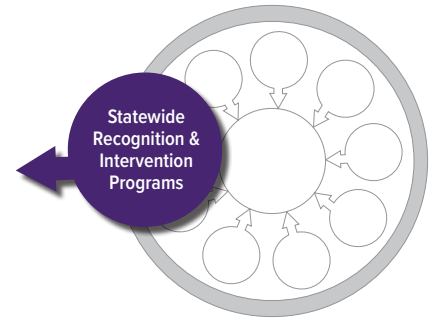


# Developing a Healthy Keiki Healthy Future ECE Recognition Program



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

## 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

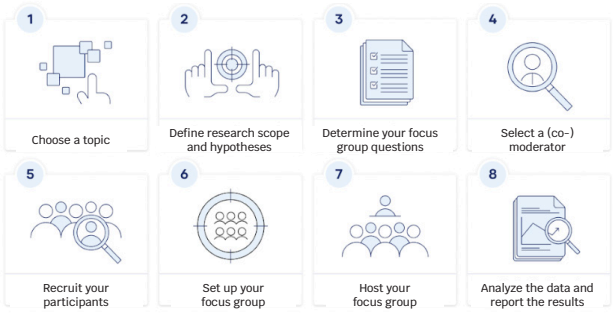
## Timeline

- **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

## 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

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