HAWAII’S EARLY CHILDHOOD SYSTEM:
EVALUATING RESOURCES AND NEEDS
The Brain’s Ability to Change in Response to Experiences

Amount of Effort Such Change Requires

Source: Center on the Developing Child
EARLY CHILDHOOD—WINDOW OF OPPORTUNITY

- Sensitive period
- High ROI for quality care
- System vision
HAWAI‘I EARLY LEARNING NEEDS ASSESSMENT
SECTORS

- Licensed centers (IT, CC)
- Family childcare (FCC)
- Family-child interaction learning programs (FCIL)
PURPOSE & DESIGN

- EC system planning
- Population data
- PATCH licensing database
- Provider surveys
  - 174 regulated FCC (42% providers)
  - 159 center program directors (75% licenses)
  - 6 FCIL program directors (100% programs surveyed)
EARLY CHILDHOOD ACTION STRATEGY PARENT SURVEY
Purpose & Design

- Improve EC system support of family needs

Content
- Childcare needs, arrangements, cost, preferences
- Parent support
- Respond re youngest child under 5

426 families
- 31% Hawaiian/part Hawaiian
- Convenience sample
- MOE 4.74 points, generalizable at state level
PROFILE OF HAWAII’S YOUNG CHILDREN AND THEIR FAMILIES:

Majority need care while parents work

About 1/3 at economic risk

Family needs may not be met by the formal care system
HAWAII’S YOUNG CHILDREN

- Almost 109,000 under age 6
- 64% working parents
- 33% single parent homes
- 15% poor, 20% low income
- 1.7% receive homeless services

Source: ACS, COF
CHILDREN IN HOUSEHOLD UNDER AGE 6

- 1 Child: 59%
- 2 Children: 35%
- 3 Children: 5%
- 4 or more: 1%

Source: ECAS Parent Survey
NEEDED HOURS OF CARE (% FAMILIES)

Source: ECAS Parent Survey
PARENT SUPPORT NEEDS (% PARENTS)

- Activities to do w Child
- Is Child Development On Track
- Managing Challenging Behavior
- Play Groups
- Info on Public Services
- Healthy Food for Child
- Connect w Other Families

Source: ECAS Parent Survey
Shortage of seats, especially infant-toddler

AVAILABILITY
DHS-REGULATED SEATS BY PROGRAM TYPE

25,561 regulated seats
24% 0-5 population

Source: PATCH
Children 0-5 per Total DHS Seats

Number of Children per Seat
- Red: 8
- Orange: 7
- Yellow: 6
- Green: 5
- Light Green: 4
- Dark Green: 2
- White: NA (No seats)
Children 3-5 per Childcare Center Seat

Number of Children per Seat
- 6
- 4
- 3
- 2
- 1
- NA (No seats)
Children 0-2 per Infant-Toddler Seat

Number of Children per Seat

- 74
- 68
- 60
- 50
- 48
- 34
- 25
- 19
- NA (No seats)
Children 0-5 per FCC Seat
OTHER SETTINGS

Where do our children spend their time?
SEATS:
DHS-REGULATED VS. NON-REGULATED
PATCHWORK OF CARE

# Care Types in Past Week

- 1: 6%
- 2: 23%
- 3: 33%
- 4 to 6: 38%

Care Pattern in Past Week

- Parent: 13%
- FFN: 30%
- Individual: 43%
- Center: 14%

Source: ECAS Parent Survey
Rivals college tuition if you pay full fee
ANNUAL FULL-TIME COST

$0  $2,000  $4,000  $6,000  $8,000  $10,000  $12,000  $14,000

< 12 Months  1-2 Years  3-5 Years

FCC Center

Source: PATCH
Hawaii in the top 10 states for least affordable childcare

(Childcare Aware America, 2016)
ASSISTANCE WITH COST

- **Free seats**
  - 12% in Head Start/Early Head Start

- **DHS subsidies**
  - 9,800 children, average $290 - $500 per month
  - Reach 28% eligible for CCDBG (Schmidt & Walker, 2016)

- **Other sources**

  - **COF provider surveys**
    - 22% subsidies, 11% in-house scholarships

  - **ECAS parent survey:**
    - 20% some form of assistance
    - Assistance (($452) about equal to out-of-pocket cost ($434))
Many unknowns

QUALITY
WHAT IS QUALITY?

Structure

Regulations
Guidelines

Process
STAFF EDUCATION (% STAFF)

Source: COF surveys
ACCREDITATION (% SEATS)

Centers
- None: 41%
- EC: 37%
- Other: 11%
- HS/EHS: 11%

Source: PATCH

FCILs
- None: 62%
- EC: 22%
- Indigenous: 16%

Source: COF surveys
ASSESSMENT (% SEATS)

Source: COF surveys
Mixed report from employers

Is available PD effective, user-friendly?
## STAFFING ISSUES

<table>
<thead>
<tr>
<th>Directors who Agree or Strongly Agree that…</th>
<th>% Center Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff retention a challenge</td>
<td>29</td>
</tr>
<tr>
<td>Applicants turn down offers</td>
<td>46</td>
</tr>
<tr>
<td>Applicants have needed education</td>
<td>55</td>
</tr>
<tr>
<td>Applicants have need experience</td>
<td>55</td>
</tr>
<tr>
<td>Recent hires work-ready skills</td>
<td>68</td>
</tr>
</tbody>
</table>

- Annual staff stability 70-91%
- Average time to hire 2 months

Source: COF surveys
In-house PD*: 22-25 hours per year average

Source: COF surveys
PROVIDER PRIORITIES FOR SYSTEM

Quality

↓ Cost  ↑ Seats

Workforce Development

Source: COF surveys
PARENT REASONS FOR SELECTING CURRENT CARE

QUALITY
COST
LOCATION
HOURS

Source: ECAS parent survey
What do these data (covered today) suggest for policy?

What data are missing that need to be collected? Why do we need this? I.e., How will this help system planning and advocacy?
CONCLUSIONS
DATA GAPS

- **ALL children**
  - Where are they and why?
  - % eligible served
  - Actual family cost, burden

- Quality
- Workforce qualifications
- PD effectiveness
- Child outcomes
Increase seats, especially IT
Update subsidy policy
Quality supports and incentives—all sectors
Parent supports
Integrated EC data system
"There can be no keener revelation of a society's soul than the way in which it treats its children." Nelson Mandela
QUESTIONS? PLEASE CONTACT...

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Access to Infant and Toddler Care
Policy Recommendations and Data Needs
DXP Data Summit breakout notes
05.12.17

POLICY

Availability
• Create more seats during full day/full week hours
• We need to provide more incentives/resources for facilities for weekend and after hours care
• Is our system set up to meet the time that parents need care for their children?
• Office of Head Start policy to allow Hawaiian medium education programs to run EHS/HS programs
• Collective impact of EL to create new seats (private and public centers)
• Use maps to identify new pre-k sites
• More options for affordable child care needed
• Target high need geographic areas
• Need more capacity for child care center seats

Funding for I/T Providers
• More public funding for infant and toddler care
• State support for EC programs, especially I/T care and “after program hours” care
• Money and resources for nontraditional EC settings etc (FCILs)

Location
Any early care and development expansion should include central and Kau area

Outreach
• Shift DOE’s focus to 0-4
• Help people understand the importance of 0-5, high return on investment and brain development

Quality
• If parents have indicated that quality is a priority in choosing care, we should have a way of identifying quality and communicating that info
• Improving quality of infant and toddler care
• Clear definition of quality
• Minimum standards for quality
• How is quality defined?
Staff and PD

- FCC providers and how to support their quality
- Greater support to professionals in child care for quality improvement
- Need more capacity for child care staff
- Increase incentives/salaries for ECE educators
- There needs to be resources to ensure that existing centers are able to provide quality care and staff can earn a living wage (PD, regulation etc.)

Subsidy for Families

- Raising the threshold of the Federal Poverty Guidelines
- 0-4 years- sliding scale of cost for families based on income
- Focus of subsidy should be on child, not on parents’ work hours. For example, 2 parent family, both work. Parent #1 works 7-5, Parent #2 works 10-7 overnight. Family will not qualify, despite Parent #2’s need to sleep

DATA NEEDS

- Longitudinal Study- Analysis following the kids from 0-21
- Highlight local data on long-term economic benefits of ECE
- Collect and report on data on early education graduates entering in and staying in the field
- # of children by island/area
- # not in care by age
- Quality status for non-accredited sites
- Non-licensed child care data (FFN, EOEL)- collection at every well-baby check up
- Longitudinal data on child success in school to make case for need for greater access to ECE
- More data on all ECE options and FFN providers- need more comprehensive picture
- What is quality to a parent?
- Public information on what I/T providers actually do with children (eg social development, education etc.)
- Clarity on certification process, and/or other certification standards that providers must adhere to
- What are the biggest gaps in accreditation (ie where are they failing?)
- Data on HIDOE Pre-k