



STATE OF HAWAII  
Early Learning Board  
2759 South King Street  
HONOLULU, HAWAII 96826

December 21, 2022

The Honorable Ronald D. Kouchi, President  
and Members of the Senate  
State Capitol, Room 409  
Honolulu, Hawaii 96813

The Honorable Scott K. Saiki, Speaker  
and Members of the House of Representatives  
State Capitol, Room 431  
Honolulu, Hawaii 96813

Dear President Kouchi, Speaker Saiki, and Members of the Legislature:

For your information and consideration, I am transmitting a copy of the report on a "Road Map, Including Proposed Legislation, for Implementation of Act 46, Session Laws of Hawaii 2020," submitted pursuant to Senate Concurrent Resolution ("SCR") 217, S.D. 1, H.D. 1 ("SCR 217"). In accordance with Section 93-16, Hawaii Revised Statutes, I am also informing you that the report may be viewed electronically at:

<https://earlylearning.hawaii.gov/wp-content/uploads/2022/12/ELB-Report-to-2023-Legislature-SCR-217.pdf>

Very truly yours,

A handwritten signature in cursive script that reads "Robert D. Peters".

Robert Peters  
Chairperson of Early Learning Board

Enclosure

c: Legislative Reference Bureau  
Governor's Office  
Lieutenant Governor's Office  
Legislative Auditor  
Department of Budget & Finance  
Hawaii State Public Library System Publications Distribution Center

REPORT TO THE THIRTY-SECOND LEGISLATURE  
STATE OF HAWAI'I  
2023

PURSUANT TO SENATE CONCURRENT RESOLUTION 217, S.D. 1, H.D. 1

"REQUESTING THE EARLY LEARNING BOARD TO PREPARE A REPORT  
CONTAINING A ROAD MAP, INCLUDING PROPOSED LEGISLATION, FOR  
THE IMPLEMENTATION OF ACT 46, SESSION LAWS OF HAWAII 2020."

PREPARED BY:  
THE EARLY LEARNING BOARD  
STATE OF HAWAI'I  
DECEMBER 28, 2022

## **EXECUTIVE SUMMARY**

While Hawai'i remains a special place to live, work, and raise a family in the 21st Century, Hawai'i, without a doubt, is not exempt from many of the struggles and challenges that accompany living in a modern-day economy. Like many places around the United States, Hawai'i struggles with finding a way to support child care and early learning opportunities for families who contribute to the financial success of the community each day also.

Through the Road Map transmitted by the State of Hawai'i Early Learning Board ("ELB") which follows, the ELB seeks to provide the State of Hawai'i Legislature with a set of policy prescriptions and proposals that seek to address child care availability, child care accessibility, the affordability of child care, child care quality, and family choice in an effective manner in the State. The Road Map policy prescriptions and proposals attempt to build upon engagements facilitated by the ELB in community outreach and focus groups and work to apply information and materials gathered during the Road Map development process to address challenges manifesting themselves during the State's response to the COVID-19 Pandemic, and which continue to affect the State as it seeks to move past the circumstances of the last two years into the future. In the Road Map that follows, the ELB proposes a set of approaches and proposals that offer an introductory look at some policy prescriptions that may position the Legislature to effectively address the expansion of the State's early learning system consistent with the intention of Act 46, Session Laws of Hawai'i ("SLH") 2020 ("Act 46"). Rather than being a final, definitive determination of how the Legislature may effectively implement the intention of Act 46 for the benefit of the community moving forward into a better future, the ELB offers the policy prescriptions and proposals that follow with an understanding that the Road Map might need to be revisited and adjusted as new information and circumstances become known to the State in the years ahead.

It is worth noting that the ELB estimates that the State will be facing a scenario connected with the implementation of Act 46 that appears to be as follows:

Estimated No. of Seats/Spaces Required for  
Attainment of Act 46 in the Future

	<b>Minimum No. Seats/Spaces Required for Attainment of Act 46 and Act 210, SLH 2021, Objectives in the Future</b>	<b>Maximum No. Seats/Spaces Required for Attainment of Act 46 and Act 210, SLH 2021, Objectives in the Future</b>	<b>Citation</b>
<b>No. of Children Expected to be Served</b>	31,916	34,988	Table 3, below.
<b>No. of Children Expected to be Unserved</b>	11,292	14,364	Table 4, below.
<b>No. of Seats/Spaces Expected to be Required to Serve Unserved Children</b>	11,292	14,364	
<b>No. of Facilities (Classrooms) Expected to be Required to Serve Unserved Children</b>	565 classrooms	719 classrooms	Table 5, below.
<b>No. of Staff Expected to be Required to Serve Unserved Children</b>	565 teachers + 565 teacher's aides	719 teachers + 719 teacher's aides	Table 5, below.

With that being understood as the background, the ELB proposes the approaches in the Road Map that follow:

**ACTION ITEM NO. 1: Addressing Workforce Development And Support.**

**Legislative Approaches To Consider**

- Support State of Hawai'i legislative appropriations to increase base budget allocations to reflect an ongoing maintenance of effort connected to early childhood care and learning ("ECE") programs and initiatives embedded within State of Hawai'i programs and State of Hawai'i Budget Program IDs.
- Amendment for permanent exemptions pertaining to the non-applicability of standards, assessments, performance ratings, staff qualifications, and staff training requirements connected to any laboratory school program of the Hawaiian Language College at the University of Hawai'i ("UH") – Hilo.
- Support efforts to complete a Department of Human Services, State of Hawai'i ("DHS"), compensation pilot project in the future.
- Implement a State of Hawai'i refundable income or business tax credit for early learning providers and/or their employees.
- Provide funding for the ECE Stipend Program implemented consistent with Hawai'i Revised Statutes ("HRS") § 302L-9.

**ACTION ITEM NO. 2: Addressing Facilities For ECE Programs.**

**Legislative Approaches To Consider**

- Work with State of Hawai'i counties to revise the county permitting and land planning codes to include unenclosed outdoor spaces into the understanding and review of ECE facility plans in the immediate or near future.
- Support State of Hawai'i legislative appropriations to expand Executive Office on Early Learning ("EOEL") public pre-kindergarten facility requests in the future during the upcoming and future fiscal biennia.
- Support DHS efforts to implement DHS Child Care Grant Program to help with ECE facility expansion in the immediate or near future.
- Amend, modify, or extend the appropriation lapse date of Act 257, Session Laws of Hawai'i ("SLH") 2022, to ensure the appropriations extend beyond the lapsing date of June 30, 2023 – with an option for that date to extend to June 30, 2024 – in the future.
- Support State of Hawai'i legislative appropriations similar to that made in Act 257, SLH 2022.

ACTION ITEM NO. 3: Funding For The Early Care and Education Mixed Delivery System.	
<b>Legislative Approaches To Consider</b>	<ul style="list-style-type: none"> <li>→ Explore amendments to the State of Hawai'i Constitution to enable more available pathways to support private provider options for 'ohana in the State of Hawai'i in the future.</li> <li>→ Support State of Hawai'i legislative appropriations to increase base budget allocations to reflect an ongoing maintenance of effort connected to ECE programs and initiatives embedded within State of Hawai'i programs and State of Hawai'i Budget Program IDs.</li> <li>→ Support continued funding for SFA development of ECE facilities in the State's biennium budget process.</li> <li>→ Support current position of Institutional Analyst for the ELB to assist with the coordination of, among other things, Act 46 and Act 210 implementation in addition to maintaining existing support for current initiatives included in the State's biennium budget.</li> <li>→ Adjust child care subsidy amounts administered by the State of Hawai'i through the CCDF and POD Programs, for example, to ensure that eligible families pay no more than the 7% of their 'ohana income.</li> <li>→ Identify more effective strategies and approaches to facilitate private sector ECE program maintenance and success, including measures to address recruitment and retention of qualified ECE staff in the future.</li> <li>→ Support State of Hawai'i legislative appropriations and State of Hawai'i legislative appropriations ceiling requests to enable the EOEL Early Learning Special Fund to disburse more funds to support early learning expansion and system growth in the future.</li> </ul>
ACTION ITEM NO. 4: Addressing Program Quality Improvement And Maintenance.	
<b>Legislative Approaches To Consider</b>	<ul style="list-style-type: none"> <li>→ Appropriate funds to DHS to support and sustain accreditation of ECE environments in the State of Hawai'i in the immediate and near future.</li> <li>→ Amend provisions to provide for permanent exemptions relating to the non-applicability of standards, assessments, staff requirements, and performance ratings relating to Hawaiian Language Medium and Immersion Education ("HME") instruction and immersion learning environments.</li> </ul>

Building upon the approaches and initiatives listed above, the ELB seeks to begin a conversation for how the State may begin to implement the objectives

sought to be achieved by Act 46 and Act 210, SLH 2021 (“Act 210”), in the immediate or near future.

Consequently, the ELB transmits the Road Map for the State of Hawai‘i Legislature to consider in the response to Senate Concurrent Resolution (“SCR”) 217, S.D. 1, H.D. 1 (“SCR 217”), as follows.

**STATE OF HAWAI'I EARLY LEARNING ROAD MAP  
IN RESPONSE TO SENATE CONCURRENT RESOLUTION 217, S.D.1, H.D. 1,  
ADOPTED ON MAY 5, 2022**

While Hawai'i remains a special place to live, work, and raise a family in the 21st Century, Hawai'i, without a doubt, is not exempt from the struggles and challenges that accompany a community living in a modern-day economy. Like many places around the United States, Hawai'i struggles with finding a way to support child care and early learning opportunities for families who contribute to the financial success of the State every day also. For example, while not descriptive of the experience that **every** family faces during the journey to raise happy and healthy children in the State, Roella's story, captured below,<sup>1</sup> does reveal some lessons about life in Hawai'i in these days and times: Roella's Story

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Even before my daughter was born, I struggled to find child care for her. I searched months before she was born. Once she was born, I placed her on two waiting lists – one was three months long, and the other one year. The whole situation was stressful because my six weeks of maternity leave was running out. Luckily my employer allowed me to work part-time until I secured child care. I relied on my network of family and friends to find a babysitter.

**Financially that was hard – worrying about paying rent and bills.**

**Right now I pay \$1,200 a month for part-time care, three days a week for my daughter only and that cost doesn't even include food.**

I expect to pay at least another \$300-\$400 a month once my daughter is in a center because she has special needs. I wish Hawai'i had more infant care centers and that it was more affordable. I would love to be able to spend more time with my children, instead of having to spend all my time working to make the money to send them to child care.<sup>2</sup>

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<sup>1</sup> Barbara D. DeBaryshe, et al., Hawaii Early Learning Needs Assessment: 2017 Summary Report, at 1 (2017) (Inset) (Note – Roella is a 40-year-old working professional and mother of a 6-year-old son and 3-month-old daughter with special needs).

<sup>2</sup> Id. (Emphasis in original)



While many aspects of Roella's story are unique to her and may not be indicative of all families who live in this state right now, Roella's story reveals many common challenges experienced by families across Hawai'i today. For example, Roella's story indicates that Hawai'i:

- Lacks available child care options open to families when they need it in the moment;
- Families have difficult times accessing child care options once families identify their need for child care at the relevant times;
- Families struggle with the affordability of child care options once the choice for early childhood care and learning is selected by the families;
- The quality of child care options open to families may differ widely depending on the resources available to pay for child care in any given situation;
- The ability to choose child care options most appropriate to the family's values and needs remains vital as the freedom to choose appropriate family child care and early learning options – in other words, family choice – proves to be an important objective in formulating a desirable early learning and child care framework in the State in the future. This includes providing the option to select Hawaiian Medium and Immersion Education (“HME”) forms of instruction as well.

In drafting this Road Map for the Legislature to consider in response to Senate Concurrent Resolution (“SCR”) 217, S.D. 1, H.D. 1 (“SCR 217”), adopted by the Legislature during this past Legislative Session (Regular Session 2022), the Early Learning Board of the State of Hawai'i (“ELB”) was mindful that the Road Map provided in response to SCR 217 should address the issues of:

- The availability of child care options;
- Accessibility to those child care options;
- Affordability of child care, in general;
- Quality of those child care options; and
- Family choice

as identified by Roella’s story, above.

In seeking to propose the elements of the Road Map responsive to SCR 217, below, the ELB, among other things, reviewed information, reports, and materials generated by stakeholders and those involved in the work of early learning and child care before SCR 217 was adopted by the State of Hawai‘i Legislature in this past Session. As part of the effort to promote awareness of the State legislative decision making in Act 46, Session Laws of Hawai‘i (“SLH”) 2020 (“Act 46”), and Act 210, SLH 2021 (“Act 210”), EOEL and DHS engaged the community in stakeholder and interest group outreach work to gather more information on how the early learning and child care sectors are faring given the changes to the community due to the COVID-19 Pandemic over the previous two years right now.<sup>3</sup> DHS and EOEL conducted joint focus groups to solicit feedback from child care providers which is incorporated into this Road Map, below. What follows is a Road Map that represents an initial conversation to expand upon the efforts crystalized in the State of Hawai‘i Early Childhood State Plan 2019–2024 (“Early Childhood State Plan”) adopted on January 30, 2019 and launches a discussion for what it will take to achieve the objectives outlined by the State in Act 46 and Act 210 in the future. In developing the Road Map, the ELB was mindful, again, that the Road Map should:

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<sup>3</sup> Community and stakeholder outreach work and feedback included as Attachment 1 to Road Map.

- Honor ‘ohana and family choice and hold it at the heart of the ELB’s decision-making to ensure that all ‘ohana have equitable access to quality early learning options that best fit the ‘ohana’s needs;
- Enrich the State of Hawai‘i’s mixed delivery system with quality options for all keiki, ages birth through five, and mitigate disruption to existing services in the early learning and child care field in the State, to the greatest extent possible;
- Ensure necessary protections and provide unique consideration for HME programs and activities in support of the revitalization of the Hawaiian language as one of the State of Hawai‘i’s two official languages;
- Seek to ensure that the array of options within the State of Hawai‘i’s mixed delivery system have distinctive support tailored to the unique aspects of the services and purpose connected to the various environments and providers within the mixed delivery system of the State (i.e., promoting and respecting HME instruction and experiences across the State of Hawai‘i presently; working to support Family Child Care opportunities in the State currently; supporting other non-traditional care options for ‘ohana and keiki; etc.);
- Recognize that the early childhood care and learning workforce is one of the most fundamental aspects for successful implementation of the expansion of quality early childhood learning options and opportunities for the mixed delivery system in the State in the future; and
- Stating that the ELB is committed to viewing equity as an action that policy and decision makers must actively choose to engage in to realize and achieve

successful implementation of the expansion of quality options for the State's mixed delivery system in the future.

The ELB seeks to develop and transmit a Road Map that expresses the value statements and guiding principles, above, as it works to develop and administer an effective early learning and child care system to achieve the core tenets of availability of child care options, accessibility to those options, affordability, quality, and family choice identified above. The ELB acknowledges that much discussion on this subject matter with experts and stakeholders, some of whom are members of the ELB, will need to be continued in the future so that the decisions made to expand the early learning system to broaden the reach of opportunity for all will not impact the community, and the various groups that make up that community, negatively and inadvertently in that same future.

As such, the ELB further acknowledges that a lot is unknown as to what families prefer, and how instruction and care are experienced by the community on an 'ohana-by-'ohana basis, at the present time. The ELB is committed to understanding this somewhat unknown subject further, and believes that discovery of this additional information will support the expansion of the early learning system consistent with Act 46 and Act 210, as passed by the Legislature, in the years ahead.

The ELB transmits this Road Map to the State of Hawai'i Legislature with the clear understanding that, in addition to the aspects of the Road Map identified within the Road Map itself, the ELB believes that the State Legislature should explore funding a market and community study designed to discover and identify how, and in what manner and locations, parents and 'ohana desire to have their early learning experiences provided for their keiki or those in their immediate care, such as through grandparents or other family

members, in the future.<sup>4</sup> Through understanding family choice and family decision making concerning the care and opportunities they would like to have for their keiki, the ELB maintains that the State of Hawai'i can better structure its investments in the State's early learning and care sectors in the years ahead.

Consequently, the ELB transmits to the Legislature this Road Map in accordance with SCR 217 to provide the Legislature with a means to guide its decision making for the support of the early learning and child care sector in the State of Hawai'i in the future and recognizes that this Road Map, that is derived from the current information available, only represents the beginning of a longer conversation. The ELB anticipates the need to amend, supplement, pivot, and modify its approaches to implement and administer Act 46, Act 210, and other efforts to expand and improve the early learning and child care efforts in the State in the future as more data becomes available and key challenges are addressed in order to develop the infrastructure required to meet the benchmarks in the period ahead.

The ELB clearly expresses that this Road Map identifies what the ELB believes the Legislature should consider in order to most effectively support the achievement of a more accessible, available, affordable child care and early learning system built upon quality and family choice at the present time, but the ELB readily acknowledges that such approaches and prescriptions may change for the ELB and State as more information becomes available to policy makers and legislators sometime in the future.

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<sup>4</sup> See Attachment 2, transmitting a copy of Keiki to Career Kaua'i's 2017 Kauai Early Childhood Care & Education Report (May 2017) outlining Keiki to Career Kaua'i's attempt to map the early childhood care and learning landscape on Kaua'i as far as the options for early childhood care and learning on the island were concerned. The document provides an example of the kind of market and community study that can discover how, and in what manner and locations, 'ohana and parents desire to have their early learning experiences provided for their keiki in the future.

What follows in the Road Map represents information, material, and other stakeholder information that the ELB gathered that indicates what the ELB believes is the most noteworthy information that positions the State to most effectively meet the objectives set forth in Act 46 and Act 210 in the future. The ELB understands that there might be other sources of information and material that may present a different picture of the early learning system that operates in the State at the present time, but the ELB observes that the ELB premised its recommendations in the Road Map on the information and material that it reviewed in particular and the ELB remains open to exploring a reconciliation of other material generated by other stakeholders working in the early learning sector so as to better guide decision making for the State and the broader community in the future.

However, with that being said, the ELB transmits the Road Map in fulfillment of the ELB's obligations under SCR 217 as follows.

## **STATE OF HAWAI'I EARLY CHILDHOOD ROAD MAP**

### **Background**

On January 30, 2019, Governor David Y. Ige and various department leaders formally adopted the State of Hawai'i Early Childhood State Plan setting forth the State of Hawai'i's cross-agency, cross-sector, community-informed plan to implement high-quality health, safety, and early childhood learning and care opportunities across the State in the future.

The Early Childhood State Plan attempts to capture and emphasize the State's community values that embody and rely upon caring for each other as the State's Native Hawaiian host culture does while reflecting a growing body of international research and

scientific findings that show that the child’s earliest years of life are important to the child’s long-term success moving forward into their future.<sup>5</sup>

According to the Early Childhood State Plan:

. . . Too many of the children who can most benefit from high-quality health, safety, and early [childhood] care and [learning] . . . lack access to these resources. Children and their families are facing challenges that include homelessness, language barriers, scarce resources in remote and rural areas, or other factors [that prevent access to early learning in the State right now]. By looking first at the populations and geographic areas that most need our support, we can invest wisely in ways that result in a stronger future for [the State of] Hawai‘i. We can change the course of a child’s life and our islands’ future by working together to ensure that all who live here have an equitable chance to learn, grow, and thrive [in the future].<sup>6</sup>

The Early Childhood State Plan aimed to, among other things:

- Demonstrate that the State cared for our keiki and ‘ohana through its investments in the keiki and individuals who support them, including the early childhood care and learning system, to the greatest extent possible;
- Apply what research and science has been collected to tell us which practices are best suited for supporting keiki, ‘ohana, and our early learning and care professionals in the years ahead; and
- Increase support for, and facilitate the more successful coordination of, the full range of resources available to keiki, prenatal to age eight, and their ‘ohana, in the future.<sup>7</sup>

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<sup>5</sup> Early Childhood State Plan, at 1 (Jan. 30, 2019).

<sup>6</sup> Id.

<sup>7</sup> Early Childhood State Plan, at 1.

The Early Childhood State Plan sets forth the building blocks that are important to creating a solid foundation for every keiki, beginning with the most vulnerable populations and regions who live and grow up in this State. The building blocks of the Early Childhood State Plan includes:

- Child and Family Health, Safety, and Wellbeing;
- Family Partnerships and Supports;
- Foundations for Early Learning;
- A Well-Prepared, Well-Supported Workforce; and
- Coordination of the Early Childhood System.<sup>8</sup>

On September 15, 2020, State of Hawai'i enacted Act 46, SLH 2020, to, among other things:

- (1) [e]xpand the capacity, resources, affordability, and flexibility of child care facilities licensed by the [D]epartment of [H]uman [S]ervices[, State of Hawai'i] [(“DHS”)] to significantly increase affordable and accessible child care choices for . . . [the State's] families, especially those in financial need and in lesser-served areas[,] . . . [across] the State;
- (2) Expand the capacity, early learning, and availability of public pre-kindergarten [across Hawai'i];
- (3) Offset the cost of living for Hawaii families by subsidizing both child care and preschool [opportunities];
- (4) Clarify the coordination of the continuum of early learning and preschool programs throughout the State;
- (5) Build the infrastructure and develop the resources necessary to achieve the objective of providing the capacity to serve fifty per cent of all otherwise unserved children who are three to four years of age, or will not be at least five years of age on or before July 31 of the

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<sup>8</sup> Early Childhood State Plan, at 9.



current school year, with access to learning by the year 2027, and providing the capacity to serve one hundred per cent of those children within the same age group with access to learning by the year 2032[,] [in the State]; and

- (6) Ensure that the implementation of new and expanded programs pursuant to this Act [(Act 46)] aligns with other statutory provisions that provide distinctive support for education through the medium of the Hawaiian language.<sup>9</sup>

On July 6, 2021, the State enacted Act 210, SLH 2021, to “[c]larify and make adjustments to Act 46 . . . to reflect the current situation brought upon by the coronavirus . . . pandemic and improve assessment of the longitudinal education and workforce outcomes of students who were provided with early childhood services[]” in the State, generally.<sup>10</sup>

On May 5, 2022, the Legislature adopted SCR 217 asking the ELB “to prepare a report containing a road map, including proposed legislation, for the implementation of Act 46 . . . [and] submit its report to the Legislature no later than twenty days prior to the convening of the [2023] Regular Session [of the Legislature] . . .” in response to SCR 217 .<sup>11</sup>

As identified above, the ELB, among other efforts, reviewed past information, data, and reports issued about the State’s early learning programs, and conducted community engagement sessions, such as the EOEL/DHS stakeholder sessions around Act 46 discussed above, to understand the circumstances of the State better, in order to develop the Road Map for the State

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<sup>9</sup> Act 46, SLH 2020, §1, at --- (Sept. 15, 2020).

<sup>10</sup> Act 210, SLH 2021, §1, at --- (July 6, 2021).

<sup>11</sup> SCR 217, Legislative Session, State of Hawai’i, 2022, at 2 (May 5, 2022).

Legislature to consider in the pages that follow. The ELB's Strategic Implementation Subcommittee ("SI Subcommittee") addressed the task of compiling a Road Map through the work of the Subcommittee, and made reports to the full ELB membership on a monthly basis at the ELB's regularly convened Board meetings also. Through the work of the ELB SI Subcommittee, the ELB developed this Road Map for the Legislature to review in the pages that follow. The ELB's full Board adopted this Road Map for transmission to the Legislature on December 9, 2022 in this circumstance.

Again, the ELB's Road Map in response to SCR 217 is as follows.

**State of Hawai'i Early Learning Targets To Be Achieved  
(Overall Keiki To Be Served Consistent With Act 46 And Act 210  
As Currently Adopted)**

According to Act 46 and Act 210, the State needs to build the infrastructure and resources to serve 50% of all otherwise unserved children who are three to four years of age, or will not be at least five years of age on or before July 31 of the relevant school year, with access to learning by 2027, and provide the capacity to serve 100% of those children within the same age group with access to learning by 2032.<sup>12</sup>

As of November 1, 2022, it appears that, since 2018, the State of Hawai'i registered the following number of live births as indicated as follows:

Table 1. State of Hawai'i, Department of Health  
Vital Statistics – Births (2018 to 2021)<sup>13</sup>

2018	2019	2020	2021
17,027	16,832	15,811	15,652

Adjusting for class cohorts, who may be slightly different because the State of Hawai'i Department of Education (“DOE”) enrolls children in the DOE’s program of instruction (Kindergarten to Grade 12) on a different timeline than the births reported in the calendar year at the current time, for the Years 2019, 2020, 2021, for example, the State of Hawai'i may be looking at serving, approximately, the size of the class cohorts observed below:

<sup>12</sup> Act 46, SLH 2020, §1, at --; Act 46, SLH 2020, §12, at –.

<sup>13</sup> Department of Health, State of Hawai'i, Vital Statistics – Births (2018 to 2021), <https://health.hawaii.gov/vitalstatistics/> (last visited Nov. 1, 2022).

Table 2. State of Hawai'i, Department of Health  
 Vital Statistics – Births  
 (Adjusted for DOE Cohorts (Enrollment – 2019 to 2021))<sup>14</sup>

2018	2019	2020	2021
	16,878	16,346	15,570

Thus, for purposes of identifying approximately how many spaces the State of Hawai'i may need to achieve its objective of providing the capacity to serve 100% of those children who are ages three to four, or will not be at least five years of age on or before July 31 of the relevant school year, by the Year 2032,<sup>15</sup> the State might need, approximately, the amount of spaces, below, in the years to unfold ahead:

Table 3. Minimum and Maximum Number of  
Spaces Required to Achieve Act 46 and Act 210 by the Year 2032

Minimum No. of Spaces Required	Maximum No. of Spaces Required
31,916  (The above is derived by adding the class cohorts calculated for 2020 (16,346) and 2021 (15,570) identified above.)	34,988  (The above is derived by adding the class cohorts calculated for 2017 (17,792) and 2018 (17,196) identified from the same data sources, and using the same calculations, discussed above.)

As of the most recent reported data, it appears that the number of early childhood care and learning spaces available in the State is as follows:

<sup>14</sup> Information based on birth information taken from Department of Health, State of Hawai'i, Vital Statistics – Births (2018 to 2021), <https://health.hawaii.gov/vitalstatistics/> (last visited Nov. 1, 2022).

<sup>15</sup> Act 46, SLH 2020, §1, at --; Act 46, SLH 2020, §12, at –.

Chart 1. Estimated No. Seats/Spaces Available for  
Early Learning in the State of Hawai'i  
(Ages 3 - Kindergarten Enrollment Age)  
(Center-Based or Similar ECE Options And Settings)<sup>16</sup>

<b>TOTAL AMOUNT OF SPACES OR SEATS AVAILABLE</b>	20,624
<b>Private Preschool Spaces or Seats (Inclusive of Head Start Spaces or Seats) (SOURCE OF INFORMATION: People Attentive To Children ("PATCH"))</b>	17,972
<b>Head Start</b>	(See notation, above.)
<b>Charter Schools</b>	320
<b>DOE - Special Education</b>	1,652
<b>DOE - Title I</b>	0
<b>EOEL - Pre-Kindergarten</b>	680

Based upon the above, it appears that it is likely that the amount of keiki who are left unserved for the Years 2022 and beyond could be approximately as follows:

Table 4. Minimum and Maximum Number of  
Children Left Unserved by 2032

<b>Minimum No. of Children Left Unserved</b>	<b>Maximum No. of Children Left Unserved</b>
11,292  ([31,916 keiki aged 3 and 4, or not yet 5 according to the enrollment criteria administered by the DOE currently] minus [20,624 spaces/seats available])	14,364  [34,988 keiki aged 3 and 4, or not yet 5 according to the enrollment criteria administered by the DOE currently] minus [20,624 spaces/seats available])

Assuming that a center-based early learning experience provides availability for 20 keiki per classroom setting, at its uppermost limit, at the current time:

<sup>16</sup> Information taken from Early Childhood Action Strategy ("ECAS") Hawai'i's Capacity to Provide Care for Children Aged 0-5 Information Sheet (dated September 30, 2022) (Identification of PATCH, Private Provider Information); National Institute for Early Education Research ("NIEER"), The State of Preschool 2021 – State Preschool Yearbook, State of Hawai'i Information Sheet (Summary of State of Hawai'i Information and Statistics); EOEL Information Retrieved For Chart.

**Table 5. Minimum and Maximum Number of Facilities plus Staff Required to Serve Children Left Unserved by 2032**

<b>Minimum No. of Children Left Unserved – Facilities and Staff Required to Serve Unserved Children According To Latest Information Reviewed</b>	<b>Maximum No. of Children Left Unserved – Facilities and Staff Required to Serve Unserved Children According To Latest Information Reviewed</b>
<p>565 classrooms; 565 teachers + 565 teacher’s aides (at a minimum) <b>(TOTAL = 1,130 teachers + teacher’s aides</b> needed to serve those children left unserved at the present time)</p> <p>([11,292 keiki left unserved (discussed in Table 4. Minimum and Maximum Number of Children Left Unserved by 2032, noted above)] divided by [20 keiki per classroom setting])</p> <p>(Teachers and teacher’s aides reflect a determination of one teacher and one teacher’s aide per classroom, at a minimum, being established)</p>	<p>719 classrooms; 719 teachers + 719 teacher’s aides (at a minimum) <b>(TOTAL = 1,438 teachers + teacher’s aides</b> needed to serve those children left unserved at the present time)</p> <p>([14,364 keiki left unserved (discussed in Table 4. Minimum and Maximum Number of Children Left Unserved by 2032, noted above)] divided by [20 keiki per classroom setting])</p> <p>(Teachers and teacher’s aides reflect a determination of one teacher and one teacher’s aide per classroom, at a minimum, being established)</p>

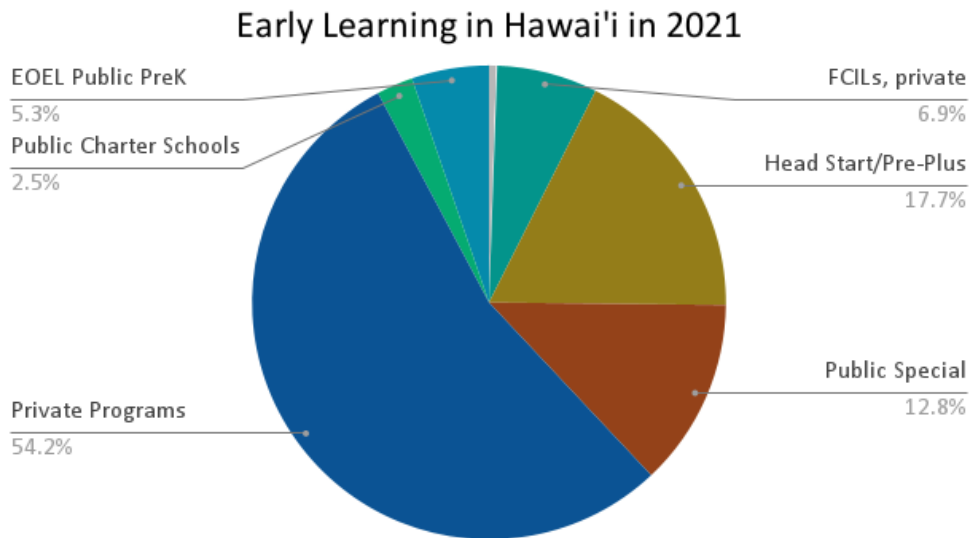
Summarized as one chart consolidating all of the information, above:

**Chart 2. Estimated No. Seats/Spaces Required for Attainment of Act 46 and Act 210 Objectives in the Future**

	<b>Minimum No. Seats/Spaces Required for Attainment of Act 46 and Act 210 Objectives in the Future</b>	<b>Maximum No. Seats/Spaces Required for Attainment of Act 46 and Act 210 Objectives in the Future</b>	<b>Citation</b>
<b>No. of Children Expected to be Served</b>	31,916	34,988	Table 3, above.
<b>No. of Children Expected to be Unserved</b>	11,292	14,364	Table 4, above.
<b>No. of Seats/Spaces Expected to be Required to Serve Unserved Children</b>	11,292	14,364	
<b>No. of Facilities (Classrooms) Expected to be Required to Serve Unserved Children</b>	565 classrooms	719 classrooms	Table 5, above.
<b>No. of Staff Expected to be Required to Serve Unserved Children</b>	565 teachers + 565 teacher’s aides	719 teachers + 719 teacher’s aides	Table 5, above.

Visualized in chart form, the above information looks something like this, approximately:

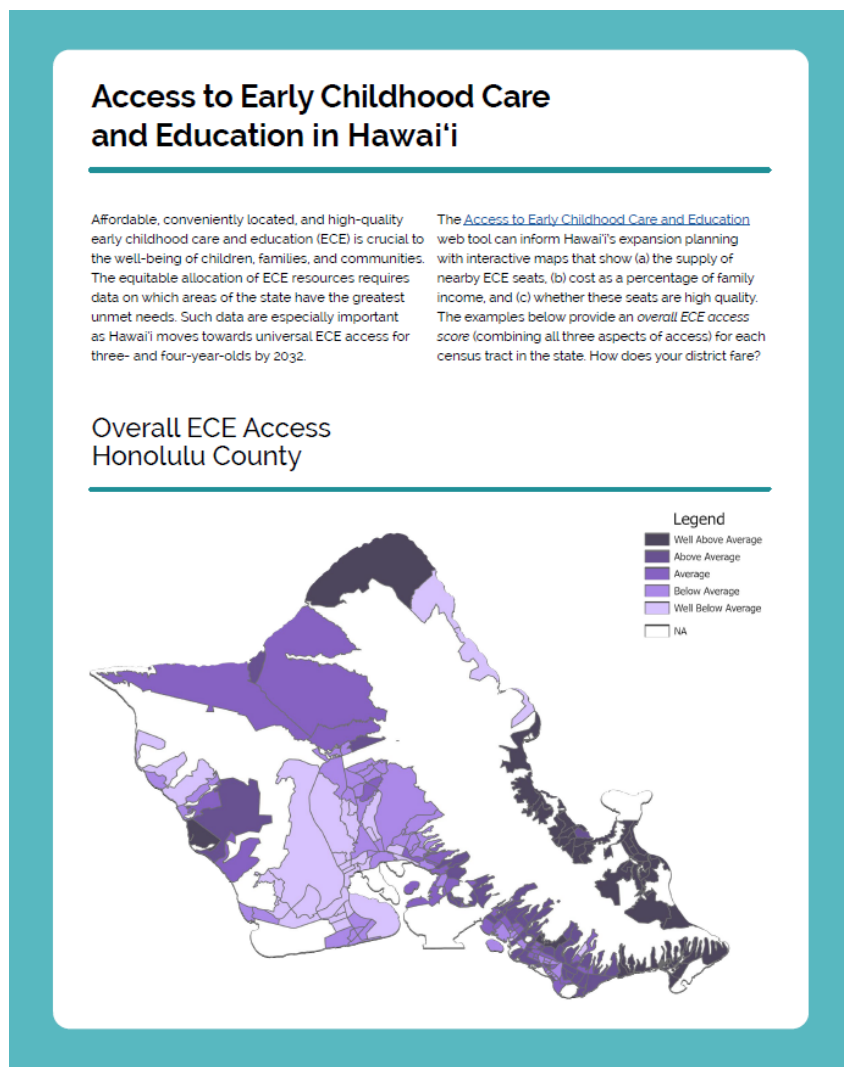
Figure 1. Early Learning in a Mixed Delivery System



The ELB notes that the above does not take into account the fact that the early learning system offers families many more options and opportunities for family child care and early learning growth, such as home visiting opportunities and family child care homes, than the alternatives identified in the chart, above, at the present time. The ELB acknowledges that such options and opportunities provide keiki and 'ohana with the opportunity to position keiki positively for success in the years ahead, but the ELB requires further discussion to arrive at a determination as to how these other opportunities available for keiki growth in the community can contribute consistently with the understanding envisioned by Act 46 and Act 210 at the current time. Without making a determination as to how other opportunities for child care and growth can contribute to the successful expansion of opportunities consistent with the enactment of Act 46 and Act 210, among other efforts to the expand the capacity of the early learning system to

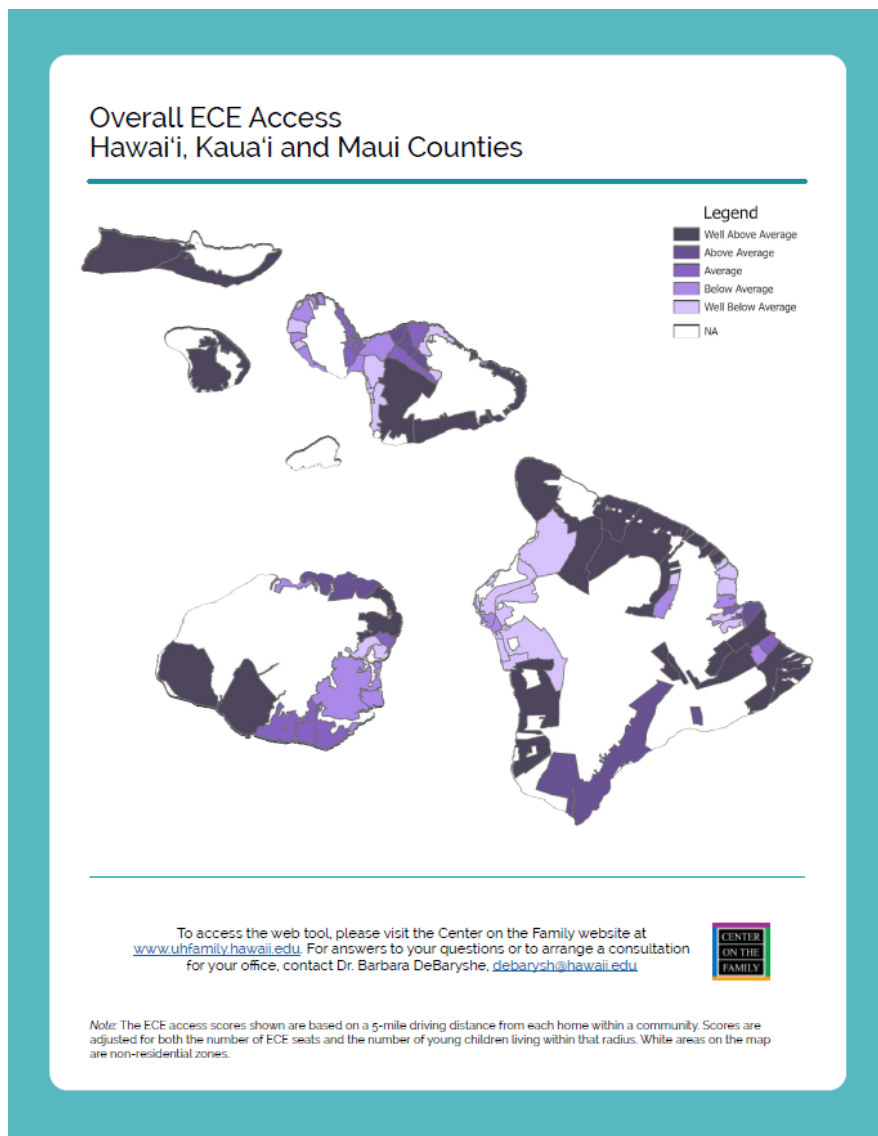
promote the objectives of the State, in the future, the ELB adopts the supposition articulated above as a proxy for how growth and expansion of the early learning system **may** be accomplished so that further conversations on the appropriate mix of opportunities available in the early learning system can be sufficiently explored in the future.

The ELB notes that the University of Hawai'i ("UH") Center on the Family compiled a map that presents the overall access for ECE opportunities in the State as follows:<sup>17</sup>



<sup>17</sup> Map – Access to Early Childhood Care and Education in Hawai'i (UH Center on the Family), [https://uhfamily.hawaii.edu/sites/uhfamily.hawaii.edu/files/publications/ECE-AccessScore\\_LegHandout\\_2021.pdf](https://uhfamily.hawaii.edu/sites/uhfamily.hawaii.edu/files/publications/ECE-AccessScore_LegHandout_2021.pdf) (last visited Nov. 21, 2022).





This mapping tool and its indexes are designed to offer a way to display data on ECE access and how it varies within and across neighborhoods and communities.<sup>18</sup> The four indexes demonstrate “nearby seats (the number of children per ECE seat near a family’s home); affordability (the availability-weighted average cost of a nearby seat as a percentage of the area’s median income); quality (the availability-weighted likelihood that

<sup>18</sup> Access to Early Childhood Care and Education in Hawai'i (UH Center on the Family), <https://sites.google.com/hawaii.edu/ecemappingupdated2021-08/home?pli=1> (last visited Nov. 21, 2022).

a nearby seat is in a center with national ECE accreditation or in a public pre-K classroom); [and] combined access.”<sup>19</sup>

The ELB’s Road Map that follows takes these factors, above, into account here, and outlines the prescriptions set forth below. The ELB looks forward to continuing the conversation on how the early learning system can effectively meet the objectives of the State in the future and looks forward to helping the system evolve in the period ahead.

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<sup>19</sup> See footnote 18, above.

**ELB Road Map**  
**Road Map Action Items**

**ACTION ITEM NO. 1: Addressing The Workforce’s Development And Support.**

**NOTATION:**

Please note the value statement and guiding principles inspiring the ELB’s Road Map Action Items, above (pages 3-5 of the Road Map, above). The value statements and guiding principles set forth by the ELB, above, serve as an important and indispensable aspect of the ELB’s Road Map as the ELB believes that these value statements and guiding principles reflect the necessary perspective crucial to expanding and improving the State’s early childhood care and learning system equitably in the future. The ELB respectfully requests that the State of Hawai’i Legislature consider these value statements and guiding principles as it reads through and assesses the elements of the ELB’s Road Map during the 32nd Legislature and in the years ahead. Through actualizing the value statement and guiding principles embodied in the ELB’s Road Map in the future, the ELB believes that the State of Hawai’i can position itself to be more successful in achieving the objectives of Act 46, Act 210, and the Early Childhood State Plan in the years ahead.

**Key Metrics To Achieve (Estimate)**

- Approximately 719 new teachers and support staff by 2027.
- Approximately 1,438 new teachers and support staff by 2032.<sup>20</sup>

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<sup>20</sup> See estimation and calculations, above.

<p><b>Current Examples of Initiatives and Undertakings Within the Existing Early Learning Landscape</b></p>	<p>Presently, the early childhood care and learning sector is pursuing, among other things, the following initiatives and undertakings to address workforce development and support for the State of Hawai'i in the future:</p> <ul style="list-style-type: none"> <li>→ Implementing an Early Childhood Educator Stipend Program consistent with Hawai'i Revised Statutes ("HRS") § 302L-9, through a Memorandum of Agreement ("MOA") between the Executive Office on Early Learning, State of Hawai'i ("EOEL"), and UH, to begin administering stipends during the summer of School Year 2022-2023;</li> <li>→ Providing early childhood care and learning ("ECE") sector scholarships through the Department of Human Services ("DHS") which is administered by People Attentive To Children ("PATCH") (reimbursement for ECE coursework undertaken by those eligible for PATCH reimbursement, etc.);</li> <li>→ Exploring the establishment of apprenticeships through partnerships with UH – Honolulu Community College ("HCC") and other interested organizations;</li> <li>→ State of Hawai'i Department of Education ("DOE") Learning Academies;</li> <li>→ Completion of a Hawai'i-focused Early Childhood Educator Compensation Equity Study by the RAND Corporation on behalf of, and in coordination with, the Hawai'i Early Childhood Educator Excellence and Equity Project (ECE3) (connected with the UH College of Education);<sup>21</sup></li> <li>→ Conducting a preliminary exploration of a compensation pilot project through the Department of Human Services, State of Hawai'i;</li> <li>→ Administering COVID-19 Relief Funds to support such initiatives as ECE sector retention bonuses;</li> <li>→ Services provided to 'ohana and keiki by privately operated early childhood care and learning providers every day.</li> </ul>
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<sup>21</sup> See The RAND Hawai'i Early Childhood Educator Compensation Equity Study, <https://www.rand.org/education-and-labor/projects/early-childhood-educator-compensation-equity-study.html> (last visited Nov. 1, 2022).

<p><b>Existing Challenges To the Action Item (Workforce Development and Support)</b></p>	<ul style="list-style-type: none"> <li>→ Absence of sustainable and long-term public investment for the ECE Stipend Program implemented consistent with HRS § 302L-9. Presently, the ECE Stipend Program relies upon private funding sources to support the implementation of the ECE Stipend Program;</li> <li>→ Funds provided to the State of Hawai'i connected to COVID-19 relief efforts are temporary and do not represent a resource option to maintain support for State of Hawai'i initiatives in the future;</li> <li>→ Recruitment and retention of fluent and/or highly proficient speakers of Hawaiian language for HME (Hawaiian Language Medium and Immersion Education) environments;</li> <li>→ Recruitment of qualified and certificated employees to fill positions at various ECE employers and facilities;</li> <li>→ Retention of the employees referenced and/or identified above;</li> <li>→ Compensation for the ECE field;</li> <li>→ Tuition support for receiving training and certification for ECE environments and ECE jobs.</li> </ul>
<p><b>Next Steps (Policy Proposals/ Approaches To Consider) (Strategies)</b></p>	<ul style="list-style-type: none"> <li>→ Consider a permanent exemption of the requirement that all standards, assessments, performance ratings, staff qualifications, and staff training requirements established by Act 46 and Act 210 shall not apply to any laboratory school program of the Hawaiian Language College at UH – Hilo. The ELB observes that HME instruction and language revitalization activities are not entirely compatible with concepts and quality measurement approaches and frameworks applied in the ECE field, and within learning environments, generally, within the State of Hawai'i.</li> <li>→ Explore methodologies and approaches to increase compensation across the ECE sector, field-wide. As an example of such exploration: <ul style="list-style-type: none"> <li>✓ Support efforts to complete the DHS compensation pilot project in the future; and</li> <li>✓ Implement a State of Hawai'i refundable income or business tax credit for early learning providers and/or their employees in the future.</li> </ul> </li> <li>→ Provide funding for the ECE Stipend Program implemented consistent with HRS § 302L-9.</li> <li>→ Explore working with City Council Members to amend City and County of Honolulu Land Ordinance provisions related to the employment of non-household members in Family Child Care Homes registered under DHS administrative rules.</li> <li>→ Expand support for and usage of apprenticeships and internships for the ECE sector.</li> </ul>

<b>Data Collection and Supporting Information</b>	
<b>Legislative Approaches To Consider</b>	<ul style="list-style-type: none"> <li>→ Support State of Hawai'i legislative appropriations to increase base budget allocations to reflect an ongoing maintenance of effort connected to ECE programs and initiatives embedded within State of Hawai'i programs and State of Hawai'i Budget Program IDs.</li> <li>→ Amendment for permanent exemptions pertaining to non-applicability of standards, assessments, performance ratings, staff qualifications, and staff training requirements connected to any laboratory school program of the Hawaiian Language College at UH – Hilo.</li> <li>→ Support efforts to complete a DHS compensation pilot project in the future.</li> <li>→ Implement a State of Hawai'i refundable income or business tax credit for early learning providers and/or their employees.</li> <li>→ Provide funding for the ECE Stipend Program implemented consistent with HRS § 302L-9.</li> </ul>
<b>Responsible Parties</b>	EOEL; DHS; UH; State of Hawai'i Legislature
<b>Other Comments Or Notations</b>	<ul style="list-style-type: none"> <li>→ As observed above, HME instruction is not completely compatible with the concepts and quality measurement approaches applied in the ECE field, and within learning environments, generally. Consequently, the ELB recommends that 'Aha Pūnana Leo and Ka Haka 'Ula O Ke'elikōlani lead an extensive exploration into how the ECE workforce operating within the HME language instruction framework can be provided with more distinctive supports appropriate to, and effective within, the HME language framework.</li> <li>→ Explore methodologies and approaches to support the ECE workforce more comprehensively and effectively. Such methodologies and approaches should factor in solutions that address matters of ECE sector compensation more prominently, and could include exploration of additional opportunities for the development and support of experience in the subject of ECE site directorship and/or management also.</li> <li>→ Continue to support the work of implementing the recommendations of the RAND Corporation Report on Hawai'i's Early Childhood Educator Compensation Equity</li> </ul>

	<p>Study,<sup>22</sup> including investigating the implementation of ECE workforce supports, such as a substitute pool and professional development opportunities for ECE staff as well.</p> <p>→ Explore private sector opportunities and partnerships further. Such investigations may include the exploration of efforts like the Hawaii Leadership Academy organized through the work of the Samuel N. &amp; Mary Castle Foundation.</p>

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<sup>22</sup> See The RAND Hawai'i Early Childhood Educator Compensation Equity Study, <https://www.rand.org/education-and-labor/projects/early-childhood-educator-compensation-equity-study.html> (last visited Nov. 1, 2022).

**ACTION ITEM NO. 2: Facilities.**

<p><b>Key Metric To Achieve (Estimate)</b></p>	<ul style="list-style-type: none"> <li>→ Approximately 360 new classroom spaces/early learning environments (facilities) by 2027.</li> <li>→ Approximately 719 new classroom spaces/early learning environments (facilities) by 2032.<sup>23</sup></li> </ul>
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<p><b>Current Examples of Initiatives and Undertakings Within the Existing Early Learning Landscape</b></p>	<p>Presently, the early learning and care field is pursuing the following, among other things, to address the facilities need for the early learning and care system in the future:</p> <ul style="list-style-type: none"> <li>→ Implementing Act 257, SLH 2022 (“Act 257”), to explore processes and coordination where the School Facilities Authority of the State of Hawai’i (“SFA”) can assist the ECE field with the expansion of spaces and facilities for ECE sector to use in the future;             <ul style="list-style-type: none"> <li>✓ Act 257 appropriated \$200 million in State of Hawai’i General Funds to support the construction and/or renovation of new pre-k facilities across the State of Hawai’i. Adding new facilities supports the overall goals and objectives of Act 46, SLH 2020, as the financing and construction of new pre-k facilities enables the State of Hawai’i to provide more keiki with access to pre-k programs and early learning opportunities in the future.</li> <li>✓ Presently, the SFA, in coordination and cooperation with the EOEL, DOE, and State of Hawai’i Public Charter School System/Commission, is working on preparing sites for the construction and renovation of new pre-k facilities across the State of Hawai’i in line with the consensus of the State of Hawai’i education agency partners identified above.</li> </ul> </li> <li>→ Administering COVID-19 Relief Funds to support stabilizing and expanding early childhood care and learning options affected by the COVID-19 Pandemic over the last two (2) years;             <ul style="list-style-type: none"> <li>✓ For example, DHS disbursed approximately \$60 million to ECE providers directly to ensure that ECE providers received resources to maintain their services to the public and ensure that keiki had a place to go to receive ECE services during the last two (2) years.</li> <li>✓ Additional funds made available by subsequent rounds of the various COVID-19 Relief Acts will be made available to the ECE field, as they are received, in the future.</li> </ul> </li> <li>→ Child Care Grant Program Special Fund established pursuant to HRS § 346-183.</li> </ul>
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<sup>23</sup> See footnote 20, above.



	<ul style="list-style-type: none"> <li>✓ Funding is not appropriated for the Child Care Grant Program Special Fund established pursuant to HRS § 346-183 as of yet, but DHS intends to help new and existing child care facilities, including infants and toddlers, to sustain or expand their facilities and provide more opportunities for keiki and 'ohana in the future.</li> <li>✓ Administrative rules to implement the Child Care Grant Program Special Fund are being drafted presently.</li> </ul>
<p><b>Existing Challenges To the Action Item (Facilities Development and Support Efforts in the State)</b></p>	<ul style="list-style-type: none"> <li>→ Absence of sustainable and certain funding for the pre-kindergarten facilities constructed with Act 257 appropriations from an operational and maintenance perspective. Act 257 does not include within its appropriations resources to support the facilities built and constructed as far as operational costs and the maintenance of the facilities are concerned;</li> <li>→ Funds provided to the State of Hawai'i connected to COVID-19 relief efforts are temporary and do not represent a resource option to maintain support for State of Hawai'i initiatives and facilities in the future;</li> <li>→ At the present time, construction and renovation of new facilities face the typical development challenges such as the obtaining of development entitlements for the facilities' construction, permitting compliance, licensure completion, and other similar development milestones and undertakings related to competing building projects in the State of Hawai'i;</li> <li>→ Spaces for infant and toddler programs face a shortage of supply due to high operating and development costs;</li> <li>→ Family-Child Interaction Learning ("FCIL") programs experience a shortage of adequate facility space.</li> </ul>

<p><b>Next Steps (Policy Proposals/ Approaches To Consider) (Strategies)</b></p>	<ul style="list-style-type: none"> <li>→ Identify, examine, and evaluate current provider capacity to understand 'ohana demand and facility usage. Differentiate by geographic area, provider setting, and community needs, to the greatest extent possible, to better understand these issues as they relate to ECE facilities development.</li> <li>→ Coordinate and cooperate among State of Hawai'i educational agencies, especially the SFA, to ensure that expenditures under Act 257, SLH 2022, are prioritized to ensure that funding focuses upon those geographical areas and State of Hawai'i communities that have the greatest need for new or renovated pre-kindergarten facilities at the moment.</li> <li>→ Work with State of Hawai'i counties to revisit what square footage requirements might be appropriate for ECE facilities in the future, including reassessing what, or whether, outdoor space could be important for ECE learning opportunities in the years ahead.</li> <li>→ Explore whether any County or State of Hawai'i Government spaces might be available, and/or appropriate, for ECE facility expansion in the future (e.g., State of Hawai'i community colleges, State of Hawai'i libraries, or other locations that might be the subject of State of Hawai'i land acquisition in the future).</li> </ul>
<p><b>Data Collection and Supporting Information</b></p>	<p>Seek to collect information pertaining to:</p> <ul style="list-style-type: none"> <li>→ What 'ohana want from their ECE providers in terms of provider settings, the locations of provider settings, and other service delivery options, such as hours of operation, in the future;</li> <li>→ What barriers prevent 'ohana from accessing ECE opportunities?</li> </ul>
<p><b>Legislative Approaches To Consider</b></p>	<ul style="list-style-type: none"> <li>→ Work with State of Hawai'i counties to revise the county permitting and land planning codes to include unenclosed outdoor spaces into the understanding and review of ECE facility plans in the immediate or near future.</li> <li>→ Support State of Hawai'i legislative appropriations to expand EOEL public pre-k facilities requests in the future during the upcoming and future fiscal biennia.</li> <li>→ Support DHS efforts to implement DHS Child Care Grant Program to help with ECE facility expansion in the immediate or near future.</li> <li>→ Amend, modify, or extend the appropriation lapse date of Act 257 to ensure the appropriations extend beyond the lapsing date of June 30, 2023 – with an option for that date to extend to June 30, 2024 – in the future.</li> </ul>

	→ Support State of Hawai'i legislative appropriations similar to that made in Act 257, SLH 2022.
<b>Responsible Parties</b>	SFA; EOEL; State of Hawai'i Charter Schools/Public Charter School Commission; DHS; Department of Education, State of Hawai'i Legislature
<b>Other Comments Or Notations</b>	

**ACTION ITEM NO. 3: Funding For The Early Care and Education Mixed Delivery System.**

<p><b>ACTION ITEM NO. 3: Funding For The Early Care and Education Mixed Delivery System.</b></p>	
<p><b>Key Metric To Achieve (Estimate)</b></p>	<p>→ To Be Determined – but the ELB observes that the State of Hawai'i Legislature should improve upon existing investments and provide new investments, to the greatest extent possible, to support expansion of the early learning and care field in the State while maintaining existing programs whatever the source of the program's support (i.e., preserve and expand upon the existing early learning and care system to the greatest extent possible).</p>
<p><b>Current Examples of Initiatives and Undertakings Within the Existing Early Learning Landscape</b></p>	<p>Presently, the early learning and care field operates with the following opportunities and programs available to, or within, the community:</p> <ul style="list-style-type: none"> <li>→ EOEL public pre-k programs available on participating DOE campuses;</li> <li>→ Child care subsidies administered by DHS through the State of Hawai'i's receipt of the Child Care Development Fund ("CCDF") appropriation from the United States Department of Health and Human Services and Preschool Open Doors Program ("POD") implemented according to HRS § 346-181;             <ul style="list-style-type: none"> <li>✓ DHS provided expanded eligibility for the CCDF and POD subsidy programs during the Coronavirus 2019 Pandemic by waiving copayments and providing subsidy assistance at full child care rates to 'ohana who reported being affected by the COVID-19 Pandemic or delivered essential worker services through their employers during a 12-month eligibility period;</li> <li>✓ DHS administered child care subsidy waivers using the Coronavirus Response and Relief Supplementary Appropriations Act during the COVID-19 Pandemic;</li> <li>✓ DHS adopted new child care subsidy administrative rules in 2021;</li> <li>✓ POD appropriation amounts were restored during the 2022 State of Hawai'i Legislative Session;</li> </ul> </li> <li>→ Meeting Act 46 and Act 210 child care availability deadlines by 2027 and 2032 at the present time;</li> <li>→ Implementing and supporting HME early learning instruction currently.</li> </ul>

<p><b>Existing Challenges To the Action Item (Funding For The Early Learning And Care Mixed Delivery System)</b></p>	<ul style="list-style-type: none"> <li>→ Limitation for the funding of private early learning and care providers consistent with article X, § 1, of the State of Hawai'i Constitution;</li> <li>→ Limitation on the existence and duration of sustainable funding for early childhood care and learning in the State;</li> <li>→ The existing early learning financial model operating within the State.</li> </ul>
<p><b>Next Steps (Policy Proposals/ Approaches To Consider) (Strategies)</b></p>	<ul style="list-style-type: none"> <li>→ Examine, investigate, and evaluate the costs of delivering child care and early learning, which is often more than the price charged to 'ohana for the delivery of such child care and early learning services.</li> <li>→ Utilize the results of the cost of delivery investigation and assessment to adjust compensation approaches for child care subsidies administered by the State of Hawai'i (e.g., through the CCDF and POD Programs, for example) to reflect a subsidy amount more equivalent to the cost of delivering child care to 'ohana and their keiki.</li> <li>→ Explore the implementation of other child care models supported and/or administered by other states, including, for example, a model of child care support where subsidies may take the form of providing a predetermined amount of resources per child to be implemented by the appropriate State of Hawai'i agencies, including, perhaps, the DHS, in coordination with the EOEL, as appropriate.</li> <li>→ Identify, examine, investigate, and evaluate current provider data to understand 'ohana demand and facility usage on a more granular and community-by-community level. Differentiate by geographic area, provider setting, and community needs to the greatest extent possible.</li> <li>→ Coordinate and cooperate among State of Hawai'i educational agencies, especially the SFA, to ensure that expenditures under Act 257 are prioritized to ensure that funding focuses upon the geographical areas and State of Hawai'i communities that have the greatest need for new or renovated ECE facilities at the present time.</li> <li>→ Enable the EOEL Early Learning Special Fund, established consistent with HRS § 302L-5, to disburse funds to support the early learning system in the future. <ul style="list-style-type: none"> <li>✓ Support a sustainable and dependable revenue stream to facilitate EOEL Early Learning Special Fund disbursements in the future.</li> </ul> </li> <li>→ Identify more effective strategies and approaches to facilitate private sector ECE program maintenance and success, including measures to address recruiting and retaining qualified ECE staff in the future.</li> </ul>

<p><b>Data Collection and Supporting Information</b></p>	<p>Seek to collect information pertaining to:</p> <ul style="list-style-type: none"> <li>→ The costs of delivering child care and early learning opportunities in the State.</li> <li>→ What 'ohana want from their ECE providers in terms of provider settings, and the locations of those provider settings, in the future?</li> <li>→ What barriers prevent 'ohana from accessing those ECE opportunities if such opportunities were made available to them? Stated differently, what are the barriers to access and opportunity that exist in the ECE sector presently?</li> <li>→ In terms of special education delivery and accessibility, what are the range of program attributes that require the support of the early learning system in the future?</li> </ul>
<p><b>Legislative Approaches To Consider</b></p>	<ul style="list-style-type: none"> <li>→ Explore amendments to the State of Hawai'i Constitution to enable more available pathways to support private provider options for 'ohana in the State of Hawai'i in the future.</li> <li>→ Support State of Hawai'i legislative appropriations to increase base budget allocations to reflect an ongoing maintenance of effort connected to ECE programs and initiatives embedded within State of Hawai'i programs and State of Hawai'i Budget Program IDs.</li> <li>→ Support continued funding for SFA development of ECE facilities in the State's biennium budget process.</li> <li>→ Support current position of Institutional Analyst for the ELB to assist with the coordination of, among other things, Act 46 and Act 210 implementation in addition to maintaining existing support for current initiatives included in the State's biennium budget.</li> <li>→ Adjust child care subsidy amounts administered by the State of Hawai'i through the CCDF and POD Programs, for example, to ensure that eligible families pay no more than the 7% of their 'ohana income.<sup>24</sup></li> <li>→ Identify more effective strategies and approaches to facilitate private sector ECE program maintenance and success, including measures to address recruitment and retention of qualified ECE staff in the future.</li> <li>→ Support State of Hawai'i legislative appropriations and State of Hawai'i legislative appropriations ceiling requests to enable the EOEL Early Learning Special Fund to disburse more funds to support early learning expansion and system growth in the future.</li> </ul>

<sup>24</sup> The use of the percentage of “7%” derives from the adoption of Federal regulations by the United States Department of Health and Human Services, Administration for Children and Families (“ACF”), in 2016. The ACF’s Final Regulations adopted 7% for its CCDF Program as a means of identifying what level of a family’s income indicates a sufficient level of resources to consider the family to be able to afford child care in determining eligibility for the CCDF Program administered by the recipients’ Lead Agencies.

<b>Responsible Parties</b>	EOEL; DHS; Department of Education, State of Hawai'i Legislature
<b>Other Comments Or Notations</b>	<ul style="list-style-type: none"> <li>→ Commit to Keiki is currently conducting analyses concerning for the mixed delivery system (a cost analysis study) at the present time.</li> <li>→ ECE3 RAND Report observations and recommendations should be reviewed in order to understand and address compensation, recruitment, and retention challenges existing within the State for the future.</li> </ul>

**ACTION ITEM NO. 4: Program Quality Improvement And Maintenance.**

<b>Key Metric To Achieve (Estimate)</b>	
<b>Current Examples of Initiatives and Undertakings Within the Existing Early Learning Landscape</b>	<p>Presently, the early learning and care field pursues the following to ensure the quality and excellence of care with respect to the State of Hawai'i's ECE programs right now:</p> <ul style="list-style-type: none"> <li>→ Collecting program effectiveness and keiki growth data through the Classroom Assessment Scoring System ("CLASS") and Teaching Strategies Gold, among other measures of quality and care excellence used in the ECE system currently;</li> <li>→ Implementing the Kindergarten Entry Assessment ("KEA") to provide teachers with information about each child's development to inform instruction better;</li> <li>→ Transitioning POD payments to require ECE facilities to be accredited consistent with HRS § 346-184 in the immediate or near future;</li> <li>→ Supporting 'ohana choice in the administration of DHS child support in the State of Hawai'i by following United States Department of Health and Human Services regulations with respect to the CCDF, for instance, in the implementation of the CCDF and POD in the community;</li> <li>→ Developing a continuous quality improvement rating framework to facilitate improvement of ECE care and learning quality in the State of Hawai'i;</li> <li>→ Creating a unifying framework based upon national standards to align professional credentialing to indicate professional progression in a coherent and competent context.</li> </ul>
	<p>→ Limitation of State funding and support for ECE providers to attain and sustain accreditation in the State (for ECE environments).</p>
<b>Existing Challenges To the Action Item (Improving And Maintaining Quality Of ECE Programs And Learning Environments In The State)</b>	



<p><b>Next Steps (Policy Proposals/ Approaches To Consider) (Strategies)</b></p>	<ul style="list-style-type: none"> <li>→ Provide State of Hawai'i legislative funding to increase DHS capabilities to support technical assistance concerning accreditation attainment and maintenance in the State of Hawai'i.</li> <li>→ Provide State of Hawai'i legislative funding to increase ECE provider ability to complete the accreditation process, and sustain it, in the immediate or near future.</li> <li>→ Consider an exemption, or, in the alternative, an amendment to and modification, of the requirement that the KEA be implemented in all HME instruction and immersion learning environments. The ELB observes that HME instruction and language revitalization activities are not entirely compatible with concepts and quality measurement approaches applied in the ECE field, and within learning environments, generally, and, consequently, the KEA may be incompatible with the purpose of implementing the KEA in the State of Hawai'i as far as HME instruction and language revitalization is concerned presently.</li> </ul>
<p><b>Data Collection and Supporting Information</b></p>	
<p><b>Legislative Approaches To Consider</b></p>	<ul style="list-style-type: none"> <li>→ Appropriate funds to DHS to support and sustain accreditation of ECE environments in the State of Hawai'i in the immediate and near future.</li> <li>→ Amend provisions to provide for permanent exemptions relating to the non-applicability of standards, assessments, staff requirements, and performance ratings relating to HME instruction and immersion learning environments.</li> </ul>
<p><b>Responsible Parties</b></p>	<p>EOEL; State of Hawai'i Charter Schools/Public Charter School Commission; DHS; DOE; UH Hawai'i P-20 Partnerships for Education; State of Hawai'i Legislature</p>
<p><b>Other Comments Or Notations</b></p>	

## CONCLUSION

The ELB thanks the State of Hawai'i Legislature for the opportunity to participate in the improvement and expansion of the State's early learning and care system through the transmission of this Road Map to the State of Hawai'i Legislature in this instance.

At this time, the ELB reiterates that the Road Map should be considered an **opening** series of thoughts on the prescriptions needed to improve the ECE system in the State of Hawai'i and to guide the Legislature in its decision making concerning the State's support for the ECE sector in the future. As mentioned above, the ELB notes that its Road Map should not be considered as the final or comprehensive assessment for what can, or should, be done to address all the concerns connected to the achievement of Act 46, Act 210, and the Early Childhood State Plan at the present time.

The ELB observes that the Road Map represents a starting point for considering policy proposals and prescriptions for improving the State's ECE system to achieve success at some point in the not-too-distant future, but that the State Legislature should take to heart the ELB's notation that the ELB may amend, supplement, pivot, or modify its responses as contained in the Road Map when new information is becomes available to the ELB in the future.

Through this ELB Road Map, the ELB introduces a collection of ideas and proposals that the ELB maintains will advance the objectives of Act 46, Act 210, and the Early Childhood State Plan effectively, yet the ELB is aware that the ELB does not possess the most complete set of information from which to make a definitive statement concerning which proposals can make the most difference in achieving the objectives that are important to the members of the State Legislature at the present time.

Consequently, the ELB wishes to continue this conversation with the State of Hawai'i Legislature as more information becomes available to it in the future. However, the ELB thanks the State Legislature for the opportunity presented by its transmission of this Road Map in compliance with SCR 217 in this instance and the ELB looks forward to assisting the State of Hawai'i and Legislature with achieving the objectives of Act 46, Act 210, and the Early Childhood State Plan in the future.

If there are any questions, please feel free to contact the ELB at any time.

Mahalo for your time and consideration of this matter. The ELB stands ready to address any matter contained in this Road Map in the future.

## **ATTACHMENT 1**

### **Community and Stakeholder Feedback**

(Act 46 Engagement Feedback Summary)

**ATTACHMENT 2**

**Keiki to Career Kaua'i**

**2017 Kauai Early Childhood Care & Education Report**

(May 2017)

**ATTACHMENT 3**

**University of Hawai'i Center on the Family**

**Access to Early Childhood Care and Education in Hawai'i**

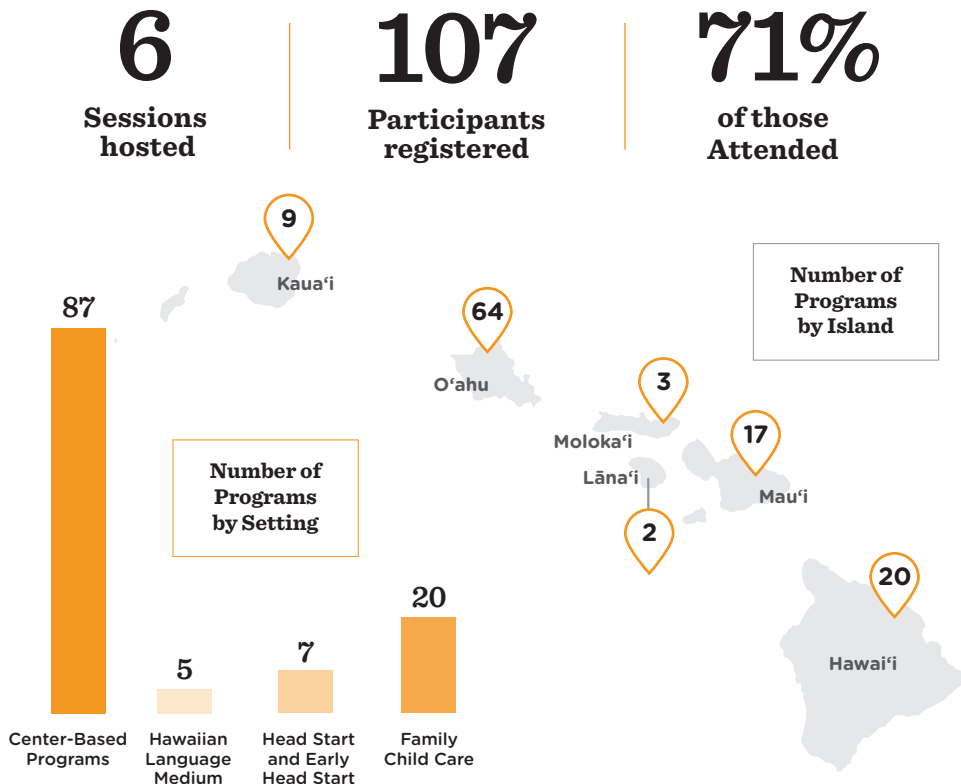
(Map)

# Act 046

## ENGAGEMENT FEEDBACK SUMMARY

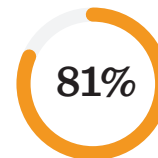
- ▶ The Act 046 Engagements are implemented in partnership with the Executive Office on Early Learning and the Department of Human Services in order to solicit meaningful community input to ensure long-term success in expanding early learning opportunities for all 3- and 4-year-olds. This iteration of sessions focused on informing child care providers about pertinent provisions in Act 046, solicited feedback on their concerns, barriers, and support needed; and explored their interest in implementation of the provisions in Act 046.

### PARTICIPANTS



### FEEDBACK SOLICITED

Participants were asked to share about their engagement session experience in a post survey. Nearly 50% response rate for the post survey.



found the session very valuable or valuable in bettering their understanding of Act 46, the rest found it somewhat valuable.

### SURVEY QUESTIONS

As stakeholders begin to expand early learning options for 3- and 4- year olds, what excites you, and what concerns do you have?

Do you (and if so, how do you) see yourself participating in expansion efforts related to Act 046? If so, what support do you need? If you do not have any plans or desire for expansion, we want to know that as well!

Pertaining to accreditation, what support do you need to achieve or sustain accreditation?

How might we better involve you and other stakeholders throughout this process? Who should we connect to, why and how?

Do you have any more questions about the Act and efforts that we can help clarify? Do you have any other ideas or support needed regarding any part of Act 046?

### MAJOR THEMES

#### Supporting the Early Learning workforce

Many providers and programs reported a desire to expand slots and program options for families; however, workforce was reported as one of the biggest barriers.

#### Supplementing programs, not supplanting

Participants expressed concerns about the potential detrimental impacts of public expansion to the private sector including smaller programs, Head Start, Family Child Care, and Infant and Toddler programs. Participants also requested support for infant and toddler programs and to ensure private-community based programs receive support as well.

#### Supporting accreditation

To achieve or sustain accreditation, participants shared that funding for: fees, wages, improvements, training, technical assistance, and bonuses, would be most helpful.

#### Provide distinctive support for Hawaiian Language Medium

Hawaiian language medium programs was established for revitalization, if we are put Hawaiian language medium childcare providers at risk we are jeopardizing Hawaiian language as a whole.

#### Keep us involved

Majority of participants expressed an interest in continuing conversations and collaboration around expansion and decision-making processes.

# 2017 KAUAI EARLY CHILDHOOD CARE & EDUCATION REPORT

MAY, 2017

*A project of Keiki to Career Kaua'i*



*"There can be no keener revelation of a society's soul than the way in which it treats its children." – Nelson Mandela*

**Keiki to Career Kaua'i**  
*Ready to Learn, Ready for Life*



## Acknowledgements

Our gratitude is extended to the Vidinha Charitable Trust for providing funding and support for this report. Thanks also to Keiki to Career's Leadership Council and Birth to Grade 3 Focus Area members, who inspired this report and have dedicated themselves to take action to support our youngest children. A special thanks to Kaua'i PATCH director, Mary Lu Kelley, who answered endless questions about invaluable PATCH data. Mahalo to Erin Cobb-Adams from Kamehameha Schools who shared his mapping data and strategy with us. Mahalo to Kerrie Urosevitch and Karen Worthington from the Hawaii Action Strategy for providing substantial information about statewide early childhood trends with their reports and data. Mahalo to Phyllis Kunimura, Founder of Kaua'i Independent Day School, and to Marion Paul, President of Kaua'i Planning & Action Alliance for their contributions to this project. And special thanks to Tiana Kamen, Keiki to Career Program Director, who researched and wrote this report.

Finally, a sincere acknowledgment is extended to our Keiki to Career community partners and supporters for their vision and commitment to creating an island community where all young people are healthy, competent, confident and caring. Without each and every one of you, this work would not be possible.

On the Cover: Tamatoa and Ivory planting a healthy future. Photo Credit: Sealight Studios and Farm to Keiki

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**PLAY IS** OFTEN TALKED ABOUT  
AS IF IT WERE  
A RELIEF FROM SERIOUS LEARNING.  
BUT FOR CHILDREN PLAY IS SERIOUS  
LEARNING.  
PLAY IS REALLY  
**THE WORK**  
**OF CHILDHOOD.**  
*-FRED ROGERS*

# PROJECT BACKGROUND

## ABOUT THE MAPPING PROJECT

The Kaua'i Early Childhood Care and Education Mapping Project 2017 is a snapshot taken in March, 2017 of early childhood care and education (ECCE) options on Kaua'i for children ages 2 years 8 months up to 5 years. Our belief at Keiki to Career Kaua'i is that the foundation of a child's success begins in the home with a loving and supportive family. High quality ECCE provides our keiki with additional social-emotional development, physical skills and wholesome early education that helps get them ready for kindergarten and beyond. This document is intended to offer guidance to Keiki to Career community partners and other service providers and policymakers looking to increase the number of children on Kaua'i who are ready to succeed in kindergarten, and life.

## PROCESS

Keiki to Career uses a collective impact model to achieve its vision of "an island community where Kauai's young people from birth to career are healthy, competent, confident and caring." The idea for this report originated within the Birth to Grade 3 Focus Area. This dedicated group of stakeholders represents a variety of professionals caring for children from birth to kindergarten and beyond. After the 2014 Kaua'i Youth Report was published, members suggested a further investigation into problems and solutions concerning the number of children on Kaua'i who are not prepared for kindergarten. The Keiki to Career, Birth to Grade 3 Program Director, Tiana Kamen, developed this report under their guidance.

## PROJECT BACKGROUND

### WHAT IS ECCE?

***Early childhood care and education (ECCE) is more than a preparatory stage assisting the child's transition to formal schooling. It places emphasis on developing the whole child - attending to his or her social, emotional, cognitive and physical needs - to establish a solid and broad foundation for lifelong learning and wellbeing.- UNESCO***

ECCE consists of activities and/or experiences that are intended to effect developmental changes in children prior to their entry into elementary school. The early years are a time of remarkable brain development, and lay the foundation for subsequent learning and success in life. This report focuses on "Ready for Kindergarten", and uses birth-age 5 for our general discussion of ECCE, and ages 2 years, 8 months to 5 years for mapping data.

**ECCE programs include various types of educational programs that serve children in the years before kindergarten such as:**

- Preschool
- DOE Pre-kindergarten (Pre-K)
- DOE Special Education (SPED) preschool
- Family and Child Interaction Learning (FCIL) i.e. Tutu and Me
- Group Homes
- Family Childcare Homes

TABLE REFERENCES <sup>1,2</sup>

### DATA

The majority of data from this report was collected from the following sources: 2014 Kaua'i Youth Report, PATCH-Hawaii, US Census, Childcare and Parenting Support Needs Survey by the Hawaii Early Childhood Action Strategy and the Early Childhood Indicator Report by the University of Hawai'i and Kamehameha Schools. A full listing of resources is provided on page 16. It is important to note that Kaua'i data is usually sourced from a small population and therefore has a greater margin of error in the Census and other reports. For our data, the population of children ages 2 years and 8 months up to 5 years was used because this represents the average ages of children who attend preschool. The number was calculated by equally dividing each age category (0-5) using the US Census Data for 2011-2015 average for those years.

# ECCE PROGRAMS ON KAUA'I

## WHAT DOES ECCE LOOK LIKE ON KAUA'I?

We used the census data boundaries to determine the capacity of ECCE on Kaua'i by geographic area. We only mapped the locations of formal ECCE programs including: preschools, DOE Pre-K, DOE Special Education Preschool (SPED), group homes and Family Child Interaction Learning (FCIL). The table shows seats available and deficits for each area of the island. This table provides a snapshot of capacity in March, 2017, and this data changes frequently.

### Total Formal ECCE Programs and Seats on Kaua'i by Census Area<sup>3,4,16</sup>

Census Area	Center-Based Preschool	Seats	DOE PK	Seats	DOE SPED	Seats	Group Homes	Seats	FCIL	Seats	Total Sites	Total Seats (capacity)	Total # Keiki	Total # Keiki Shortfall in Capacity	Total % Shortfall in Capacity **
Lihu'e	4	132			1	13					5	145	311	166	53%
Puhi/Hanama'ulu	3	102			1	9					4	111	224	113	50%
Wailua/Anahola	1	40							1	50	2	90	278	188	68%
Kapa'a	5	236			3	24	2	23	1	50	11	333	249	0	0%
Hanalei	4	108			1	5					5	113	277	164	59%
Ele'ele/Kalaheo	3	81	1	20	1	12			1	50	6	163	328	165	50%
Kaumakani/Hanapepe	1	80									1	80	102	22	22%
Kekaha/Waimea	4	80	1	20	1	15			1	50	7	165	139	0	0%
Koloa/Po'ipu	2	60			1	17					3	77	209	132	63%
All Kaua'i	27	919	2	40	9	95	2	23	4	200	44	1277	2117	840	40%

\*\* Doesn't include total number of keiki in Family Childcare Homes = 215 keiki

\*Highest deficits in seats/population.

# MAP OF FORMAL ECCE PROGRAMS ON KAUA'I

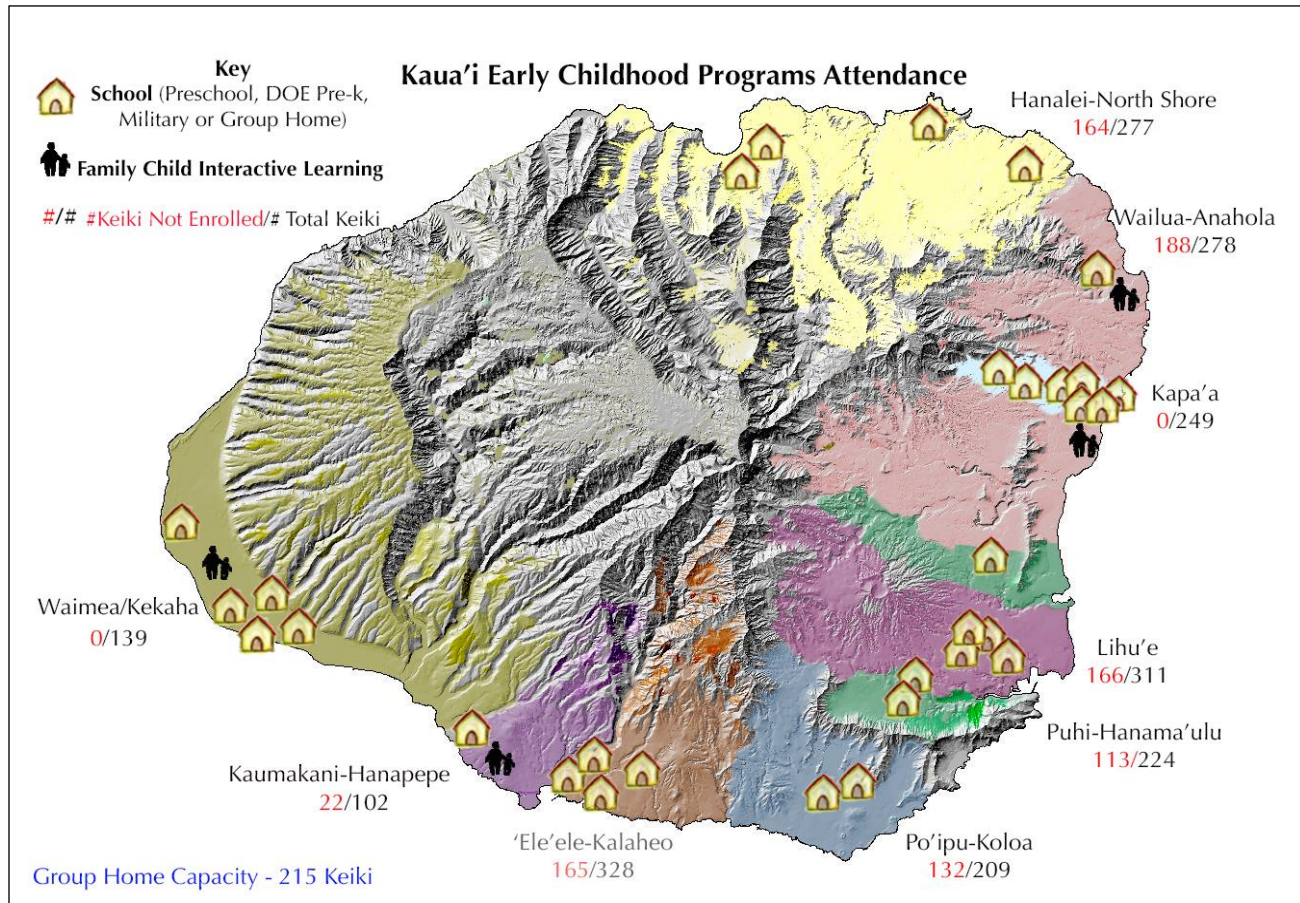


Table References: 3,4,5,6,16

Map is a snapshot taken in March, 2017. Programs change often.



**There is a shortfall in capacity in nearly every census area. The shortfall is the highest in: Wailua/Anahola (68%), Koloa/Poipu (63%), Hanalei/North Shore (59%), Puhi/Hanama'ulu (50%) and Lihue (53%). Only Kapaa and Kekaha/Waimea have enough local capacity.**

# KEIKI NOT READY TO SUCCEED IN KINDERGARTEN

## PROBLEM: ~¼ OF KAUA'I KEIKI ARE NOT KINDERGARTEN READY

Research confirms the relationship between high-quality ECCE and long-term academic outcomes. Early learning experiences set the stage for success in school, work and life by developing critical cognitive, social and emotional skills.

Five indicators were identified to measure "Kindergarten Readiness" as reported in the 2014 Kauai Youth Report. Data for each of the five indicators was collected through the Hawai'i State School Readiness Assessment (HSSRA), which captures a classroom-level snapshot of entering kindergarteners<sup>9</sup>. **The data indicates that many Kaua'i keiki are not kindergarten ready. Developing these skills before age 5 is crucial to success in life.**

- A) **Language Readiness (3.6/5)**- The proportion of entering kindergarteners who demonstrate literacy skills and concepts. Between half and ¾ of children are language ready.<sup>8</sup> 
- B) **Cognitive Readiness (3.9/5)**- The proportion of entering kindergarteners who "possess the attitudes and habits that facilitate learning<sup>8</sup>." 
- C) **Physical Readiness (4.3/5)** - The proportion of entering kindergarteners who "display good muscle control, personal hygiene and alertness<sup>8</sup>."
- D) **Social-Emotional Readiness (4.2/5)** - The proportion of entering kindergarteners who "are independent, with skills to successfully participate in school routines<sup>8</sup>."



Lilia and Elinore planting seeds for the future. Photo credit: Sealight Studios and Farm to Keiki

To grow healthy children, we must malama  
(care for) each and every seed.



## ECCE ON KAUA'I: FINDINGS

Research shows that children who participate in good quality preschool enter kindergarten with a greater range of vocabulary and language proficiency than children who do not attend preschool. Preschool participants are also more likely to exhibit proficiency in later grades, as well as higher retention and graduation rates. In many ways, the benefits of preschool attendance are plentiful and can be monitored as a predictor of future readiness and success<sup>8</sup>. Parents also benefit from preschool, including learning different methods to extend their children's learning at home and practicing their role in their keiki's school success.

### ATTENDANCE:

**~ 30% of children on Kaua'i are not attending any type of ECCE before kindergarten**<sup>3,4</sup>. The Childcare and Parenting Support Needs Survey by Hawai'i Action Strategy found that family members were childcare providers for the large majority of these children, with 75% of those being grandparents<sup>11</sup>. Some of these caregivers may not know how to fully prepare these children for kindergarten. In addition, many of these households may not speak English regularly. English language readiness is strongly correlated to living in an English-speaking household. Native languages spoken at home are culturally important and a wonderful opportunity to learn a second language. However, the child may need more English exposure to be prepared for kindergarten classrooms taught in English.

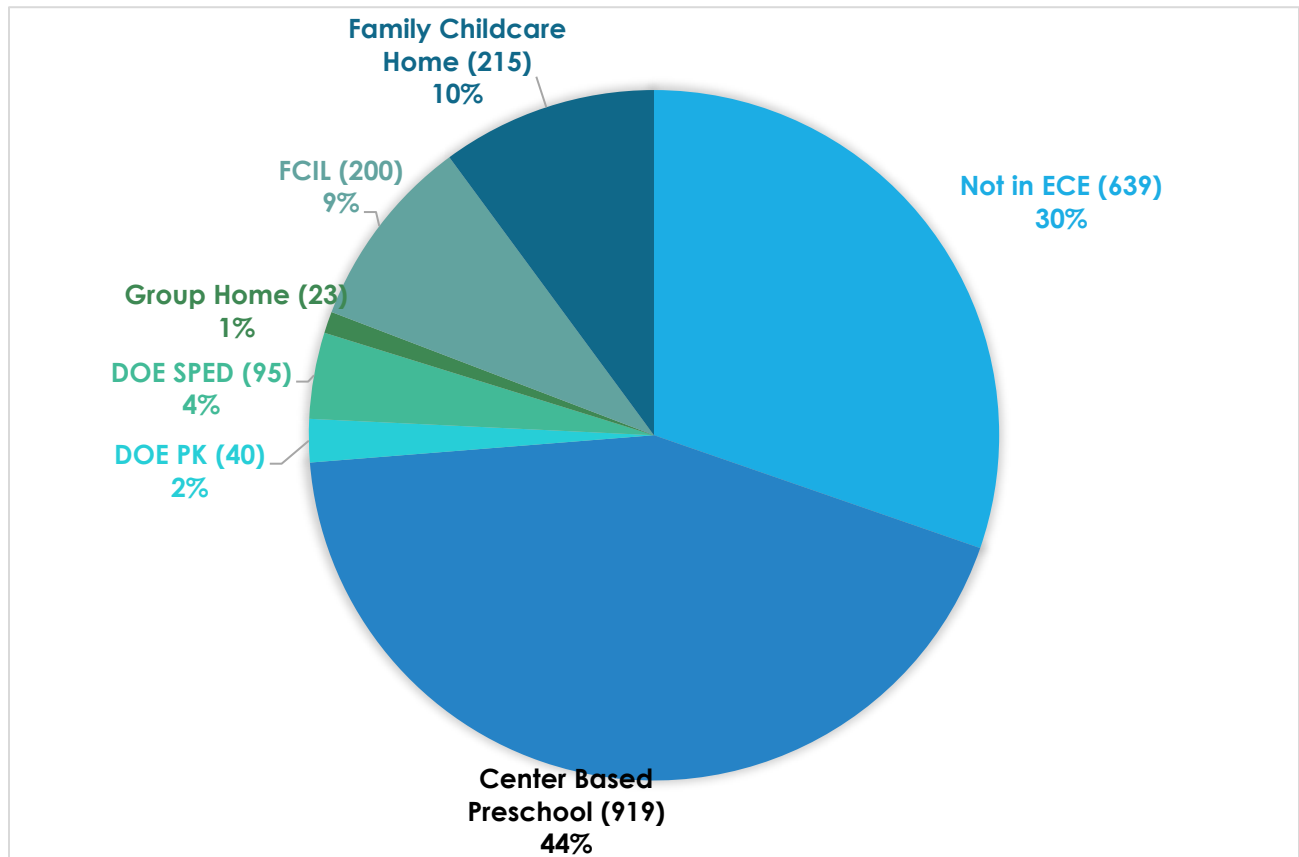
**~70% of Kaua'i keiki attend some type of ECCE facility or provider before kindergarten**<sup>3,4</sup>. This includes licensed preschools, Department of Education Pre-K, Department of Education SPED preschools, military care centers, FCIL's, family childcare homes, and group homes. All of these programs vary greatly in type and quality of education, emphasis on kindergarten preparation and childcare provider education requirements. Even though these programs are led by trained childcare providers, **some programs may not focus on preparing children for kindergarten.**

**Decades of research provide unequivocal evidence that public investment in early childhood care and education can produce economic returns equal to roughly 10 times its costs. – Economics of Education Review<sup>10</sup>**



## ECCE ON KAUA'I: FINDINGS (CONT.)

ESTIMATED NUMBER OF KEIKI ATTENDING ANY ECCE PROGRAMS ON KAUA'I  
(Average 2011-2015 for keiki ages 2 years and 8 months to under 5 years)<sup>3,4</sup>



### OBSERVATIONS<sup>3,4,11</sup>

- The lack of formal early education opportunities could be a large contributing factor to those children who enter kindergarten unprepared.
- There is a need to increase the number of children enrolling in good quality ECCE programs.
- There is a need to increase the number of ECCE capacity in communities with capacity shortfalls.
- Some of our ECCE programs and providers are not adequately preparing children for kindergarten.
- Efforts must support all caregivers (family and ECCE providers) to prepare children for kindergarten, regardless of ECCE attendance.
- Kaua'i Community College offers excellent programs to train early childhood teachers, but not enough students are enrolling.

# BARRIERS AND RECOMMENDATIONS

## KEY REASONS FOR KEIKI NOT ATTENDING ECCE

So why are 30% of our keiki not attending ECCE? The following are the top reasons identified by our Birth-Grade 3 Subcommittee as well as results from the Access to Early Childhood Survey by the Hawaii Action Strategy (HAS). HAS research found that reasons varied depending on family income. Here are the top 5 (not by rank) and their associated problems and recommendations.

- Inconvenient Location**
- Too Expensive**
- No Available Seats**
- Limited Options**
- Varying Quality of Education**



Barrier	Recommendation
<b>Location of ECCE is Not Convenient</b>	<b>Support New ECCE in Highest Gap Areas</b>
<ul style="list-style-type: none"> <li>• 62.5% (2/3) prefer closer proximity of childcare to home<sup>11</sup>.</li> <li>• Areas with largest gap of keiki not attending ECCE have the fewest number of ECCE in their town<sup>3,4</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage more ECCE's in towns with highest number of children not enrolled in ECCE<sup>3,4</sup>, such as:               <ul style="list-style-type: none"> <li>Wailua/Anahola (68%)</li> <li>Koloa/Poipu (63%)</li> <li>Hanalei/North Shore (59%)</li> <li>Puhi/Hanama'ulu (54%)</li> <li>Lihue (53%)</li> </ul> </li> </ul>

**Prohibitive Costs to Many Families**

- Cost is a major barrier for many families.
- Average monthly cost for ages 3-4: \$640 (group home) & \$936 (center)<sup>3</sup> and ranges from \$6,612-\$10,200/year<sup>12</sup>.
- 20.1% of keiki received some type of subsidies for childcare<sup>12</sup>.
- There are free/low-cost programs on island, but the quality of some of these programs equated to lower parent satisfaction<sup>11</sup>.

**Need More Creative Financing**

- Provide financial incentives for ECCE programs so they can lower costs.
- Promote available subsidies such as Preschool Open Doors and Pauahi Scholarships. Increase total number of subsidies.
- To make more families eligible for subsidies, raise the maximum allowable income level.
- To help reduce center costs, update food safety regulations regarding cooking school meals and snacks. Few schools meet the regulations and must purchase costly and unhealthy prepared food<sup>7</sup>.



Students at Kaua'i Independent Daycare Service in Kapaa



## SEATS AVAILABLE (CAPACITY)

Not Enough Open Seats for Keiki	Expand Current and Add New ECCE
<ul style="list-style-type: none"> <li>• There is gap in capacity for 639 keiki<sup>3,4</sup>.</li> <li>• There are only spaces for 1478 of 2117 keiki ages 2.8-5 years <sup>3,4</sup>.</li> <li>• Many ECCE's on Kaua'i have long and continuous waiting lists<sup>3</sup>.</li> <li>• 35% of parents' report "no openings" as the highest issue when looking for ECCE<sup>3</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support for ECCEs to expand their services, at existing sites or new locations.</li> <li>• Support FCIL's and pop-up preschools that are easier to expand.</li> <li>• Advocate for State support to expand free DOE Pre-Kindergarten for all.</li> </ul>



## LIMITED OPTIONS

Not Enough ECCE Providers On Island	Encourage New Programs. Train Family Providers
<ul style="list-style-type: none"> <li>• Current ECCE options on Kaua'i: preschools (29), FCIL (4), family homes (37) and group homes (2)<sup>3,4</sup>.</li> <li>• A continuing barrier to ECCE is the shortage of state-qualified preschool aides, teachers and directors, which causes preschools to close and inhibits expansion to meet the demand.</li> <li>• Some public schools do not have the physical space to house preschool options.</li> <li>• Families who care for children at home may need help to better prepare their children for kindergarten.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend a follow-up report identifying the biggest barriers to opening new ECCE's on island.</li> <li>• Recommend further research into why there is a shortage of state-qualified aides, teachers and directors and explore what changes are needed to address this critical issue.</li> <li>• Promote Early Childhood Education program at Kaua'i Community College to train more teachers.</li> <li>• Open state-funded Pre-K for all keiki.</li> <li>• Promote PATCH in-person and on-line programs to train providers and families to better prepare kids for kindergarten.</li> </ul>



Varying Quality Education and Care	Teacher Incentives and Professional Development
<ul style="list-style-type: none"><li>• Quality is one of the top reasons for families deciding on a preschool.<sup>11</sup>.</li><li>• Only 65% of parents were “very satisfied” with their child’s preschool. Lower income parents were less satisfied with the quality of their child’s preschool.<sup>11</sup></li><li>• Mismatch of teacher expectations and pay. Low ECCE educator pay (Hawai’i average \$35,820), coupled with Kaua’i’s high cost of living, results in high teacher turnover and difficulty recruiting new staff<sup>14,15</sup>.</li><li>• Teachers impact ECCE quality. Low pay is associated with provider depression and can result in classroom behavior problems and lower learning capacity<sup>13,14</sup>.</li></ul>	<ul style="list-style-type: none"><li>• Provide incentives to childcare owners and staff to grow and maintain quality programs, especially in low-income areas.</li><li>• Pay childcare providers higher wages and create incentives for childcare owners.</li><li>• Support professional development opportunities with incentives.</li><li>• Promote current ECCE education and training at Kaua’i Community College and PATCH.</li></ul>

# CONCLUSION

Research establishes that prenatal and the first few years of a child's life are the most important for healthy development and success in life. 70% of Kauai's keiki have the opportunity to get a jump start in socio-emotional development, physical skills, and in building a foundation for early education by attending an ECCE program. This is a good starting point, but we must not forget that 30% of Kauai's children are getting left behind in this opportunity, in their most formative years. There is currently not enough capacity on island for all of our keiki to benefit from this important foundation. Other barriers for families to send their children to ECCE programs include the high cost, inconvenient location, and quality of the program.

Currently, the biggest challenge to expanding ECCE programs is the lack of state-qualified preschool directors, teachers and aids. Kaua`i Community College offers a Certificate and an Associate Degree in Early Childhood Education. However, the current low enrollment data suggests that students are choosing similar careers that provide a higher salary, such as education positions in K-12.

To insure that all keiki on Kaua'i are ready for success in kindergarten, the following goals and recommendations are provided.

## Goals for ECCE on Kaua`i

- All keiki have the opportunity to attend a high quality ECCE program that is affordable, and in a location that is convenient to the family.
- All ECCE programs meet the Hawai`i Early Learning and Development Standards or Hawai`i Preschool Content Standards, which help develop keiki as healthy, confident, caring, capable individuals and prepare them for kindergarten.
- All ECCE programs are led by highly skilled individuals who are adequately paid for their important role in society and receive health support services.
- ECCE providers have the opportunity to attend more professional development opportunities as needed, such as classes at the Kaua`i Community College and PATCH.

# CONCLUSION (CONT.)

## Recommendations

- Encourage families to send children to good quality ECCE programs.
- Attract more ECCE teachers and aides and support their wellbeing through appropriate pay scales.
- Support the growth of quality and affordable ECCE options in all locations, especially those with the greatest need of unserved children.
- Increase the current income limit on Child Care Connection preschool subsidies so more families will qualify.
- Provide incentives and opportunities for ECCE providers to increase their ability to properly prepare children for kindergarten.
- Conduct further research into why there is a shortage of state-qualified preschool aides, teachers and directors and how we can address this important issue.
- Promote current education options, such as those at Kaula`i Community College and PATCH, to help ECCE providers improve program quality, and help families better prepare their children for kindergarten.
- Expand state supported free DOE Pre-K for all keiki. This would remove the cost barrier for families and insure our keiki have the opportunity to develop social, physical and cognitive skills that will benefit them in kindergarten and the early school years.

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## **Keiki to Career Kaua'i**

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KAUAI PLANNING & ACTION ALLIANCE

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Recommended citation: Keiki to Career, *2017 Kaua'i Early Childhood and Education Map*. Lihue: Kaua'i Planning and Action Alliance, 2017. Web. 31 Mar. 2017.

# Access to Early Childhood Care and Education in Hawai'i

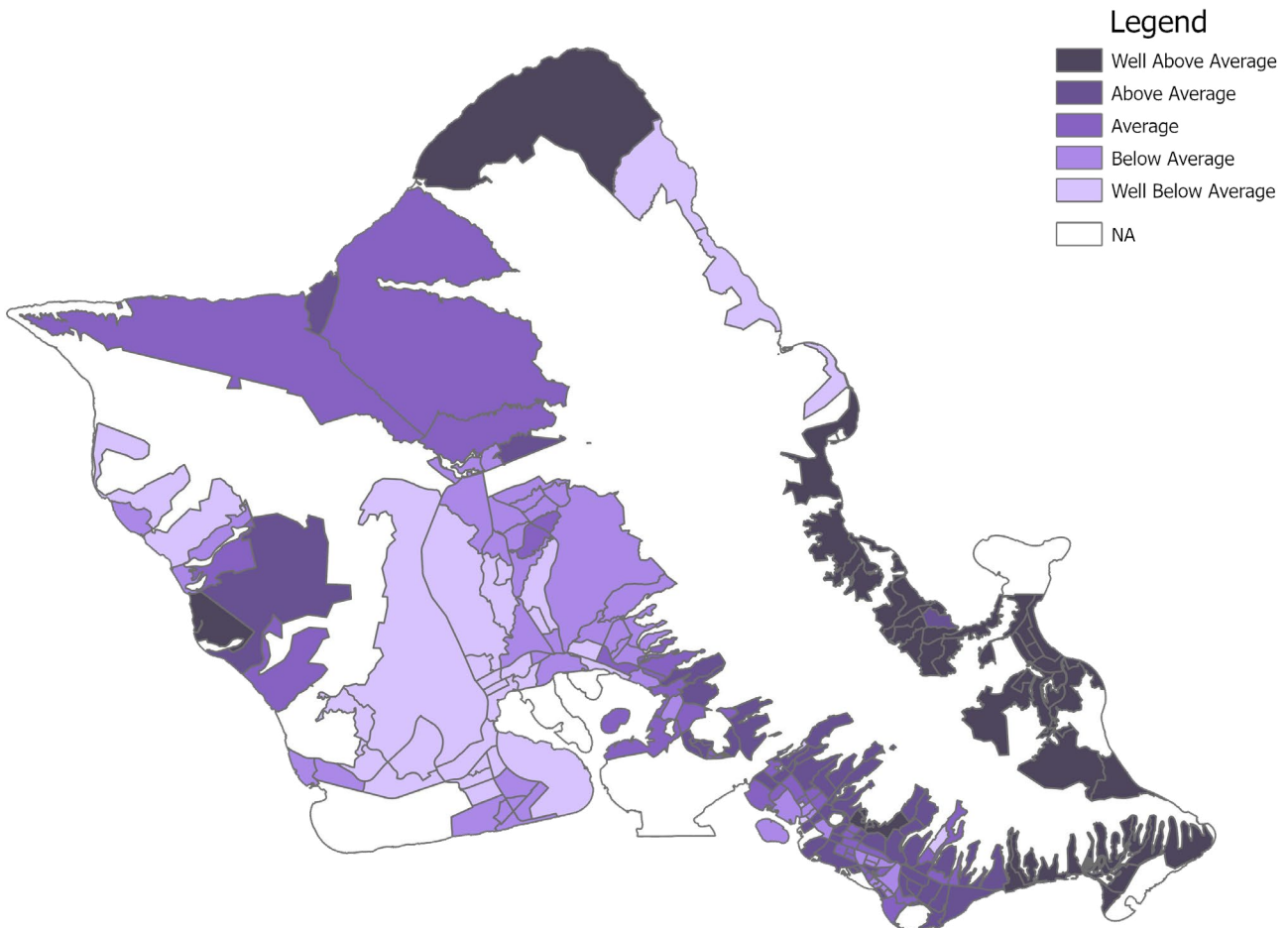
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Affordable, conveniently located, and high-quality early childhood care and education (ECE) is crucial to the well-being of children, families, and communities. The equitable allocation of ECE resources requires data on which areas of the state have the greatest unmet needs. Such data are especially important as Hawai'i moves towards universal ECE access for three- and four-year-olds by 2032.

The [Access to Early Childhood Care and Education](#) web tool can inform Hawai'i's expansion planning with interactive maps that show (a) the supply of nearby ECE seats, (b) cost as a percentage of family income, and (c) whether these seats are high quality. The examples below provide an *overall ECE access score* (combining all three aspects of access) for each census tract in the state. How does your district fare?

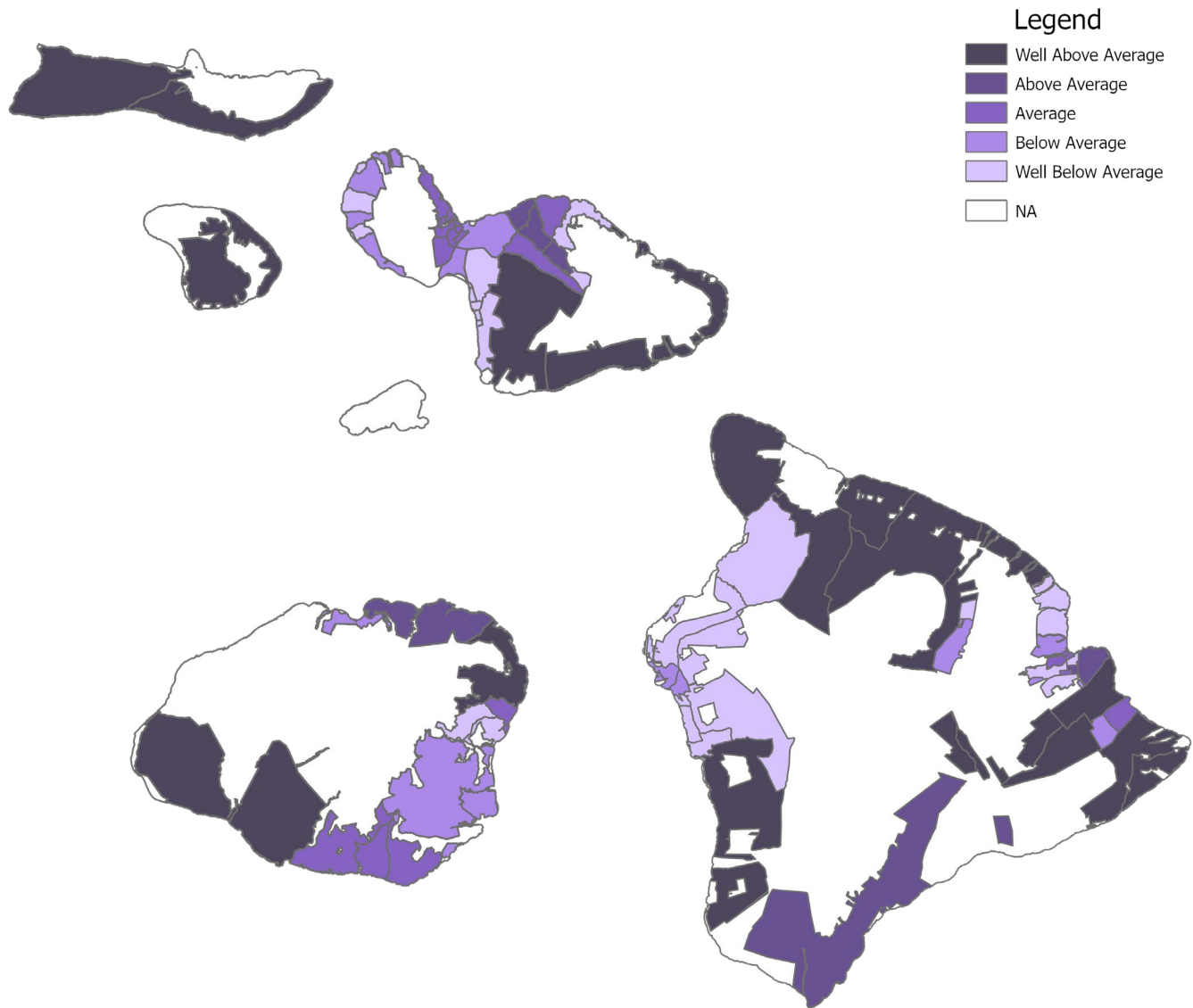
## Overall ECE Access Honolulu County

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# Overall ECE Access Hawai'i, Kaua'i and Maui Counties

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To access the web tool, please visit the Center on the Family website at [www.uhfamily.hawaii.edu](http://www.uhfamily.hawaii.edu). For answers to your questions or to arrange a consultation for your office, contact Dr. Barbara DeBaryshe, [debarysh@hawaii.edu](mailto:debarysh@hawaii.edu)



*Note:* The ECE access scores shown are based on a 5-mile driving distance from each home within a community. Scores are adjusted for both the number of ECE seats and the number of young children living within that radius. White areas on the map are non-residential zones.