
- <sup>viii</sup> U.S. Census Bureau. (n.d.). *2008 American Community Survey, Hawaii -Selected Economic Characteristics: 2008*. Employment Status, Own children under 6 years, All parents in family in labor force. Retrieved April 5, 2010 from <http://factfinder.census.gov>
- <sup>ix</sup> Department of Human Services. (n.d.) *DHS Child Care Subsidy Fact Sheet*. Honolulu: HI: State of Hawaii, Department of Human Services. [Distributed 12/4/09]
- <sup>x</sup> Reinhardt, K. (May 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA. Note: Population estimate is for FY 2006-07 based on birth data from the Department of Health.
- <sup>xi</sup> PATCH. (2008). [Report on average full-time monthly rates by age and facility type as of June 2008 (FY 2007–2008)]. Unpublished raw data. Cited in He, S.J., Yuen, S., Nitta, K., & Ripke, M. (2008). *ECCS–Hawaii’s early childhood comprehensive system*. Honolulu, HI: University of Hawaii, Center on the Family.
- <sup>xii</sup> The total enrollment of center-based and family child care programs was 21,053 as reported in PATCH. (June 2008). *Report on Facilities and Capacity as of June 2008*. Cited in Good Beginnings Alliance. (August, 2007), Fact Sheet: Children, Families and Early Childhood Education in Hawaii. Honolulu, HI: Author. Retrieved March 17, 2010 from <http://www.goodbeginnings.org/index.php/site/annualFactSheet/>. Note: FCIL programs are not included because they are largely free of charge to participants; likewise, special education preschool is not included because its provision is free to eligible participants.

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- <sup>xiii</sup> Unpublished data analysis by K. Reinhardt for Act 259 Early Learning Educational Task Force, 2007; Additional unpublished analysis by T. Vast, 2010. For further information, contact Good Beginnings Alliance.
- <sup>xiv</sup> Head Start State Collaboration Project. (April, 2009) *Needs Assessment*. Honolulu, HI: Head Start State Collaboration Office. Note: Percentage calculated based on percentage of children below federal poverty level (see Endnote #15 above).
- <sup>xv</sup> Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education, p. 38.
- <sup>xvi</sup> Number of accredited programs: NAEYC- accredited centers as of 4/2/10: Retrieved April 5, 2010 from <http://www.naeyc.org/accreditation/search>. Note: Although infant-toddler programs are counted as separate centers for the purpose of Hawaii state child care licensing, NAEYC counts accredited centers that include a preschool program and an infant-toddler program in the same facility as one center.
- <sup>xvii</sup> Reinhardt, K. (May 2009). *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA. Note: Further analysis using actual total capacity of licensed centers by T. Vast. For more information, contact GBA.
- <sup>xviii</sup> NECPA-accredited centers: Retrieved April 5, 2010 from <http://www.necpa.net/>. Note: Although infant-toddler programs are counted as separate centers for the purpose of Hawaii state child care licensing, NECPA counts accredited centers that include a preschool program and an infant-toddler program in the same facility as one center.
- <sup>xix</sup> Vast, T. Unpublished analysis, 4/3/10. For further information, contact Good Beginnings Alliance.
- <sup>xx</sup> Murphy, Kathy. (February 17, 2010). [Fact sheet distributed to House Education and Senate Education and Housing Committees, Informational Briefing on the Status of the Early Learning System in Hawaii.] Honolulu, HI: Hawaii Association for the Education of Young Children (HAEYC).
- <sup>xxi</sup> Percentage of non-accredited centers is based on licensed centers for children ages 2-5 and does not include infant-toddler centers. Number of participants and applicants: Ann Tom, University of Hawaii Center on the Family, unpublished data summary, 3/30/10; Number of licensed centers: PATCH, *Report on Facilities and Capacity as of June 2008*. Retrieved April 1, 2010 from [http://patchHawaii.org/files/content/community/stats/Facilities\\_Capacity\\_June\\_08\\_for\\_web.pdf](http://patchHawaii.org/files/content/community/stats/Facilities_Capacity_June_08_for_web.pdf)
- <sup>xxii</sup> Vast, T. Unpublished data analysis, 4/2/10. For further information, contact Good Beginnings Alliance.
- <sup>xxiii</sup> Tom, Ann. (March 30, 2010) [Quality Care Program (QCP) for Center- and Home-Based Childcare Programs.] Unpublished data summary. Honolulu, HI: University of Hawaii, Center on the Family.
- <sup>xxiv</sup> Note: This may be an undercount due to turnover.
- <sup>xxv</sup> Data sources: Number of accredited programs: NAEYC- accredited centers as of 4/2/10: Retrieved April 5, 2010 from <http://www.naeyc.org/accreditation/search>; NECPA-accredited centers: Retrieved April 5, 2010 from <http://www.necpa.net/>; Number of licensed centers: PATCH, *Report on Facilities and Capacity as of June 2008*. Retrieved April 1, 2010 from [http://patchHawaii.org/files/content/community/stats/Facilities\\_Capacity\\_June\\_08\\_for\\_web.pdf](http://patchHawaii.org/files/content/community/stats/Facilities_Capacity_June_08_for_web.pdf)
- <sup>xxvi</sup> Vast, T. & Reinhardt, K. (2007). [Unpublished analysis of DHS and PATCH Registry data.] For further information, contact Good Beginnings Alliance.



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<sup>xxvii</sup> Vast, T. & Reinhardt, K. (2007). [Unpublished analysis of DHS and PATCH Registry data.] For further information, contact Good Beginnings Alliance.

<sup>xxviii</sup> Good Beginning Alliance. (2004). *Who Cares for Hawaii's Keiki in Centers? The Hawaii Early Childhood Workforce Study*. Honolulu, HI: Author.

# APPENDIX

**EXECUTIVE ORDER NO. 10- 06**

**WHEREAS, the Interdepartmental Council on Early Childhood Education ("Interdepartmental Council") was established pursuant to Act 77, Session Laws of Hawaii 1997, as amended by Act 60, Session Laws of Hawaii 2000, to assist with state-level coordination among the various sectors and settings of early childhood education in the State; and**

**WHEREAS, the Interdepartmental Council currently serves as the public sector counterpart to the nonprofit Good Beginnings Alliance, but the Interdepartmental Council is to be repealed on June 30, 2010; and**

**WHEREAS, the federal Improving Head Start for School Readiness Act of 2007 ("Public Law 110-134") requires the establishment of a State Advisory Council on Early Childhood Education and Care ("State Advisory Council") in order to receive Head Start collaboration grants from the federal government; and**

**WHEREAS, the Administration for Children and Families of the United States Department of Health and Human Services has announced the availability of \$100,000,000 of total funds made available by the American Recovery and Reinvestment Act of 2009 (ARRA) to improve coordination and collaboration among early childhood education and care programs and services; and**

**WHEREAS, the funding appropriated by ARRA is for one-time startup grants to develop and implement the plans of the State Advisory Council; and**

**WHEREAS, Hawaii has been allocated \$500,000 for its State Advisory Council and increased federal funding will improve the State's delivery and coordination of early childhood education programs and services to Hawaii's children and their families; and**

**WHEREAS, the Governor of Hawaii must designate or establish a State Advisory Council in order to be eligible for an applicable grant under ARRA; and**

**WHEREAS, section 29-13, Hawaii Revised Statutes, provides that the Governor "may accept, on behalf of the State, the provisions of any act of Congress making grants or allotments of federal-aid moneys available for expenditure in the State"; and**

**WHEREAS, the goals of the State Advisory Council, as established by federal law, are similar to the goals of the Interdepartmental Council; and**

**WHEREAS, section 26-41, Hawaii Revised Statutes, authorizes the Governor of the State of Hawaii to establish such temporary boards and commissions as the Governor "may deem necessary to gather information or furnish advice for the executive branch" and to prescribe the temporary board or commission's "organization, functions, and authority";**

**NOW, THEREFORE, I, LINDA LINGLE, Governor of Hawaii, pursuant to the provisions of sections 26-41 and 29-13, Hawaii Revised Statutes, do hereby establish and continue the Interdepartmental Council as described in Act 77, Session Laws of Hawaii 1997, as amended by Act 60, Session Laws of Hawaii 2000, as a temporary commission and also establish the Hawaii State Advisory Council as a temporary commission to provide advice and public input to the Interdepartmental Council. I further order as follows:**

**1. The Interdepartmental Council shall have the members and the duties and responsibilities as set forth in Act 77, Session Laws of Hawaii 1977, as amended by Act 60, Session Laws of Hawaii 2000.**

**2. Membership on the Hawaii State Advisory Council shall include the members of the Interdepartmental Council. In addition to the members of the Interdepartmental Council, the Governor shall appoint the following representatives to serve on the Hawaii State Advisory Council:**

**(a) One member from an institution of higher education located in the State;**

**(b) One member that is a local provider of early childhood education and development services;**

**(c) One member from a Head Start provider agency located within the State; and**

**(d) The state director of Head Start State Collaboration Project of the State Department of Human Services.**

**3. The Governor shall designate an individual to coordinate the activities of the State Advisory Council, as described in Public Law 110-134;**

4. The Hawaii State Advisory Council shall meet the criteria and carry out the duties and functions prescribed in Public Law 110-134, in addition to any responsibilities assigned to the Hawaii State Advisory Council by the Governor, including the following:

(a) Conduct periodic needs assessment of the quality and availability of early childhood education and development programs, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State;

(b) Identify opportunities for, and barriers to, collaboration and coordination among federally funded and state-funded programs and agencies responsible for child development, child care, and early childhood education programs and services;

(c) Develop recommendations for increasing participation of children in existing federal, state, and local child care and early education programs, including outreach to underrepresented and special populations;

(d) Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State;

(e) Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State;

(f) Assess the capacity and effectiveness of two- and four-year public and private institutions of higher education in the State toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or pre-kindergarten program;

(g) Make recommendations for improvements in state early learning standards and, where appropriate, develop high-quality comprehensive early learning standards; and

(h) Facilitate the development or enhancement of high-quality systems of early childhood education and care designed to improve school preparedness through one or more of the following activities:

(i) Promoting school preparedness in children from birth through school entry;

(ii) Supporting professional development, recruitment, and retention initiatives for early childhood educators;

(iii) Enhancing existing early childhood education and developmental programs and services; and

(iv) Carrying out other activities consistent with the State's plan and application.

5. The Hawaii State Advisory Council shall hold public meetings or hearings and provide an opportunity for public comment on the activities described above and the Hawaii State Advisory Council shall submit a statewide strategic report addressing such activities, in accordance with Public Law 110-134; and

6. After the Hawaii State Advisory Council submits a statewide strategic report, the Interdepartmental Council shall meet periodically to review any implementation of the recommendations in such report and any changes in State and local needs, in accordance with Public Law 110-134.

IT IS FURTHER ORDERED that the Interdepartmental Council and the Hawaii State Advisory Council shall be placed within the Office of the Governor for administrative purposes. All members of the Interdepartmental Council and the Hawaii State Advisory Council shall serve without compensation but shall be entitled to reimbursement for necessary expenses while attending meetings and while in the discharge of their duties and responsibilities under this Executive Order; and

IT IS FURTHER ORDERED that the meetings of the Interdepartmental Council and the Hawaii State Advisory Council shall be subject to the Sunshine Law, part I of chapter 92, Hawaii Revised Statutes; and

IT IS FURTHER ORDERED that this Executive Order is not intended to create, and does not create, any rights or benefits, whether substantive or procedural, or enforceable at law or in equity, against the State of Hawaii or its agencies, departments, entities, officers, employees, or any other person; and

IT IS FURTHER ORDERED that the Interdepartmental Council and the Hawaii State Advisory Council shall be terminated upon the completion of their respective duties and responsibilities, but no later than the last day of the Regular Session of 2012 of the Legislature of the State of Hawaii or beyond the period required to receive federal grants-in-aid, whichever occurs later; and

IT IS FURTHER ORDERED that these provisions are subject to amendment by Executive Order.

IN WITNESS WHEREOF, I have hereunto set my hand and caused to affix the Great Seal of the State of Hawaii.

DONE at the State Capitol, Honolulu,  
State of Hawaii, this 12<sup>th</sup>  
day of April, 2010.



SEAL

LINDA LINGLE  
Governor of Hawaii

APPROVED AS TO FORM:



MARK J. BENNETT  
Attorney General



733 BISHOP STREET, SUITE 1275  
HONOLULU, HI 96813  
(808) 522-1101  
(808) 522-1103 (FAX)  
EMAIL: snandmarycastle@hawaii.rr.com

July 2, 2010

ALFRED L. CASTLE  
Executive Director and Treasurer

THE  
SAMUEL N.  
AND  
MARY CASTLE  
FOUNDATION  
and the  
HENRY & DOROTHY CASTLE  
MEMORIAL FUND

Pankaj Bhanot  
Division Administrator  
Benefit, Employment and Support Services Division  
State of Hawaii Department of Human Services  
820 Mililani Street, Suite 606  
Honolulu, HI 96813

Dear Mr. Pankaj:

The Samuel N. & Mary Castle Foundation, one of America's oldest foundations serving young children, is happy to be a partner to support the development of Hawaii's early education system. Our trustees, of which I am one, have a firm commitment to match the federal dollars for our State Advisory Council.

The Castle match commitment is for a minimum of \$480,000 a year, starting September 1, 2010 and continuing through the match period of September 1, 2013. I anticipate that our funds will be expended as follows:

- A. \$100,000 a year for pre-school tuition assistance for low income families.
- B. \$80,000 for pre-school teacher scholarships in the University of Hawaii system and Chaminade University.
- C. \$300,000 a year for facility construction and small capital improvements at pre-school centers.

Over a three year match period, this totals \$1,440,000. I believe this to be a conservative estimate of our commitment to build an effective and comprehensive early education system for Hawaii. All our grants are posted on our web site at [www.fdncenter.org/grantmaker/castle](http://www.fdncenter.org/grantmaker/castle). Our current audited financial statement is found there as well. Your attention to this matter is greatly appreciated.

With best wishes,

Alfred L. Castle  
Executive Director

cc. Liz Chun, CEO, GBA





KAMEHAMEHA SCHOOLS  
COMMUNITY-BASED EARLY CHILDHOOD EDUCATION

July 12, 2010

Mr. Pankaj Bhanot  
Division Administrator  
Benefit, Employment and Support Services Division  
State of Hawai'i Department of Human Services  
820 Mililani Street, Suite 606  
Honolulu, HI 96813

Dear Mr. Bhanot,

Kamehameha Schools is pleased to partner with other organizations statewide in developing Hawai'i's early education system. One of the endeavors which we support is the Hawai'i Careers with Young Children Program that works to create the components of Hawai'i's early childhood professional development system.

Kamehameha Schools' match commitment to Hawai'i's State Advisory Council is \$182,000 in FY 2011. This contribution is contracted to the Good Beginnings Alliance as fiscal agent and will be utilized per the activities outlined in Hawai'i's State Advisory Council's application professional development section.

The budget for these monies is as follows:

Contracted Positions	\$136,000
Meeting Expenses	18,000
Travel	17,000
Fiscal Administration & Office Expenses	<u>11,000</u>
	\$182,000

Dee Jay Mailer, Chief Executive Officer of Kamehameha Schools, is a member of the state's Early Learning Council. Our organization looks forward to supporting early education work in Hawai'i.

Sincerely,

Theresa Lock, Director  
Kamehameha Schools  
Community-Based Early Childhood Education Division

cc: Dee Jay Mailer, Chief Executive Officer of Kamehameha Schools



Pankaj Bhanot  
Division Administrator  
Benefit, Employment and Support Services Division  
State of Hawaii Department of Human Services  
820 Mililani Street, Suite 606  
Honolulu, HI 96813

Dear Mr. Bhanot;

The Good Beginnings Alliance is pleased to be a partner and support the development of Hawaii's early education system through the work of the State Advisory Council (SAC). Three of the activities in this endeavor which we partially fund and commit support are: the early learning standards document finalization and adoption process; public awareness and community engagement for the early learning system development; and the early childhood data collection reports as described in the application.

Over the first two years of the funding period for the State Advisory Council Good Beginnings Alliance commits to provide matches of \$25,000 in FY 2011 and \$20,000 in FY 2012.

**Year One:**

Personnel	\$15,000
Contracts	7,000
Meeting Expenses	1,000
Office expenses	<u>2,000</u>
	\$25,000

**Year Two:**

Personnel	\$12,000
Contracted Position	5,000
Meeting Expenses	1,000
Office Expenses	<u>2,000</u>
	\$20,000

Good Beginnings Alliance (GBA) is a non-profit agency that offers our expertise to help establish a statewide system of services and supports for young children throughout Hawaii. We monitor and disseminate cutting-edge research and data so that community leaders are informed.

Aloha,

Elisabeth Chun  
Executive Director  
Good Beginnings Alliance

## **STATE ADVISORY COUNCIL COORDINATOR**

### **Duties Summary:**

The Coordinator of the State Advisory Council (SAC) provides executive staff services to the SAC, under the general guidance and direction of Governor's Office. The coordinator facilitates the effective operations of the SAC; assists and advises the SAC members in the direction of operations and activities of the SAC as a whole; and performs other related duties as required.

### **MAJOR DUTIES AND RESPONSIBILITIES**

#### **Standard 1: Provides leadership to the SAC and its members**

- Communicates and implements the vision and mission of the SAC
- Demonstrates commitment to attain optimal performance and operation of the SAC.
- Utilizes multiple resources to support the priorities of the SAC.
- Enables the SAC to play a leadership role in public policy by maintaining effective relations with other organizations, both public and private, and providing leadership in these settings in accordance with SAC policies and objectives.
- Represents and advocates for the interests and positions of the SAC to the general public, and other public agencies and private organizations.
- Introduces research, trends to inform SAC discussions/development of policy.

#### **Standard 2: Promotes positive and effective communication with members of the Council, staff, and other partners in government and the community-at-large**

- Develops effective public relations with SAC members, staff, and community partners.
- Communicates and interacts effectively with SAC members, staff, and community partners.
- Seeks input from stakeholders for improvements in communication, efficiency of the SAC, and development of policies.
- Encourages and establishes open, effective communication.
- Utilizes effective strategies in setting performance expectations, planning, decision making, problem-solving, and conflict resolution to provide service and assistance to SAC members and partners in the community.
- Encourages development of community partnerships and utilizes resources effectively.
- Ensures the SAC members are kept fully informed on the conditions and operations of the SAC, and are provided with all relevant information affecting SAC operations.
- Maintains a collaborative working relationship with early learning institutions, and other educational organizations and stakeholders on current issues in early childhood education (ECE) and related topics.

#### **Standard 3: Maintains high standards of professionalism**

- Pursues professional improvement activities to strengthen own leadership capacity.
- Demonstrates professionalism in interactions with stakeholders.
- Demonstrates ability to self-assess and to reflect on administrative practices.
- Keeps abreast of current national trends and other issues related to ECE, including teacher quality and professional learning.

#### **Standard 4: Manages the full scope of Council administrative responsibilities**

- Complies with applicable State statutes, federal laws, regulations, procedures, guidelines, contractual provisions, and other governance parameters.
- Submits required quarterly and annual reports to national Head Start office.
- Ensures that key partners in SAC plan submit their activity reports to the SAC.
- Attends to all required administrative functions such as hiring, supervision, and evaluation of staff; sound fiscal operations, and accounting of SAC property; timely completion of reports; adherence to State policies and procedures.
- Manages available resources for optimum benefit to the Council.
- Secures and utilizes resources to attain the goals and objectives of the SAC.
- Maintains standards for a safe, orderly, effective working environment and strives to maintain the security of SAC files, records, data, and operations.
- Assists the SAC members in the development and recommendation of policies and programs and administers and implements SAC policies, procedures, and programs.
- Evaluates current programs in terms of identified goals and objectives.
- Assists SAC in the establishment and periodic review of its operational standards.
- Assists in development of SAC operating budget; implements approved operating budget.
- Maintains public records of the SAC, including written minutes of all Council meetings.

Overall, obtains and facilitates widespread support and develops a unified sense of purpose among staff and SAC members to systematically attain higher levels of performance.

#### **RECOMMENDED QUALIFICATIONS**

##### **Knowledge of:**

- Current national and local research, trends, issues and exemplary programs dealing with ECE and related topics and issues.
- DHS and Governor's Office operational guidelines and procedures with respect to personnel, procurement, and fiscal operations.

**Skills/Abilities:** Provide leadership, planning, and coordination in the areas of assignment; develop, analyze, and evaluate plans, programs and procedures; communicate effectively with others both orally and in writing; use equipment, instruments, or devices appropriate to the area or areas of assignment. Demonstrate behaviors which indicate critical thinking skills, competent personal relationships for effective decision making and problem solving. Demonstrate ability to communicate clearly and purposefully to all types of audiences regarding the appropriate implementation regulations, procedures, and guidelines relating to programs, projects, or initiatives dealing with ECE and general operations of the SAC; facilitate improvement by managing transitions.

**Education:** Master's degree from an accredited four (4) year college or university, in ECE, educational administration/leadership, business management, public policy, and/or related field.

**Experience:** Six (6) years of progressively responsible professional work experience in ECE or elementary education, or public policy, of which at least 2 years in a leadership or management position.

## **INDEPENDENT AUDITORS' REPORT**

To the Auditor  
State of Hawaii

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Department of Human Services of the State of Hawaii (DHS), as of and for the fiscal year ended June 30, 2009, which collectively comprise the DHS's basic financial statements as listed in the foregoing table of contents. These basic financial statements are the responsibility of the DHS's management. Our responsibility is to express an opinion on these basic financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note A, the financial statements of the DHS are intended to present the financial position and the changes in financial position, where applicable, of only that portion of the governmental activities, each major fund, and the aggregate remaining fund information of the State of Hawaii that is attributable to the transactions of the DHS. They do not purport to, and do not, present fairly the financial position of the State of Hawaii as of June 30, 2009, and the changes in its financial position, where applicable, for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In our opinion, based on our audit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information for the DHS, as of June 30, 2009, and the respective changes in financial position, where applicable, thereof and the respective budgetary comparison for the general and special revenue

funds for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated March 15, 2010, on our consideration of the DHS's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The management's discussion and analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the DHS's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects in relation to the basic financial statements taken as a whole.

*N&K CPAs, Inc.*

Honolulu, Hawaii  
March 15, 2010

**NAMES OF BOND CARRIERS**

**For legal liability purposes, Hawaii is self-insured.**