

HAWAII STATE ADVISORY COUNCIL APPLICATION

TABLE OF CONTENTS

Introduction..... 1

Executive Summary..... 1

I. Key Organizations 2

Social Economic Framework 4

Data Sources..... 4

Existing Programs and Status of Accomplishments 6

 Continuum of Early Childhood Services 10

 Program Quality 12

 Quality of Facilities..... 14

 Professional Development..... 15

 Early Learning Standards 18

II. State Advisory Council Membership..... 19

III. Three-Year Plan 20

 Expanding Program Participation Goal..... 20

 Quality Assurance System Goal 21

 Professional Development System Goal 23

 Early Learning Standards System Goal..... 25

IV. Plans for

 a) Periodic Needs Assessment..... 26

 b) Public Hearings 26

 c) State Advisory Council Meetings 26

V. Data to be collected and provided to Federal Officials.....	27
VI. Lists of Contributors and Description of their Work	
a) State Departments.....	28
b) Organizations	30
c) Cooperating Entities	32
VII. Sustainability.....	34
VIII. Organizational Profiles	
a) Agency Responsible for SAC	35
b) SAC Coordinator	35
c) Organizational Chart.....	35
d) Contact Persons	36
X. Third-Party Agreements.....	38
XI. Three-Year Budget.....	39
Budget Justification	40
Third-Party Agreements for Non-Federal Match.....	42

APPENDIX

A:	Executive Order No. 10-06
B:	Letters of Non-Federal Resource Commitment
	▪ Samuel N. and Mary Castle Foundation
	▪ The Kamehameha Schools
	▪ The Good Beginnings Alliance
C:	Job Description for the State Advisory Council Coordinator
D:	Financial Statements/Audit Report

E. Names of Bond Carriers

INTRODUCTION

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

APPROACH

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

With this approach in mind, our application provides:

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

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

Key Organizations

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

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

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

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

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

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

Social Economic Framework

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

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

Data Sources

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

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

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

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

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

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

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

NEED FOR ASSISTANCE

Existing Programs and Status of their Accomplishments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Continuum of Early Childhood Services

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

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

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

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

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

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

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

Program Quality

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

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

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

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

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

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

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

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

Quality of Facilities

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

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

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

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

Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Early Learning Standards

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

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

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

STATE ADVISORY COUNCIL MEMBERSHIP

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

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

THREE –YEAR PLAN

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

Expand Program Participation Goal

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

Principal Objectives:

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

Activities:

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

Key Individuals:

State of Hawaii Department of Human Services

Quality Assurance System Goal

Principal Objective:

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

Secondary Objectives:

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

Principal Partners:

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

Activities:

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

Key Individuals:

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

Professional Development System Goal

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

Principal Objective:

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

Secondary Objectives:

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

Activities:

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

Key Individuals:

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

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

Castle Foundation: Al Castle

Early Learning Standards System Goal

Principal Objectives:

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

Principal Partners:

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

Activities:

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

Key Individuals: DHS: Julie Morita; Good Beginnings Alliance

PLANS FOR

a) Periodic Needs Assessments

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

b) Public Hearings

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

c) State Advisory Council Meetings

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

DATA TO BE COLLECTED AND PROVIDED TO FEDERAL OFFICIALS

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

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

LIST OF CONTRIBUTORS AND DESCRIPTION OF THEIR WORK

a) State Departments

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

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

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

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

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

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

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

b) Organizations

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

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

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

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

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

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

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

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

c) Cooperating Entities

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

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

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

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

SUSTAINABILITY

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

ORGANIZATIONAL PROFILES

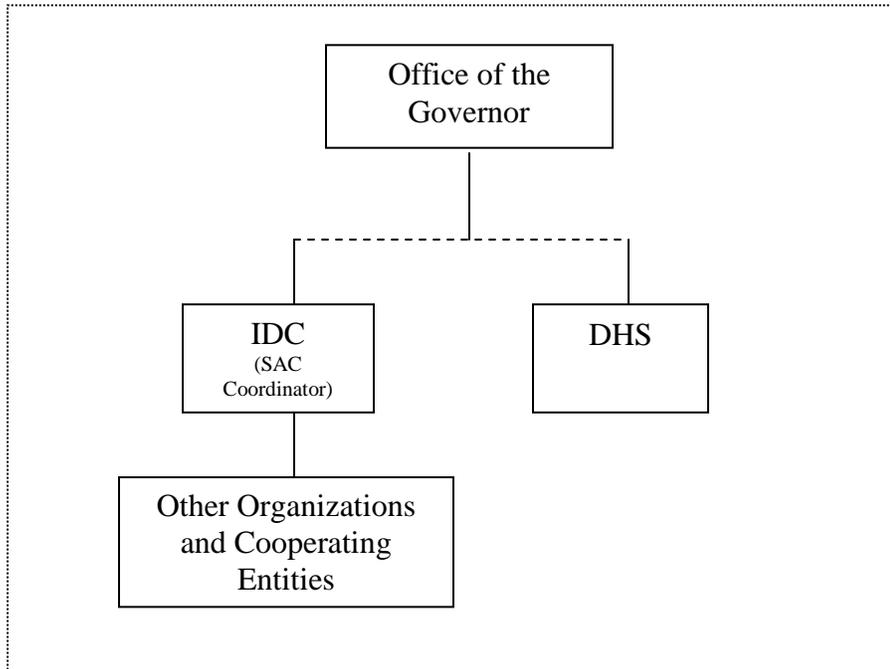
a) Agency Responsible for Management of State Advisory Council

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

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

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

c) Organizational Chart



d) *Contact Persons*

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Experience in Program Area

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

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

THIRD PARTY AGREEMENTS

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

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

Three-Year Budget

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

Budget Justification

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

1. Personnel description:

State Advisory Council Coordinator	1FTE		<div style="background-color: black; width: 20px; height: 15px; display: inline-block;"></div> – Year 1 <div style="background-color: black; width: 20px; height: 15px; display: inline-block;"></div> – Year 2 <div style="background-color: black; width: 20px; height: 15px; display: inline-block;"></div> – Year 3
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2. Fringe Benefits description:

State Advisory Council Coordinator		<div style="background-color: black; width: 20px; height: 30px; display: inline-block;"></div> – Year 1 <div style="background-color: black; width: 20px; height: 15px; display: inline-block;"></div> – Year 2 <div style="background-color: black; width: 20px; height: 15px; display: inline-block;"></div> – Year 3
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The composite fringe benefit rate (RATE) of 36.96% has been applied. The rate consists of the following fringe benefit items and computed rates:

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

3. Travel description:

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

1 National conference related to Early Childhood Systems-Building

@ \$2,000 per years 2 & 3

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

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

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

4. Equipment description:

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

\$1,000 - Year 1

5. Supplies description:

Basic office supplies and printing of standards and other reports

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

6. Other (Program Operations)

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

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

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

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

Third Party Agreements for Non-Federal Match

The [REDACTED] designated as non-federal match by other entities in support of the Hawai'i State

Advisory Council plan are as follows:

Good Beginnings Alliance \$45,000

Year 1:

Personnel	[REDACTED]
Contracts	[REDACTED]
Meeting Expenses	[REDACTED]
Office Expenses	[REDACTED]
	<hr/>
	[REDACTED]

Year 2:

Personnel	[REDACTED]
Contracted Position	[REDACTED]
Meeting Expenses	[REDACTED]
Office Expenses	[REDACTED]
	<hr/>
	[REDACTED]

Kamehameha Schools \$182,000

Year 1:

Contracted Positions	[REDACTED]
Meeting Expenses	[REDACTED]
Travel	[REDACTED]
Fiscal Administration & office expenses	[REDACTED]
	<hr/>
	[REDACTED]

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

In each of Years 1-3:

Preschool tuition assistance for low-income families	[REDACTED]
Preschool teacher scholarships	[REDACTED]
Facility construction & small capital improvements	[REDACTED]
	<hr/>
	[REDACTED]

TOTAL NON-FEDERAL FUNDS
(STATE MATCH) [REDACTED]

ⁱ Center-based programs include preschools, child care centers, Head Start programs, and infant-toddler programs. Family-child interaction learning programs are provided for children to attend with a family member three days per week for an average of three hours daily. This model combines early education for the children with parent/family education for the participating family member. For additional information, see: Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education. Available from <http://www.goodbeginnings.org/index.php/site/ReportsAndStudies/>

ⁱⁱ Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education, p. 19.

ⁱⁱⁱ PATCH. (June 2008). *Report on Facilities and Capacity as of June 2008*. Retrieved March 30, 2010 from http://patchHawaii.org/files/content/community/stats/Facilities_Capacity_June_08_for_web.pdf. Note: For purposes of this report, capacity refers to the actual number of spaces providers make available (“desired capacity”), which is less than total licensed capacity. For an explanation of desired capacity vs. licensed capacity, see Good Beginnings Alliance. (August, 2007), Fact Sheet: Children, Families and Early Childhood Education in Hawaii, available online: <http://www.goodbeginnings.org/index.php/site/annualFactSheet/>.

^{iv} Reinhardt, K. (May 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from Good Beginnings Alliance (GBA).

^v Reinhardt, K. (May 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA.

^{vi} Additionally, 3,970 children ages 0-2 participate in early intervention programs – 7.2% of all children ages 0, 1, and 2 years. See Reinhardt, K. (May 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA.

^{vii} Reinhardt, K. (May, 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA. Note: Population estimate is for FY 2006-07 based on birth data from the Department of Health. “0-5 population” is the same as “under five” and means children from birth through age 4 (until age 5): children ages 0, 1, 2, 3, and 4.

^{viii} U.S. Census Bureau. (n.d.). 2008 *American Community Survey, Hawaii -Selected Economic Characteristics: 2008*. Employment Status, Own children under 6 years, All parents in family in labor force. Retrieved April 5, 2010 from <http://factfinder.census.gov>

^{ix} Department of Human Services. (n.d.) *DHS Child Care Subsidy Fact Sheet*. Honolulu, HI: State of Hawaii, Department of Human Services. [Distributed 12/4/09]

^x Reinhardt, K. (May 2009) *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA. Note: Population estimate is for FY 2006-07 based on birth data from the Department of Health.

^{xi} PATCH. (2008). [Report on average full-time monthly rates by age and facility type as of June 2008 (FY 2007–2008)]. Unpublished raw data. Cited in He, S.J., Yuen, S., Nitta, K., & Ripke, M. (2008). *ECCS–Hawaii’s early childhood comprehensive system*. Honolulu, HI: University of Hawaii, Center on the Family.

^{xii} The total enrollment of center-based and family child care programs was 21,053 as reported in PATCH. (June 2008). *Report on Facilities and Capacity as of June 2008*. Cited in Good Beginnings Alliance. (August, 2007), Fact Sheet: Children, Families and Early Childhood Education in Hawaii. Honolulu, HI: Author. Retrieved March 17, 2010 from <http://www.goodbeginnings.org/index.php/site/annualFactSheet/>. Note: FCIL programs are not included because they are largely free of charge to participants; likewise, special education preschool is not included because its provision is free to eligible participants.

^{xiii} Unpublished data analysis by K. Reinhardt for Act 259 Early Learning Educational Task Force, 2007; Additional unpublished analysis by T. Vast, 2010. For further information, contact Good Beginnings Alliance.

^{xiv} Head Start State Collaboration Project. (April, 2009) *Needs Assessment*. Honolulu, HI: Head Start State Collaboration Office. Note: Percentage calculated based on percentage of children below federal poverty level (see Endnote #15 above).

^{xv} Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education, p. 38.

^{xvi} Number of accredited programs: NAEYC- accredited centers as of 4/2/10: Retrieved April 5, 2010 from <http://www.naeyc.org/accreditation/search>. Note: Although infant-toddler programs are counted as separate centers for the purpose of Hawaii state child care licensing, NAEYC counts accredited centers that include a preschool program and an infant-toddler program in the same facility as one center.

^{xvii} Reinhardt, K. (May 2009). *Data Source for IDC Indicators, FY 2008 Report*. Available from GBA. Note: Further analysis using actual total capacity of licensed centers by T. Vast. For more information, contact GBA.

^{xviii} NECPA-accredited centers: Retrieved April 5, 2010 from <http://www.necpa.net/>. Note: Although infant-toddler programs are counted as separate centers for the purpose of Hawaii state child care licensing, NECPA counts accredited centers that include a preschool program and an infant-toddler program in the same facility as one center.

^{xix} Vast, T. Unpublished analysis, 4/3/10. For further information, contact Good Beginnings Alliance.

^{xx} Murphy, Kathy. (February 17, 2010). [Fact sheet distributed to House Education and Senate Education and Housing Committees, Informational Briefing on the Status of the Early Learning System in Hawaii.] Honolulu, HI: Hawaii Association for the Education of Young Children (HAEYC).

^{xxi} Percentage of non-accredited centers is based on licensed centers for children ages 2-5 and does not include infant-toddler centers. Number of participants and applicants: Ann Tom, University of Hawaii Center on the Family, unpublished data summary, 3/30/10; Number of licensed centers: PATCH, *Report on Facilities and Capacity as of June 2008*. Retrieved April 1, 2010 from http://patchHawaii.org/files/content/community/stats/Facilities_Capacity_June_08_for_web.pdf

^{xxii} Vast, T. Unpublished data analysis, 4/2/10. For further information, contact Good Beginnings Alliance.

^{xxiii} Tom, Ann. (March 30, 2010) [Quality Care Program (QCP) for Center- and Home-Based Childcare Programs.] Unpublished data summary. Honolulu, HI: University of Hawaii, Center on the Family.

^{xxiv} Note: This may be an undercount due to turnover.

^{xxv} Data sources: Number of accredited programs: NAEYC- accredited centers as of 4/2/10: Retrieved April 5, 2010 from <http://www.naeyc.org/accreditation/search>; NECPA-accredited centers: Retrieved April 5, 2010 from <http://www.necpa.net/>; Number of licensed centers: PATCH, *Report on Facilities and Capacity as of June 2008*. Retrieved April 1, 2010 from http://patchHawaii.org/files/content/community/stats/Facilities_Capacity_June_08_for_web.pdf

^{xxvi} Vast, T. & Reinhardt, K. (2007). [Unpublished analysis of DHS and PATCH Registry data.] For further information, contact Good Beginnings Alliance.

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

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