

Healthy Keiki, Healthy Future

Physical Activity and Nutrition in
Hawai'i's ECE Settings



Photo Credit:
Mālama Kaua'i

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Funded By



Administrative Backbone



Project Coordination



Facilitation & Report Development



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Photo Credit:
Mālama Kaula'i

Background of the Healthy Kids, Healthy Future Initiative

Launched in August 2018, Healthy Kids, [Healthy Future Technical Assistance Program](#) (HKHF TAP) is a five year cooperative agreement (2018 - 2023) funded by the Centers for Disease Control and Prevention (CDC) and implemented by Nemours Children’s Health (Nemours). HKHF TAP provides technical assistance and financial support to select states to embed evidence-based, culturally appropriate physical activity and nutrition (PAN) practices into early childhood care and education (ECE) systems and settings. Cross-sector ECE stakeholders gathered at the Entrepreneurs Sandbox in Kaka’ako, O’ahu on May 18, 2023 to: 1) learn about the CDC’s [Spectrum of Opportunities Framework for State-Level Obesity Prevention Efforts Targeting the ECE Settings](#) (Spectrum of Opportunities) 2) celebrate the work of local ECE stakeholders embedding PAN practices into Hawai’i’s ECE settings and 3) collectively identify areas to expand and leverage HKHF TAP successes.

Hawai’i was one of 12 states selected to participate



The Spectrum of Opportunities Framework

The Spectrum of Opportunities Framework illustrates ways stakeholders and communities can collaborate at the state, county, and ECE program level to support ECE providers and programs to achieve best practices for children that promote lifelong healthy habits. **The framework consists of 9 opportunity areas intended to ignite and integrate systems level impact across the ECE landscape.**



Reference Appendix section B for the full framework

Putting the Framework into ACTION: Spotlighting Hawai'i's HKHF TAP Partners

7 Projects Across 5 Opportunity Areas

7 Hawai'i-based projects focused on embedding evidence-based, culturally appropriate PAN practices in Hawai'i's ECE systems and settings. The following information highlights the organizations and projects implemented within the Hawai'i HKHF TAP state action plan from February 22, 2022 - July 30, 2023.




Garden to Grindz: Kaua'i Farm to ECE Local Food Incentive Program




Farm to Keiki 101 Asynchronous Online Training



Hawai'i Physical Activity Learning Sessions (PALS) Professional Learning Community (PLC)



The Hawai'i Child and Adult Care Food Program (CACFP) GIS Mapping Project



Planting the Profession Community of Practice (CoP)



Early Childhood Outdoor Learning Environments Certification Program and Gardening with Young Children Certification Program



Developing a Healthy Keiki, Healthy Future ECE Recognition Program

Exploring Collective Possibilities:

Strengths-Opportunities-Aspirations-Restraints-Equity (SOARE) Framework

Utilizing the SOARE Framework, participants springboarded from their learning into a crosswalk analysis of Hawai'i's ECE landscape and the Spectrum of Opportunities. The SOARE, including E for equity, focuses on strengths and understanding the whole system through the voices of its primary stakeholders to build a collective future the group is excited to pursue. To this end, the group determined the current state for 8 out of 9 opportunity areas, thus signaling a systemic pathway forward.

Statewide Access Initiatives (Farm2ECE)

STRENGTHS

Existing Farm2ECE Coalition

OPPORTUNITIES

Sustain the HKHF momentum

ASPIRATIONS

Every child will have fresh locally grown food

RESTRAINTS

High cost and scarcity in resources

EQUITY

Shared resources between islands

Pre-service & Professional Development Systems

STRENGTHS

Existing Collaborations and Partnerships

OPPORTUNITIES

Sustain the HKHF momentum

ASPIRATIONS

A coordinated and integrated preservice and professional development statewide system

RESTRAINTS

Technology challenges in rural areas

EQUITY

Outreach to ECE professionals on the neighbor islands

Early Learning Standards

STRENGTHS

Approved ECE Wellness Guidelines

OPPORTUNITIES

Crosswalk wellness guidelines and HELDS into one set of standards

ASPIRATIONS

All ECE programs will implement PAN standards

RESTRAINTS

HELDS is not enforced in licensing

EQUITY

Recognize the needs of individual children when using HELDS

Statewide Recognition & Intervention Programs

STRENGTHS

Energy around PAN in ECE settings

OPPORTUNITIES

Design program that meets criteria of both recognition program and QRIS

ASPIRATIONS

Parents will have choice in the ECE landscape

RESTRAINTS

ECE Provider bandwidth: "one more thing"

EQUITY

Compensating ECE providers for participation

Quality Rating & Improvement System (QRIS)

STRENGTHS

Standardizing quality care

OPPORTUNITIES

Partnerships with states that have established QRIS

ASPIRATIONS

The quality of childcare will be improved throughout the State

RESTRAINTS

Recruiting programs that already feel overburdened and overregulated

EQUITY

Programs have adequate staff and resources to deliver quality care

Licensing & Administrative Regulations

STRENGTHS

Locally relevant resources

OPPORTUNITIES

Demonstrate linkage between health and child development/learning

ASPIRATIONS

All schools will distribute nutrition and health information

RESTRAINTS

Not enough research/data to show the importance of nutrition

EQUITY

Create culturally-appropriate PAN activities to engage families

Child Care Food Program (CACFP)

STRENGTHS

Federal funding and online platform

OPPORTUNITIES

Increase use of local produce

ASPIRATIONS

All programs will work with local vendors to serve fresh food

RESTRAINTS

Paperwork, reimbursement lag, limited vendors

EQUITY

Food access for rural communities

ECE Funding Streams (Subsidy, Pre-K, Head Start)

STRENGTHS

Philanthropic donors

OPPORTUNITIES

Diverse funding sources

ASPIRATIONS

Hawai'i will leverage PAN as a priority in ECE funding

RESTRAINTS

Agriculture funding not applicable to ECE

EQUITY

Increase eligibility of low income students through funding expansion





Statewide Access Initiatives (Farm2ECE)

Statewide Recognition & Intervention Programs

Pre-service & Professional Development Systems

Early Learning Standards

Commitment Card

Name: Jill Jones:

Email: jill.jones@gmail.com

Organization: State Child Care R&R Agency

Opportunity Area: Statewide Access Initiatives

Six Month Commitment: I will attend one Farm to ECE coalition meeting

Photo Credit: Chaminade University

Most frequent opportunity areas on commitment cards

Commitment to a Healthy Future

To inspire commitment and encourage continued collaboration, stakeholders were asked to write down and share a commitment (big or small), within one of the 9 opportunity areas, that they will take action on over the course of the next six months. Of the 45 attendees, 22 completed a 6 month commitment card. Statewide Access Initiatives (Farm to ECE) surfaced as the most popular opportunity area with 9 commitment responses. Attendees were also asked to complete a post-event evaluation survey to capture their feedback on the event, its purpose, and facilitated activities.

Post Evaluation Survey Results

92% of respondents are very or extremely likely to take some form of action

93% of respondents left feeling very or extremely inspired

92% of respondents have a better understanding of what is happening around PAN in Hawai'i's ECE settings



HEALTHY KEIKI
HEALTHY FUTURE





Healthy Keiki, Healthy Future 2023 Convening Attendees

- State Agencies
 - Executive Office on Early Learning
 - Hawai'i State Department of Health
 - Hawai'i State Department of Human Services
- County Agencies
 - Maui County
 - Department of Agriculture
 - Department of Housing and Human Concerns
- Public Prekindergarten
 - Executive Office on Early Learning
- Early Learning Association
 - Hawai'i Association for the Education of Young Children
- Institutions of Higher Education
 - Chaminade University of Honolulu
 - Leeward Community College
 - The Children's Center
 - University of Hawai'i at Manoa
 - Center on the Family
 - Department of Human Nutrition, Food, and Animal Sciences
 - Expanded Food and Nutrition Education Program
 - Hawai'i Keiki: Healthy and Ready to Learn
 - Hawai'i P-20 Partnerships for Education
- Training & Professional Development Providers
 - Learning to Grow
 - People Attentive to Children
- Native Hawaiian Institutions
 - Kamehameha Schools
- Food Systems/Public Health Advocates
 - American Heart Association
 - Early Childhood Action Strategy
 - Grow Some Good
 - Hawai'i Public Health Institute
 - Hawai'i Children's Action Network
 - Honolulu Theatre for Youth
 - Mālama Kaua'i
- Child Care Resource and Referral Agency
 - People Attentive to Children
- Head Start and Early Head Start
 - Honolulu Community Action Program
 - Maui Economic Opportunity
 - Parents and Children Together
- Nonprofit with Wrap Around Services
 - Honolulu Community Action Program
 - Maui Economic Opportunity
 - Parents and Children Together
 - THRIVE MIND
- Private Child Care and Early Learning Programs
 - Chaminade University Montessori Laboratory School
 - Keiki O Ka 'Aina

The Spectrum of Opportunities Framework for State-Level Obesity Prevention Efforts Targeting the Early Care and Education Setting



NOTES:

1. Both standards and support for ECE providers to achieve them can be embedded into a state's ECE system.
2. The focus is on system-level changes, as these have the greatest potential for statewide impact.
3. The many interrelationships among opportunities at the state-level should be mapped to inform decisions.
4. Each opportunity includes multiple sub-options, which are briefly described on the back.
5. Engaging families is an important aspect of rolling out any changes made to a state's ECE system.

The Spectrum of Opportunities Sub-options in Brief (See the Quick Start Action Guide for full descriptions)

Licensing & Administrative Regulations

- 1) Improve licensing standards for obesity prevention
- 2) Include obesity prevention content in licensing approved trainings
- 3) Provide incentives for providers to exceeding licensing standards
- 4) Enhance content in licensing commentary/support materials
- 5) Use licensing monitors as a technical assistant touch-point
- 6) Collect and use data from licensing monitors
- 7) Support enhanced local standards (if not pre-empted by the state)

Child Care Food Program (CACFP)

- 1) Increase CACFP participation and retention rates
- 2) Promote enhanced standards within CACFP
- 3) Support a specific obesity prevention facility-level intervention
- 4) Include full obesity prevention content in CACFP trainings
- 5) Build technical assistance competencies for obesity prevention
- 6) Partner with Sponsoring Organizations to incorporate obesity prevention into their work
- 7) Address barriers to full utilization of federal CACFP funds

Quality Rating & Improvement System (QRIS)

- 1) Include obesity prevention standards
- 2) Require/support assessments of policies and practices
- 3) Require/support action planning
- 4) Strengthen expertise of QRIS coaches/TA providers
- 5) Offer incentives to support implementing obesity prevention strategies
- 6) Update training and education requirements

ECE Funding Streams (Subsidy, Pre-K, Head Start)

- 1) Require obesity prevention standards (Subsidy)
- 2) Require preservice training on obesity prevention (Subsidy)
- 3) Require annual clock-hour training on obesity prevention (Subsidy)
- 4) Require parent education and engagement on obesity prevention topics (Subsidy)
- 5) Promote enhanced standards within state funded programs (Pre-K and Head Start)

Pre-service & Professional Development Systems

- 1) Ensure availability of on-demand trainings for CEUs
- 2) Require core content in ECE certification/degree programs
- 3) Ensure optional training in ECE certification/degree programs
- 4) Ensure that state-approved trainers are qualified to train on current obesity prevention standards and best practices for achieving them

Statewide Technical Assistance Networks

- 1) Standardize expertise among existing TA network providers
- 2) Assess and address the need for additional TA providers in the state

Statewide Recognition and Intervention Programs

- 1) Maintain an ongoing, statewide recognition program
- 2) Promote a specific obesity prevention intervention statewide
- 3) Make intervention participation incentives available statewide

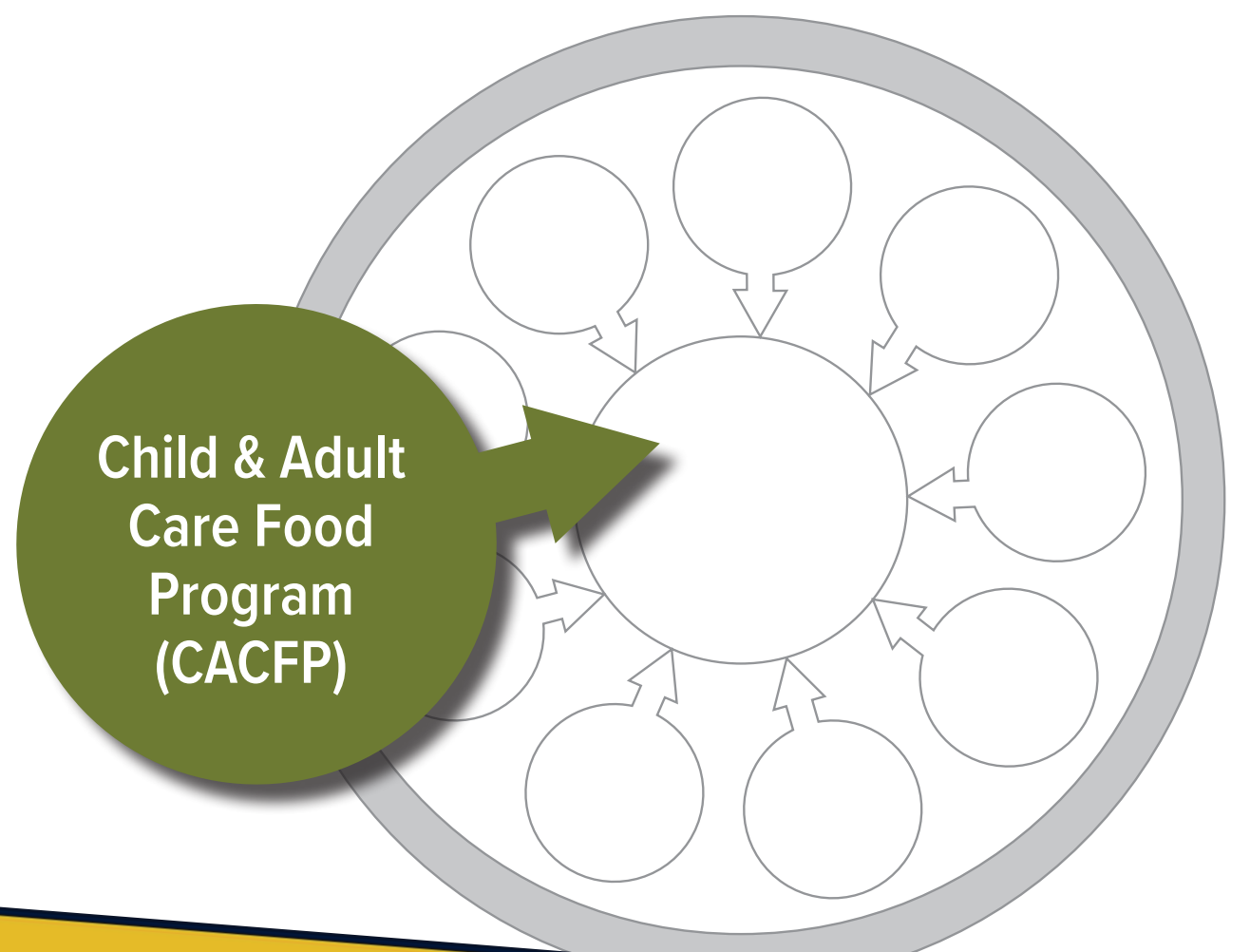
Statewide Access Initiatives (Farm2ECE)

- 1) Organize stakeholders statewide to develop access initiatives
- 2) Launch or strengthen statewide Farm to ECE initiative
- 3) Develop guidance, tools, and incentives for central kitchens
- 4) Strengthen fresh food procurement and distribution chains

Early Learning Standards

- 1) Include standards for obesity prevention content areas
- 2) Create guidance materials for meeting ELS using obesity prevention strategies

The Hawai'i Child and Adult Care Food Program (CACFP) GIS Mapping Project



Purpose

Child care programs can support the health, wellness, and development of young children when they participate in the Child and Adult Care Food Program (CACFP). This important federal program improves the nutrition and health of children, supports family budgets, and strengthens the quality and financial stability of child care programs. CACFP provides reimbursements for nutritious meals and snacks to early childhood care and education (ECE) programs that serve a high proportion of income-eligible children. CACFP regulates meal patterns and portion sizes, provides nutrition education, and offers sample menus and training in meal planning and preparation to help ECE providers comply with nutrition standards. CACFP can play a key role in increasing food security and bringing nutritious foods to young children enrolled in ECE programs across Hawai'i.

The purpose of this project is to work with Child Care Aware of America (CCAoA) to join Hawai'i ECE and CACFP participation data with national data sets to visualize the location of ECE programs in relation to food deserts, areas of concentrated family poverty, and other community characteristics. These data will be used to target areas for outreach and CACFP expansion.

The end product is an interactive state story map housed on the CCAoA national website. These online GIS maps allow users to select and compare data points of interest. Maps are presented alongside written text that explains and highlights the story of CACFP and community needs in Hawai'i. These story maps can inform program planning and continuous quality improvement, as well as serve as a tool for coalition building and advocacy work.

Goals

- Develop user-friendly, interactive CACFP story maps and a data dashboard available for public use.
- Convene a local CACFP Advisory Group to inform the development, implementation, and promotion of the maps
- Identify strategies for change that could have the greatest potential to expand participation and bolster CACFP such as:
 - » Boost awareness of CACFP;
 - » Strengthen systems of support for providers and sponsors; and
 - » Shift state and federal policies and funding streams to fortify the program overall

Desired Impacts

- Increase awareness of CACFP and opportunities for expansion among ECE providers, policy makers, and the general public
- Inform targeted outreach to increase enrollment among non-participating ECE providers and recruit more sponsor agencies to assist programs with administrative tasks relating to CACFP participation
- Inform advocacy to state and federal policy-makers take steps to make program enrollment and documentation less burdensome for CACFP participants and permanently increase reimbursement rates to reflect the true cost of meal preparation in our state

Key Activities / Timeline

- **February 2023:** Obtain and clean Hawai'i data
- **July 2023:** Work with Child Care Aware of America to post the Hawai'i story map and dashboard
- **May-July 2023:** Support HKHF raise stakeholder awareness and use of the maps
- **July 2023:** Support the Hawai'i Data Collaborative in hosting CACFP information on a local website

Takeaways

University of Hawai'i at Mānoa's Center on the Family convened a diverse group of food system and ECE stakeholders for the inaugural the Hawai'i CACFP Advisory Group on April 27, 2023 and received positive feedback on the beta map site.

Results included the following:

- Helped start dialogue between ECE and food/nutrition systems stakeholders.
- Advisory committee generated many specific suggestions for policy and administrative changes to increase participation in and expansion of CACFP.



View the draft Hawai'i CACFP dashboard



The GIS maps are anticipated to be completed by August 2023.

This project would not be possible without the support of Eleanore Fong-Severance, the CACFP Program Specialist at Hawai'i Child Nutrition Programs

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**Hawaii
Child
Nutrition
Programs**



The Hawai'i Child and Adult Care Food Program (CACFP) GIS Mapping Project

What did you like? What do you want to see expanded?

LIKE:

- Availability of data
- Visual & layers of data
- Visual representation – colors, quantities, map, bargraph, filters
- Features easily identifiable
- Use of CCAoA template allows states to compare data to similar data sets

WANT TO SEE EXPANDED:

- Dashboard updated annually
- Ongoing access to useful data for state
- Keep growing system so can be used for long-term data
- Ability to filter by eligibility
- Increase in reimbursement rates
- Ability to filter for ineligible families/providers

What ongoing projects/efforts are complementary?

- Hawaii PolicyMap

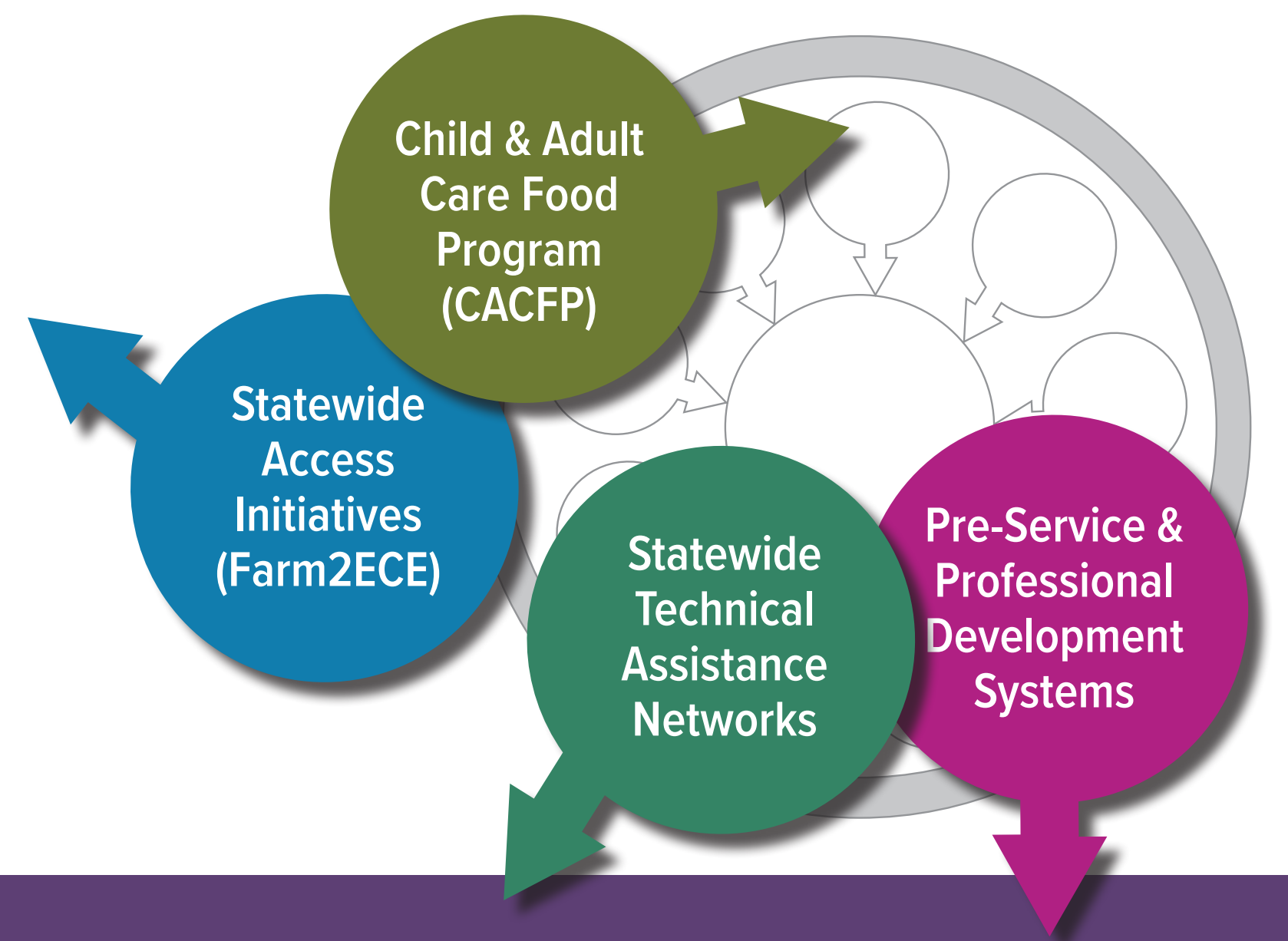
What did you learn?

- Participation can be quantified by area and type
- Not 100% participation by ECE providers
- University of Hawaii Center on the Family collected the data and mapping was done by American Community Survey
- Location of CACFP preschools
- Providers who have support (PATCH family child care (FCC) providers, Head Start, DOD centers) are more likely to be enrolled in CACFP

What questions come to mind?

- How can we increase participation for eligible providers?
- Where/how can we access the data?
- Are there efforts to increase the reimbursement rates to support increased enrollment?
- How can we expand the support to FCCH providers via the Shared Services model?
- If income-eligibility is a determining factor, how do all DOE schools get to participate?
- Are they looking at smaller schools to make reimbursements more worthwhile so they want to participate?

Garden to Grindz: Kaua'i Farm to ECE Local Food Incentive Program



Purpose

The purpose of this project is to support the Mālama Kaua'i food hub to address systemic barriers to local food procurement in early childhood care and education (ECE) programs through providing local food access, nutrition education resources, training, and technical assistance. The project worked with center based and family child care programs to address identified barriers to local procurement, increase the readiness and success of ECE programs on Kaua'i to procure and serve local foods, and inform the development of an ECE local procurement best practices and key learnings webinar available for ECE providers and food hubs/producers.

Desired Impacts

- Increased procurement and serving of local food in meals and snacks
- Increased connection between local producers and ECE programs
- Pilot realistic solutions to identified barriers to local procurement in ECE for both providers and local producers

Project Highlight

13 ECE programs on Kaua'i participated in the pilot program! Collectively these programs serve more than 500 young children, including children from families making less than 200% of the federal poverty level and children in Hawaiian immersion programs.

Goals

- Create a keiki tested, Hawai'i-centric local food recipe guidebook with CACFP reimbursable recipes
- Provide technical assistance and training to ECE providers to increase self-efficacy to procure and serve local food in meals and snacks
- Identify best practices and lessons learned to be able to sustain and expand local procurement in ECE programs

Key Activities / Timeline

- **June 2021 – August 2022:** Develop breakfast, lunch, and snack recipe guidebook that features local food and recipes that are reimbursable by the USDA's CACFP program.
- **May 2022 – February 2023:** Identify, recruit, and select participating ECE sites based on:
 - » Need and Equity; Sites serving high numbers of low-income children shall be prioritized
 - » Commitment to receiving technical assistance and procuring and serving local food;
 - » Readiness/Capacity; and
 - » Previous experience with local procurement
- **May 2022 – Present:** Work with Mālama Kaua'i's Farmer Liaison and Farm to ECE Coordinator to coordinate supply chain activities, deliver desired foods to ECE programs, and provide technical assistance and training to ECE programs.

Success Story

Pūnana Leo 'o Kaua'i has been an exemplary ECE provider, spending their credits within months of receiving and taking the time to devise lesson plans around the fresh, local food that they were purchasing and serving to the keiki. We have heard many "success stories" from them, including many keiki going from always refusing fruit and vegetables, to asking their parents for lettuce, apples, and other produce at home.

"Having a relationship with a program like Mālama Kaua'i allows Pūnana Leo to provide THE freshest fruits, veggies, and poi to our growing keiki on a daily basis. Mālama Kaua'i offers native produce as well as some exotic fruits that we may pass at the grocery store because of the high price. It exposes our keiki and expands their palettes to better healthier options. It also teaches our keiki how to support local and what "Farm to table" means and it's importance."

Waialoaikalani Fernandez,
Pūnana Leo 'o Kaua'i

"You guys are awesome. Ordering is so easy and delivery is such a big help. I don't mind paying for local produce, but this grant is the icing on the cake for our experience. The incentives helped so much."

U'ilani Corr-Yorkman,
Hāloalaunuiākea Early Learning Center



Stormy Soza, stormy@malamakauai.org
Kaylee Brau, kaylee@malamakauai.org



Garden to Grindz: Kaua'i Farm to ECE Local Food Incentive Program

What did you like? What do you want to see expanded?

- One-stop shopping with resources for prepping healthy foods for their program
- Economic multiplier effect realized
- Supporting small farmers and ag-related jobs, keeping \$ in Hawaii
- Incentivize:
 - Food procurement
 - Community engagement (farmers)
 - Portions prepared for user
- Source and support small farmers
- Make available to Food Program participants
- Expansion of the whole thing to Maui County
- Incorporation of detailed nutrition training to prepare ECE programs to provide complete meals

What did you learn?

- Food hubs – distribution or delivery make it easier for providers to access (especially remote areas)
- Food bank procured locally-grown food, aggregated it and served as a site for locally-grown food
- Exposure to different food is helping children and families make healthier choices
- Using pandemic food insecurity - highlighted need to support ECE programs

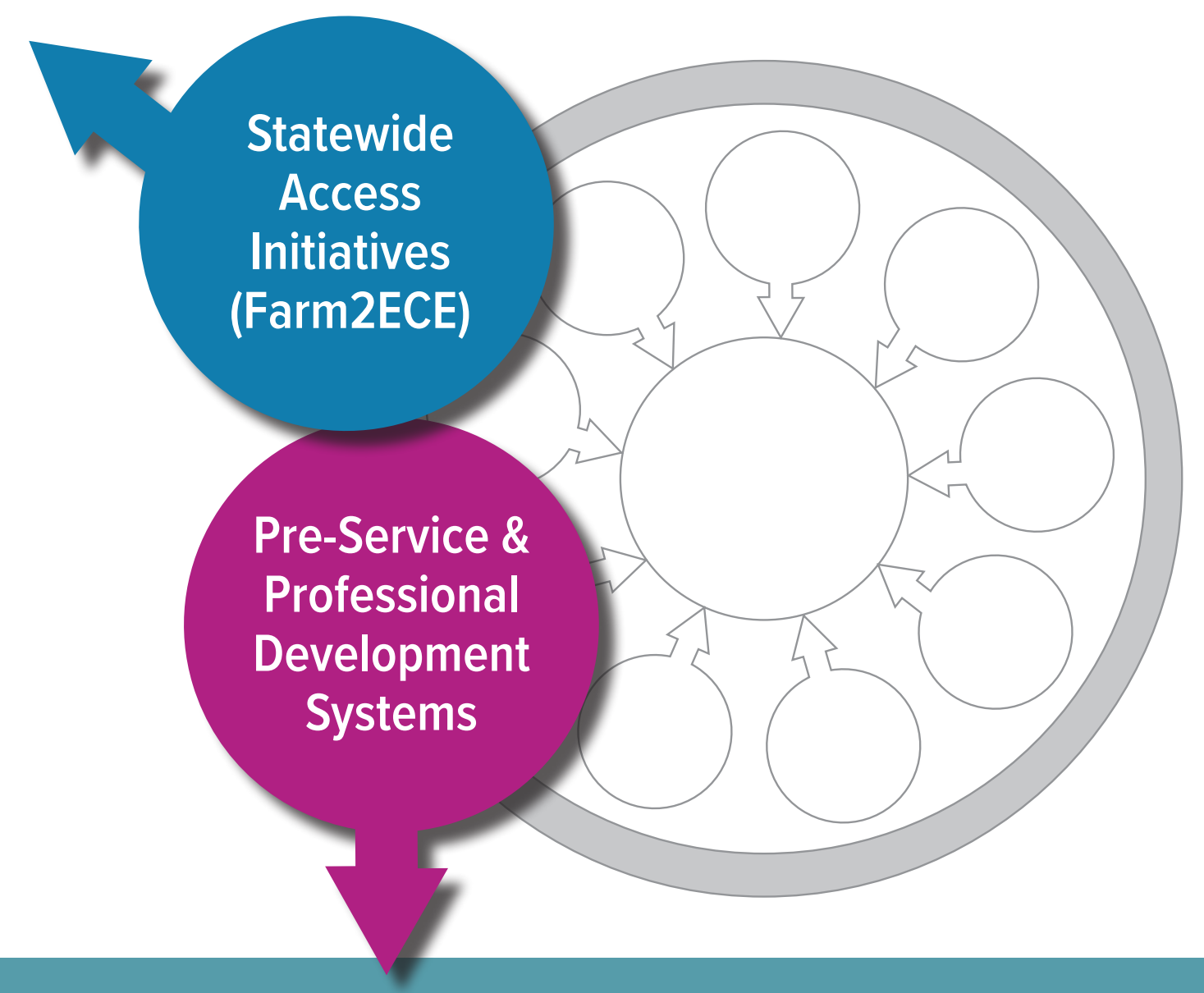
What ongoing projects/efforts are complementary?

- ECE Recognition Program – use this type of program as an incentive
- GIS map and Food Hub map for regionally-sourced foods
- Poi for the People project, Kamehameha Schools (KS) Maui

What questions come to mind?

- Are there additional connections to classroom learning and activities?
Connecting to aina and place?
- Did the technical assistance include info on serving nutritionally complete meals?
- Can this be implemented on other islands?
- How to engage farmers to participate as sources of healthy food for food hubs?
Because farmers make more selling to aggregators like Armstrong, Sysco, etc.
- How much is the cost to reprint the Garden to Grindz book? Per book cost?
 - Would KS publishing be inclined to reprint?

Planting the Profession Community of Practice (CoP)



Purpose

The purpose of this project is to facilitate an in-person community of practice (CoP) for center-based ECE providers on Oahu focused on wellness, Farm to ECE, and professionalizing the workforce. A community of practice is a group of people who share a concern or passion for something they do and learn how to do it better as they interact regularly. The CoP sessions focused on reflective practice, growth mindset, child development, epigenetics, and more.

Goals

- Support young children's development and wellness
- Provide opportunity for teacher preparation
- Provide technical assistance to childcare programs to increase integration of physical activity and nutrition best practices into their curriculum
- Facilitate a learning community to strengthen ECE provider level networks

Key Activities / Timeline

- **October 2022 - Dec 2022:** Saturday COP Group Sessions

Focused on one area per session:

- 1) Reflective Practice and Growth Mindset
- 2) Power to the Profession
- 3) Child Development (cognitive, physical, social-emotional)
- 4) Epigenetics, and childhood obesity prevention strategies.

Within each session facilitators:

- » Shared a variety of resources, with emphasis on resources developed locally such as the early childhood wellness guidelines and farm to early childhood curriculum;
- » Provided opportunity for hands-on learning; and
- » Facilitated participant-led discussion

- **Jan 2023:** Incentive payments were provided

- » Up to \$300 total per participant for those who completed each session.
- » Participants also had the opportunity to apply for funding to implement projects within their programs.

Project Highlights

- There were a total of 10 participants that started, completed and implemented things within their programs. 3 were directors and 7 were teaching staff. These 10 participants also received incentive payments to compensate them for their time.
- Participants increased family engagement activities in their programs by providing more workshops for families and sharing out information related to physical activity and nutrition for young children.
- Some participants were able to implement gardening activities in their curriculum to promote healthy eating and habits in their ECE program.

Key Takeaways

Shared experiences and building community amongst program participants is very important. It was healing and therapeutic for participants to have support to overcome the mental stresses that come along with this kind of job. Oftentimes, many early care and education staff members feel isolated in the field and don't feel connections and a COP is really important to build support to combat this.

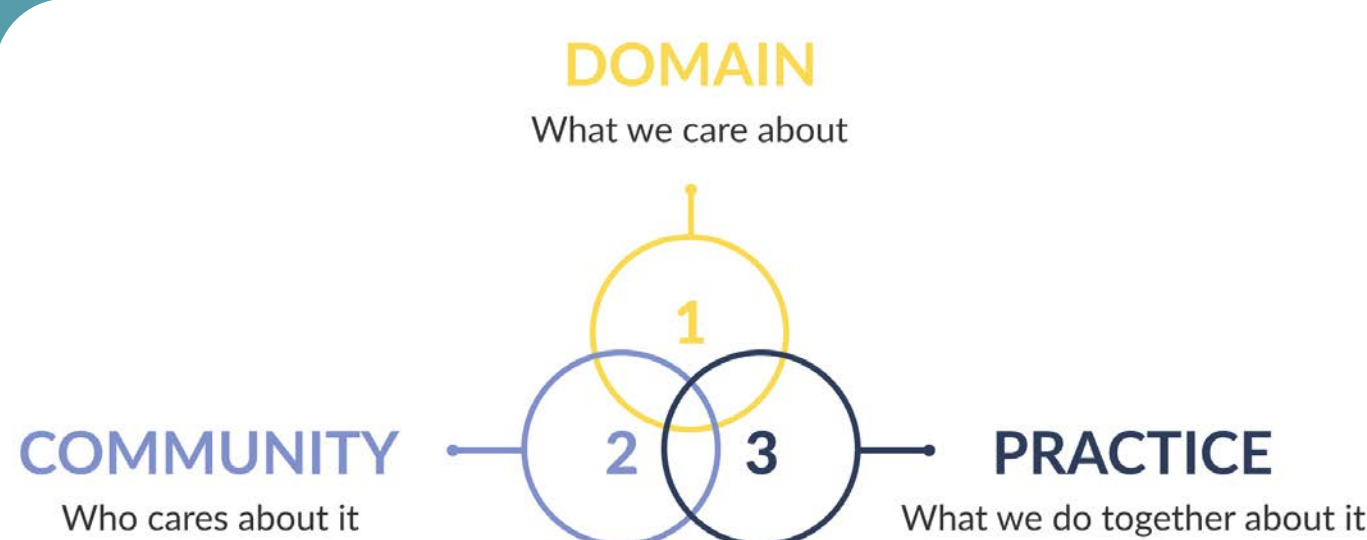


Illustration 1. Communities of Practice have three different characteristics

Desired Impacts

- **Relationship Building between ECE providers:** Trust built between participants to share with each other challenges, ideas, and work which can lead to confidence in their daily work and a more collaborative curriculum, classroom dynamics, and family engagement activities.
- **Professional Recognition and Empowerment of ECE Providers:** Increases the use of their professional voice and allows participants to be more comfortable and outspoken with families, and communities to support their needs. a part of a national movement and being an advocate for the ECE field along with other professionals.
- **Skill and Knowledge Growth for ECE Providers:** Participants were more confident to bring wellness and nutrition into their curriculum that support children's development and wellness.



"I was encouraged by the sharing and exchanging of ideas and thoughts in this group of professionals."

COP Participant

Kristy Sakai, CoP Co-Facilitator
kristy.sakai@chaminade.edu
 Dana Ciacci, CoP Co-Facilitator
 Alohilani Maiava Shigeta, Evaluator

Planting the Profession: Community of Practice (CoP)

What did you like? What do you want to see expanded?

WANT TO SEE EXPANDED:

- More food sanitation content

What did you learn?

- CoP facilitates shared learning
- Sharing knowledge and supporting teachers
- Not just sharing content, recognizing the profession
- Model feedback was good
- Changed snack
- How to find more opportunities to share

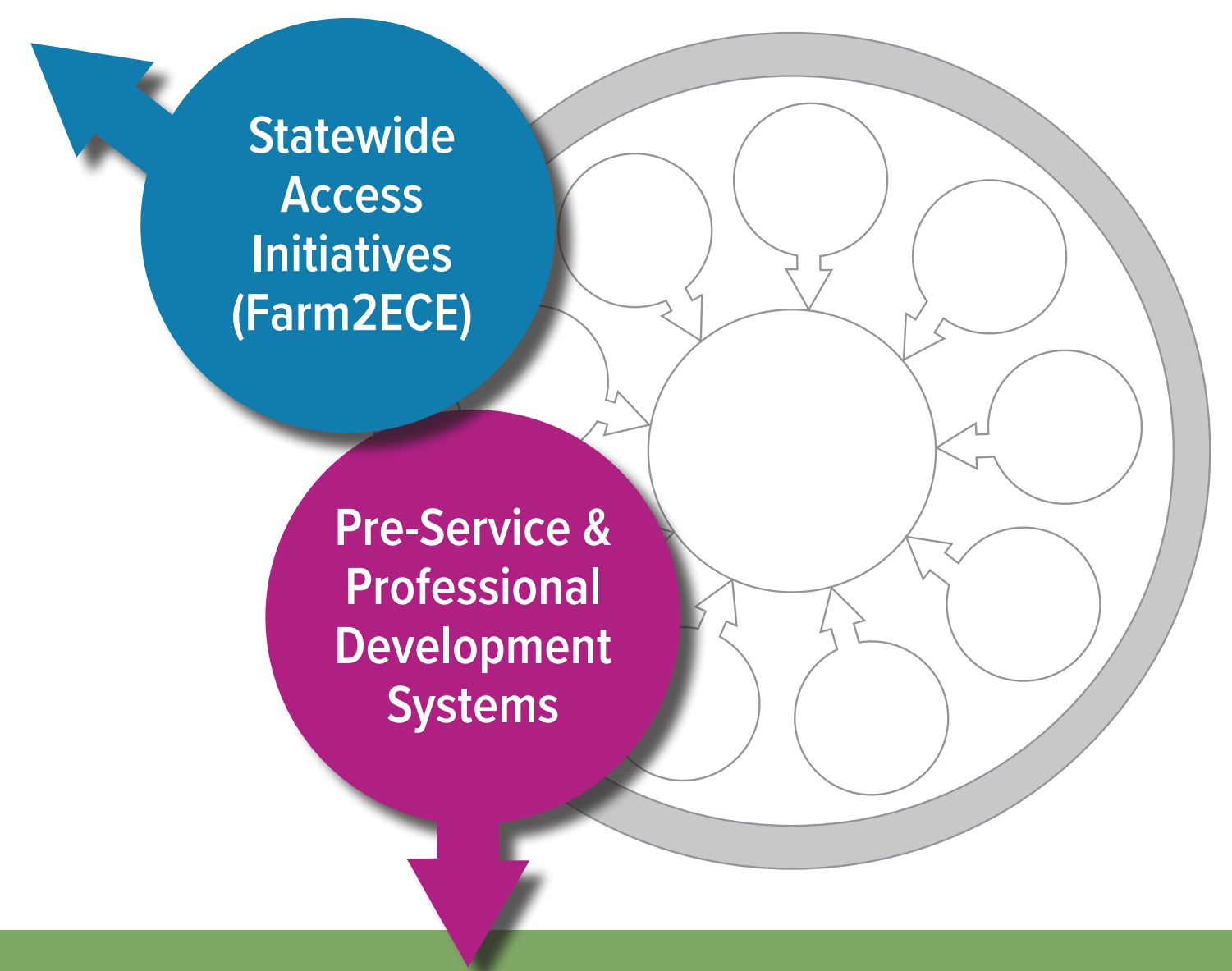
What ongoing projects/efforts are complementary?

- Physical activity training (PALS)

What questions come to mind?

- Did participants see an increase in physical activity?
- Did participation affect:
 - Fresher purchases/ordering?
 - Changed menus?
 - Renovated kitchens?
- What can you do to make change?

Farm to Keiki 101: Asynchronous Online Training



Purpose

The purpose of this project is to provide statewide access to a standardized Hawai'i based Farm to ECE 101 training. Currently, Farm to ECE training access is dictated by available funding, limited availability amongst a small pool of qualified trainers, and capacity of ECE providers. This training seeks to overcome those barriers through providing a self-paced, asynchronous online training option so that any provider can obtain a strong foundation in Farm to ECE in Hawai'i. Accompanying the asynchronous training is a:

- Trainer handbook to provide guidance to any trainer or technical assistance specialist supporting a provider through the online training; and
- Farm to Keiki workbook to guide participants through the training and encourage them to record their thoughts and identify elements to incorporate into their program

Goals

- Create a standardized Hawai'i Farm to ECE 101 training
- Increase access to Farm to ECE training for ECE providers

Desired Impacts

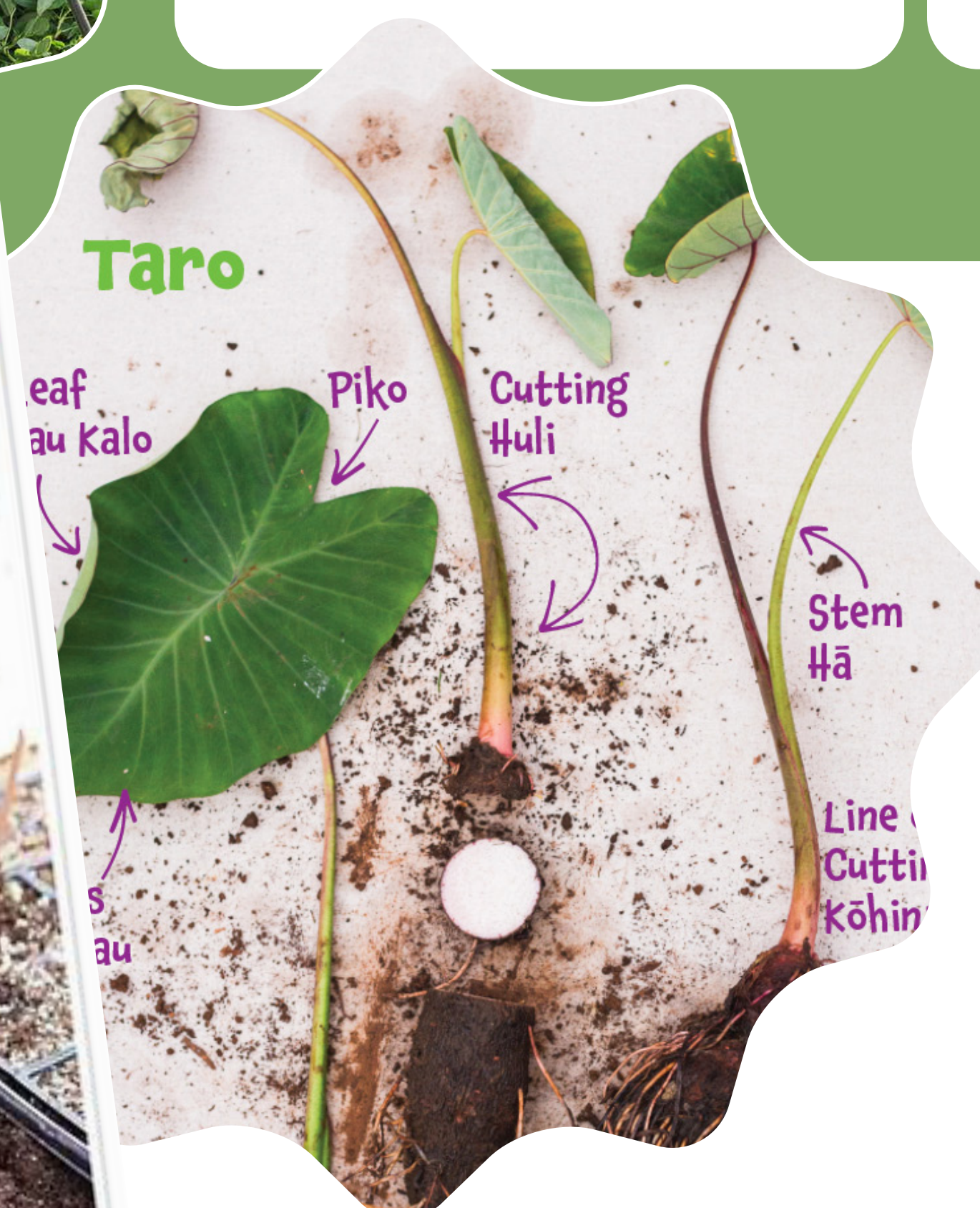
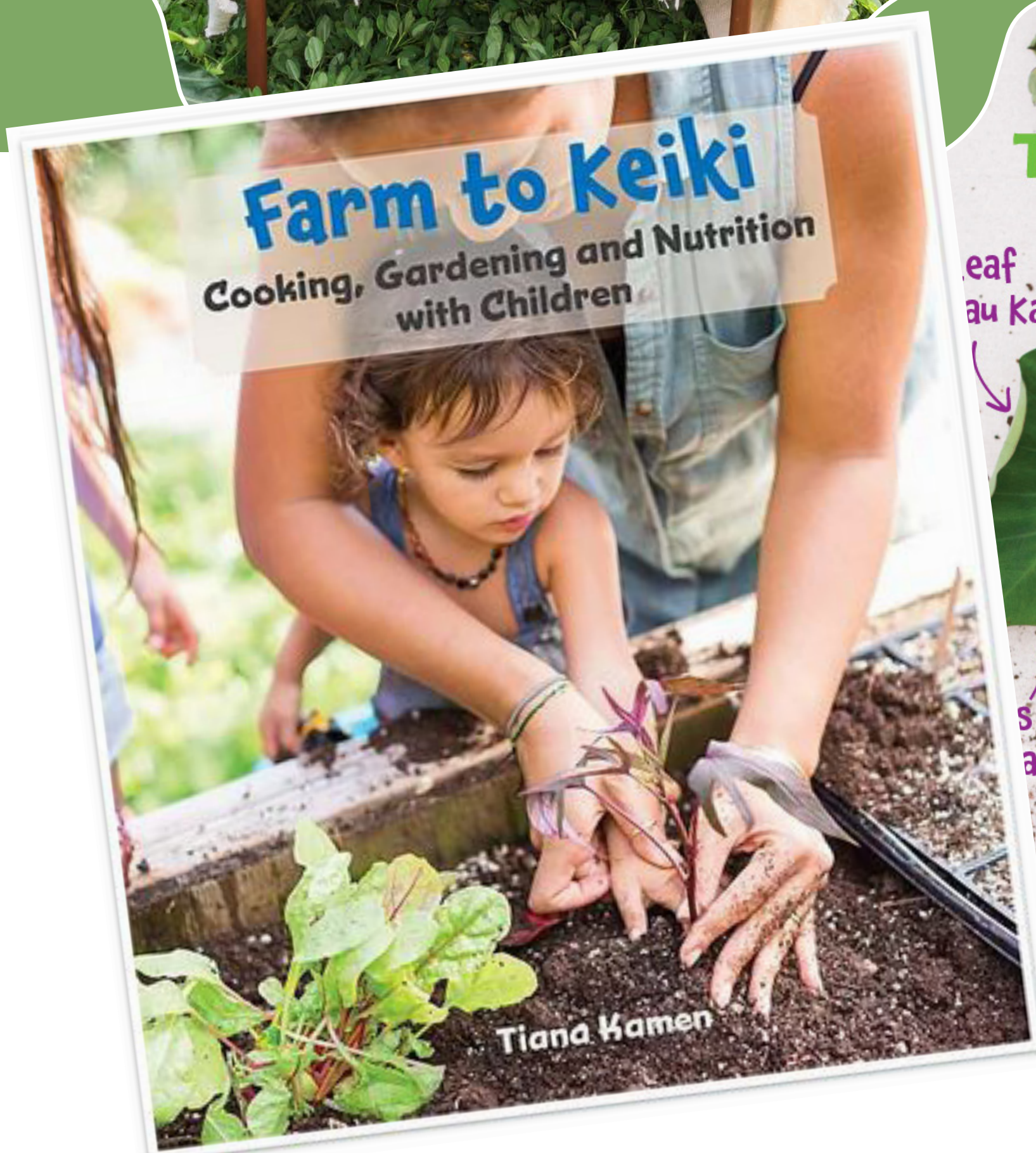
- ECE providers have a free way to receive Farm to ECE training while also earning three hours of DHS professional development certificate.
- Expand the capacity of early childhood educators to implement Farm to ECE and the Farm to Keiki curriculum in their childcare settings.
- Children in childcare settings of trained teachers will participate in health promoting activities such as eating locally grown whole foods, growing gardens and learning agriculture and nutrition education.

Key Activities / Timeline

- **May 2022 - October 2022:** Create a Farm to ECE introductory resource as a component of the *Basic Health and Safety Practices: Child Care Provider's Guide* for licensed, registered, and license-exempt providers.
 - » Objective canceled. Unfortunately it was not feasible to include a section on Farm to ECE in the Health and Safety Guidelines at this time.
- **July 2022 - June 2023:** Develop, produce, manage, and edit a Farm to Keiki asynchronous online training
- **November 2023 - June 2023:** Create a digital Farm to Keiki Train the Trainer Handbook based on the Farm to Keiki Online Video Training Series
- **January 2023 - June 2023:** Create a Farm to Keiki workbook to be used by training participants with the Farm to Keiki Online Video Training Series.

Project Highlights

In an effort to embed farm to ECE into the ECE system, one of the the original project objectives was to work with ECE stakeholders to include a section on Farm to ECE in the Basic Health and Safety Practices: Child Care Provider's Guide for licensed, registered, and license-exempt providers. After learning that there was neither capacity It was disappointing at first to find out that we would not be allowed to include Farm to ECE into the guidelines. After continued discussion with Farm to ECE advocates, it was decided that the project funds could be pivoted to develop a participant workbook for the online Farm to Keiki training. Our initial setback allowed us to rethink our project goals and budget and I believe ultimately has created a more effective training. A key learning was that no matter how good the idea is, you can't force other entities into Farm to ECE. We need to respect our partners in the community as there may be barriers that we can't always see. Instead, get creative and focus your energy on making your own unique value proposition the best that you can.



OLAPONO
Farm to Keiki

Tiana Kamen
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Farm to Keiki 101: Asynchronous Online Training

What did you like? What do you want to see expanded?

WANT TO SEE EXPANDED:

- Info on program reach
- More schools
- Distribute resource materials to parents

What did you learn?

- That this resource exists
- Professional development (PD) hours are provided

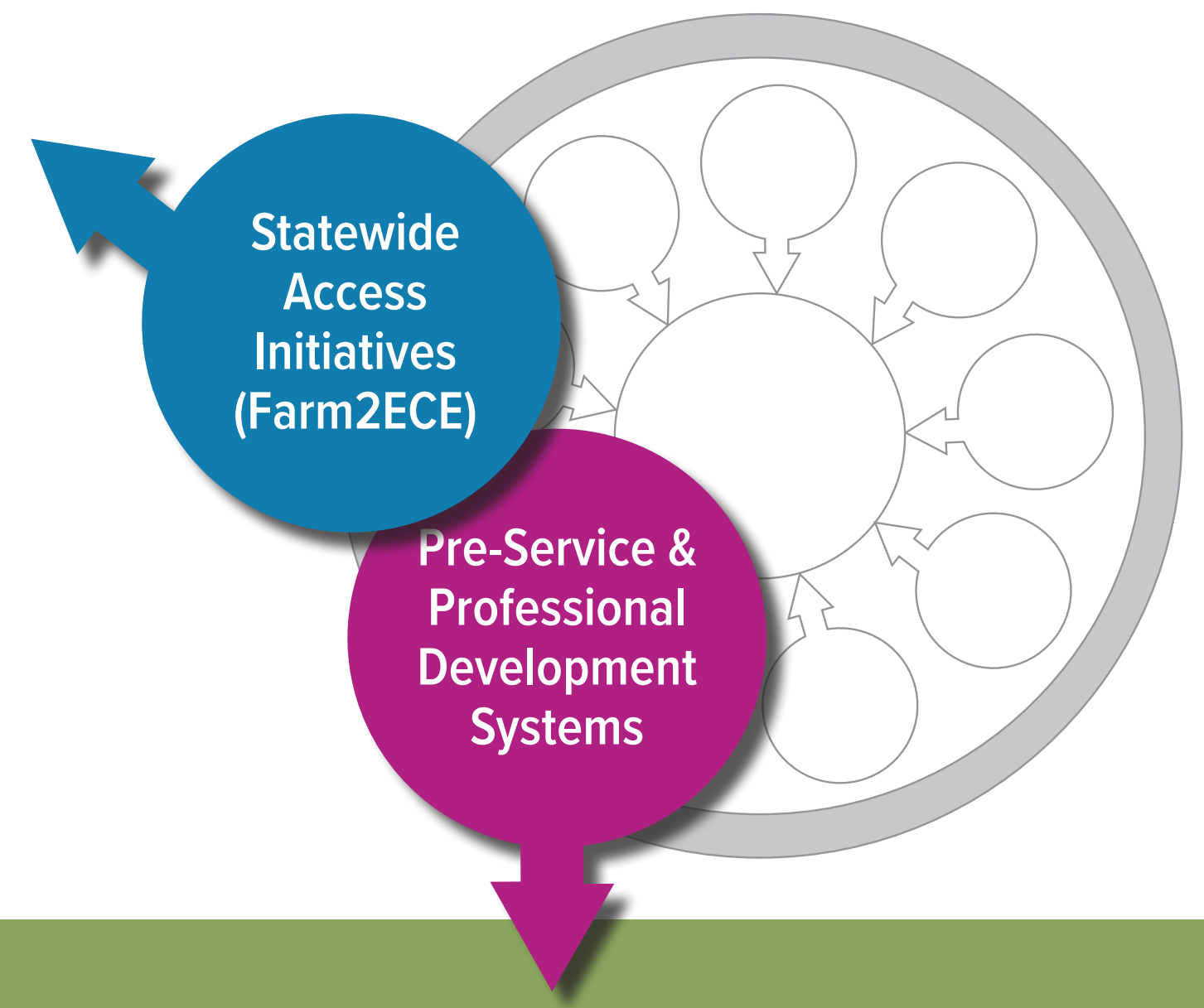
What ongoing projects/efforts are complementary?

- Malama Kaua'i food incentive program
- College of Tropical Agriculture and Human Resources (CTAHR)
- David at Hawaii Public Health Institute (HIPHI)– program for 6-month starter kits for school gardens, not yet live
- Family Education Training Center of Hawaii (FETCH) at UH Manoa
- Children's Health Living (CHL) Center

What questions come to mind?

- How to track number of schools implementing and their duration of use?
- How much of Farm to Keiki is about the food supply to schools?
- What are barriers to participation?

Early Childhood Outdoor Learning Environments Certification Program and Gardening with Young Children Certification Program



EARLY CHILDHOOD OUTDOOR LEARNING ENVIRONMENTS CERTIFICATE PROGRAM

Purpose

The purpose of this project is to provide access to a virtual, asynchronous distance learning opportunity to support outdoor learning environments and gardening with young children in ECE settings.

The Early Childhood Outdoor Learning Environments Certification Program is a 12 week self-paced, online program with modules that are intended to immerse the learner in thinking about the meaning of the environmental quality for young children and how to improve it in the outdoor settings of daily life. Modules include:

- Introduction to environment-behavior approaches to design
- Overview of the Preventing Obesity by Design (POD) model
- Implementation of best practice indicators in child care centers as shown in the NLI Outdoor Learning Environment Toolkit

The Gardening with Young Children Certification Program is a 5 week asynchronous distance learning course that aims to:

- Provide knowledge, tools, and resources for child care providers and associated ECE professionals to develop and program fruit and vegetable gardens for young children; and
- Support healthy, active lifestyles of young children and motivate learning in, about, and through nature.
- The Gardening Certification Program contains 8 modules focused on all aspects of growing, harvesting, eating fruits and vegetables with young children.



Goals

- Provide asynchronous continuing education distance learning opportunity that promotes outdoor learning and gardening to interested ECE providers and trainers statewide
- Recruit participants from islands and counties that haven't been directly engaged in other Healthy Kids, Healthy Future projects

Key Activities / Timeline

- **November 2022 - December 2022:** Recruit ECE providers and trainers to participate in the Early Childhood Outdoor Learning Environments Certification Program or Gardening with Young Children Certification Program
- **January 2023 - June 2023:** Providers participate in the self-paced course and receive technical assistance as requested

Desired Impacts

- Learners will gain skills and knowledge required to plan, promote, organize, administer, and assess high quality outdoor play and learning environments for young children
- Learners will gain knowledge, tools, and resources to develop and install fruit and vegetable gardens for young children as a vehicle for learning
- Strengthen connections between ECE providers in Hawai'i with a shared interest in outdoor learning and gardening

Project Highlights

Two pre-K teachers and two center directors from Maui and Hawai'i Island participated in the Early Childhood Outdoor Learning Environments Certification Program from January - April 2023. One pre-K teacher from Hawai'i Island participated in the second cohort from April - June 2023. Participants also received technical assistance from staff at the Natural Learning Initiative and had the opportunity to network with ECE providers nationwide.

3 pre-K teachers from Hawai'i and Maui Island, the Hawai'i Farm to ECE Coordinator, and PATCH training staff participated in the Gardening with Young Children Certification Program from March - April 2023.



Contact Jordan Smith to learn more.
jnsconsulting1@outlook.com

EC Outdoor Learning Environments & Gardening with Young Children Certification Programs

What did you like? What do you want to see expanded?

LIKE:

- Gardening day (like literacy workshops)
- Facilitating “seeing the big picture”
- Community outreach to find collaboration opportunities when providers don’t have a space
- Connecting gardening/outdoor programs with schools (e.g., Huakai, Summer Time)

WANT TO SEE EXPANDED:

- Directory of Farm to ECE initiatives (potentially housed on Hawaii Association for the Education of Young Children (HIAEYC) website), new & established, for teachers and EC educators
- More support (certification, \$, hands) for the “sheroes” who lead school gardens so they stay and sustain projects

What did you learn?

- That these programs exist

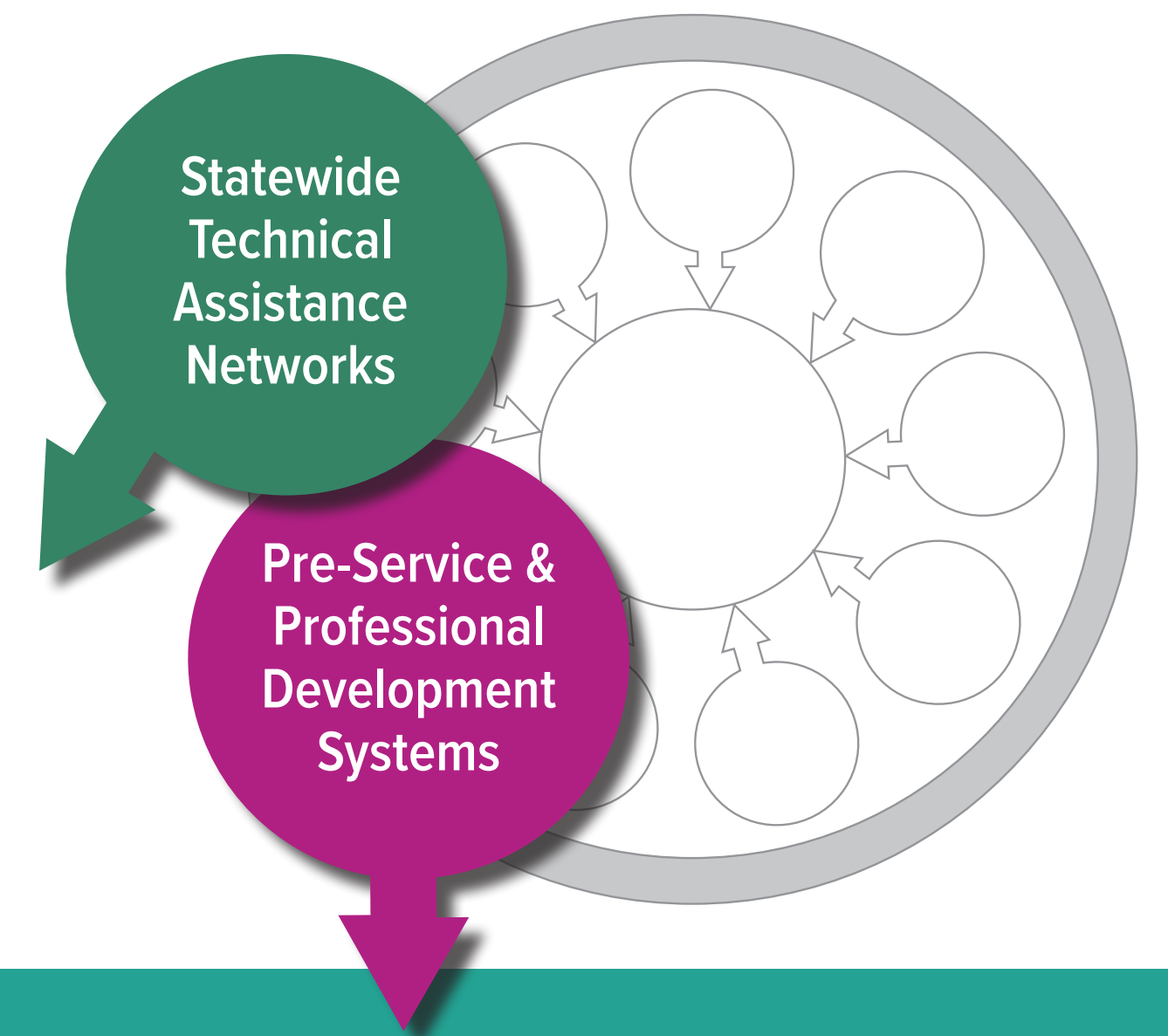
What ongoing projects/efforts are complementary?

- Farm to ECE
- Kumano I Ke Ala (Waimea Kaua’i)

What questions come to mind?

- What happens if a program does not have available outdoor space?
- How do we make the programs sustainable?
- How do we communicate to info to child care providers, other orgs?
 - HIAEYC website installations have wide reach
- How do we make existing implementing sites become a “training ground” for other new sites?
- How do we connect to available resources?

Hawai'i Physical Activity Learning Sessions (PALS) Professional Learning Community (PLC)



Purpose

PALS is an out-of-the-box training package for early care and education (ECE) and health training and technical assistance (TA) staff on the best practices for physical activity. PALS PLC will train and coach ECE and health training and TA staff working directly with ECE programs (e.g., Head Start, Early Head Start, child care, family child care, pre-kindergarten, family-child interaction learning centers, etc), to increase their knowledge of physical activity best practices for children birth - five. The PALS training will allow training and TA and staff to educate ECE program staff on physical activity best practices.

A professional learning community serves two broad purposes: (1) improve the skills and knowledge of its participants through collaborative study, expertise exchange, and professional dialogue, and (2) improve the quality of education and/or care keiki receive through education and technical assistance.

The Hawai'i PALS Professional Learning Community brings together training and TA staff from different ECE settings to attend a two day virtual train the trainer or "learning sessions" in which participants learn together, self-assess their practices, share improvement strategies, engage in action planning, and receive technical assistance around physical activity best practices in ECE settings.

Goals

- Recruit technical assistance specialists that provide TA to a variety of ECE programs and counties
- Provide virtual training and technical assistance around physical activity best practices for young children ages birth through five to Hawai'i trainers and technical assistance specialists
- Provide adequate funding and incentive to support participation in the training and implementation of the information learned

Desired Impacts

- Increase the number of Hawai'i trainers and technical assistance specialists that are PALS certified trainers

Key Activities

Participants:

- Attend the virtual, one hour Hawai'i PALS Pre-Orientation meeting on March 15, 2023 to meet with the PALS trainers, ask questions, and prepare for the April Train the Trainer sessions.
- Attend the two-day 3 hour virtual Train the Trainer Session via Zoom: April 19 and 21, 2023
- Connect with Nemours Children's Health PALS trainers for technical assistance and attend national PALS quarterly calls
- Optional: Conduct at least one in-person or virtual PALS training to at least one of the following audiences by July 1, 2023:
 - » ECE providers within your ECE program/organization;
 - » ECE providers external to your ECE program/organization;
 - » Other T/TA staff within your ECE program/organization;
 - » Other T/TA staff external to your ECE program/organization; and/or
 - » Families of parents with young children age birth through five.

Timeline

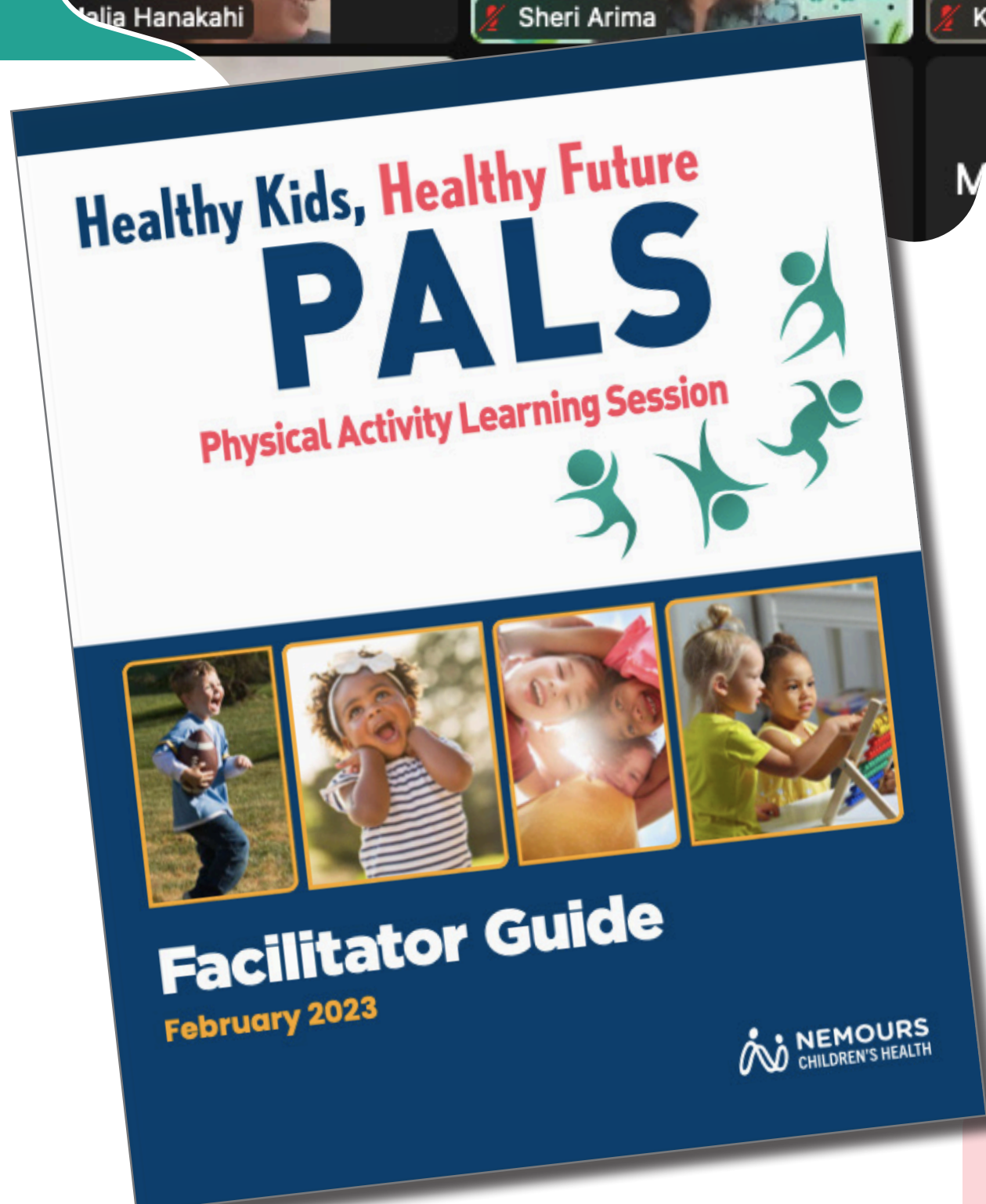
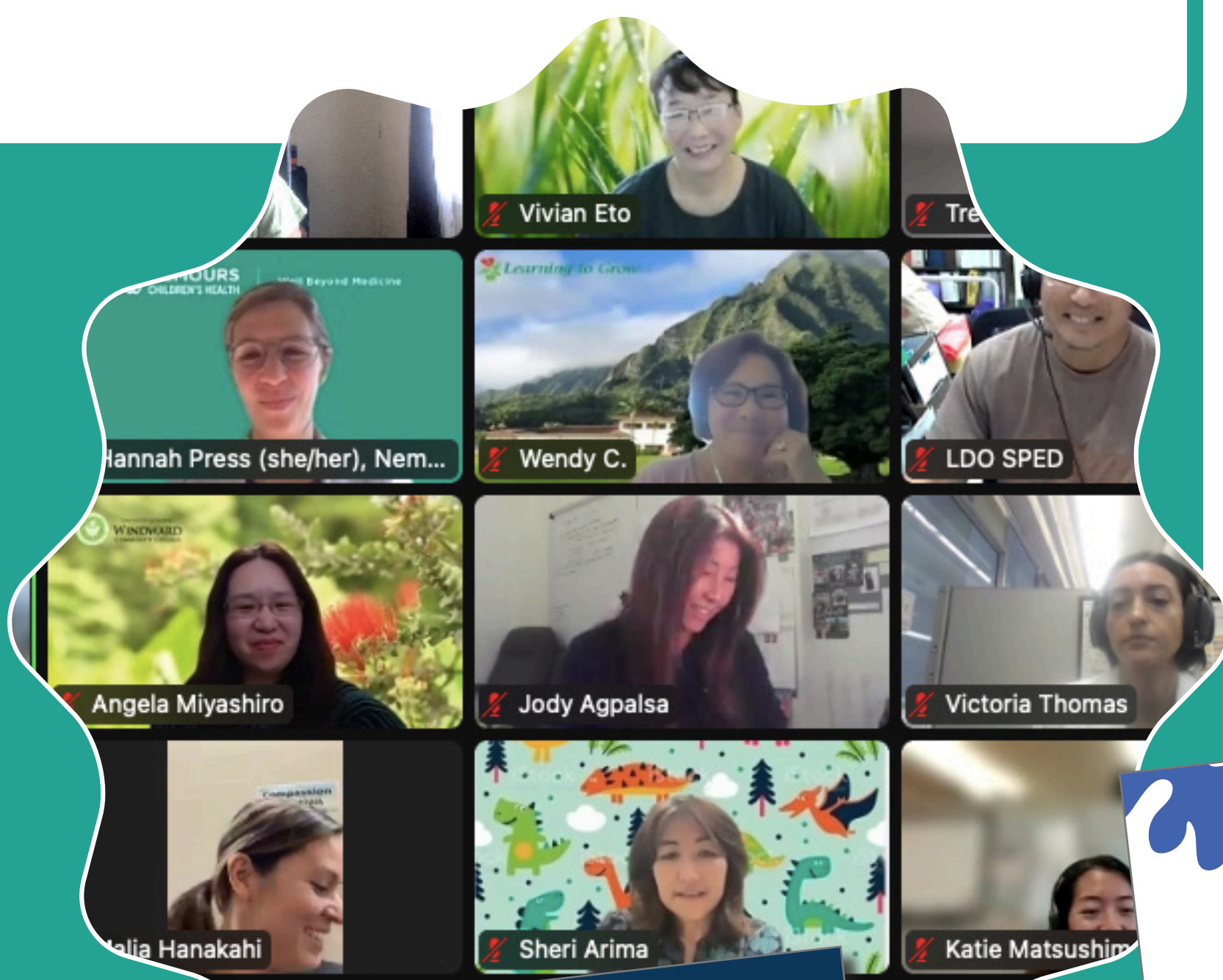
- **December 2022 - January 2023:** Develop the Hawai'i PALS PLC (e.g., create recruitment materials, identify communication channels to recruit participants, secure training date with training facilitators, establish incentive payment amounts, etc)
- **February 2023:** Release PALS PLC application and recruit participants (up to 15)
- **March 2023:** Host virtual PALS PLC orientation session to introduce participants to each other and the Nemours Children's Health PALS Trainers as well as learn more about PALS train the trainer
- **April 2023:** Host a 2 day (3 hours each) virtual PALS train the trainer
- **May 2023 - July 2023:** Participants participate in national networking calls, receive technical assistance as needed from Nemours Children's Health, and receive additional funding if providing a PALS training by July 1, 2023

Project Highlights

Ten trainers and technical assistance specialists participated in the PALS PLC and became PALS certified trainers. Collectively the participants provide TA and training on every island and for the following ECE settings:

- » Center-based (public and private)
- » Early Head Start & Head Start
- » Public Pre-K
- » Family Child Care
- » Home Visiting
- » Parent Participation Program
- » Public Charter School
- » DOE Special Education

All participants received funding to purchase training materials from Kaplan Company to support their implementation of PALS with the ECE providers that they work with.



Healthy Kids, Healthy Future
TAP
Technical Assistance Program

Healthy Kids, Healthy Future
PALS
Physical Activity Learning Session

Contact Jordan Smith to learn more.
jnsconsulting1@outlook.com

Hawai'i Physical Activity Learning Sessions Professional Learning Community

What did you like? What do you want to see expanded?

WANT TO SEE EXPANDED:

- Timeframe to implement
- Funding for materials
- Funding for honorariums

What did you learn?

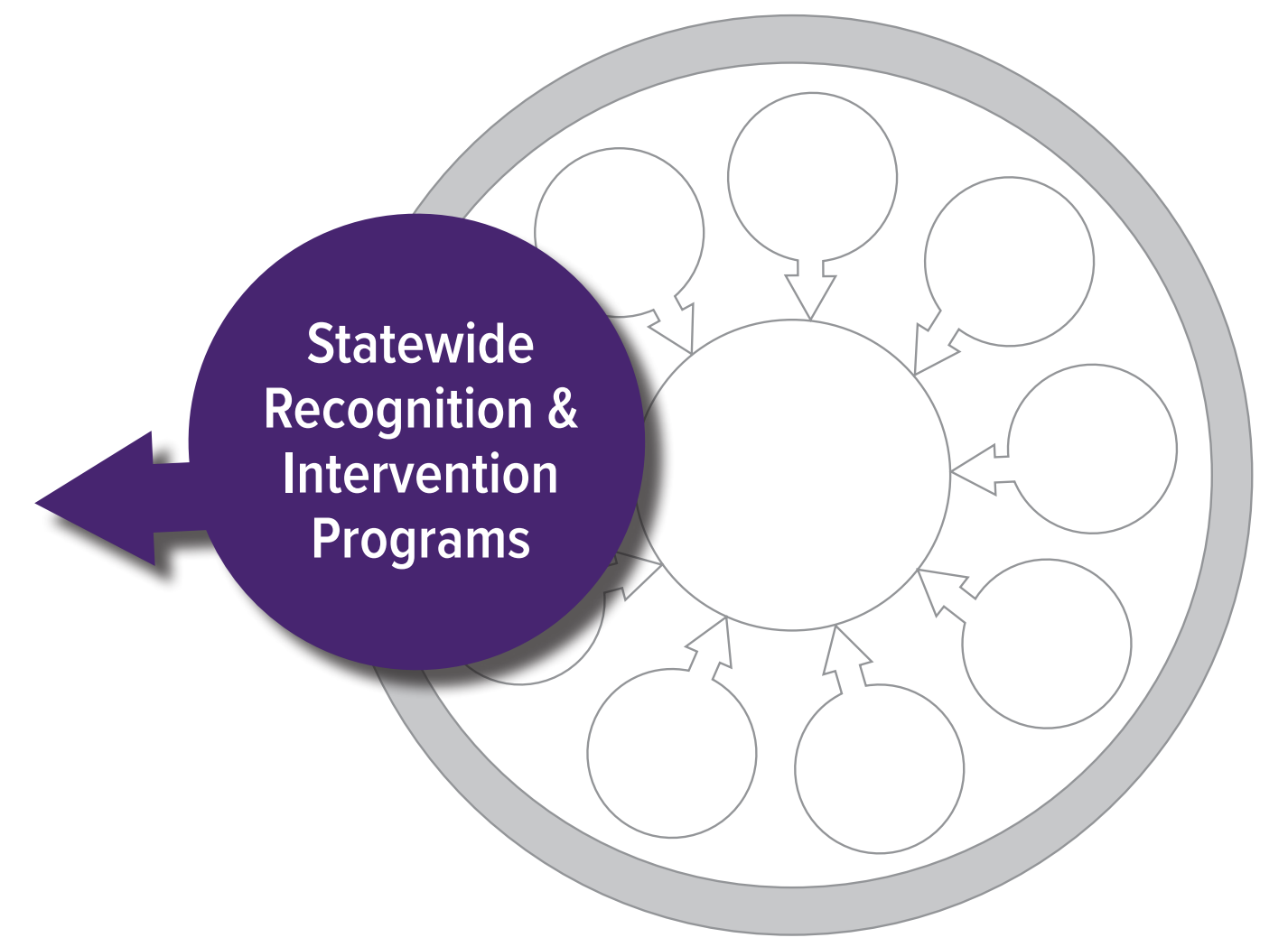
- About district-wide play day

What ongoing projects/efforts are complementary?

What questions come to mind?

- Hands-on activity ideal for training participants?

Developing a Healthy Keiki Healthy Future ECE Recognition Program



Statewide
Recognition &
Intervention
Programs

Purpose

The purpose of this project is to inform the development of a culturally appropriate and equitable early childhood care and education (ECE) recognition program to support the implementation of evidence-based physical activity and nutrition best practices in ECE settings such as farm to ECE, physical activity, nutrition, breastfeeding, oral health, outdoor learning, and more.

ECE recognition programs identify, support, and acknowledge ECE programs and organizations that (voluntarily) encourage and adopt exemplary activities that go above and beyond child care licensing policies and requirements. Typically, ECE recognition programs follow the framework of:

- » Assess current practices
- » Develop an action plan for change
- » Put the plan into action
- » Learn more (receive training, technical assistance, resources etc)
- » Keep it up (reassess and celebrate progress)

State child care regulation agencies, public health agencies, and/or child care resource and referral agencies (CCR&Rs) often spearhead the creation of and house child care specific recognition programs.

Through this project, PATCH virtually convened ECE providers and stakeholders statewide to garner feedback on a Hawai'i recognition program as well as utilizing existing recognition program tools such as the University of North Carolina's Nutrition Physical Activity Self-Assessment for Child Care (Go NAPSACC) which is a suite of online tools that help child care providers improve the health of young children through practices, policies, and environments that instill habits supporting life-long health and well-being.

Goals

- Convene ECE stakeholders statewide that represent Hawai'i's diverse early childhood system and settings
- Develop a focus group facilitation guide that is reflective of the various needs of different ECE programs and settings
- Create a summary report of recommendations for a Hawai'i physical activity and nutrition ECE recognition program

Timeline

- **October 2022 - January 2023:** Develop facilitation guide and materials:
- **January 2023 - February 2023:** Create recruitment materials and stakeholder invitation list
- **February 2023 - April 2023:** Recruit attendees and conduct focus groups
- **April 2023 - June 2023:** Analyze focus group findings, create a summary report of the focus groups and develop recommendations on the design of a Hawai'i ECE recognition program focused on physical activity and nutrition best practices

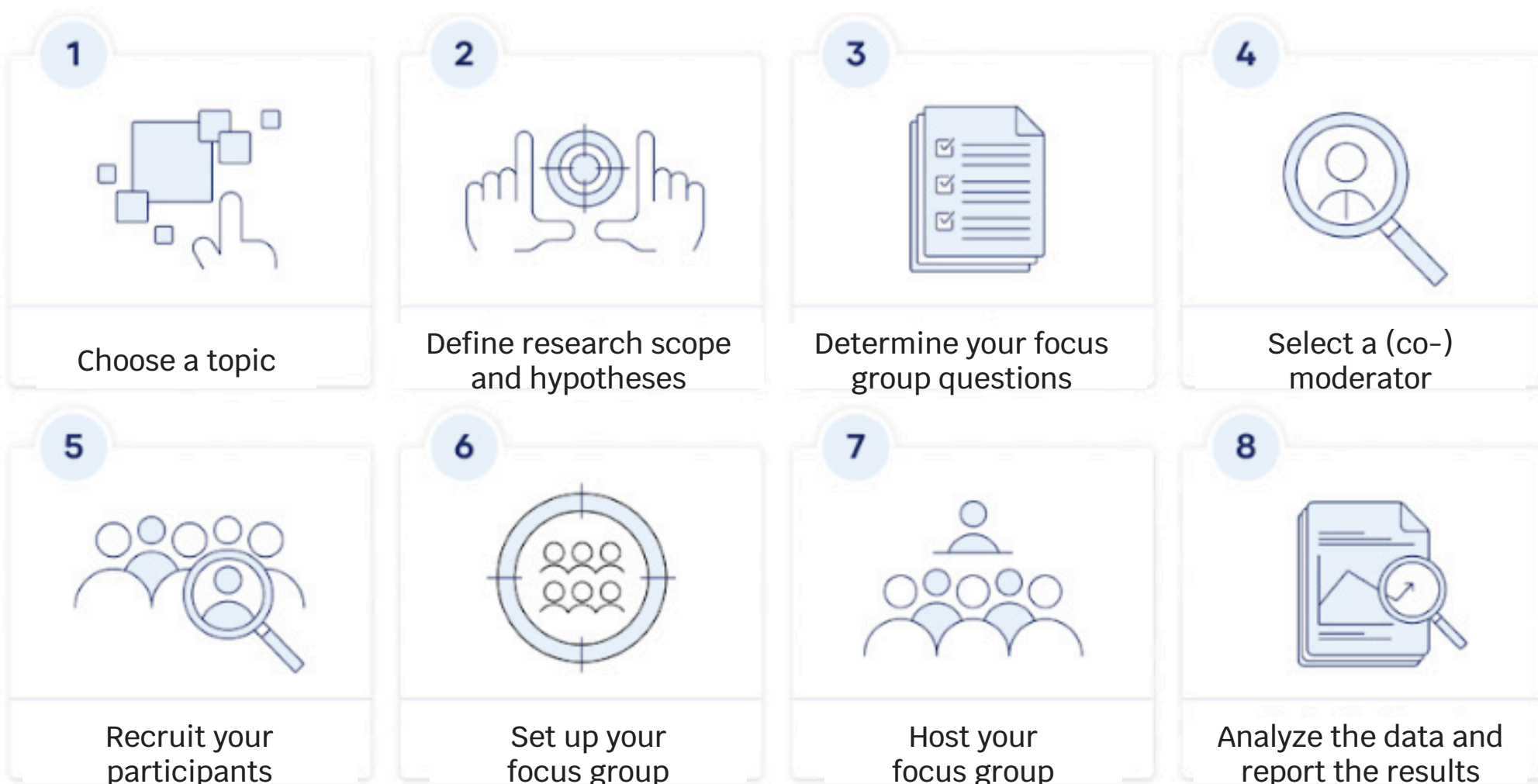
Desired Impacts

- Convene ECE providers and stakeholders to hear perspectives and needs from both ECE programs/providers and organizations/entities that support them
- Develop a report and tailored list of recommendations for a culturally appropriate and equitable Hawai'i ECE recognition program. Recommendations should address:
 - » Whether the program should be voluntary or involuntary
 - » ECE provider eligibility criteria
 - » Length of recognition period (e.g. annual renewal, every two years etc.)
 - » Qualifications and recognition format
 - » How providers are recognized (e.g. access to additional funding/training, receive sign to place in program, discount on licensing fees etc)
 - » Types of technical assistance needed by providers
 - » A section with recommendations on how the program can be inclusive and supportive of low-resources, rural, and small ECE programs as well as the cultural and linguistic diversity of Hawai'i
 - » Priority physical activity and nutrition best practices of focus for the recognition program:
 - Farm to ECE
 - Child Nutrition
 - Infant and Child Physical Activity
 - Outdoor Play Learning
 - Screen Time
 - Oral Health
 - Breastfeeding and Infant Feeding
- Engage state CCR&R (PATCH) and learn how an ECE recognition program could advance shared goals for a high-quality ECE system in Hawai'i

Project Highlights

The Hawai'i ECE Recognition Program Focus Groups were successful as they addressed the concerns raised by providers/stakeholders about ensuring cultural relevance, providing adequate support, and enhancing the work already being done. The focus groups received positive feedback from early childhood educators who appreciated being able to contribute to the conversation of potentially having a recognition program in the state of Hawai'i. Overall, the providers and stakeholders are eager to learn more about what the program will look like.

Focus group: Research method that brings together a small group of people to answer questions in a moderated setting



"The training and resources would be helpful. I would be very interested for both of my schools to take part in this."

Center-Based Provider

Leah McRae
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Phylicia Burris
phyliciaburris86@gmail.com



Developing a Healthy Keiki Healthy Future ECE Recognition Program

What did you like? What do you want to see expanded?

What did you learn?

- There is no clear framework

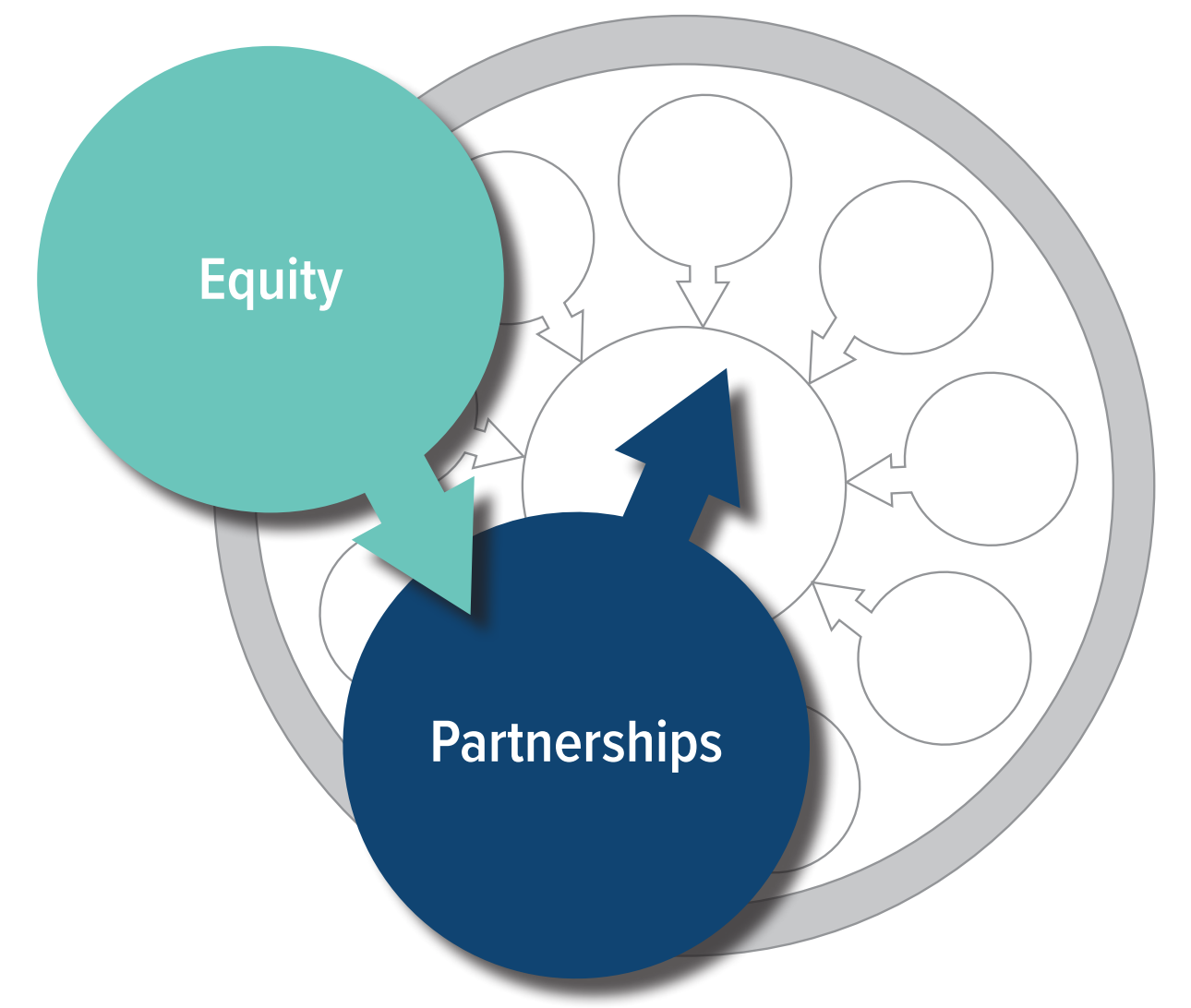
What ongoing projects/efforts are complementary?

- Maternity-care recognition program development – design is currently in process (via CDC, DOH, HIPHI, ECAS)
 - Contact Jennifer Elia, ECAS

What questions come to mind?

- Is this related to former Hawaii Careers with Young Children (HCYC) work regarding trainer registry?
- What will incentivize providers to participate in PAN recognition program?
- How can DHS incorporate PAN recognition program/goals into licensing process?

Healthy Keiki, Healthy Future: Physical Activity and Nutrition in ECE Settings Stakeholder Event



Healthy Kids, Healthy Future **TAP**
Technical Assistance Program

Hawai'i Healthy Keiki, Healthy Future: Physical Activity and Nutrition in ECE Settings

May 18, 2023

9AM - 4PM

Entrepreneurs Sandbox



Goals

- Increase awareness of projects and progress made through the Hawai'i's participation in Healthy Kids, Healthy Future Technical Assistance Program
- Bring together in-person a diverse group of cross-sector ECE stakeholders
- Discuss equity approaches and goals to embed physical activity and nutrition best practices into Hawai'i's ECE system and settings

Purpose

Successfully embedding physical activity and nutrition best practices into Hawai'i's ECE system and setting requires strong cross-sector partnerships as well as careful consideration of factors that impact the viability of this work such as: costs (resource, personnel), stakeholder support, political will, available resources, reach, capacity, timing, and ECE provider/system needs. To continue to advance this work it is important to provide dedicated space for stakeholders to discuss the aforementioned viability factors and ongoing efforts within the context of strengths, opportunities, aspirations, and restraints.

While equity is woven throughout the Spectrum of Opportunities framework, it is important to call out its role.

- The earliest years of children's lives present a tremendous opportunity to set them on a trajectory for lifelong health, well-being, and success. Unfortunately, these opportunities are not equally accessible to all young children in our communities. Systemic disinvestment and historical traumas have resulted in pervasive disparities in outcomes for infants and toddlers by race, family income, disability/ability level, language spoken at home, and immigration status. Achieving the outcomes we want for all young children requires an intentional focus on equity. That means understanding the current conditions in our communities that contribute to disparities among different populations and how these conditions affect young children and their families.

Strong partnerships and shared equity goals can allow stakeholders to come together to look across the ECE programs and services that make up our early childhood system to assess and improve how well they are meeting the needs of children, families, and providers.

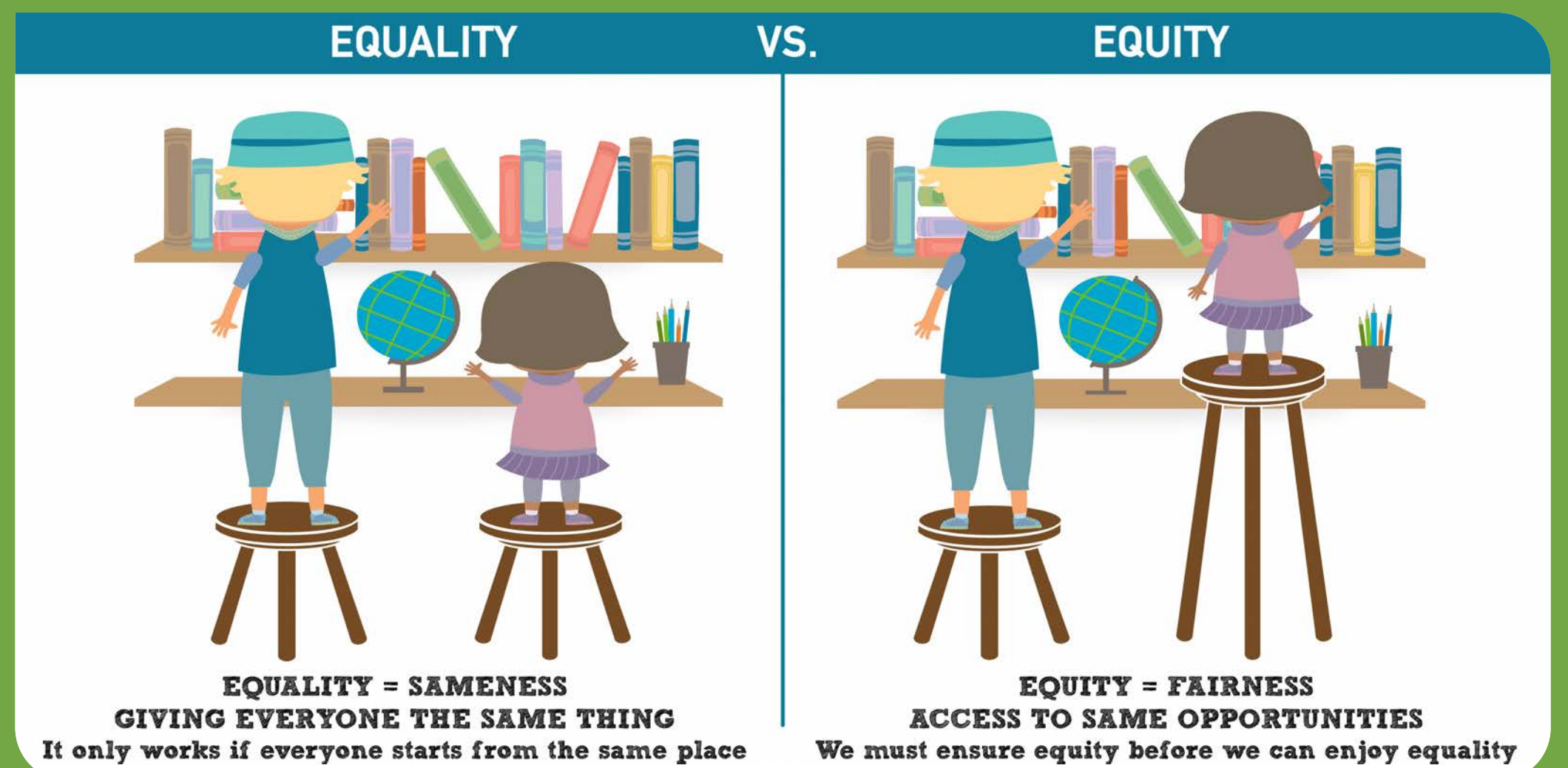
The purpose of this project is to bring together a diverse group of ECE stakeholders to celebrate, learn, and envision together possibilities for the future to continue to equitably support the health and wellness of young children ages birth through five.

Timeline

- **December 2022 - February 2023:** Secure a venue, develop an invitation list, and hire a facilitator
- **February 2023 - April 2023:** Develop meeting objectives, create an agenda, invite attendees, and finalize logistical details
- **May 2023:** Host event and facilitate discussion on May 18
- **June 2023 - July 2023:** Share back information learned during the event with attendees and encourage continued engagement in this work

Desired Impacts

- Establish a shared language and understanding of ongoing ECE physical activity and nutrition efforts in Hawai'i
- Receive feedback and reflections on the Hawai'i Healthy Kids, Healthy future projects
- Strengthen relationships that inspire continued or new collaborative opportunities that embed physical activity and nutrition best practices into Hawai'i's ECE systems and settings



"All change begins with shared language."

- Brené Brown

Contact Jordan Smith to learn more.

jnsconsulting1@outlook.com

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