

University of Hawai‘i

Child Care Needs Assessment Survey Findings

May 2013

Prepared for:
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&
U.H. President’s Commission on the Status of Women

UNIVERSITY *of* HAWAI‘I®
SYSTEM



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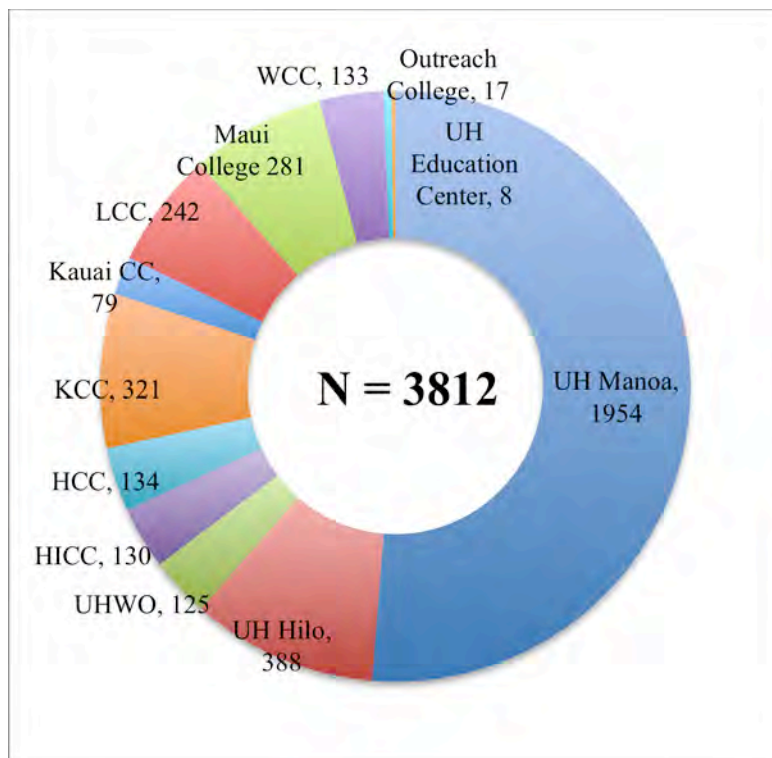
University of Hawai'i System Child Care Needs Assessment Executive Summary



INTRODUCTION

Every day, in multiple ways, the University of Hawai'i reaps the benefit of our late Congresswoman Patsy T. Mink's "Title IX of the Education Amendments of 1972," best known for its impact on athletics, but primarily intended to provide access to post-secondary education. Legal change is only the first step, social and institutional change takes more time. The accelerated growth of women in education, both as students and employees, requires further changes to the social institution of our "universities." Child care is a key issue for both "non-traditional" student parents and for employees (both men and women) in their quest for educational access, professional access and a balance between work and family.

In late Spring 2009 (April 16 - May 15) an online survey of the child care needs of students, faculty and staff of the 10 campuses of the University of Hawai'i System was conducted by the University of Hawai'i President's Commission on Status of Women (CSW) and the UH Mānoa (UHM) Women's Center.



Funded by the Office of the President of the University of Hawai'i System, the survey assessed the child care needs of students, faculty and staff on all ten campuses of the UH System.

The survey netted 3,812 complete responses from across the UH System, resulting in a 6% overall response rate from the 51,090 students and 8,819 employees in Spring 2009.

The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to a more robust response.

This Executive Summary provides an overview of findings and recommendations appropriate for all campuses of the University of Hawai'i System and is accompanied by a series of campus-specific reports.

Some Changes Create New Context: 2009-2013

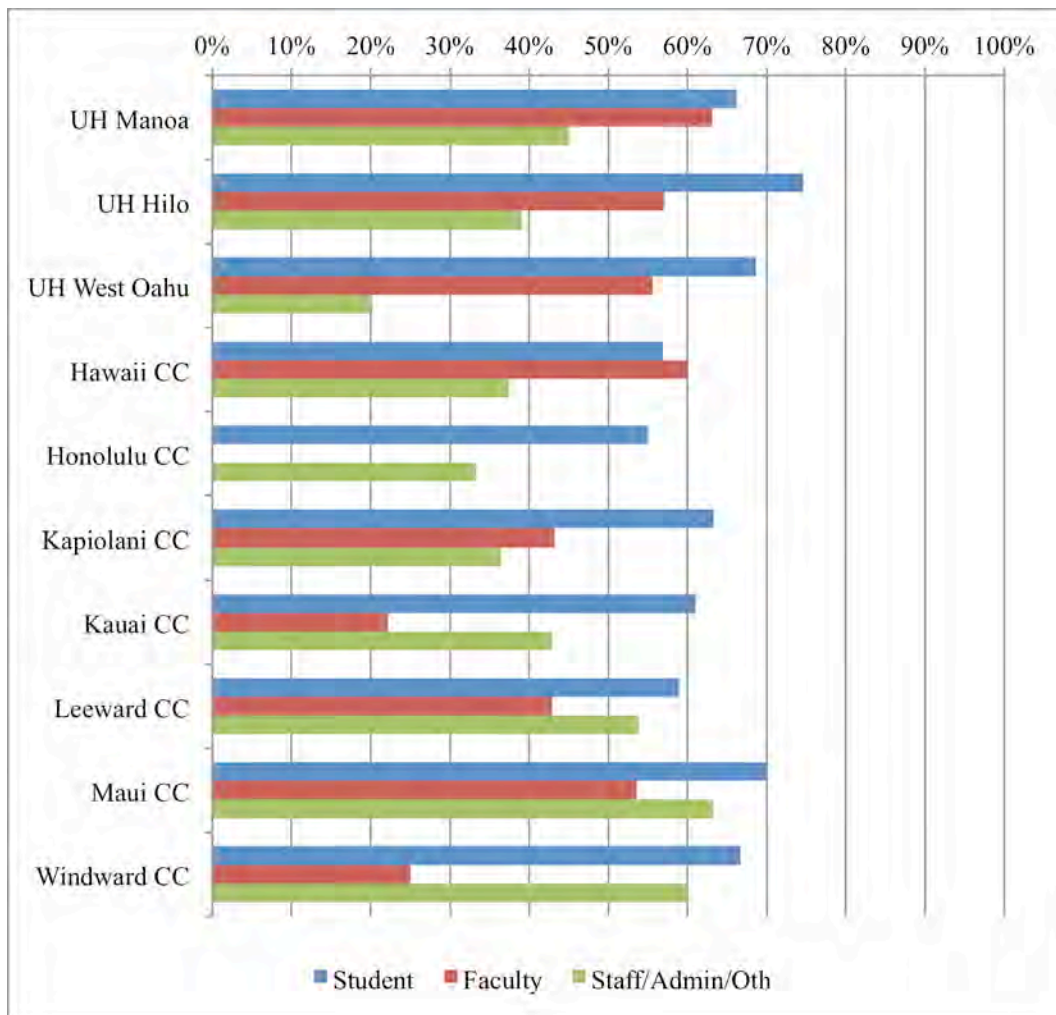
- Although complete findings have been delayed, the need for affordable care has not diminished. Recommendations for increasing child care inventory remain compelling.
- Campuses experiencing increased faculty hiring may find an accelerated push for child care. It is recommended that an updated OHR employee data set be analyzed with an eye towards identifying trends in faculty and staff in childbearing/childrearing age groups (25-50 years old).
- A recessionary economy means increased competition for limited resources. But economic recovery, employee retirement and hiring, and increased enrollment of adult students all increase the need for child care services.
- The long-anticipated West O‘ahu campus has opened, expanding both educational opportunities and student services. While UHWO offers an academic program in Early Childhood Education, it does not currently have an on-campus child care facility.
- Temporary closure of on-campus child care at Kaua‘i Community College in 2013.
- Childcare opportunities were increased in Fall 2012 at UHMānoa through a creative partnership with nearby DOE schools.
- Changed context regarding childcare cost and access.
 - Changes in State Child Care Subsidy Program: As of Jan. 2010, the State child care subsidy payment scale was dramatically revised resulting in substantially reduced subsidies for 2-parent households with earnings.
 - While students and education activities remain eligible for these subsidies, 2-parent households are eligible only for those concurrent hours when both parents are unavailable to provide care.
 - E.g. a 2-parent household with 1 full-time employed parent, and 1 full-time enrolled student parent would only be eligible for the 12 hours of classroom time overlapping between the two parents.
 - Loss of Junior Kindergarten at DOE campuses (Fall 2014) will increase pressure on private sector child care inventory for 4-5 year olds. The dwindling child care availability for this age group creates a demand greater than the resources to fulfill the need. The success of efforts to fund and implement "universal preschool for 4 year olds" will be watched carefully and will require time to implement if and when successful.

IMPORTANT FINDINGS & RECOMMENDATIONS

Child Care centers are available at the following campuses: Mānoa, Hawai‘i CC, Honolulu CC, Kapi‘olani CC, Kaua‘i CC, Leeward CC, and Maui College. Hilo, West O‘ahu and Windward CC do not have on-campus child care.

- Affordable, on-campus child care enhances the inclusive learning and working environment of the University campuses by:
 - Expanding educational access for a diverse student body;
 - Increasing student retention and graduation for student parents;
 - Increasing the diversity of the campus community; and
 - Promoting faculty and staff recruitment and retention.

- Twenty percent (20%) of all female faculty and 30.8% of all female staff throughout the UH System participated in the survey. Such high response rates by female faculty and staff of childbearing age indicate very strong interest and need for campus-based child care. While faculty are vocal in their frustrations over limited on-campus child care, other employees (APT, Civil Service, Executive) also have need and took time to respond to the survey.
- Nearly half (49%) of the survey participants said that they anticipate needing childcare within the next four years to maintain enrollment or employment at UH.
- Current on-campus child centers are well regarded, but nearly everyone desires an expansion of hours. Some students and most staff indicate the limited hours of operation as a barrier to access and use.
- “Affordability” is in the eye of the beholder, but students, staff and faculty report a desire for some form of financial assistance to pay for child care.
- For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.
- When asked, “Has a lack of child care services affected your work performance or academic success on campus?” Overwhelmingly, students, faculty and staff responded, “YES.”



- UH Executive Policy E10.401 governs campus-based child care programs and guidelines prioritize “Service to Students” requiring “At least 75% of childcare space should be allocated to students; any remaining space will be made available to faculty and staff.” *It is this 75/25 ratio that faculty and staff seeking on-campus care find frustrating.*
- This priority for student access reflects both the source of funding for child care centers, as well as an intention to provide educational opportunities in early childhood education.
- These guidelines also establish that “each center should strive to meet standards of excellence established by the National Academy of Early Childhood Programs. . . and should seek accreditation. . . within two years of opening.” *It is exactly this level of educational excellence that make UH campus-based centers so desirable.*
- In addition to addressing the child care needs of parents, campus-based child care directly benefits the University as a laboratory for teaching and research in the fields of psychology, communication, health, education, and human development. Campus-based child care centers provide: (1) teacher training with diverse populations; (2) access to high-quality early childhood education, particularly for children in low-income households (most likely students); and (3) UH researchers access to a diverse population. Additionally, campus-based centers participation in action-research projects and student mentoring, contributes new knowledge to the field of teaching and early childhood education.
- Almost 25% (3.9 million) of the 17 million undergraduate students in the U.S. are parents of dependent children, and half of those (1.9 million) are single parents.¹ In recent years, women have become the majority of students in postsecondary settings and they, therefore, also make up a larger proportion of student parents. A study conducted by the State University of New York concluded that graduation rates are higher for student parents when campus-based child care is provided. Students with access to such support are more likely to remain enrolled, graduate in fewer years, and earn higher grades.²

GENERAL RECOMMENDATIONS APPLICABLE TO ALL UH CAMPUSES:

- Expand child care availability on and near UH Campuses; target campuses without on-campus child care for near-term assessment. Ensure that future development at all UH Campuses include child care spaces as essential for the university community.
- Construct a working group at each campus empowered to creatively address the shortage of on-campus and near-campus child care. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the appropriate staffing and facilities requirements to meet the various care needed, including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Address the significant need for infant care by expanding on-campus child care services and creatively partnering with private sector providers who meet standards of "quality" care comparable to current accredited on-campus child care facilities.
- Significant unmet need remains in infant and various types of “gap” care (e.g. drop-in care, "break care" for faculty and staff during UH academic breaks, as well as public DOE school breaks). We recommend that each campus form a multi-departmental, family advocacy

¹ *Improving Child Care Access to Promote Post-Secondary Success Among Low-Income Parents*. March 2011. Institute for Women’s Policy Research (IWPR). Washington, D.C.

² Augusta S. Kappner, *Across the Education Continuum: Child Care on the College Campus*. Cedar Fall, IA: National Coalition for Campus Children's Centers, 2002. p.1.

- team including child care visionaries and stakeholders to identify facility spaces and funding options to expand child care services to address these needs and implement a solution.
- Clearly, the availability of campus-based child care must be flexible enough to accommodate the needs of the academic community. An important factor to consider is affordability of child care among users. Some families can afford to pay full rates, while for others child care costs become a barrier. It is clear that current levels and sources of subsidy may not be sufficient, and this needs to be addressed.
 - Create resources for disbursing information to students, faculty and staff regarding the availability of child care services and options.
 - Identify an office/person/website on each campus that can explain Child Care Connection Subsidies to students for both on-campus or community-based care. Single parent students with very low income are still eligible for reasonable subsidies, but may not know about the program.
 - Enhance the visibility and knowledge of community-based child care opportunities, including services provided by PATCH (People Attentive to Children), Hawai'i's state-wide child care resource and referral agency.
 - Recently, PATCH introduced an "Enhanced Referral Service" only sharing information of those providers with current child care space availability (for a fee).
 - "Maternity" seminars for planning and expectant faculty and staff could provide information on short-term disability pay, infant-care leave policies and child care options.
 - Creative funding strategies offer opportunities for expansion, but increasing general-funded staffing of childcare centers reduces the (already high) cost of providing on-campus child care and indicates a level of commitment to provide child care.
 - Develop, disseminate and encourage policies that facilitate a "family friendly" climate campus-wide. This would include:
 - 1) Encouraging all faculty to accommodate student parents' challenges with mandatory class attendance policies;
 - 2) Encouraging academic units to conduct departmental business during business hours that accommodate parents' need to pick-up children before child care closes (e.g. not at 4:30 pm);
 - 3) Encouraging use of an expanded tenure-clock for new parents.
 - Develop options for childcare that meets the needs of students and faculty with early morning (before 8:00 am) and late afternoon/evening classes (4:30 – 8pm). Expanding hours would also increase "staff" access since they typically cannot pick-up children by 4:30 pm.
 - Pursue creative partnerships for funding; including subsidized child care options offered through the State Department of Human Services, Head Start and others. Continue to apply for federally funded CCAMPIS grants, which subsidize campus-based child care for Pell-eligible students. Consider partnerships with local area providers who meet expected standards of "quality" care and learning comparable to UHMCC. Consider partnerships with employee unions to expand options for faculty and staff.
 - Encourage each campus to attempt to determine the number and percentage of student parents to begin understanding the scope of need.
 - Edit the UH Summary of Employee Benefits regarding child care centers to clearly indicate that students typically have first priority for available openings; and that faculty and staff may be placed on a waitlist.

- Engage with national conversations regarding resources for campus-based child care such as the “Student Parent Success Initiative” of the Institute for Women’s Policy Research, AAUW, and the National Coalition for Campus Children’s Centers among others.
 - The 2012 report, “Tools for Student Parent Success: Varieties of Campus Child Care,” by the Institute for Women’s Policy Research (IWPR) shares a wide variety of child care services at a variety of universities. It is a good start for any “working group” discussing creative options for expanding child care inventory and access.

As many female graduate students and faculty can attest, the biological and tenure clocks run concurrently. And as younger employees, men and women, press for a more equitable and less stressful “work/life balance,” the University is positioned to respond as a community leader and provide the support needed.

The University of Hawai‘i joins other employers, and other Universities³ in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for “sick” and “break” care, partnerships with approved off-campus providers,

Finding a range of options appropriate for each UH campus requires campus-based working groups of invested stakeholders, with the authority to commit resources and implement new ideas.

The UH President’s Commission on the Status of Women look forward to working with their UH campuses to implement expanded access to quality, affordable child care for students, faculty and staff.

I love the quality of care at Alani (KCC) however it is highly inconvenient when there is no care on breaks and during 'duty week' when faculty must be at work but classes have not started. That is the worst week of my semester.

Drop in care for students would REALLY support them -- many cannot afford the full time child care and they try to patch together care that falls through and they drop out. A drop [in] center would be helpful for them (though not needed for myself personally.) Thank you for asking! (Female Faculty, KCC)

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UHMānoa Women’s Center (gotkids@hawaii.edu or 956-8059).

MAHALO to the many who assisted with the completion of this project and report. Graduate Assistants Azeema Faizunnisa and Patricia Fifita were key along with Michael Hodges of UH System ITS. Stephanie Kim (Chair), Deb Ishii and Wendy Sora (Vice-Chairs) of the UH President’s Commission on

the Status of Women (CSW), persistently inquired regarding progress; the UH Mānoa Women’s Center supported the time given to complete the survey and report; Directors of all campus child care centers patiently responded to inquiries; and UH President M.R.C. Greenwood financially supported this project.

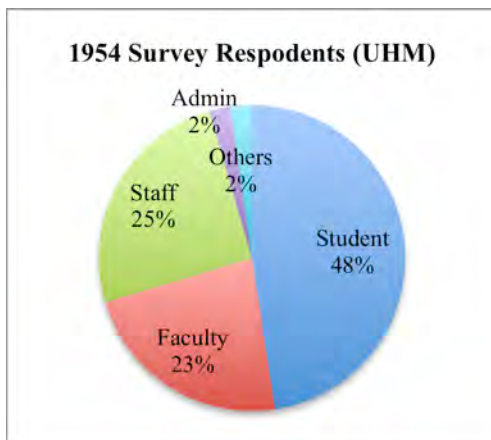
³ Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.

University of Hawai‘i – Mānoa Child Care Survey 2009



This report is specific to UH Mānoa, which currently has on-campus child care – the UH Mānoa Children’s Center.

UH Mānoa’s well regarded Children’s Center is always filled to capacity. Students, faculty and staff continually press for additional spaces and discussions about regarding the number of spaces, whether the waiting list ever changes and the priority given to “students,” both undergraduate and graduate. The UH Mānoa campus was ripe for a child care needs assessment and people responded.



As the largest campus in the UH System, the 1,954 responses from Mānoa campus contributed 51% of the total number (3,812) of respondents to the UH Systemwide survey.

Forty-eight percent of the UH Mānoa participants were students (930) indicating a response rate of 4.9% of all students enrolled in Spring 2009 at UHM.¹

Nearly 20% of all employees responded to the survey. Nearly 23% of UHM responses were faculty (444), 25.2% were staff (492) about 4% of the participants were administrators (44) and “others” (44).²

Affordable, on-campus childcare enhances the inclusive learning and working environment of the University campuses by:

- Expanding educational access for a diverse student body;
- Increasing student retention and graduation rates for student parents;
- Increasing the diversity of the campus community; and
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS: Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can “grow the pie” of limited resources that students and employees unfortunately compete for.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women’s lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to an even more robust response.

² Employees are Faculty (including lecturers), or Staff/Admin/Other (combined when reported).

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for UH Mānoa:

- Expand childcare availability on and near the Mānoa Campus.
 - UHM faculty lacking Hawai‘i-based extended family to provide child care are particularly vexed at the lack of resources, yet all employees reported a lack of affordable child care.
 - The UHM Children’s Center has a perpetual waiting list, even for students. Undergraduates inquiring at the beginning of a semester are solely disappointed. Graduate students seem more likely to apply early.

- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources (financial and infrastructure). UHMCC Director Watkins must be included and his demonstrated creativity resulting in increased childcare slots will be advantageous.

- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.

- Utilize existing facilities. This includes the space designed and built specifically for childcare at the JABSOM Kaka'ako site, which is not currently used for childcare.

- Consider another campus site originally designed to be an Early Childhood Education Training Space, such as the Ewa Wing of Castle Memorial Hall (currently used by UH LAB School).

- Ensure that future phases of UH-Mānoa Campus Center include child care space. Phase I currently under construction eliminated child care space initially included in the design and planning.

- Expand operating hours of campus-based care to meet the needs of students and faculty with late afternoon/evening classes extending beyond 4:30 pm. Significant late afternoon and evening programs leave students without child care and restricts their participation.

- Partner with the Student Parents At Mānoa (SPAM) program to enhance the visibility and knowledge of community-based childcare opportunities, including PATCH; and increase students' knowledge of both PATCH and the Child Care Connection subsidy program.

- Pursue creative partnerships for funding, including subsidized childcare options offered through the State Department of Human Services, Head Start and others. Continue to apply for federally funded CCAMPIS grants which subsidize campus-based childcare for Pell-eligible students. Consider partnerships with employee unions to expand options for faculty and staff.
- Consider the variety of creative options featured in the “Tools for Student Parent Success: Varieties of Campus Child Care.” Consider partnerships with local area providers who meet expected standards of "quality" care and learning comparable to UHMCC.

Some Changes Create New Context: 2009-2013

In the interim since Spring 2009 when the survey was conducted, important events changed the context of the survey findings, particularly for the UH Mānoa campus.

- Additional Childcare Opportunities at UH Mānoa Children's Center: In Fall 2012, the Children’s Center (UHMCC) added in 45 additional slots for child care (3-4 year olds) through an innovative partnership with nearby elementary schools (Noelani, AlaWai and Prince Kuhio). These additional slots increase the total capacity of the UHMCC to 145 fulltime slots.

Vice Chancellor for Students Hernandez and former Chancellor Hinshaw partnered to fund the additional staffing for the off-campus sites. The initial two pilot years (FY2012-13 and FY2013-14) are funded by the Office of Student Affairs, with transition to other funds identified by the Chancellor's office beginning FY2014-15.

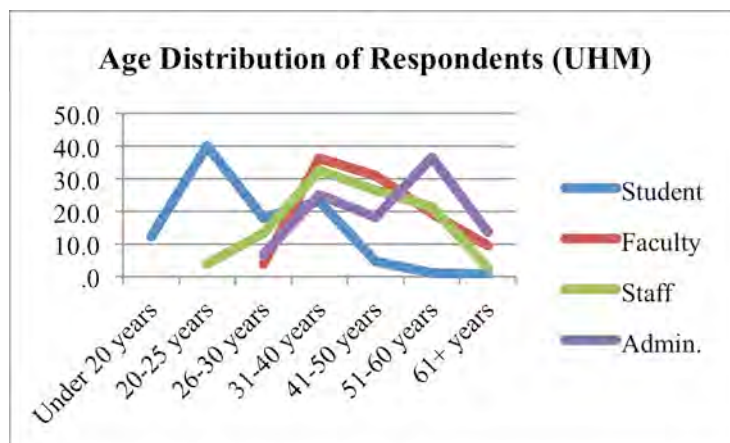
- Discussions to include on-site child care at the UH Cancer Center located in Kaka‘ako. Such a facility would increase child care options for graduate students, faculty and staff affiliated with the Cancer Research Center located in Kaka‘ako.

STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 74% of all respondents, although men participated as well. Female students (719) responded very strongly with 77.6% of student responses, while 206 of their male counterparts also participated.

Female faculty respondents (257) constituted 59% of the total faculty respondents, but 180 male faculty also responded. Female staff (437) also responded strongly and made up 76% of staff/admin/other responses.

Over 28% of UH Mānoa female faculty (including lecturers) of childbearing years (age 20-49) responded to survey. Clearly female faculty have an interest in this topic.



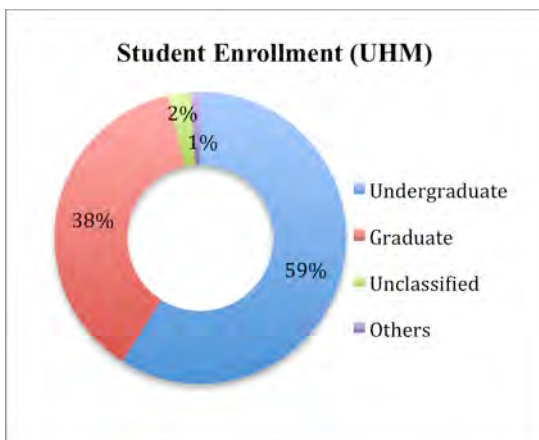
An even more detailed look at UH Mānoa OHR data indicates that 22% of female faculty between the age of 26-30 years, 35% of those from 31-40 years, and 24% of those age 41-50 participated in this survey.

Using the same OHR data, UH Mānoa female staff responded even more strongly with 45% of female staff between 20-25 years, 49% of those aged 26-30, 60% of those aged 31-40, and 34% of those aged 41-50 participated in the survey. With limited Hawai‘i-based extended family, the typical source of childcare for Hawai‘i’s working families, UH Mānoa faculty argue their need for campus-based care is acute and necessary for faculty retention.

The 25% of female faculty respondents at UH Mānoa who were no longer of childbearing age, most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families.

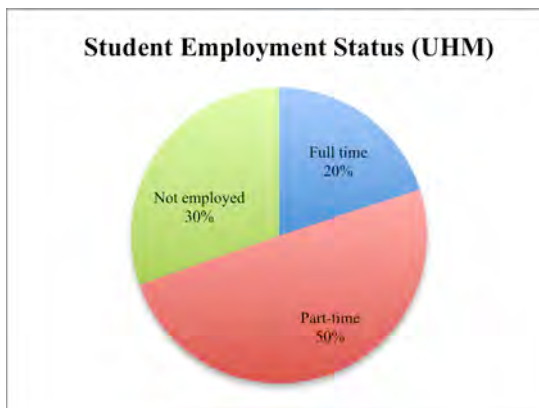
While students and faculty vocally tussle over who has more access to on-campus child care, other female employees (APT, Civil Service, Exec) also have a need for on-campus care. These UHM employees have been left out of the conversation, and they responded to this needs assessment with a 54% response rate of childbearing aged female employees (not including faculty).

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES



The 939 student respondents were overwhelmingly fulltime enrolled (82.5%). Fifty nine percent were undergraduates and 37% were classified graduate students; 3% were unclassified students; and less than one percent were enrolled in some other category.

It is expected that over 90% of employees are fulltime. There is wider variation among students. One-fifth of students reported working at full-time jobs, almost a half part-time, and a little more than one-third were not employed at the time of the survey.



EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

Employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work.

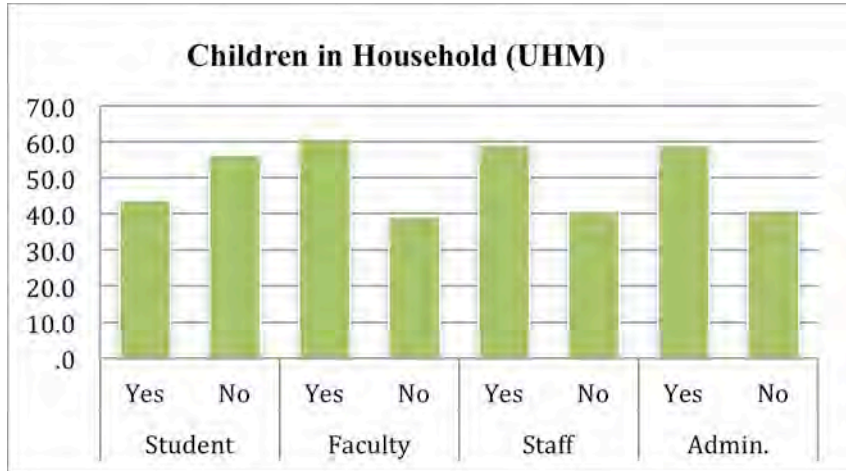
While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between

the cost of full-time care and a subsidy for a student only attending classes (vs. also employed on or off- campus) can be hundreds of dollars. An additional complication is that while part-time

employment can increase childcare subsidies, juggling part-time employment with full time college enrollment requires flexibility and resources.

CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff.



Over half (1011 = 51.7%) of the 1,954 respondents currently live in households with children.

*“I couldn't have graduated or enrolled at Mānoa if I did not get child care services from UH daycare. It was imperative to my success as a recent grad of UH Mānoa. I owe my education [to UH daycare]”
(Female Student)*



Forty five percent (880 = 45%) of all UHM survey respondents reported **they anticipate needing child care to maintain enrollment or employment at UHM within the next four years.** This includes 46.2% of faculty respondents.

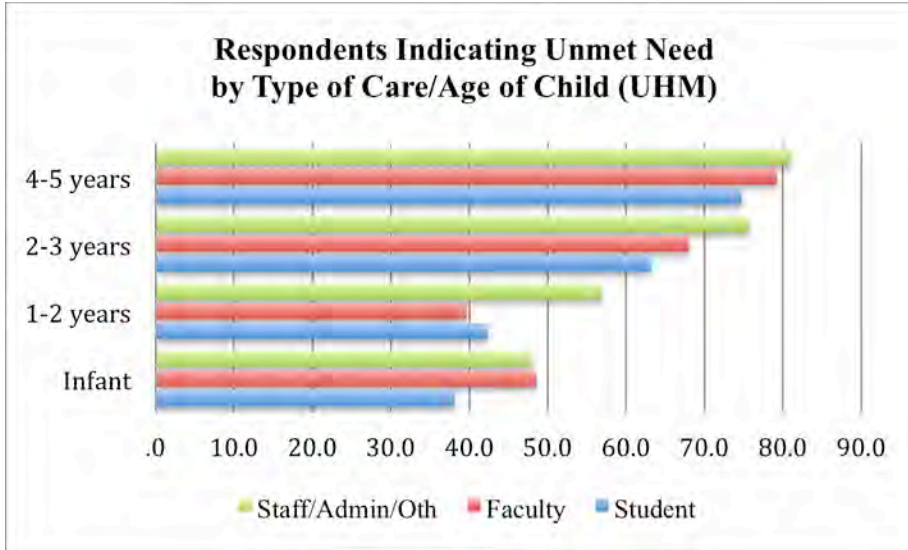
CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

Survey results indicate a strong need to address the inadequate child care resources and options available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

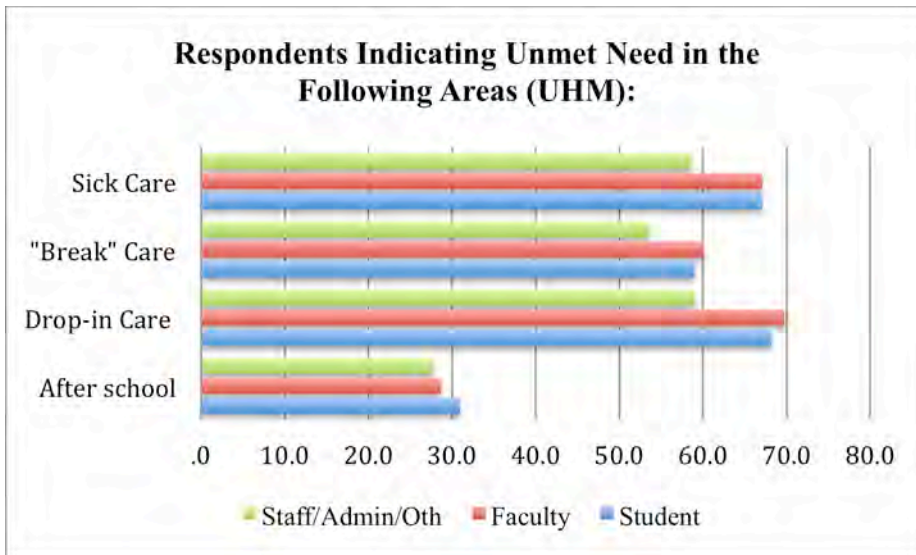
Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

Respondents were asked, “Are your current childcare needs being met in the following areas?”

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	

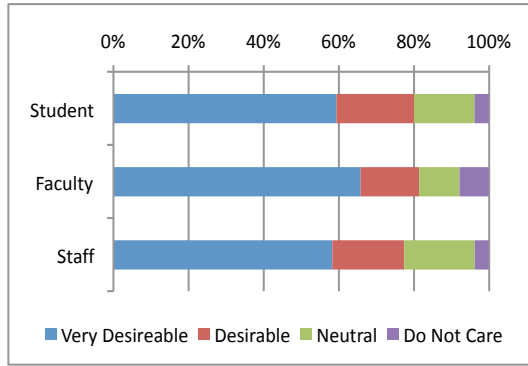


In addition to typical on-campus child care, all students, faculty and staff reported needing more options to address the whole range of child care including: Sick Care, Break Care (for DOE K-12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.



After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12. Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care" during DOE school

breaks is predictable and consistently results in increased visibility of children on campus when parents have no options.



EVERYONE DESIRES CAMPUS-BASED CARE.

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant care, Toddler care etc).

The survey identified a high level of demand for on-campus child care, including infant, toddler, preschool, after-school, holiday and sick-child care. Around 80 percent of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 1: Desirability of Child Care by Age of Child – UH Mānoa

Type of child care	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant care	Very desirable	236	59.4%	135	65.9%	164	59.2%
	Desirable	82	20.7%	32	15.6%	53	19.1%
	Neutral	64	16.1%	22	10.7%	47	17.0%
	Do not care	15	3.8%	16	7.8%	13	4.7%
	Subtotal	397	100.0%	205	100.0%	277	100.0%
Young toddler care	Very desirable	251	63.2%	156	77.2%	175	64.1%
	Desirable	82	20.7%	28	13.9%	53	19.4%
	Neutral	46	11.6%	10	5.0%	31	11.4%
	Do not care	18	4.5%	8	4.0%	14	5.1%
	Subtotal	397	100.0%	202	100.0%	273	100.0%
Toddler care	Very desirable	254	63.8%	166	82.2%	181	66.1%
	Desirable	79	19.8%	26	12.9%	53	19.3%
	Neutral	45	11.3%	5	2.5%	30	10.9%
	Do not care	20	5.0%	5	2.5%	10	3.6%
	Subtotal	398	100.0%	202	100.0%	274	100.0%
Pre school care	Very desirable	207	52.0%	160	79.6%	160	58.2%
	Desirable	87	21.9%	27	13.4%	61	22.2%
	Neutral	71	17.8%	8	4.0%	35	12.7%
	Do not care	33	8.3%	6	3.0%	19	6.9%
	Subtotal	398	100.0%	201	100.0%	275	100.0%
After school care	Very desirable	120	30.5%	90	45.2%	110	40.4%
	Desirable	77	19.6%	46	23.1%	67	24.6%
	Neutral	128	32.6%	45	22.6%	70	25.7%
	Do not care	68	17.3%	18	9.0%	25	9.2%
	Subtotal	393	100.0%	199	100.0%	272	100.0%

Table 2: Desirability of child care by specific child care need

Type of child care	Desirability	Student		Faculty		Staff/Admin/ Other	
		N	%	N	%	N	%
Emergency (drop-in) care	Very desirable	207	52.5%	104	52.0%	142	52.2%
	Desirable	107	27.2%	63	31.5%	79	29.0%
	Neutral	52	13.2%	29	14.5%	40	14.7%
	Do not care	28	7.1%	4	2.0%	11	4.0%
	Subtotal	394	100.0%	200	100.0%	272	100.0%
Holiday/vacation (gap) care	Very desirable	164	41.8%	113	56.8%	145	53.5%
	Desirable	102	26.0%	43	21.6%	67	24.7%
	Neutral	87	22.2%	30	15.1%	43	15.9%
	Do not care	39	9.9%	13	6.5%	16	5.9%
	Subtotal	392	100.0%	199	100.0%	271	100.0%
Sick child care	Very desirable	182	46.5%	112	56.0%	139	51.1%
	Desirable	99	25.3%	46	23.0%	58	21.3%
	Neutral	70	17.9%	30	15.0%	56	20.6%
	Do not care	40	10.2%	12	6.0%	19	7.0%
	Subtotal	391	100.0%	200	100.0%	272	100.0%

*Taking care of my son has considerably decreased my work performance as professor. With the high cost of living in Honolulu both parents have to work full time. But we only send my son to part time care because we haven't found childcare of high enough quality to want to send him full time. I therefore had to sacrifice my career to take care of him. I still work full time (45h/week) but to really perform as faculty you have to work 60-70h/week. An affordable quality campus child care (not only for students) could solve this problem.
(Female Faculty, UH Mānoa)*

There is an acute need for high-quality care for faculty during break periods (summer, spring break, winter break). The lack of such care diminishes faculty productivity especially in research. (Female Faculty, UH Mānoa)

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

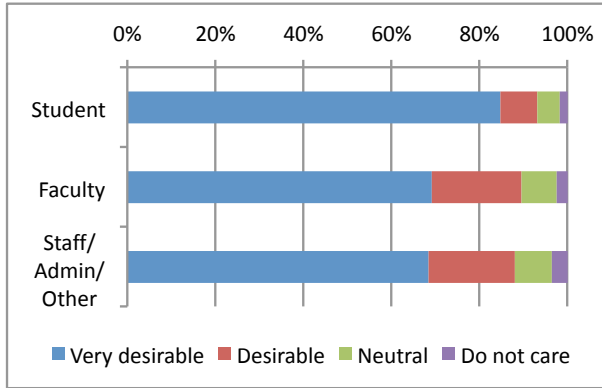
High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to income. Over 55% of student respondents indicated they were willing to pay \$749 or less per month for “high-quality, licensed infant care on campus.” While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount survey participants are willing to pay for child care

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	6	1.6%	13	7.1%	4	1.6%
	\$ 1,200-1,499	30	8.0%	38	20.8%	28	10.9%
	\$ 1,000-1,199	50	13.3%	50	27.3%	60	23.3%
	\$ 750-999	83	22.0%	41	22.4%	60	23.3%
	\$ 500-749	111	29.4%	34	18.6%	73	28.3%
	Less than \$ 500	97	25.7%	7	3.8%	33	12.8%
	Subtotal	377	100.0%	183	100.0%	258	100.0%
Young Toddler care	\$ 1,500+	7	1.9%	12	6.3%	6	2.4%
	\$ 1,200-1,499	28	7.4%	36	18.8%	23	9.1%
	\$ 1,000-1,199	51	13.6%	58	30.4%	60	23.6%
	\$ 750-999	86	22.9%	48	25.1%	69	27.2%
	\$ 500-749	116	30.9%	29	15.2%	72	28.3%
	Less than \$ 500	88	23.4%	8	4.2%	24	9.4%
	Subtotal	376	100.0%	191	100.0%	254	100.0%
Toddler care	\$ 1,200+	11	3.0%	14	7.2%	6	2.3%
	\$ 1,000-1,199	33	8.9%	47	24.2%	49	19.0%
	\$ 750-999	83	22.3%	75	38.7%	73	28.3%
	\$ 500-749	114	30.6%	39	20.1%	85	32.9%
	\$ 300-499	82	22.0%	16	8.2%	24	9.3%
	Less than \$ 300	49	13.2%	3	1.5%	21	8.1%
	Subtotal	372	100.0%	194	100.0%	258	100.0%
Pre school care	\$ 1,200+	6	1.7%	10	5.2%	4	1.6%
	\$ 1,000-1,199	35	9.8%	49	25.5%	48	19.3%
	\$ 750-999	75	20.9%	69	35.9%	70	28.1%
	\$ 500-749	108	30.2%	41	21.4%	85	34.1%
	\$ 300-499	77	21.5%	21	10.9%	24	9.6%
	Less than \$ 300	57	15.9%	2	1.0%	18	7.2%
	Subtotal	358	100.0%	192	100.0%	249	100.0%

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE:

Respondents were asked, “How desirable is campus based financial assistance for child care?”



Students (93%) particularly indicated a desire for campus based financial assistance. Over two-thirds of faculty and staff also indicate that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through students’ financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits which are 200% of Federal Poverty Level for family size (\$4,283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212.

While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule. And early childhood educators express concerns that children should not be in child care for 10-12 hours daily.

Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

*I am a graduate student in the School of social work and my number one challenge is not having evening care for my children. The school is unable to offer a daytime option for required curriculum and I have a difficult time getting evening coverage for my children. Most child care programs operate from 6am to 6pm. Ideally if UH would offer an on campus drop in care from 4-8pm weeknights many parents would be happy.
(Female Student, UH Mānoa)*

Table 4. Desired Hours of Operation

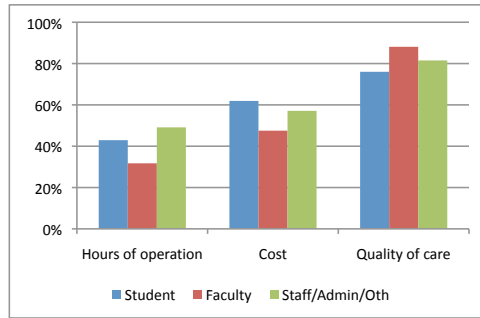
Preferred time to drop off	Preferred time to pick up					Total	Total N	
	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM			
Student	6:00 AM	16.4%	6.4%	19.6%	17.1%	50.8%	21.0%	83
	6:30 AM	7.8%	20.5%	10.8%	25.7%	9.2%	12.9%	51
	7:00 AM	34.5%	26.9%	41.2%	31.4%	15.4%	31.3%	124
	7:30 AM	11.2%	30.8%	10.8%	11.4%	3.1%	13.6%	54
	8:00 AM	30.2%	15.4%	17.6%	14.3%	21.5%	21.2%	84
	% for pick up:	29.1%	19.8%	25.6%	8.8%	16.6%	100.0%	
Sub Total	116	78	102	35	65	396		
Faculty	6:00 AM	3.8%	1.6%	8.1%	6.7%	41.7%	6.9%	14
	6:30 AM	3.8%	8.2%	4.8%	20.0%	0.0%	6.4%	13
	7:00 AM	24.5%	23.0%	41.9%	13.3%	8.3%	27.6%	56
	7:30 AM	17.0%	32.8%	12.9%	40.0%	8.3%	21.7%	44
	8:00 AM	50.9%	34.4%	32.3%	20.0%	41.7%	37.4%	76
	% for pick up:	26.0%	29.9%	30.9%	7.4%	5.9%	100.0%	
Sub Total	53	61	62	15	12	203		
Staff/Admin/Other	6:00 AM	10.1%	6.0%	17.9%	40.0%	52.6%	15.3%	42
	6:30 AM	12.4%	13.1%	19.4%	20.0%	0.0%	13.9%	38
	7:00 AM	43.8%	35.7%	38.8%	26.7%	26.3%	38.0%	104
	7:30 AM	16.9%	32.1%	16.4%	6.7%	5.3%	20.1%	55
	8:00 AM	16.9%	13.1%	7.5%	6.7%	15.8%	12.8%	35
	% for pick up:	32.1%	30.7%	24.5%	5.8%	6.9%	100.0%	
Sub Total	89	84	67	15	19	274		
Total % for pick up:	29.4%	25.6%	26.5%	7.5%	11.0%	100.0%		
Total N	262	226	232	65	96	881		

Hours of operation are most important to ensure that child care is available during my work hours. (Female Staff, Mānoa)

I work full time 7:45am to 4:30pm on-campus. . . Many people work 8-hour days and the on-campus child care work hour is 8 hours. It does not work at all. (Female Staff, UH Mānoa)

Hiring babysitters has been extremely stressful and sometimes frustrating for me. Child care in the afternoons on campus would solve all of those anxieties. (Female Student, UH Mānoa)

MOST IMPORTANT FACTORS FOR SELECTING CHILD CARE



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty

Similar responses were gathered in the set of questions which explored the importance level of nine common attributes of child care.

Table 5: Factors used in selecting child care services

Most important factors in selecting child care:	Student		Faculty		Staff/Admin/Other		Total
	N	%	N	%	N	%	
Quality of care	301	76.0%	178	88.1%	224	81.5%	703
Cost	245	61.9%	96	47.5%	157	57.1%	498
Hours of operation	170	42.9%	64	31.7%	135	49.1%	369
Staff to child ratio	131	33.1%	74	36.6%	88	32.0%	293
Strength of educational program	102	25.8%	85	42.1%	77	28.0%	264
Close to school	107	27.0%	71	35.1%	65	23.6%	243
Close to home	46	11.6%	21	10.4%	39	14.2%	106
Options for part-time care	57	14.4%	12	5.9%	19	6.9%	88
Meals provided	19	4.8%	2	1.0%	8	2.9%	29
Others	6	1.5%	2	1.0%	12	4.4%	20
Total	396		202		275		873

IMPORTANCE OF CAMPUS-BASED CHILD CARE

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students’ educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees.

All UH campus-based centers are governed by the UH Executive Policy E10.401, which address issues of prioritizing student/employee use; meeting State of Hawaii licensing requirements and striving for NAEYC accreditation.

Certainly the campus community values the multiple roles that on-campus child care centers play. Survey respondents were asked, “How important is the availability of on-campus childcare with respect to the following areas:”

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding “recruitment of faculty” as extremely important, while students consider the role of child care as a support service “for degree completion” to be extremely important.

Table 6. Importance of on-campus child care

Importance of on-campus childcare:	Level of importance:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
For you personally	Extremely Important	309	33.6%	192	43.6%	214	37.2%
	Important	258	28.0%	106	24.1%	207	35.9%
	Undecided	96	10.4%	18	4.1%	23	4.0%
	Not so important	105	11.4%	46	10.5%	54	9.4%
	Not important at all	153	16.6%	78	17.7%	78	13.5%
	Subtotal	921	100.0%	440	100.0%	576	100.0%
To provide practicum experience UH education / Early Childhood Ed. students	Extremely Important	256	27.8%	131	29.8%	149	26.1%
	Important	431	46.7%	176	40.1%	260	45.5%
	Undecided	141	15.3%	69	15.7%	88	15.4%
	Not so important	55	6.0%	39	8.9%	47	8.2%
	Not important at all	39	4.2%	24	5.5%	27	4.7%
	Subtotal	922	100.0%	439	100.0%	571	100.0%
In recruiting and retaining staff and faculty	Extremely Important	338	36.6%	287	65.5%	271	47.1%
	Important	397	43.0%	117	26.7%	227	39.5%
	Undecided	122	13.2%	19	4.3%	40	7.0%
	Not so important	45	4.9%	6	1.4%	20	3.5%
	Not important at all	21	2.3%	9	2.1%	17	3.0%
	Subtotal	923	100.0%	438	100.0%	575	100.0%
To enable degree requirements	Extremely Important	526	57.0%	193	44.1%	255	44.7%
	Important	265	28.7%	175	40.0%	211	37.0%
	Undecided	74	8.0%	44	10.0%	60	10.5%
	Not so important	36	3.9%	17	3.9%	26	4.6%
	Not important at all	22	2.4%	9	2.1%	18	3.2%
	Subtotal	923	100.0%	438	100.0%	570	100.0%

Survey results supported anecdotal evidence that the desire for on-campus child care services remains strong among students with children. Faculty and staff with children also expressed a strong desire for on-campus child care:

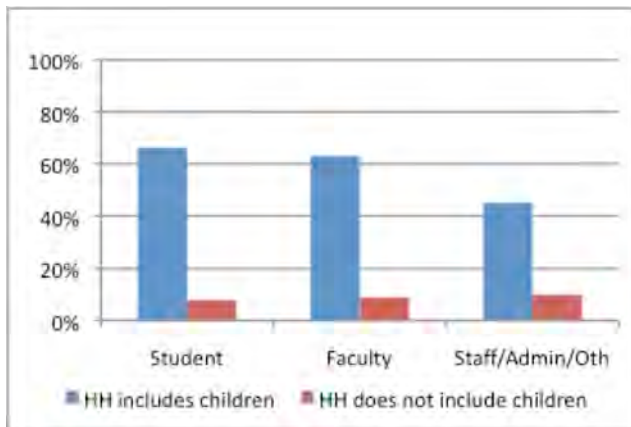
“...I feel that greater availability of services such as the Mānoa Children's Center is essential for retention of students and faculty/staff with children.” (Male faculty, UH Mānoa)

“My 2 children were able to utilize the excellent childcare services offered at the UHMCC while I was completing my degree at UH and when I was first employed at UH. These services were ESSENTIAL to my success as a student and to my continuing success as a UH employee. . . My 20 year old daughter who as a 3 year old participated in the ground-breaking/blessing of the UHM student services building will be a student at UH this summer...coming full circle.”
(Female Staff, UH Mānoa)

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

Two-thirds of students and faculty with children in their households reported that their lives were affected by a lack of child care services.



“This has become a big issue affecting both school and work for me. It's been difficult for me to find quality providers who can care for my twin infants; In the next couple of weeks this will cause me to lose my job and has already affected my attendance and performance in school. On-campus child care is a must! Please help student parents!”
(Female Student, UH Mānoa)

“Taking care of my son has considerably decreased my work performance as professor. With the high cost of living in Honolulu both parents have to work full time. But we only send my son to part time care because we haven't found childcare of high enough quality to want to send him full time. I therefore had to sacrifice my career to take care of him. I still work full time (45h/week) but to really perform as faculty you have to work 60-70h/week. An affordable quality campus child care (not only for students) could solve this problem.”
(Male Faculty, UH Mānoa)

CONCLUSION:

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Expanding child care facilities on the Mānoa campus will benefit both parents and UH Mānoa. For both women and men, the desire to balance work and family demands has become increasingly important. As many female graduate students and faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

The Children's Center offers conveniently located, high quality, educational child care. With expansion it has the potential to contribute to UH Mānoa's success in recruiting and retaining faculty as well as retaining and graduating students with children. UH Mānoa is positioned to respond as a community leader.

The University of Hawai'i joins other employers, and other Universities³ in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for "sick" and "break" care, partnerships with approved off-campus providers.

Implementing options appropriate for UH Mānoa requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

*Child-care is extremely important to retain women with faculty positions and to encourage more women to pursue a career in academia. Women should not have to decide between family and career but should be able to manage both. But this requires support!!
(Female Faculty, UH Mānoa)*

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women's Center, gotkids@hawaii.edu or 956-8059.

³ Fifty seven percent (57%) of public four-year institutions offer on-campus child care.

S#	Query	Information
1	Name of the campus child care center:	UHM Children's Center
2	Location, Contact person, email, phone, website (?)	2320 Dole St. Honolulu, HI 96822 Director: Wayne Watkins (808) 956-8773 wwatkins@hawaii.edu http://www.hawaii.edu/childrenscenter/
3	Days and hours of operation:	M-Th 8-5pm; F 8-2 2 Yr olds: 8-4 or 9-5 Add'l Friday hrs (2-5pm) \$15 per Add'l hour of care for 2yo for \$290 Follows Academic Calendar with limited care over semester breaks.
4	Options for Part-Time?	Part-Week (e.g. MWF or TTh) if complementary slot also can be filled to equal 1 full-time slot. e.g. 1 child is MWF; Compl. is TR
5	Cost of application fee	\$25.00
6	Cost of deposit	
7	Tuition costs: By semester? Summer? Installments?	
8	Late payment charges	
9	Late pick-up fee	
10	Age of children	2-5 yrs old. Need to be 2 by Sept 1st
11	Number of slots available for each age group	100 slots – entire school 2 yrs old – 3 yrs old – 4 yrs old- 5 yrs old- * Add'l 45 slots - Off campus Fall 2012
12	Typically, are all slots full?	Yes
13	Meals ?	Morning snack, lunch, afternoon snack.
14	Other services	Break care for add'l fee (when available) ?
15	Who qualifies to use the facility (if students get priority, is there a ratio?)	Fulltime: Students – minimum 75% of spaces, Faculty & Staff, Community as 3 rd priority
16	When can parents apply?	ASAP. Enrolling for the following school year begins in April.
17	What is the number of slots that “turn-over”? (part-time and full-time)	Each Semester – Each Year –

Notes:

Fall 2012 Pilot Project adds 45 slots at nearby (off-campus) elementary school locations (Noelani, Ala Wai and Prince Kuhio).

Recent (2009-2011; 2011-2013) HGEA Collective Bargaining Agreements impact Staff availability to provide "Break Care" when Staff STO (Supplemental Time Off) must be scheduled and is least disruptive when STO coincides with campus closures for GREEN DAYS.

Details re: hours & additional fees for additional hours of care:

Full-Time care for the two-year old program is either 8:00 am-4:00 pm, 8:30 am-4:30 pm or 9:00 am-5:00 pm. An additional hour for our two-year old program (8:00-9:00 am or 4:00-5:00 pm only) is available for \$290/semester. Part Week schedules are exclusively for children of students and there are limited spaces available. If no student family can complement a Part Week request then a Faculty/Staff family may be offered the Part Week schedule.

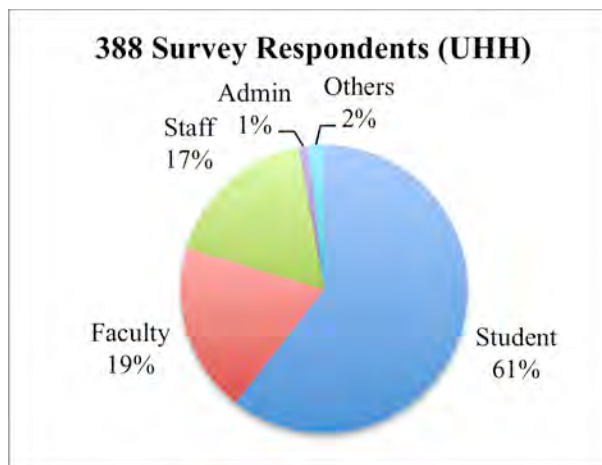
* Additional Friday hours available from 2:00-5:00 pm for an additional fee of \$15 per Friday. Student Assistants provide the additional care.

University of Hawai`i – Hilo Child Care Survey 2009



This report is specific to the UH Hilo campus which currently does not have any on-campus childcare.

With no on-campus childcare currently available at UH Hilo, interest and engagement with this survey was very high. Nine percent of all students participated and 24.4% of all employees - clearly indicating an interest in the topic and a need for the UH Hilo campus community.¹ Currently, students and faculty may utilize on-campus child care at nearby Hawai'i CC.



The 388 responses from the Hilo campus represented 10% of the total number (3,812) of respondents to the UH Systemwide survey.

Sixty one percent of the participants were students (235) indicating a response rate of 9% of all students enrolled in Spring 2009.

Twenty four percent of all employees responded to the survey. Nineteen percent of UHH responses were faculty members (74) and seventeen percent were staff (68). Another eleven respondents make up the total (388).

Affordable, on-campus child care enhances the inclusive learning and working environment of the University campuses by:

- Expanding educational access for a diverse student body
- Increasing student retention and graduation rates for student parents
- Increasing the diversity of the campus community
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS:

Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can "expand the pie" of limited resources for which students and employees compete.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women's lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to an even more robust response.

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for UH Hilo:

These campus-specific recommendations are offered in conjunction with the general recommendations for all campuses detailed in the UH System Child Care Needs Assessment Executive Summary.

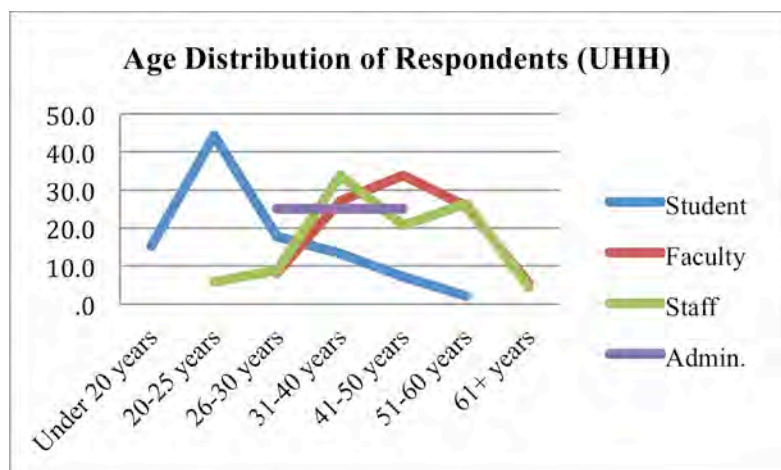
- Expand child care availability on and near the UH Hilo Campus.
- UH Hilo’s reputation for a high proportion of “non-traditional” student means child care is even more important as a student retention and graduation strategy.
- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Utilize existing facilities that could be retrofitted or re-purposed for child care.
- Revisit any partnership with Hawai‘i CC to evaluate whether the current partnership is effective and/or should be modified to address current needs of both parties.
- Ensure that rural communities’ sensitivity to both market saturation and gaps in service are considered.
- Ensure that future development of UH Hilo campus includes child care spaces as essential for the university community

STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 78% of all respondents, although men participated as well. Two hundred two (202) female students constituted 86.3% of all student responses while 32 of their male counterparts also participated.

Female faculty respondents (49) constituted 66% of the total faculty respondents, but 24 male faculty also responded. Female staff (68) also responded strongly and made up 76% of staff/admin/other responses.

Nearly 38% of UHH female faculty (including lecturers) of childbearing years (age 20-49) responded to survey. Clearly female faculty have an interest in this topic.

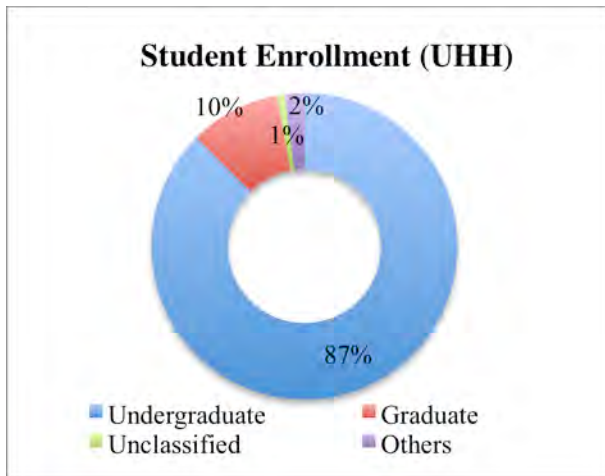


An even more detailed look at UH Hilo OHR data indicates that 80% of female faculty between the age of 26-30 years, 42.8% of those from 31-40 years, and 32.7% of those age 41-50 participated in this survey.

Using the same OHR data it is clear that female staff responded even more strongly with 66.6% of those from 26-30 years, 64.7% of those age 31-40, and 24% of those age 41-50 participated in the survey.

The 30% of female faculty respondents at UH Hilo who were no longer of childbearing age, most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families.

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES

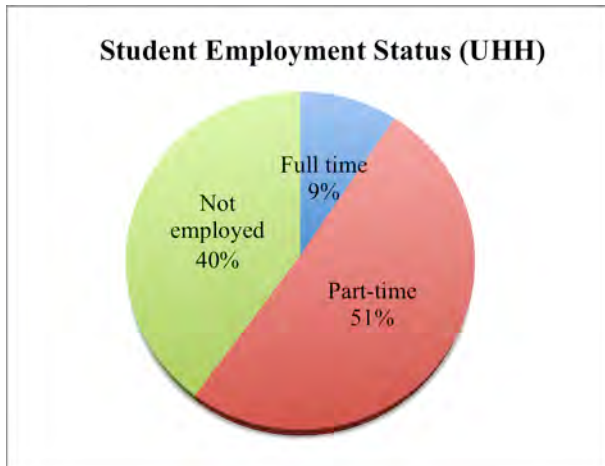


The 235 student respondents were overwhelmingly fulltime enrolled (83%) and undergraduates (87%). Graduate students made up 9% percent of respondents.

It is expected that over 90% of employees are fulltime. There is wider variation among students. Only 9% reported working full-time jobs, half were employed part-time, and 40% were not employed at all.

EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

The employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work.



While limited employment options may impact student employment in Hilo, students who are not employed at all will have more difficulty utilizing state subsidies for child care.

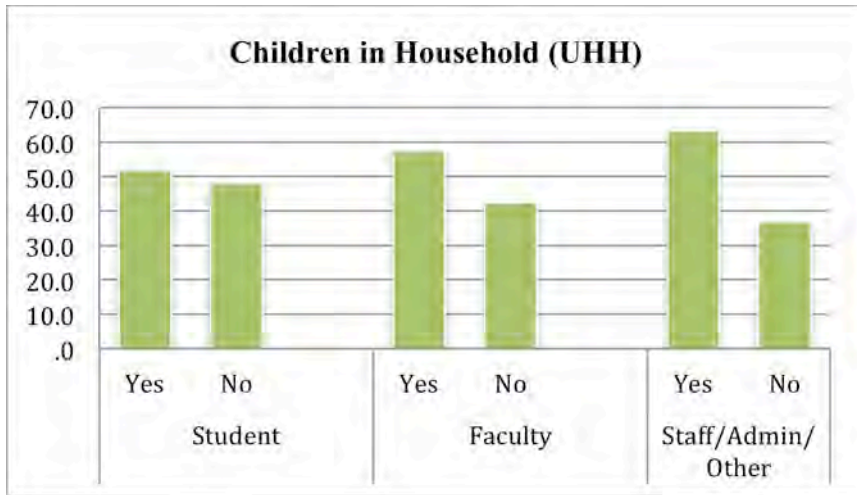
While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between the cost

of full-time care and a subsidy for a student only attending classes (vs. also employed on or off-campus) can be hundreds of dollars.

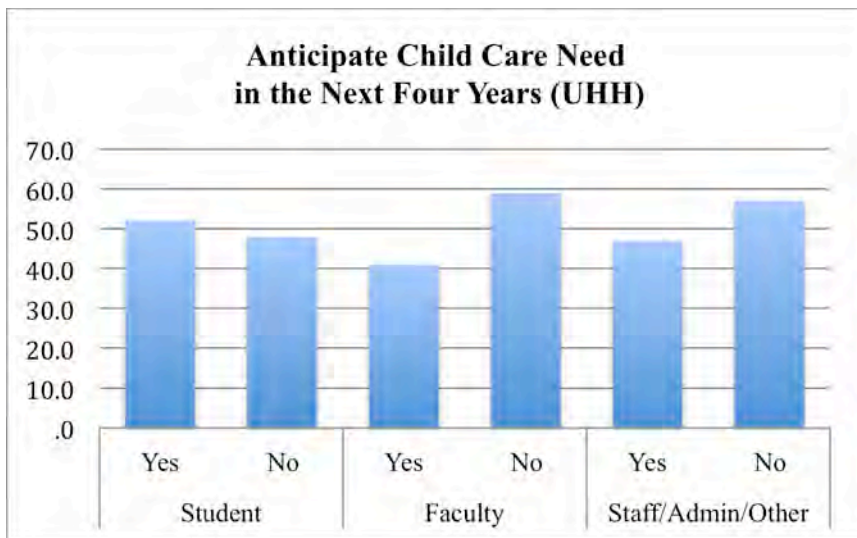
An additional complication is that while part-time employment can increase childcare subsidies, juggling part-time employment with full time college enrollment requires flexibility and resources.

CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff.



Over half (211 = 55%) of the 388 respondents currently live in households with children.



Nearly half (190 = 49%) of all UHH survey respondents reported that **they anticipate child care needs to maintain enrollment or employment at UH within the next four years.**

And 41.1% of UH Hilo faculty respondents either currently need child care or anticipate a need within 4 years to maintain employment.

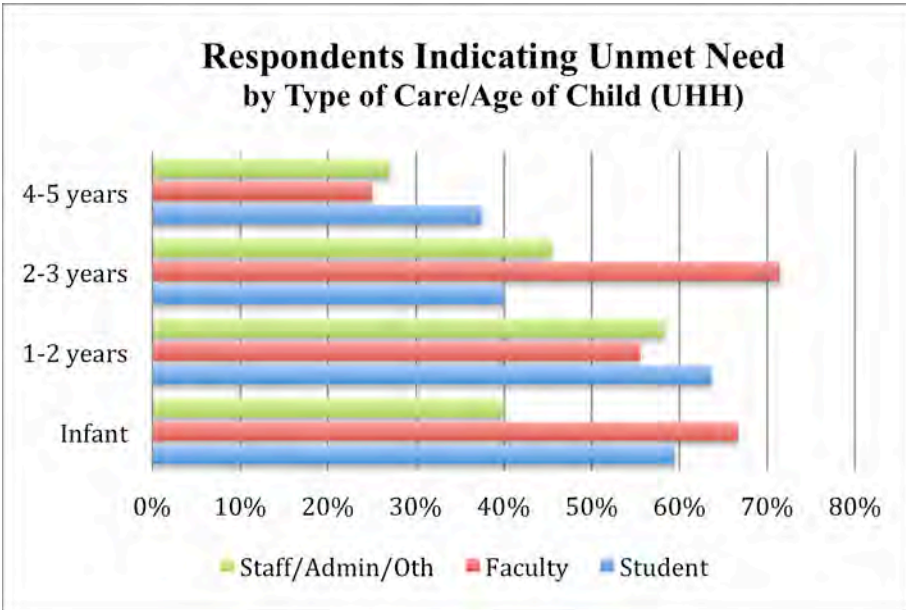
CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

Survey results indicate a strong need to address the inadequate child care resources and options available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

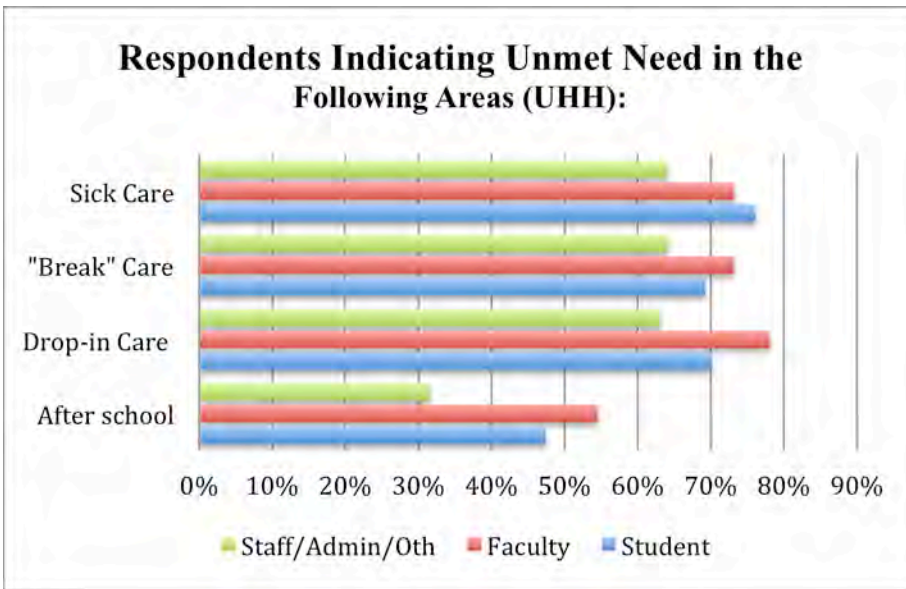
Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

Respondents were asked, “Are your current childcare needs being met in the following areas?”

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	



In addition to typical on-campus child care, all students, faculty and staff reported need more options to address the whole range of child care including: Sick Care, Break Care (for DOE K-12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.



After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12. Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care" during DOE school breaks is predictable and consistently results in increased visibility of children on campus

when parents have no options.

EVERYONE DESIRES CAMPUS-BASED CARE.

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant/Toddler, etc). There is a high level of demand for campus-based child care, including infant, toddler, preschool, after-school, “break” and sick child care. Given the convenience of on-campus setting, about 80 % of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 1: Desirability of Child Care by Age of Child - UHH

Affiliation	How desirable is campus based infant care								Total	Total %
	Very desirable		Desirable		Neutral		Do not care			
	N	%	N	%	N	%	N	%		
Infant Care (0-1 year)										
Student	70	57.4%	26	21.3%	23	18.9%	3	2.5%	122	100.0%
Faculty	25	80.6%	3	9.7%	3	9.7%		.0%	31	100.0%
Staff/Admin/Oth	17	50.0%	5	14.7%	9	26.5%	3	8.8%	34	100.0%
Subtotal	112	59.9%	34	18.2%	35	18.7%	6	3.2%	187	100.0%
Young Toddler Care (1-2 years)										
Student	74	60.2%	22	17.9%	21	17.1%	6	4.9%	123	100.0%
Faculty	25	83.3%	3	10.0%	2	6.7%		.0%	30	100.0%
Staff/Admin/Oth	16	47.1%	9	26.5%	5	14.7%	4	11.8%	34	100.0%
Subtotal	115	61.5%	34	18.2%	28	15.0%	10	5.3%	187	100.0%
Toddler Care (2-3 years)										
Student	74	60.2%	26	21.1%	16	13.0%	7	5.7%	123	100.0%
Faculty	26	86.7%	3	10.0%		.0%	1	3.3%	30	100.0%
Staff/Admin/Oth	18	52.9%	7	20.6%	5	14.7%	4	11.8%	34	100.0%
Subtotal	118	63.1%	36	19.3%	21	11.2%	12	6.4%	187	100.0%
Pre School Care (4-5 years)										
Student	61	50.0%	23	18.9%	28	23.0%	10	8.2%	122	100.0%
Faculty	24	80.0%	3	10.0%	2	6.7%	1	3.3%	30	100.0%
Staff/Admin/Oth	17	50.0%	7	20.6%	7	20.6%	3	8.8%	34	100.0%
Subtotal	102	54.8%	33	17.7%	37	19.9%	14	7.5%	186	100.0%

Table 2: Desirability of Child Care by Type of Care Needed - UHH

Type of child care	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Emergency (drop-in) care	Very desirable	67	54.9	22	73.3	16	50.0
	Desirable	32	26.2	5	16.7	13	40.0
	Neutral	14	11.5	3	10.0	3	6.7
	Do not care	9	7.4	-	-	1	3.3
	Subtotal	122	100.0	30	100.0	33	100.0
Holiday/vacation (gap) care	Very desirable	59	48.4	17	56.7	16	53.3
	Desirable	25	20.5	6	20.0	8	26.7
	Neutral	22	18.0	5	16.7	3	10.0
	Do not care	16	13.1	2	6.7	3	10.0
	Subtotal	122	100.0	30	100.0	30	100.0
Sick child care	Very desirable	64	52.5	16	53.3	1	33.3
	Desirable	29	23.8	4	13.3	1	33.3
	Neutral	18	14.8	7	23.3	1	33.3
	Do not care	11	9.0	3	10.0	-	-
	Subtotal	122	100.0	30	100.0	3	100.0

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to their income. Nearly half (45%) of student respondents indicated they were willing or able to pay only \$500 or less per month for “high-quality, licensed infant care on campus.” While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount Willing to Pay for Child Care - HCC

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	2	4.5	1	12.5	-	-
	\$ 1,000-1,199	2	4.5	1	12.5	1	20.0
	\$ 750-999	10	22.7	4	50.0	1	20.0
	\$ 500-749	11	25.0	2	25.0	3	60.0
	Less than \$ 500	19	43.2	-	-	-	-
	Subtotal		44	100.0	8	100.0	5
Young Toddler care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	2	4.7	1	14.3	-	-
	\$ 1,000-1,199	4	9.3	-	-	1	20.0
	\$ 750-999	8	18.6	3	42.9	1	20.0
	\$ 500-749	14	32.6	3	42.9	3	60.0
	Less than \$ 500	15	34.9	-	-	-	-
	Subtotal		46	100.0	7	100.0	-
Toddler care	\$ 1,200+	-	-	1	14.3	-	-
	\$ 1,000-1,199	4	9.5	1	14.3	-	-
	\$ 750-999	3	7.1	2	28.6	1	20.0
	\$ 500-749	12	28.6	2	28.6	4	80.0
	\$ 300-499	11	26.2	1	14.3	-	-
	Less than \$ 300	12	28.6	-	-	-	-
	Subtotal		42	100.0	7	100.0	5
Pre school care	\$ 1,200+	2	4.9	1	12.5	-	-
	\$ 1,000-1,199	1	2.4	1	12.5	-	-
	\$ 750-999	6	14.6	2	25.0	2	40.0
	\$ 500-749	14	34.1	4	50.0	3	60.0
	\$ 300-499	9	22.0	-	-	-	-
	Less than \$ 300	9	22.0	-	-	-	-
	Subtotal		41	100.0	19	100.0	5

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE

Students (85%) particularly indicated a desire for campus based financial assistance. Around two-thirds of faculty and staff also indicate that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits which are 200% of Federal Poverty Level for family size (e.g. \$4283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212.

While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule.

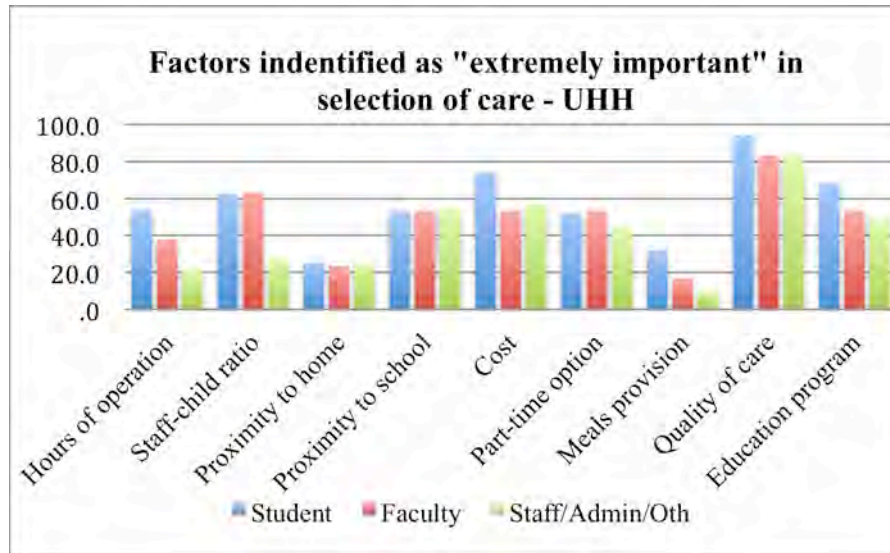
Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

*[I] really could have used child-care during the years when my daughter was younger. It is especially a concern however for the UHH campus as so many of our students are parents.
UH Hilo, Part-time Female Faculty,*

Table 4: Preferred pick up time by UH affiliation - UHH

Preferred time to OPEN	Preferred Time to Pick Child from the Campus Childcare Center										Total
	5:00 PM	%	5:30 PM	%	6:00 PM	%	6:30 PM	%	7:00 PM	%	
Student:											
6:00 AM	3	7.0%	3	12.0%	4	21.1	2	20.0%	7	28.0%	19
6:30 AM	2	4.7%	1	4.0%	1	5.3	3	30.0%	0		7
7:00 AM	17	39.5%	13	52.0%	11	57.9	3	30.0%	10	40.0%	54
7:30 AM	13	30.2%	8	32.0%	1	5.3	1	10.0%	4	16.0%	27
8:00 AM	8	18.6%	0		2	10.5	1	10.0%	4	16.0%	15
Total	43	100%	25	100%	19	100%	10	100%	25	100%	122
Faculty:											
6:00 AM	1	10.0%	0		2	25.0			2	100%	5
7:00 AM	5	50.0%	2	20.0%	6	75.0			0		13
7:30 AM	1	10.0%	6	60.0%	0				0		7
8:00 AM	3	30.0%	2	20.0%	0				0		5
Total	10	100%	10	100%	8	100%			2	100%	30
Staff/Admin/Others:											
6:00 AM	1	6.2%	1	8.3%	1	20.0%	0				3
6:30 AM	0		1	8.3%	0		1	100%			2
7:00 AM	9	56.2%	8	66.7%	2	40.0%	0				19
7:30 AM	5	31.2%	2	16.7%	2	40.0%	0				9
8:00 AM	1	6.2%	0		0		0				1
Total	16	100%	12	100%	5	100%	1	100%			34

MOST IMPORTANT FACTORS FOR SELECTING CHILD



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty.

IMPORTANCE OF CAMPUS-BASED CHILD CARE

Table 5: Top Four Factors Considered in Selection of Child Care for UHH

Factors	Student		Faculty		Staff/Admin/Other	
	Count	Column %	Count	Column %	Count	Column %
Quality of care	97	80.2%	29	96.7%	28	84.8%
Cost	78	64.5%	17	56.7%	19	57.6%
Hours of operation	50	41.3%	8	26.7%	14	42.4%
Strength of educational program	34	28.1%	9	30.0%	8	24.2%

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students' educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees. All UH campus-based centers are governed by the UH Executive Policy E10.401 which address issues of prioritizing student/employee use; meeting State of Hawaii licensing requirements and striving for NAEYC accreditation.

Certainly the campus community values the multiple roles that on-campus child care centers play. Survey respondents were asked, "How important is the availability of on-campus childcare with respect to the following areas:"

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding "recruitment of faculty" as extremely important, while students consider the role of child care as a support service "for degree completion" to be extremely important.

Childcare for faculty and students expresses the university's understanding of the stresses experienced by parents of young children as they seek to advance academically & professionally. On campus childcare benefits society while being supportive of families. I believe it could boost enrollment and retention at UH Hilo. (Female Faculty, UH Hilo)

Both of our children are finally in school but prior to that would have been great to have a quality childcare provider on campus. I think it is a really important thing to provide to faculty and staff and especially to students. Many of our students are nontraditional and the pressure of parenting certainly contributes to the loss of these students. (Male Faculty, UH Hilo)

Table 6: Importance ranking of factors regarding campus-based child care

Affiliation	Extremely Important		Important		Undecided		Not so important		Not important at all		Total
	N	%	N	%	N	%	N	%	N	%	N
Importance for you Personally:											
Student	80	34.5%	88	37.9%	17	7.3%	23	9.9%	24	10.3%	232
Faculty	24	32.9%	29	39.7%	2	2.7%	6	8.2%	12	16.4%	73
Staff/Admin/Other	14	17.9%	35	44.9%	6	7.7%	10	12.8%	13	16.7%	78
Subtotal	118	30.8%	152	39.7%	25	6.5%	39	10.2%	49	12.8%	383
To Provide Practicum Experience to Faculty and Students:											
Student	82	35.5%	99	42.9%	33	14.3%	11	4.8%	6	2.6%	231
Faculty	19	25.7%	31	41.9%	12	16.2%	4	5.4%	8	10.8%	74
Staff/Admin/Other	24	30.8%	38	48.7%	8	10.3%	6	7.7%	2	2.6%	78
Subtotal	125	32.6%	168	43.9%	53	13.8%	21	5.5%	16	4.2%	383
For Recruiting and Retaining Staff and Faculty:											
Student	92	39.7%	95	40.9%	34	14.7%	7	3.0%	4	1.7%	232
Faculty	44	59.5%	22	29.7%	4	5.4%	4	5.4%	0	0.0%	74
Staff/Admin/Other	31	39.7%	33	42.3%	7	9.0%	5	6.4%	2	2.6%	78
Subtotal	167	43.5%	150	39.1%	45	11.7%	16	4.2%	6	1.6%	384
To Enable Degree Requirements:											
Student	137	59.1%	74	31.9%	12	5.2%	3	1.3%	6	2.6%	232
Faculty	40	54.1%	22	29.7%	6	8.1%	5	6.8%	1	1.4%	74
Staff/Admin/Other	33	42.9%	36	46.8%	5	6.5%	2	2.6%	1	1.3%	77
Subtotal	210	54.8%	132	34.5%	23	6.0%	10	2.6%	8	2.1%	383

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

Nearly Two-thirds (63%) of UH Hilo participants with children in their households reported that their lives were negatively impacted by a lack of child care services, with 76% of students indicating such an impact.

The childcare situation in Hilo is terrible. There are no options for kids under two. I just had a student drop out of school entirely this semester because she had to care for her year-old son. Students bring kids to class frequently because there are no other options for them. We really need drop-off childcare at the Hilo campus for both students and faculty. (Female Faculty, UH Hilo)

This issue has not affected me personally but I do see it affect our students and our campus. Childcare is essential to helping recruit and retain top candidates and to helping our students succeed. (Female Faculty, UH Hilo)

CONCLUSION:

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Developing child care facilities on the Hilo campus will benefit both parents and UH Hilo. For both women and men, the desire to balance work and family demands has become increasingly important. As many female graduate students and faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

Developing on-campus or near-campus partnerships could offer conveniently located, high quality, educational child care contributing to UH Hilo's success in recruiting and retaining faculty as well as retaining and graduating students with children. UH Hilo is positioned to respond as a community leader.

The University of Hawai'i joins other employers, and other Universities² in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for "sick" and "break" care, partnerships with approved off-campus providers.

Implementing options appropriate for UH Hilo requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

*While I do not have children I would urge the UH administration to state its commitment to trying to provide some program on every campus in the system for all UH employees and students. Childcare assistance should not be limited to any one group of the UH community.
(Female Faculty, UH Hilo)*

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women's Center, gotkids@hawaii.edu or 956-8059.

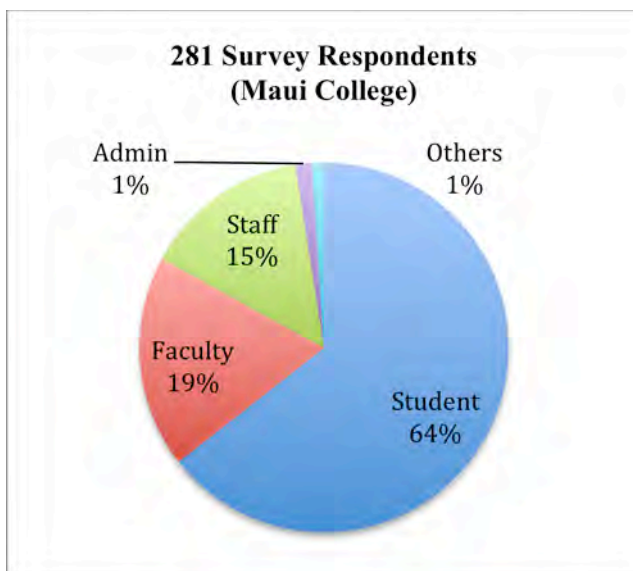
² Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.

University of Hawai`i – Maui College Child Care Survey 2009



This report is specific to Maui College, which currently has on-campus childcare – the UHMC-MEO Head Start.

Overall, interest and engagement with this survey was not very high in the general student population with 5% of all students participating, although of those students who did respond, 86% had children in their household.¹ Employees were more engaged with 17% responding and 93% of staff also had children in their household. Together students, faculty and staff they clearly indicated areas of unmet need and areas for growth for the Maui College campus community.



The 281 responses from the Maui campus represented 7% of the total number (3,812) of respondents to the UH Systemwide survey.

Sixty four percent of the participants were students (181) indicating a response rate of 5% of all students enrolled in Spring 2009.

Twenty nine percent of all employees responded to the survey. Nineteen percent of Maui responses were faculty members (52) and seventeen percent were staff (48).

Affordable, on-campus child care enhances the inclusive learning and working environment of the University campuses by:

- Expanding educational access for a diverse student body
- Increasing student retention and graduation rates for student parents
- Increasing the diversity of the campus community
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS: Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can "grow the pie" of limited resources that students and employees compete for.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women's lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to a more robust response.

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for UH Maui College:

These campus-specific recommendations are offered in conjunction with the general recommendations for all campuses detailed in the UH System Child Care Needs Assessment Executive Summary.

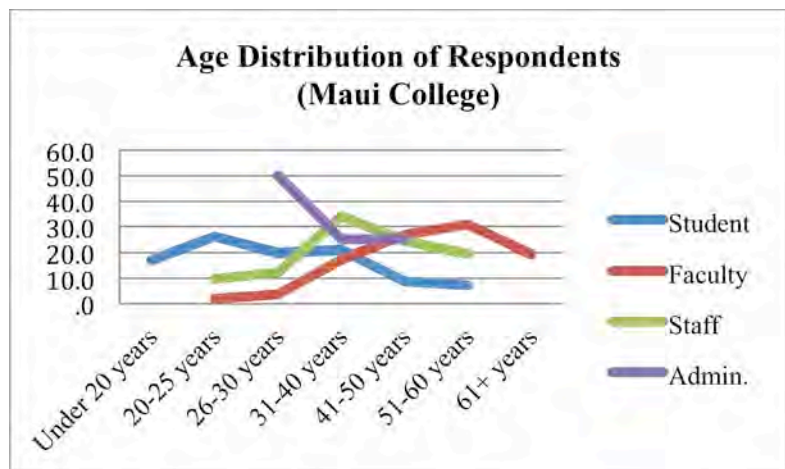
- Expand child care availability on and near the Maui College Campus, particularly targeting care options for employees, who are not typically eligible for the Head Start partnership.
- Continue developing creative partnerships like that with the MEO Head Start, to expand resources.
- Maui College’s diverse student population means child care is even more important as a student retention and graduation strategy.
- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Utilize existing facilities that could be retrofitted or re-purposed for child care.
- Ensure that rural communities’ sensitivity to both market saturation and gaps in service are considered.

STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 90% of all respondents, although men participated as well. One hundred sixty seven (167) female students constituted 92.8% of all student responses while 13 of their male counterparts also participated.

Female faculty respondents (40) constituted 77% of the total faculty respondents (52), but 12 male faculty also responded. Female staff (46) also responded strongly constituting 96% of staff/admin/other responses.

Forty three percent (43%) of Maui College female faculty (including lecturers) of childbearing years (age 20-49) responded to survey. Clearly female faculty have an interest in this topic.

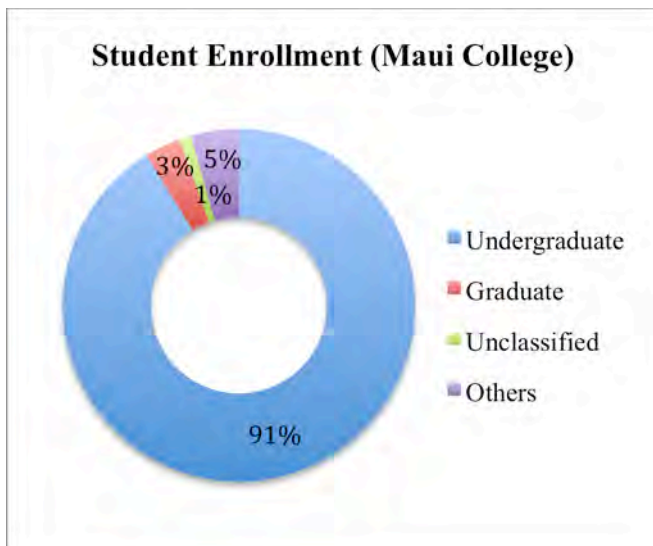


An even more detailed look at Maui College OHR data indicates that 40% of female faculty between the age of 26-30 years, 44% of those from 31-40 years, and 41% of those age 41-50 participated in this survey.

Using the same OHR data, Maui College female staff responded even more strongly with 50% of those between 26-30 years, 100% of those aged 31-40, and 47.6% of those aged 41-50 participated in the survey.

The 55% of female faculty respondents at Maui College who were no longer of childbearing age, most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families.

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES

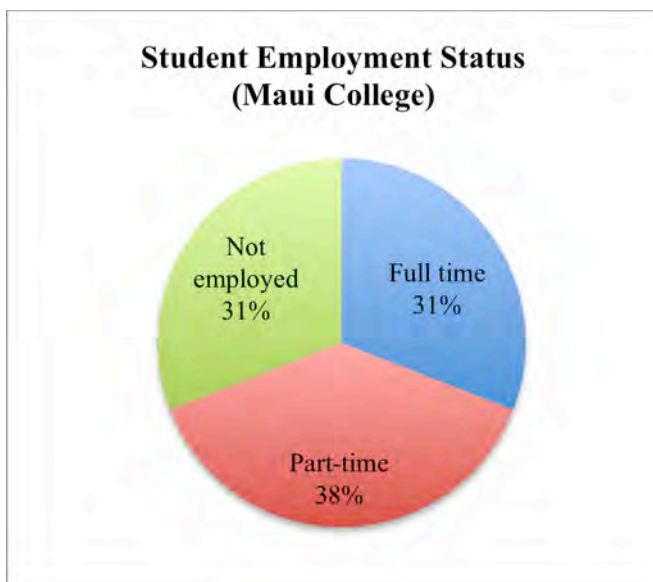


The majority of the 181 student respondents were fulltime enrolled (58 %) undergraduates.

It is expected that over 90% of employees are fulltime. There is wider variation among students, although they are pretty evenly split with 31% employed full-time, 38% part-time and 31% not employed at all.

EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

The employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work.



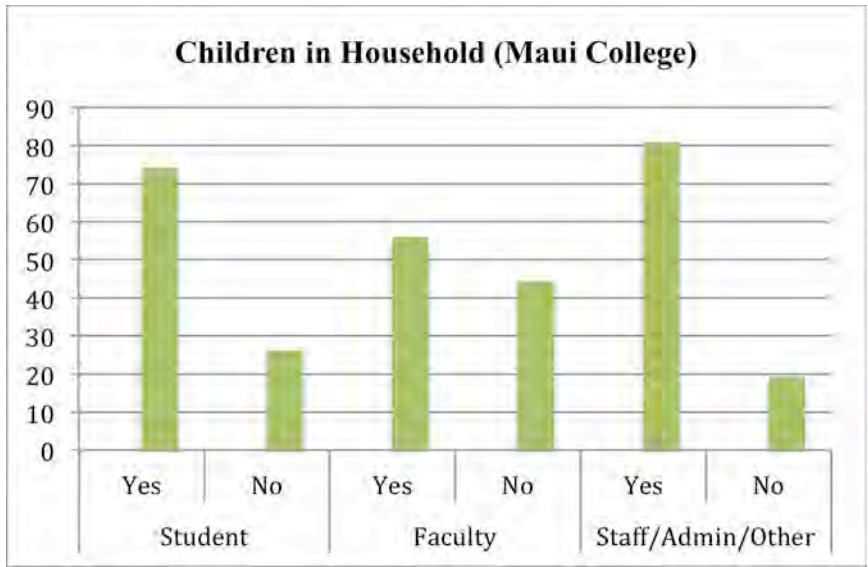
Students who are not employed at all will have more difficulty utilizing state subsidies for child care.

While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between the cost of full-time care and a subsidy for a student only attending classes (vs. also employed on or off- campus) can be hundreds of dollars.

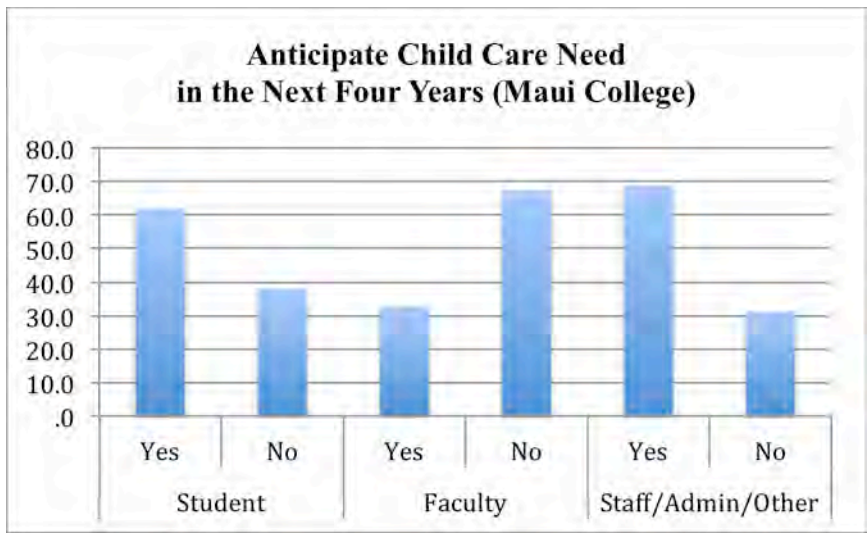
An additional complication is that while part-time employment can increase childcare subsidies, juggling part-time employment with full time college enrollment requires flexibility and resources.

CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff.



Over three-quarters (219 = 78%) of the 281 respondents currently live in households with children. This includes 93% of staff and 86% of students!



Over half (162 = 57%) of all Maui College survey respondents (62% of students) reported that **they anticipate child care needs to maintain enrollment or employment at UH within the next four years.**

And 71% of Maui College staff either currently need child care or anticipate a need within 4 years to maintain employment.

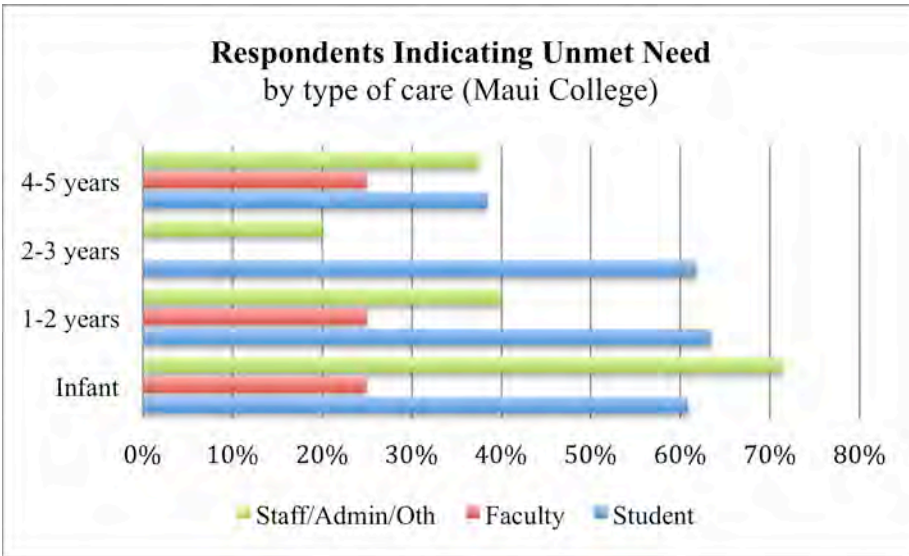
CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

Survey results indicate a strong need to address the inadequate child care resources and options available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

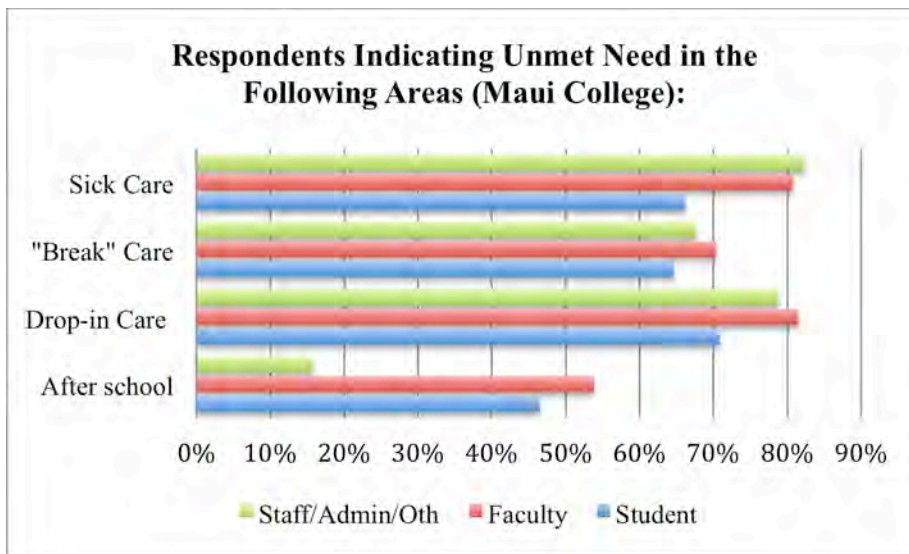
Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

Respondents were asked, “Are your current childcare needs being met in the following areas?”

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	



In addition to typical on-campus child care, all students, faculty and staff reported need more options to address the whole range of child care including: Sick Care, Break Care (for DOE K-12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.



After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12. Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care" during DOE school breaks is predictable and consistently

results in increased visibility of children on campus when parents have no options.

EVERYONE DESIRES CAMPUS-BASED CARE.

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant/Toddler, etc). There is a high level of demand for campus-based child care, including infant, toddler, preschool, after-school, “break” and sick child care. Given the convenience of on-campus setting, about 74 % of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 1: Desirability of Child Care by Age of Child –Maui College

Affiliation	How desirable is campus based infant care								Total	Total %
	Very desirable		Desirable		Neutral		Do not care			
	N	%	N	%	N	%	N	%		
Infant Care (0-1 year)										
Student	65	58.0%	14	12.5%	29	25.9%	4	3.6%	112	100.0%
Faculty	12	70.6%	2	11.8%	2	11.8%	1	5.9%	17	100.0%
Staff/Admin/Oth	18	54.5%	9	27.3%	5	15.2%	1	3.0%	33	100.0%
Subtotal	95	58.6%	25	15.4%	36	22.2%	6	3.7%	162	100.0%
Young Toddler Care (1-2 years)										
Student	64	57.1%	17	15.2%	23	20.5%	8	7.1%	112	100.0%
Faculty	11	68.8%	1	6.3%	1	6.3%	3	18.8%	16	100.0%
Staff/Admin/Oth	18	54.5%	11	33.3%	4	12.1%		.0%	33	100.0%
Subtotal	93	57.8%	29	18.0%	28	17.4%	11	6.8%	161	100.0%
Toddler Care (2-3 years)										
Student	76	67.9%	12	10.7%	19	17.0%	5	4.5%	112	100.0%
Faculty	12	75.0%		.0%	2	12.5%	2	12.5%	16	100.0%
Staff/Admin/Oth	20	60.6%	9	27.3%	4	12.1%		.0%	33	100.0%
Subtotal	108	67.1%	21	13.0%	25	15.5%	7	4.3%	161	100.0%
Pre School Care (4-5 years)										
Student	63	56.3%	19	17.0%	22	19.6%	8	7.1%	112	100.0%
Faculty	11	68.8%	2	12.5%	2	12.5%	1	6.3%	16	100.0%
Staff/Admin/Oth	21	63.6%	7	21.2%	5	15.2%		.0%	33	100.0%
Subtotal	95	59.0%	28	17.4%	29	18.0%	9	5.6%	161	100.0%

Table 2: Desirability of Child Care by Type of Care Needed

	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Emergency (drop-in) care	Very desirable	70	63.6	14	82.4	14	48.3
	Desirable	17	15.5	3	17.6	10	34.5
	Neutral	21	19.1	-	-	5	17.2
	Do not care	2	1.8	-	-	-	-
	Subtotal	110	100.0	17	100.0	29	100.0
Holiday/vacation (gap) care	Very desirable	60	53.6	10	58.8	14	48.3
	Desirable	20	17.9	6	35.3	11	37.9
	Neutral	26	23.2	1	5.9	3	10.3
	Do not care	6	5.4	-	-	1	3.4
	Subtotal	112	100.0	17	100.0	29	100.0
Sick child care	Very desirable	57	51.8	13	76.5	17	51.5
	Desirable	19	17.3	2	11.8	8	24.2
	Neutral	30	27.3	2	11.8	6	18.1
	Do not care	4	3.6	-	-	2	6.2
	Subtotal	110	100.0	17	100.0	33	100.0

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to their income. Over half of student respondents indicated they were willing or able to pay only \$500 or less per month for “high-quality, licensed infant care on campus.” While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount Willing to Pay for Child Care – Maui College

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	1	.9	1	7.1	-	-
	\$ 1,200-1,499	2	1.9	-	-	-	-
	\$ 1,000-1,199	3	2.8	1	7.1	1	3.1
	\$ 750-999	11	10.3	2	14.3	4	12.5
	\$ 500-749	31	29.0	9	64.3	15	46.8
	Less than \$ 500	59	55.1	1	7.1	12	37.5
	Subtotal		107	100.0	14	100.0	32
Young Toddler care	\$ 1,500+	1	1.0	-	-	-	-
	\$ 1,200-1,499	2	1.9	-	-	-	-
	\$ 1,000-1,199	5	4.8	2	15.4	1	3.1
	\$ 750-999	11	10.6	5	38.5	3	9.3
	\$ 500-749	31	29.8	5	38.5	15	46.8
	Less than \$ 500	54	51.9	1	7.7	13	40.6
	Subtotal		104	100.0	13	100.0	32
Toddler care	\$ 1,200+	1	.9	-	-	-	-
	\$ 1,000-1,199	2	1.9	2	15.4	-	-
	\$ 750-999	10	9.3	2	15.4	4	12.1
	\$ 500-749	31	29.0	6	46.2	14	42.4
	\$ 300-499	28	26.2	3	23.1	8	24.2
	Less than \$ 300	35	32.7	-	-	7	21.2
	Subtotal		107	100.0	13	100.0	33
Pre school care	\$ 1,200+	-	-	-	-	-	-
	\$ 1,000-1,199	4	3.8	2	14.3	-	-
	\$ 750-999	10	9.6	1	7.1	4	13.8
	\$ 500-749	29	27.9	8	57.1	14	48.3
	\$ 300-499	32	30.8	2	14.3	4	13.8
	Less than \$ 300	29	27.9	1	7.1	7	24.1
	Subtotal		104	100.0	14	100.0	29

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE

Students (86%) particularly indicated a desire for campus based financial assistance, although faculty (88%) and staff (76%) also indicate that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits which are 200% of Federal Poverty Level for family size (e.g. \$4283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212.

While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule.

Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

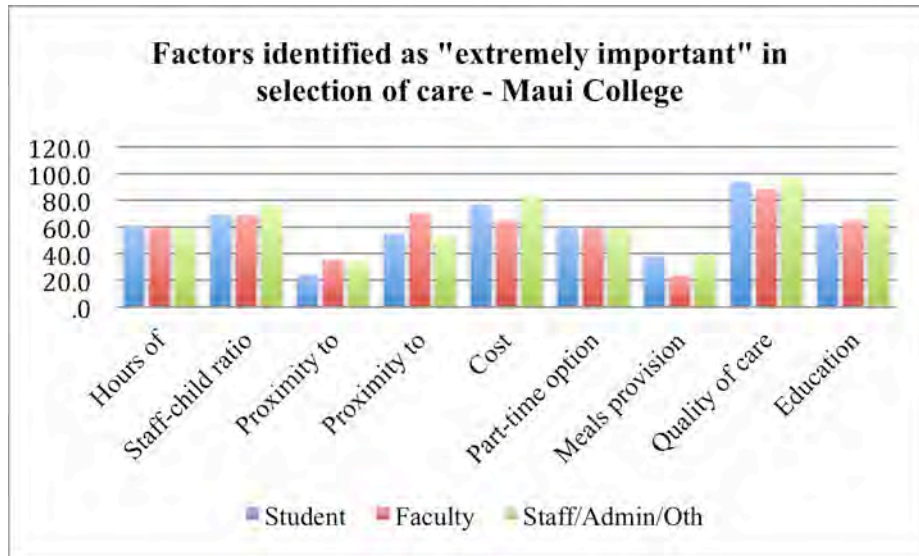
*Child care with extended hours for afterwork classes will help with our professional development.
(Female Staff, Maui College)*

Hours of operation is another highly important factor. I work full-time and go to school half-time so long hours are in my category. (Female Student, Maui College)

Table 4: Preferred pick up time by UH affiliation – Maui College

Preferred time for CC to OPEN	Preferred time to pick child from the campus childcare center										Total
	5:00 PM	%	5:30 PM	%	6:00 PM	%	6:30 PM	%	7:00 PM	%	
Student:											
6:00 AM	2	5.9%	0		2	11.1%	1	50.0%	10	32.3%	15
6:30 AM	3	8.8%	5	18.5%	0		1	50.0%	2	6.5%	11
7:00 AM	8	23.5%	12	44.4%	12	66.7%	0		14	45.2%	46
7:30 AM	7	20.6%	8	29.6%	3	16.7%	0		3	9.7%	21
8:00 AM	14	41.2%	2	7.4%	1	5.6%	0		2	6.5%	19
Total	34	100.0%	27	100.0%	18	100.0%	2	100.0%	31	100.0%	112
Faculty:											
6:00 AM	0		0		1	25.0%	0		0		1
7:00 AM	2	50.0%	2	40.0%	1	25.0%	0		1	50.0%	6
7:30 AM	0		2	40.0%	1	25.0%	0		0		3
8:00 AM	2	50.0%	1	20.0%	1	25.0%	1	100.0%	1	50.0%	6
Total	4	100.0%	5	100.0%	4	100.0%	1	100.0%	2	100.0%	16
Total	12	100.0%	6	100.0%	5	100.0%	1	100.0%	2	100.0%	26
Staff/Admin/Other:											
6:00 AM	0		0		2	33.3%	0		1	50.0%	3
6:30 AM	0		2	16.7%	0		0		0		2
7:00 AM	6	54.5%	3	25.0%	4	66.7%	1	50.0%	0		14
7:30 AM	4	36.4%	6	50.0%	0		0		0		10
8:00 AM	1	9.1%	1	8.3%	0		1	50.0%	1	50.0%	4
Total	11	100.0%	12	100.0%	6	100.0%	2	100.0%	2	100.0%	33

MOST IMPORTANT FACTORS FOR SELECTING CHILD



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty.

Table 5: Top Four Factors Considered in Selection of Child Care for Maui College

Factors	Student		Faculty		Staff/Admin/Oth	
	Count	%	Count	%	Count	%
Quality of care	86	76.8%	13	76.5%	27	81.8%
Cost	69	61.6%	7	41.2%	19	57.6%
Hours of operation	64	57.1%	10	58.8%	17	51.5%
Strength of educational program	24	21.4%	4	23.5%	13	39.4%

IMPORTANCE OF CAMPUS-BASED CHILD CARE

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students' educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees.

All UH campus-based centers are governed UH Executive Policy E10.401, which address issues of prioritizing student/employee use; meet State of Hawaii licensing requirements and strive for NAEYC accreditation.

Certainly the campus community values the multiple roles that on-campus child care centers play. Survey respondents were asked, "How important is the availability of on-campus childcare with respect to the following areas:"

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding "recruitment of faculty" as extremely important, while students consider the role of child care as a support service "for degree completion" to be extremely important.

*Although I have made arrangements for my children it was a challenging process. I would have welcomed support on campus and would still love to have emergency drop off for days when my children are mildly ill or their current provider has issues and cannot watch them. This is a SIGNIFICANT issue for many parents.
(Female Faculty, Maui College)*

*When my son was young child care for him was a real issue. I ended up taking him to my classes when he was sick, which wasn't good for him or my students. And I was away from him for hours and hours every day while I worked. Having him on campus where I could have checked on him would have been wonderful.
(Female Faculty, Maui College).*

Table 6: Importance ranking of factors regarding campus-based child care

Affiliation	Extremely Important		Important		Undecided		Not so important		Not important at all		Total N
	N	%	N	%	N	%	N	%	N	%	
Importance for you Personally:											
Student	87	48.1%	58	32.0%	12	6.6%	13	7.2%	11	6.1%	181
Faculty	21	40.4%	13	25.0%	3	5.8%	11	21.2%	4	7.7%	52
Staff/Admin/Other	25	52.1%	20	41.7%	2	4.2%	1	2.1%	0	0.0%	48
Subtotal	133	47.3%	91	32.4%	17	6.0%	25	8.9%	15	5.3%	281
To Provide Practicum Experience to Faculty and Students:											
Student	81	44.8%	67	37.0%	22	12.2%	5	2.8%	6	3.3%	181
Faculty	27	52.9%	17	33.3%	2	3.9%	5	9.8%	0	0.0%	51
Staff/Admin/Other	25	53.2%	17	36.2%	3	6.4%	2	4.3%	0	0.0%	47
Subtotal	133	47.7%	101	36.2%	27	9.7%	12	4.3%	6	2.2%	279
For Recruiting and Retaining Staff and Faculty:											
Student	78	43.1%	64	35.4%	35	19.3%	2	1.1%	2	1.1%	181
Faculty	28	53.8%	18	34.6%	5	9.6%	1	1.9%	0	0.0%	52
Staff/Admin/Other	31	64.6%	14	29.2%	1	2.1%	2	4.2%	0	0.0%	48
Subtotal	137	48.8%	96	34.2%	41	14.6%	5	1.8%	2	0.7%	281
To Enable Degree Requirements:											
Student	124	68.5%	45	24.9%	8	4.4%	0	0.0%	4	2.2%	181
Faculty	39	75.0%	10	19.2%	3	5.8%	0	0.0%	0	0.0%	52
Staff/Admin/Other	35	74.5%	11	23.4%	1	2.1%	0	0.0%	0	0.0%	47
Subtotal	198	70.7%	66	23.6%	12	4.3%	0	0.0%	4	1.4%	280

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

Sixty three percent (62%) of Staff, 54% of students; and 35% of faculty with children in their households reported that their lives were negatively impacted by a lack of child care services.

*As a young single mother of two not having child care available on campus forces me to bring my children with me to classes at times making it harder to learn.
(Female Student, Maui College)*

*Although my 'work performance' has not been affected by lack of childcare I have had to cancel a class when my children were sick and I arrange my class schedule around my children's school schedule so that they don't need to go to A+. If we had care on campus I would have much more flexibility with my schedule.
(Female Faculty, Maui College)*

CONCLUSION

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Expanding child care facilities on the Maui College campus will benefit both parents and Maui College. For both women and men, the desire to balance work and family demands has become increasingly important. As many female faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

Further developing on-campus or near-campus partnerships could offer conveniently located, high quality, educational child care contributing to Maui College's success in recruiting and retaining faculty as well as retaining and graduating students with children. Maui College is positioned to respond as a community leader.

The University of Hawai'i joins other employers, and other Universities² in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for "sick" and "break" care, partnerships with approved off-campus providers.

Implementing options appropriate for Maui College requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

*I have many students who have difficulty finding good quality affordable daycare.
Having a daycare center for students would greatly help retention efforts.
(Female Faculty, Maui College)*

*Having something at the school that's available for students, ect., is important to
have because it allows students to get their goals met . . . Young women with
children need a place to rest for nursing and know that they have a trusted facility
for their children. Having this is definitely a plus for a community.
(Female Faculty, Maui College)*

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women's Center, gotkids@hawaii.edu or 956-8059.

² Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.

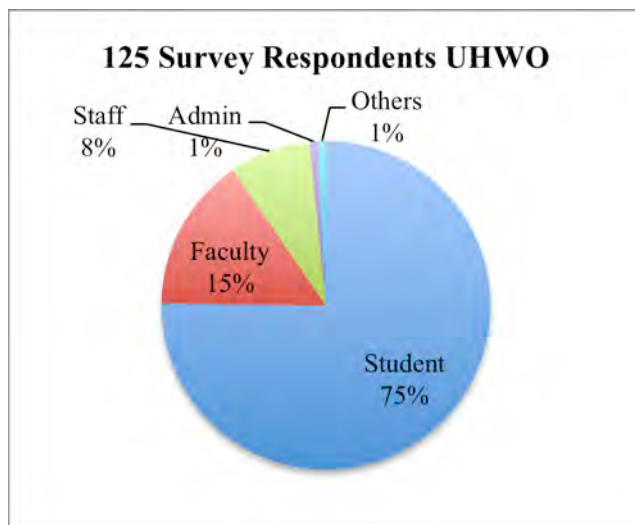
S#	Query	Information
1	Name of the campus child care center:	Maui CC-MEO Head Start
2	Location, Contact person, email, phone, website (?)	Pre-School (808)-242-1057 MEO Head Start (808) 249-2988 http://maui.hawaii.edu/services/headstart.php www.meoinc.org
3	Days and hours of operation:	M- F 7:50 a.m. – 3:20 p.m. / 9 month program from August - May
4	Options for Part-Time?	No - Must attend daily
5	Cost of application fee	N/A
6	Cost of deposit	N/A
7	Tuition costs: By Semester? Summer? Installments?	N/A
8	Late payment charges	N/A
9	Late pick-up fee	N/A
10	Age of children	3-5 yrs old
11	Number of slots available for each age group	20
12	Typically, are all slots full?	Yes
13	Meals?	Breakfast, lunch, afternoon snack
14	Other Services	Services include oral health (toothbrushing), nutrition, screening for vision and hearing, mental health services, parent involvement opportunities, family case management, early childhood education services, developmental screening.
15	Who qualifies to use the facility (if students get priority, is there a ratio?)	Families that qualify for services meet federal income guideline as determined annually, or has a child certified with special needs. A selection criteria is available at the MEO Head Start office. Students of MCC that meet the Head Start eligibility criteria are given preference for placement at the MCC Head Start location.
16	When can parents (apply?)	Apply at the MEO Head Start office in February for the next school year specifying the Maui CC Center. Students enrolled at MCC need to present their official class schedule when completing application, to be considered for placement at MCC Head Start.
17	What is the number of slots that “turn-over”? (part-time and full-time)	Only full-time slots are available. The turn-over is approximately 4-5 children annually.

University of Hawai'i West O'ahu Child Care Survey 2009



This report is specific to UH West O'ahu, which currently does not have on-campus childcare.

Note: This survey was completed before the Kapolei campus of UHWO was opened in 2012. With no on-campus childcare currently available at UH West O'ahu, interest and engagement with this survey was high. Over 6.6% of all students participated and 26.7% of all employees - clearly indicating an interest in the topic and a need for the UHWO campus community.¹



The 125 responses from the West O'ahu campus represented 3% of the total number (3,812) of respondents to the UH Systemwide survey.

Three quarters (75) of the participants were students (94) indicating a response rate of 6.6% of all students enrolled in Spring 2009.

Over one-quarter (26.7%) of all employees responded to the survey. Over 15% percent of UHWO responses were faculty members (19) and 9% percent were staff (12).

Affordable, on-campus child care enhances the inclusive learning and working

environment of the University campuses by:

- Expanding educational access for a diverse student body
- Increasing student retention and graduation rates for student parents
- Increasing the diversity of the campus community
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS: Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can "grow the pie" of limited resources that students and employees compete for.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women's lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to a more robust response.

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for UH West O‘ahu:

These campus-specific recommendations are offered in conjunction with the general recommendations for all campuses detailed in the UH System Child Care Needs Assessment Executive Summary.

- Review current OHR data to develop a clear picture of the growing UHWO employees’ gender and age demographics.
- Expand child care availability on and near the UHWO Campus.
- UHWO’s reputation for a high proportion of “non-traditional” students means child care is even more important as a student retention and graduation strategy.
- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Ensure that future development of UHWO campus includes child care spaces as essential for the university community.

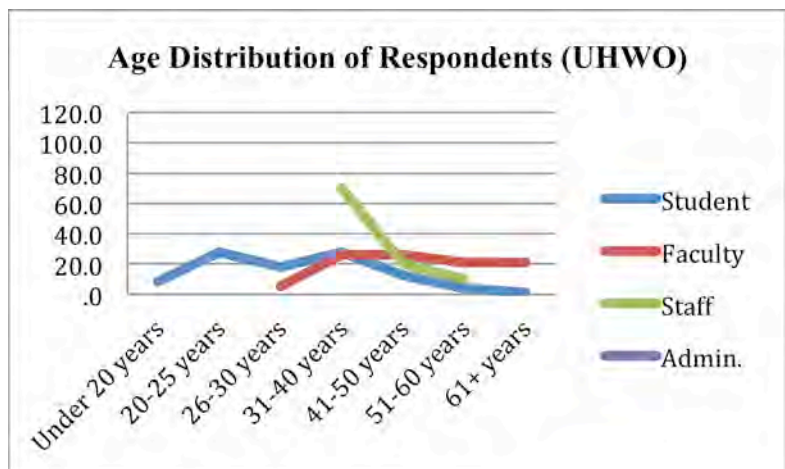
STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 88% of all respondents, although men participated as well. Eighty eight (88) female students constituted 94.6% of student responses, while 5 of their male counterparts also participated.

Female faculty respondents (13) constituted 68% of the total faculty respondents (19), but 6 male faculty also responded. Female staff (8) also responded strongly and made up 66% of staff/admin/other responses.

Forty two percent (42%) of UHWO female faculty (including lecturers) of childbearing years (age 20-49) responded to survey. Clearly female faculty have an interest in this topic.

An even more detailed look at UHWO OHR data indicates that 33% of female faculty between 26-30 years, 66% of those aged 31-40 years, and 30% of those

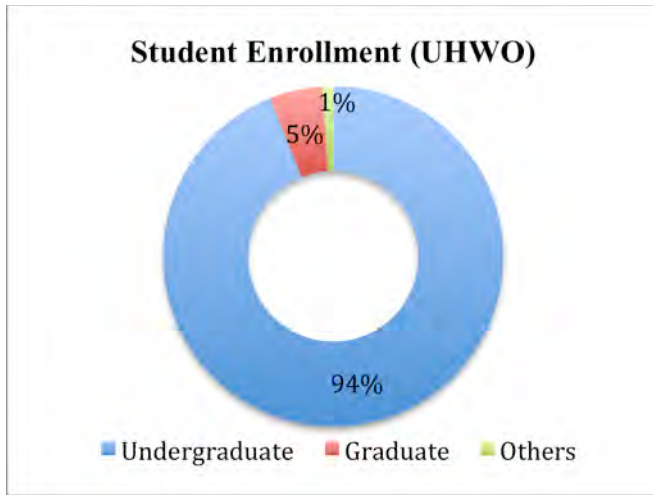


aged 41-50 participated in this survey.

UHWO female staff responded even more strongly, although 0 female staff between the ages of 20-25 responded, an amazing 83.3% of those age 31-40, and 10% of those age 41-50 participated in the survey.

The 38% of female faculty respondents at UHWO who were no longer of childbearing age, most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families.

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES

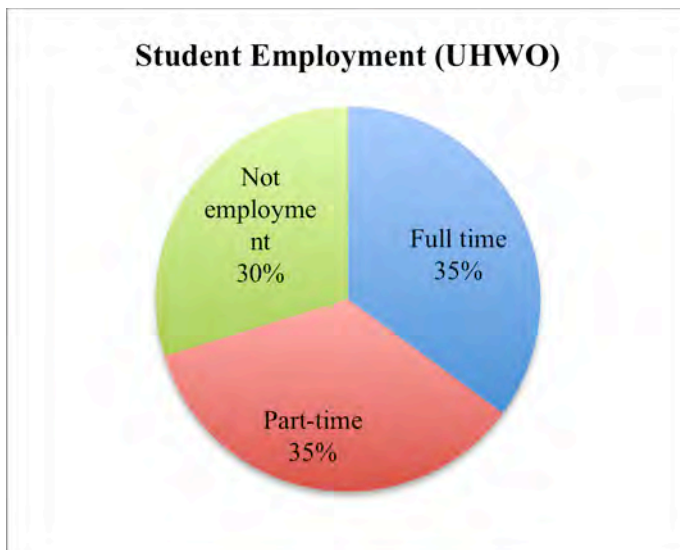


More of the 94 student respondents were fulltime enrolled (55.6%) and undergraduates (94%). Graduates students made up 5% percent of respondents.

It is expected that over 90% of employees are fulltime. There is wider variation among students. Over 35% reported working full-time jobs, another 35% were employed part-time, and 30% were not employed at all.

EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

The employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work.



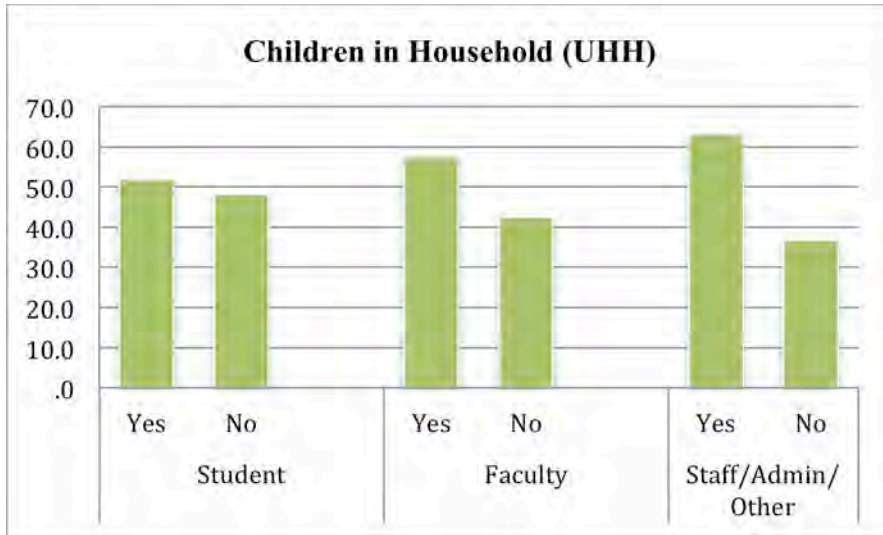
Students who are not employed at all will have more difficulty utilizing state subsidies for child care.

While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between the cost of full-time care and a subsidy for a student only attending classes (vs. also employed on or off- campus) can be hundreds of dollars.

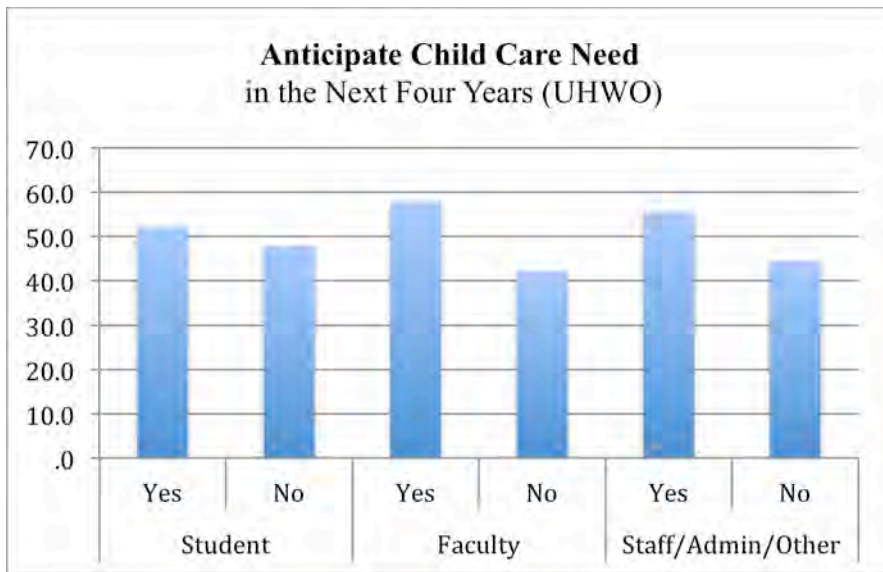
An additional complication is that while part-time employment can increase childcare subsidies, juggling part-time employment with full time college enrollment requires flexibility and resources.

CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff.



Eighty percent (80%) (100) of the 125 respondents currently live in households with children.



Just over half (65 = 52%) of all UHWO survey respondents reported that **they anticipate child care needs to maintain enrollment or employment at UH within the next four years.**

And 58% of faculty respondents and 55% of staff either currently need child care or anticipate a need within 4 years to maintain employment.

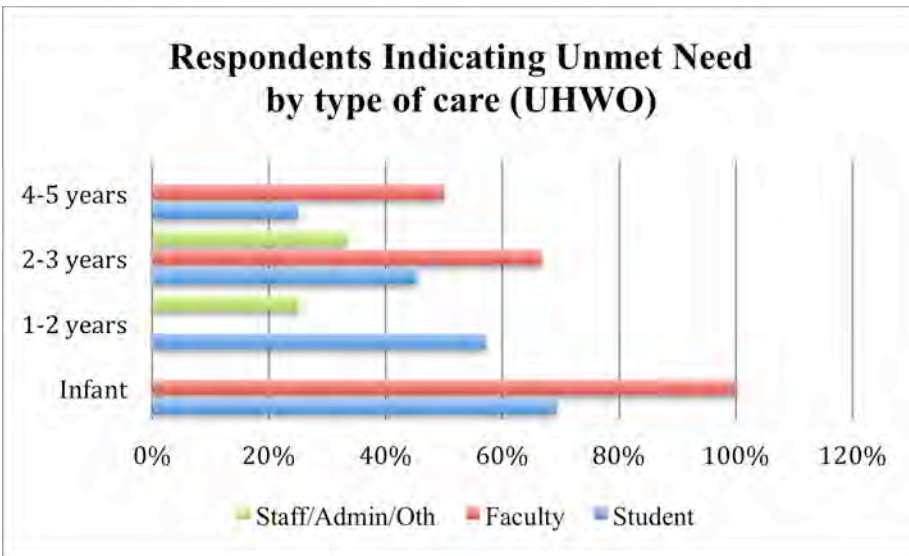
CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

Survey results indicate a strong need to address the inadequate child care resources and options available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

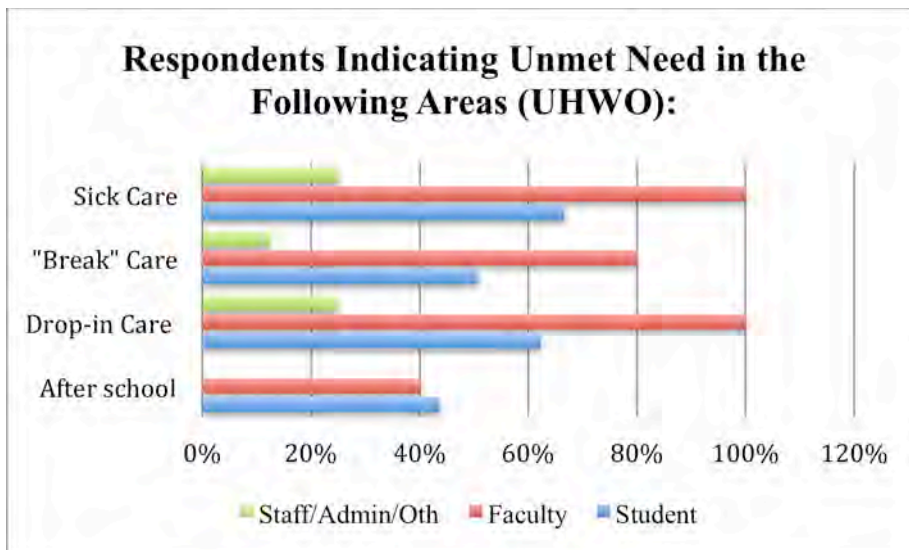
Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

Respondents were asked, “Are your current childcare needs being met in the following areas?”

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	



In addition to typical on-campus child care, all students, faculty and staff reported need more options to address the whole range of child care including: Sick Care, Break Care (for DOE K-12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.



After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12. Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care" during DOE school breaks is predictable

and consistently results in increased visibility of children on campus when parents have no options.

EVERYONE DESIRES CAMPUS-BASED CARE

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant/Toddler, etc). There is a high level of demand for campus-based child care, including infant, toddler, preschool, after-school, “break” and sick child care. Given the convenience of on-campus setting, about 71 % of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 1: Desirability of Child Care by Age of Child -UHWO

Affiliation	How desirable is campus based infant care								Total	Total %
	Very desirable		Desirable		Neutral		Do not care			
	N	%	N	%	N	%	N	%		
Infant Care (0-1 year)										
Student	25	51.0%	8	16.3%	10	20.4%	6	12.2%	49	100.0%
Faculty	9	81.8%	1	9.1%		.0%	1	9.1%	11	100.0%
Staff/Admin/Oth	3	50.0%	1	16.7%	1	16.7%	1	16.7%	6	100.0%
Subtotal	37	56.1%	10	15.2%	11	16.7%	8	12.1%	66	100.0%
Young Toddler Care (1-2 years)										
Student	25	52.1%	6	12.5%	11	22.9%	6	12.5%	48	100.0%
Faculty	9	81.8%	1	9.1%		.0%	1	9.1%	11	100.0%
Staff/Admin/Oth	5	83.3%		.0%		.0%	1	16.7%	6	100.0%
Subtotal	39	60.0%	7	10.8%	11	16.9%	8	12.3%	65	100.0%
Toddler Care (2-3 years)										
Student	29	59.2%	9	18.4%	8	16.3%	3	6.1%	49	100.0%
Faculty	8	72.7%	2	18.2%		.0%	1	9.1%	11	100.0%
Staff/Admin/Oth	5	83.3%	1	16.7%		.0%		.0%	6	100.0%
Subtotal	42	63.6%	12	18.2%	8	12.1%	4	6.1%	66	100.0%
Pre School Care (4-5 years)										
Student	24	49.0%	8	16.3%	9	18.4%	8	16.3%	49	100.0%
Faculty	7	63.6%	3	27.3%		.0%	1	9.1%	11	100.0%
Staff/Admin/Oth	2	33.3%	1	16.7%	2	33.3%	1	16.7%	6	100.0%
Subtotal	33	50.0%	12	18.2%	11	16.7%	10	15.2%	66	100.0%

Table 2: Desirability of Child Care by Type of Care Needed

	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Emergency (drop-in) care	Very desirable	27	55.1	8	72.7	2	33.3
	Desirable	12	24.5	2	18.2	1	16.7
	Neutral	5	10.2	1	9.1	3	50.0
	Do not care	5	10.2	-	-	-	-
	Subtotal	49	100.0	11	100.0	6	100.0
Holiday/vacation (gap) care	Very desirable	20	40.8	6	54.5	2	33.3
	Desirable	12	24.5	1	9.1	-	-
	Neutral	9	18.4	4	36.4	3	50.0
	Do not care	8	16.3	-	-	1	16.7
	Subtotal	49	100.0	11	100.0	6	100.0
Sick child care	Very desirable	20	40.8	8	72.7	-	-
	Desirable	9	18.4	2	18.2	2	33.3
	Neutral	10	20.4	1	9.1	3	50.0
	Do not care	10	20.4	-	-	1	16.7
	Subtotal	49	100.0	11	100.0	3	100.0

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to their income. Forty three percent (43%) of student respondents indicated they were willing to pay \$749 or less per month for “high-quality, licensed infant care on campus.” While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount Willing to Pay for Child Care - UHWO

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	1	2.3	1	10.0	1	20.0
	\$ 1,000-1,199	4	9.3	2	20.0	1	20.0
	\$ 750-999	8	18.6	4	40.0	1	20.0
	\$ 500-749	13	30.2	3	30.0	1	20.0
	Less than \$ 500	17	39.5	-	-	1	20.0
	Subtotal		43	100.0	10	100.0	5
Young Toddler care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	1	2.3	1	10.0	1	20.0
	\$ 1,000-1,199	4	9.3	2	20.0	1	20.0
	\$ 750-999	5	11.6	3	30.0	1	20.0
	\$ 500-749	17	39.5	4	40.0	1	20.0
	Less than \$ 500	16	37.2	-	-	1	20.0
Subtotal		43	100.0	10	100.0	5	100.0
Toddler care	\$ 1,200+	1	2.2	-	-	-	-
	\$ 1,000-1,199	2	4.3	2	20.0	1	16.7
	\$ 750-999	4	8.7	3	30.0	2	33.3
	\$ 500-749	11	23.9	4	40.0	2	33.3
	\$ 300-499	13	28.3	1	10.0	-	-
	Less than \$ 300	15	32.6	-	-	1	16.7
	Subtotal		46	100.0	10	100.0	6
Pre school care	\$ 1,200+	1	2.5	1	10.0	-	-
	\$ 1,000-1,199	-	-	2	20.0	2	40.0
	\$ 750-999	7	17.5	2	20.0	1	20.0
	\$ 500-749	6	15.0	4	40.0	1	20.0
	\$ 300-499	14	35.0	1	10.0	1	20.0
	Less than \$ 300	12	30.0	-	-	-	-
Subtotal		40	100.0	10	100.0	6	100.0

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE

Students (75%) particularly indicated a desire for campus based financial assistance. Ninety percent (90%) of faculty and 83% of staff also indicate that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits, which are 200% of Federal Poverty Level for family size (e.g. \$4283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212.

While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule.

Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

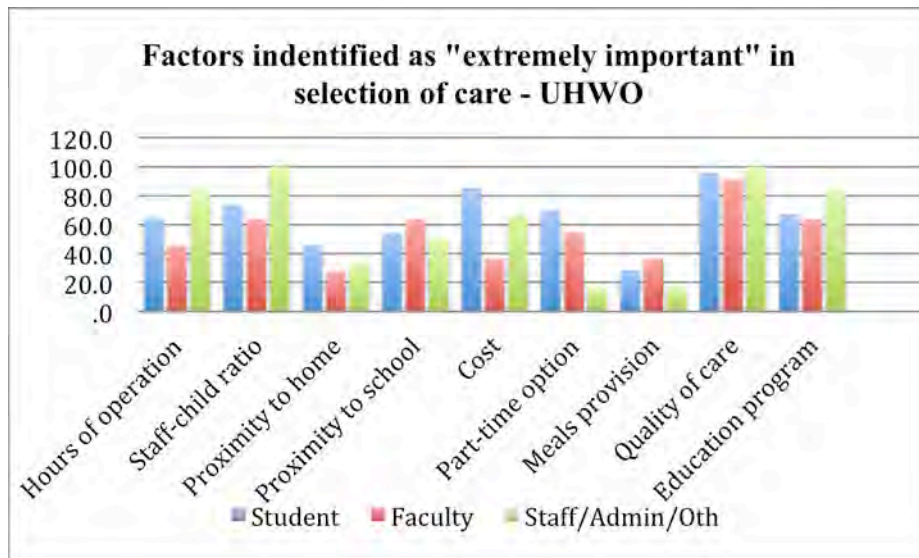
I don't have time to drive all day so location is highly important. . .Hours of operation are really important too because my classes could be at any time, day or evening, and evening care is really the hardest to come by especially with childcare facilities. (Female Student, UHWO).

Building an on-site child care center with a flexible schedule is essential for all working parents. (Female Faculty, UHWO)

Table 4: Preferred pick up time by UH affiliation - UHWO

Preferred time for CC to OPEN	Preferred time to pick child from the campus childcare center										Total
	5:00 PM	%	5:30 PM	%	6:00 PM	%	6:30 PM	%	7:00 PM	%	
Student:											
6:00 AM	2	18.2%	2	28.6%	2	20.0%	1	16.7%	2	13.3%	9
6:30 AM	1	9.1%	1	14.3%	0		2	33.3%	0		4
7:00 AM	4	36.4%	1	14.3%	4	40.0%	1	16.7%	4	26.7%	14
7:30 AM	0		2	28.6%	1	10.0%	0		2	13.3%	5
8:00 AM	4	36.4%	1	14.3%	3	30.0%	2	33.3%	7	46.7%	17
Total	11	100.0%	7	100.0%	10	100.0%	6	100.0%	15	100.0%	49
Faculty:											
6:00 AM			0		1	20.0%			1	20.0%	2
7:00 AM			1	100.0%	2	40.0%			1	20.0%	4
7:30 AM			0		2	40.0%			0		2
8:00 AM			0		0				3	60.0%	3
Total			1	100.0%	5	100.0%			5	100.0%	11
Staff/Admin/Others:											
6:00 AM	0		1	100.0%	0						1
7:00 AM	3	100.0%	0		1	50.0%					4
7:30 AM	0		0		1	50.0%					1
Total	3	100.0%	1	100.0%	2	100.0%					6

MOST IMPORTANT FACTORS FOR SELECTING CHILD



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty.

Table 5: Top Four Factors Considered in Selection of Child Care for UHWO

Factors	Student		Faculty		Staff/Admin/Oth	
	Count	Column %	Count	Column %	Count	Column %
Quality of care	36	73.5%	6	54.5%	3	50.0%
Cost	32	65.3%	6	54.5%	1	16.7%
Hours of operation	25	51.0%	4	36.4%	6	100.0%
Strength of educational program	17	34.7%	1	9.1%	1	16.7%

IMPORTANCE OF CAMPUS-BASED CHILD CARE

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students' educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees.

All UH campus-based centers are governed UH Executive Policy E10.401, which address issues of prioritizing student/employee use; meet State of Hawaii licensing requirements and strive for NAEYC accreditation.

Certainly the campus community values the multiple roles that on-campus child care centers play. Survey respondents were asked, "How important is the availability of on-campus childcare with respect to the following areas:"

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding "recruitment of faculty" as extremely important, while students consider the role of child care as a support service "for degree completion" to be extremely important.

*Having an on-campus child care was a blessing for my 3years old when we moved back to Hawaii three years ago. The convenience that an on-site child care provides is invaluable for any full-time working parents.
For me this is an issue of gender equity.
(Female Faculty, UHWO)*

. . . I believe that QUALITY on-campus childcare is an important option to consider for recruitment and retention efforts. I believe that employers that care for their employees in a tangible manner reap intangible benefits for everyone. Absenteeism due to childcare issues negatively impact office productivity. (Female Staff, UHWO)

Table 6: Importance ranking of factors regarding campus-based child care- UHWO

Affiliation	Extremely Important		Important		Undecided		Not so important		Not important at all		Total N
	N	%	N	%	N	%	N	%	N	%	
Importance for you Personally:											
Student	41	44.1%	27	29.0%	7	7.5%	7	7.5%	11	11.8%	93
Faculty	9	47.4%	3	15.8%	2	10.5%	1	5.3%	4	21.1%	19
Staff/Admin/Other	3	25.0%	4	33.3%	1	8.3%	1	8.3%	3	25.0%	12
Subtotal	53	42.7%	34	27.4%	10	8.1%	9	7.3%	18	14.5%	124
To Provide Practicum Experience to Faculty and Students:											
Student	33	35.9%	35	38.0%	17	18.5%	1	1.1%	6	6.5%	92
Faculty	5	26.3%	8	42.1%	1	5.3%	2	10.5%	3	15.8%	19
Staff/Admin/Other	1	9.1%	7	63.6%	1	9.1%	2	18.2%	0	0.0%	11
Subtotal	39	32.0%	50	41.0%	19	15.6%	5	4.1%	9	7.4%	122
For Recruiting and Retaining Staff and Faculty:											
Student	34	36.6%	30	32.3%	20	21.5%	2	2.2%	7	7.5%	93
Faculty	8	42.1%	9	47.4%	1	5.3%	1	5.3%	0	0.0%	19
Staff/Admin/Other	3	25.0%	6	50.0%	3	25.0%	0	0.0%	0	0.0%	12
Subtotal	45	36.3%	45	36.3%	24	19.4%	3	2.4%	7	5.6%	124
To Enable Degree Requirements:											
Student	51	55.4%	29	31.5%	6	6.5%	1	1.1%	5	5.4%	92
Faculty	9	47.4%	7	36.8%	1	5.3%	2	10.5%	0	0.0%	19
Staff/Admin/Other	2	16.7%	7	58.3%	2	16.7%	1	8.3%	0	0.0%	12
Subtotal	62	50.4%	43	35.0%	9	7.3%	4	3.3%	5	4.1%	123

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

Just over 51% of students, 26% of faculty and 20% of staff with children in their households reported that their lives were negatively impacted by a lack of child care services.

Child care was necessary when I attended UHWO. Without childcare I wouldn't have been able to complete my degree. Unfortunately I had to go off campus for childcare. Having childcare on campus can be beneficial to many students and staff. (Female Student, UHWO).

Although I do not require child services at this time I can surely put myself in the place of a parent that does need childcare and how important it is while going to school to make sure your children are safe and in a protective environment. Just that comfort alone allows a student to pursue their educational goals and focus on building towards a positive future for themselves and their family. (Female Student, UHWO).

CONCLUSION

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Developing child care facilities on the UHWO campus will benefit both parents and UHWO academic programs. For both women and men, the desire to balance work and family demands has become increasingly important. As many female faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

Further developing on-campus or near-campus partnerships could offer conveniently located, high quality, educational child care contributing to UHWO's success in recruiting and retaining faculty as well as retaining and graduating students with children. UH West O'ahu is positioned to respond as a community leader.

The University of Hawai'i joins other employers, and other Universities² in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for "sick" and "break" care, partnerships with approved off-campus providers.

Implementing options appropriate for UHWO requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

*As a faculty I regularly see my students struggling to take care of their children and try to support them as best I can. I permit students to bring their children to class as long as the children are occupied and don't disrupt the class. But ideally campuses need to have a full developmental/life course center -- one for elder care as well as early childhood education and in-between life stages as Adults in Transition.
(Female Faculty, UHWO)*

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women's Center, gotkids@hawaii.edu or 956-8059.

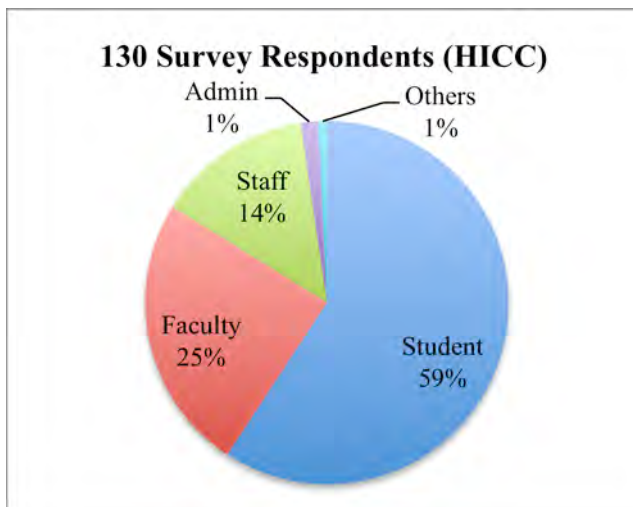
² Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.

University of Hawai‘i – Hawai‘i Community College Child Care Survey 2009



This report is specific to Hawai‘i Community College, which currently has on-campus childcare – The Hawai‘i CC Children’s Center.

Overall, interest and engagement with this survey was not very high with less than 3% of all students participating and 10% of all employees.¹ However, those who did respond, 75% had children in their household and they clearly indicated areas of unmet need and areas for growth for the Hawai‘i CC campus community.



The 130 responses from the Hawai‘i CC campus represented 3.4% of the total number (3,812) of respondents to the UH Systemwide survey.

Fifty nine percent of the participants were students (77) indicating a response rate of only 2.7% of all students enrolled in Spring 2009.

Ten percent of all employees responded to the survey. Twenty percent of Hawai‘i CC responses were faculty members (32) and 12.5% were staff (17). Another single respondent made up the total (130).²

Affordable, on-campus child care enhances the inclusive learning and working environment of the University campuses by:

- Expanding educational access for a diverse student body
- Increasing student retention and graduation rates for student parents
- Increasing the diversity of the campus community
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS: Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can "grow the pie" of limited resources that students and employees compete for.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women’s lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to a more robust response.

² Employees are Faculty (including lecturers), or Staff/Admin/Other (combined when reported).

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for Hawai‘i CC:

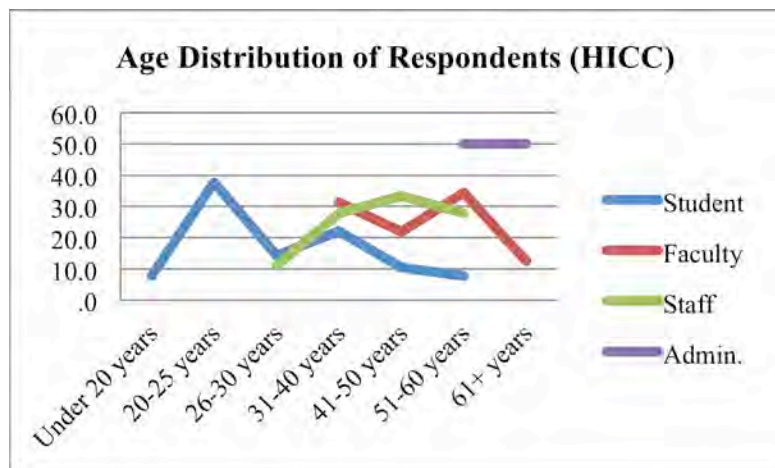
These campus-specific recommendations are offered in conjunction with the general recommendations for all campuses detailed in the UH System Child Care Needs Assessment Executive Summary.

- Expand child care availability on and near the Hawai‘i Campus.
- Hawai‘i CC’s reputation for a high proportion of “non-traditional” student means child care is even more important as a student retention and graduation strategy.
- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Utilize existing facilities that could be retrofitted or re-purposed for child care.
- Revisit any partnership with UH Hilo to evaluate whether the current partnership is effective and/or should be modified to address current needs of both parties.
- Ensure that rural communities’ sensitivity to both market saturation and gaps in service are considered.

STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 85% of all respondents, although men participated as well. Sixty six (66) female students responded constituting 85.7% of all student responses while 11 of their male counterparts also participated.

Female faculty respondents (26) constituted 81% of the total faculty respondents (32), but 5 male faculty also responded. Female staff (17) also responded strongly and made up 81% of staff/admin/other responses.



Thirty four percent (34%) of Hawai‘i CC female faculty (including lecturers) of childbearing years (age 20-49) responded to the survey. Clearly female faculty have an interest in this topic.

An even more detailed look Hawai'i CC OHR data indicates that 0 female faculty between the age of 26-30 years, 47% of those from 31-40 years, and 23% of those age 41-50 participated in this survey.

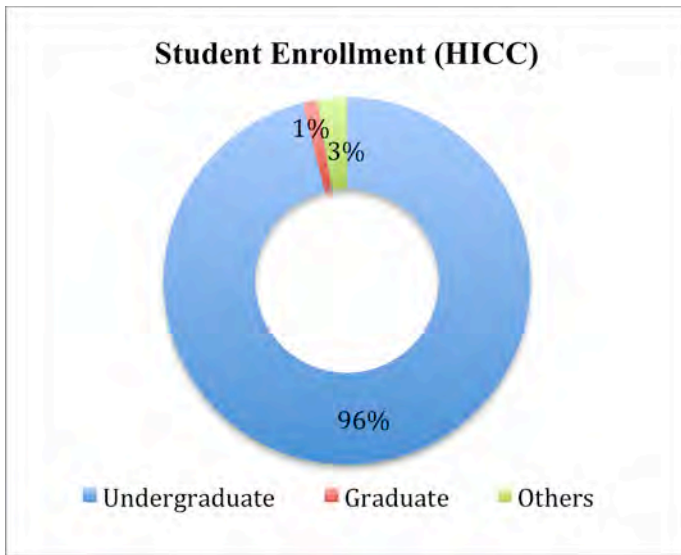
Using the same OHR data, young Hawai'i CC female staff responded even more strongly with 40% of female staff from 26-30 years, 21.7% of those age 31-40, and 18% of those age 41-50 participated in the survey.

The 42% of female faculty respondents at Hawai'i CC who were no longer of childbearing age, most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families.

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES

Most of the 77 student respondents were full time enrolled (58%), although a significant portion (42%) were part-time undergraduates.

It is expected that over 90% of employees are fulltime. There is wider variation among students.

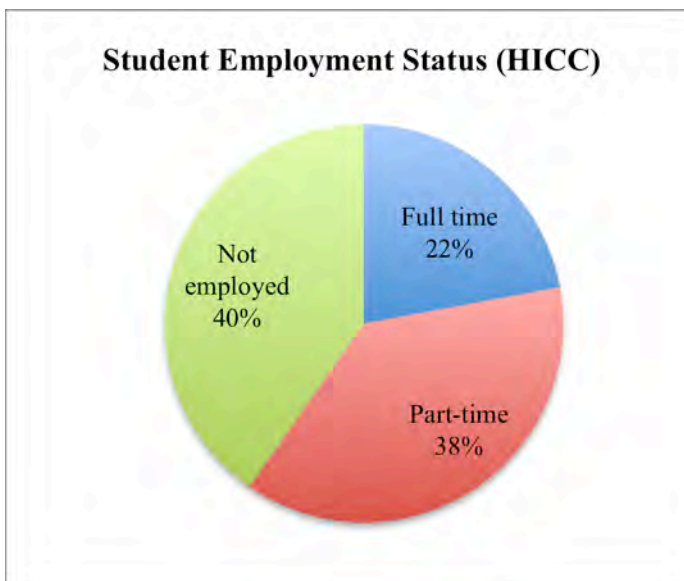


Twenty two percent (22%) reported working full-time jobs, 37.7% were employed part-time, and 40% were not employed at all.

EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

Employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work.

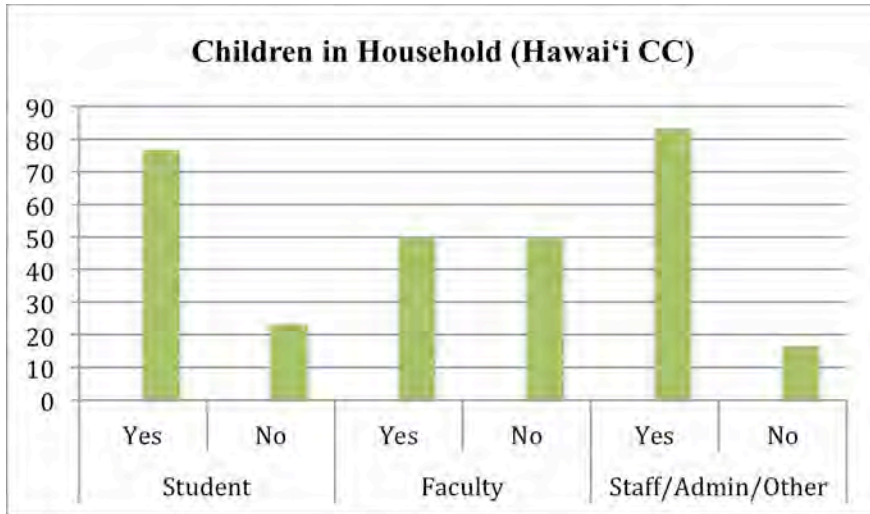
While limited employment options may impact student employment in Hilo, students who are not employed at all will have more difficulty utilizing state subsidies for child care.



While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between the cost of full-time care and a subsidy for a student only attending classes (vs. also employed on or off- campus) can be hundreds of dollars. An additional complication is that while part-time employment can increase childcare subsidies, juggling part-time employment with full time college enrollment requires flexibility and resources.

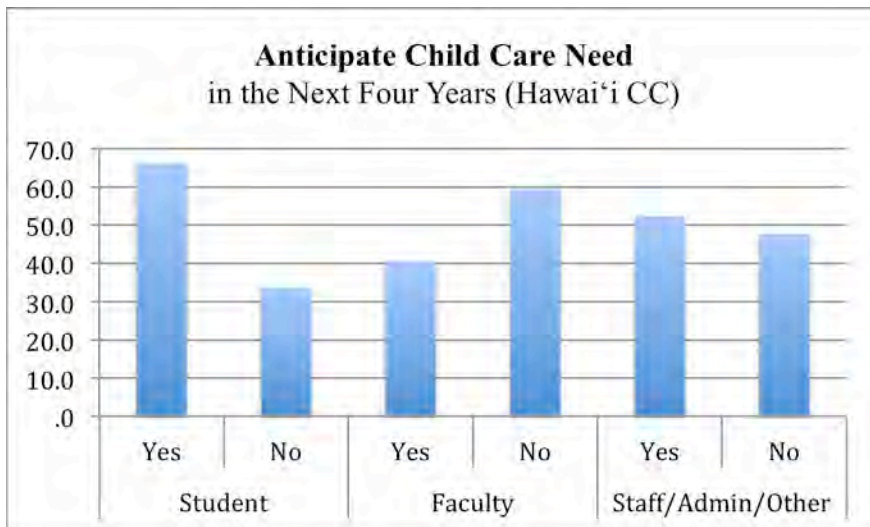
CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff.



Overwhelmingly Hawai'i CC survey respondents currently live in households with children. (98 = 75%)

Over half (74 = 57%) of all Hawai'i CC survey respondents reported that **they anticipate child care needs to maintain enrollment or employment at UH within the next four years.**



And 40% of Hawai'i CC faculty respondents either currently need child care or anticipate a need within 4 years to maintain employment.

CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

Survey results indicate a strong need to address the inadequate child care resources and options

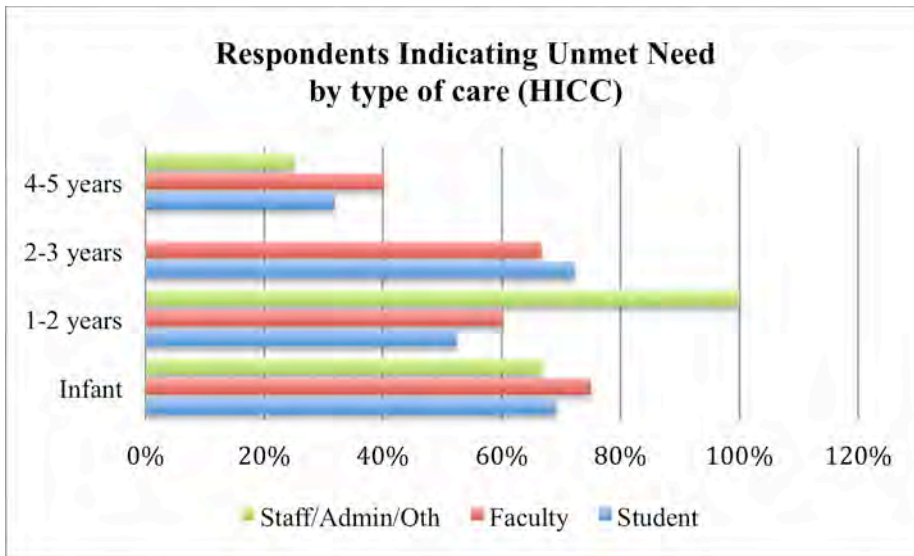
available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

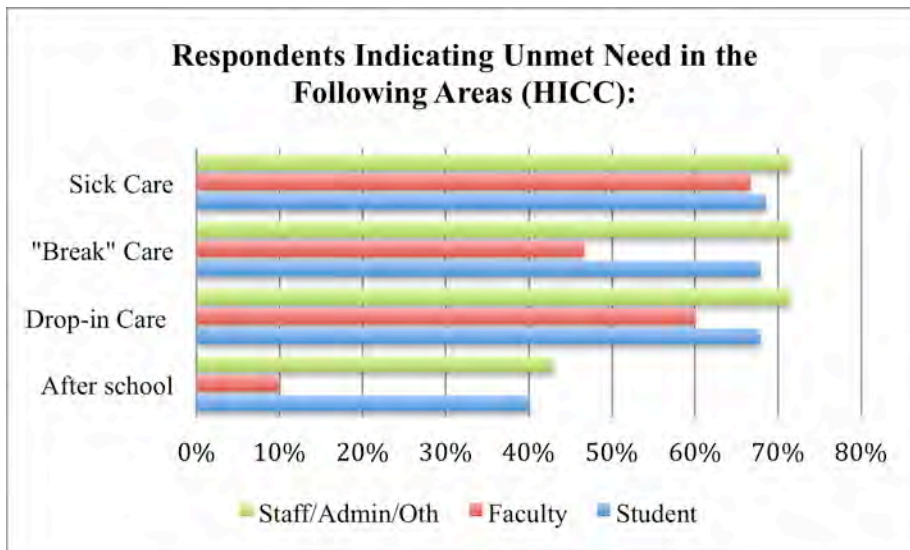
Respondents were asked, “Are your current childcare needs being met in the following areas?”

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	

In addition to typical on-campus child care, all students, faculty and staff reported need more options to address the whole range of child care including: Sick Care, Break Care (for DOE K-12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.



After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12. Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care" during DOE school breaks is predictable and consistently results in increased visibility of children on campus when parents have no options.



EVERYONE DESIRES CAMPUS-BASED CARE

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant/Toddler, etc). There is a high level of demand for campus-based child care, including infant, toddler, preschool, after-school, “break” and sick child care. Given the convenience of on-campus setting, about 69 % of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 1: Desirability of Child Care by Age of Child - HAWAI‘I CC

Affiliation	How desirable is campus based infant care								Total	Total %
	Very desirable		Desirable		Neutral		Do not care			
	N	%	N	%	N	%	N	%		
Infant Care (0-1 year)										
Student	22	44.9%	11	22.4%	16	32.7%		.0%	49	100.0%
Faculty	9	69.2%	2	15.4%	2	15.4%		.0%	13	100.0%
Staff/Admin/Oth	5	50.0%	1	10.0%	2	20.0%	2	20.0%	10	100.0%
Subtotal	36	50.0%	14	19.4%	20	27.8%	2	2.8%	72	100.0%
Young Toddler Care (1-2 years)										
Student	30	60.0%	10	20.0%	9	18.0%	1	2.0%	50	100.0%
Faculty	9	69.2%	3	23.1%	1	7.7%		.0%	13	100.0%
Staff/Admin/Oth	7	70.0%	2	20.0%	1	10.0%		.0%	10	100.0%
Subtotal	46	63.0%	15	20.5%	11	15.1%	1	1.4%	73	100.0%
Toddler Care (2-3 years)										
Student	27	54.0%	9	18.0%	11	22.0%	3	6.0%	50	100.0%
Faculty	9	69.2%	4	30.8%		.0%		.0%	13	100.0%
Staff/Admin/Oth	8	80.0%	2	20.0%		.0%		.0%	10	100.0%
Subtotal	44	60.3%	15	20.5%	11	15.1%	3	4.1%	73	100.0%
Pre School Care (4-5 years)										
Student	27	54.0%	7	14.0%	12	24.0%	4	8.0%	50	100.0%
Faculty	10	76.9%	3	23.1%		.0%		.0%	13	100.0%
Staff/Admin/Oth	5	50.0%	3	30.0%	2	20.0%		.0%	10	100.0%
Subtotal	42	57.5%	13	17.8%	14	19.2%	4	5.5%	73	100.0%

Table 2: Desirability of Child Care by Type of Care Needed

	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Emergency (drop-in) care	Very desirable	30	60.0	9	69.2	4	44.4
	Desirable	12	24.0	4	30.8	2	22.2
	Neutral	6	12.0	-	-	3	33.3
	Do not care	2	4.0	-	-	-	-
	Subtotal		50	100.0	13	100.0	13
Holiday/vacation (gap) care	Very desirable	24	48.0	7	53.8	5	55.6
	Desirable	12	24.0	4	30.8	2	22.2
	Neutral	10	20.0	2	15.4	1	11.1
	Do not care	4	8.0	-	-	1	11.1
	Subtotal		66	100.0	19	100.0	9
Sick child care	Very desirable	23	46.0	8	61.5	4	44.4
	Desirable	14	28.0	3	23.1	2	22.2
	Neutral	9	18.0	2	15.4	3	33.3
	Do not care	4	8.0	-	-	-	-
	Subtotal		50	100.0	13	100.0	9

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to income. Nearly half of student respondents indicated they were willing or able to pay \$500 or less per month for “high-quality, licensed infant care on campus.” Cumulatively, 70% of students would be willing to pay \$749 or less. While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount Willing to Pay for Child Care - HAWAI‘I CC

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	2	4.0	1	7.7	-	-
	\$ 1,000-1,199	4	8.0	4	30.8	1	16.7
	\$ 750-999	6	12.0	-	-	1	16.7
	\$ 500-749	15	30.0	15	46.2	4	66.7
	Less than \$ 500	23	46.0	23	15.4	-	-
	Subtotal		50	100.0	50	100.0	6
Young Toddler care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	1	2.1	2	15.4	-	-
	\$ 1,000-1,199	3	6.3	1	7.7	1	12.5
	\$ 750-999	8	16.7	2	15.4	2	25.0
	\$ 500-749	16	33.3	6	46.2	4	50.0
	Less than \$ 500	20	41.7	2	15.4	1	12.5
	Subtotal		48	100.0	13	100.0	8
Toddler care	\$ 1,200+	1	2.1	1	7.7	-	-
	\$ 1,000-1,199	2	4.2	2	15.4	1	12.5
	\$ 750-999	7	14.6			2	12.5
	\$ 500-749	14	29.2	8	61.5	8	50.0
	\$ 300-499	12	25.0	1	7.7	1	12.5
	Less than \$ 300	12	25.0	1	7.7	1	12.5
	Subtotal		48	100.0	13	100.0	13
Pre school care	\$ 1,200+	-	-	-	-	-	-
	\$ 1,000-1,199	3	6.7	-	-	1	12.5
	\$ 750-999	7	15.6	1	7.7	-	-
	\$ 500-749	13	28.9	9	69.2	5	62.5
	\$ 300-499	12	26.7	1	7.7	2	25.0
	Less than \$ 300	10	22.2	1	7.7	-	-
	Subtotal		45	100.0	13	100.0	8

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE

Students (84%) particularly indicated a desire for campus based financial assistance, although at Hawai'i CC over 90% of faculty and 89% of staff also indicate that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits, which are 200% of Federal Poverty Level for family size (e.g. \$4283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212.

While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule.

Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

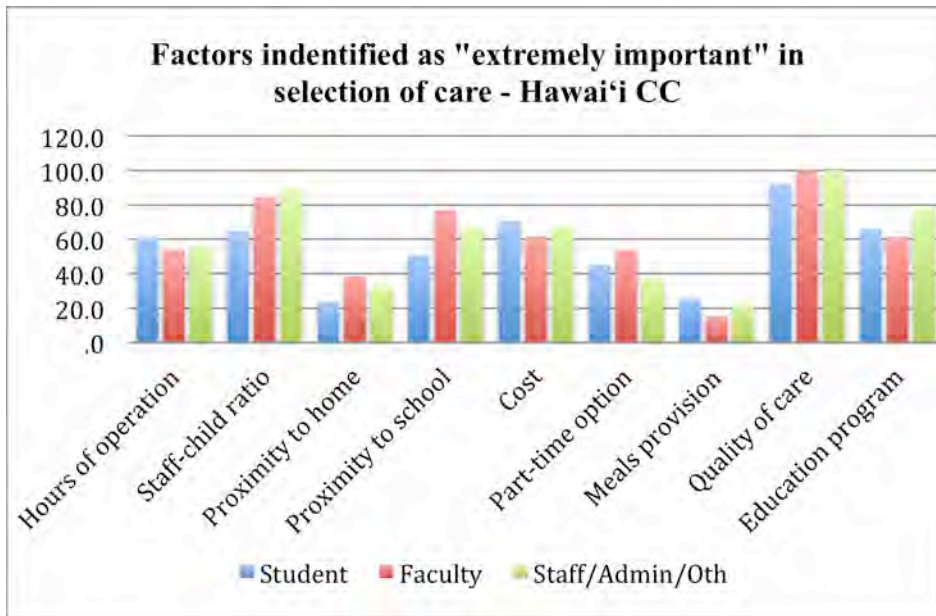
I feel that availability of childcare is important for students in particular to support their ability to continue with their education. Extending hours later into the afternoon and having more child care spaces available could support more students and faculty. The site also serves as an important training/laboratory site for education students. . .
(Female Faculty, Hawai'i CC)

Daycare is essential for the students at Hawai'i CC. It would be nice to have a day care center with longer hours. I would definitely use the campus day care center if the center were open during working hours. I believe Hawai'i CC closes at 3:00. I work until 4:30. Hawai'i CC has many non-traditional students. It would be helpful if the center was open from 6am to 6pm.
(Female Faculty, Hawai'i CC)

Table 4: Preferred pick up time by UH affiliation - HAWAI'I CC

Preferred time for CC to OPEN	Preferred time to pick child from the campus childcare center										Total
	5:00 PM	%	5:30 PM	%	6:00 PM	%	6:30 PM	%	7:00 PM	%	
Students:											
6:00 AM	2	11.8%	0		4	33.3%	0		1	50.0%	7
6:30 AM	1	5.9%	1	5.9%	1	8.3%	0		0		3
7:00 AM	6	35.3%	8	47.1%	5	41.7%	1	33.3%	1	50.0%	21
7:30 AM	6	35.3%	6	35.3%	1	8.3%	2	66.7%	0		15
8:00 AM	2	11.8%	2	11.8%	1	8.3%	0		0		5
Total	17	100.0%	17	100.0%	12	100.0%	3	100.0%	2	100.0%	51
Faculty:											
7:00 AM	2	28.6%	2	50.0%	1	50.0%					5
7:30 AM	3	42.9%	2	50.0%	1	50.0%					6
8:00 AM	2	28.6%	0		0						2
Total	7	100.0%	4	100.0%	2	100.0%					13
Staff/Admin/Other:											
6:00 AM	0		1	25.0%	0				0		1
6:30 AM	1	33.3%	0		0				0		1
7:00 AM	1	33.3%	2	50.0%	1	50.0%			1	100.0%	5
7:30 AM	1	33.3%	1	25.0%	1	50.0%			0		3
Total	3	100.0%	4	100.0%	2	100.0%			1	100.0%	10

MOST IMPORTANT FACTORS FOR SELECTING CHILD



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty.

Table 5: Top Four Factors Considered in Selection of Child Care for HAWAI'I CC

Factors	Student		Faculty		Staff/Admin/Oth	
	Count	Column %	Count	Column %	Count	Column %
Quality of care	42	82.4%	10	76.9%	6	60.0%
Cost	35	68.6%	7	53.8%	6	60.0%
Hours of operation	18	35.3%	5	38.5%	6	60.0%
Strength of educational program	16	31.4%	2	15.4%	5	50.0%

IMPORTANCE OF CAMPUS-BASED CHILD CARE

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students' educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees.

All UH campus-based centers are governed UH Executive Policy E10.401, which address issues of prioritizing student/employee use; meet State of Hawaii licensing requirements and strive for NAEYC accreditation.

Certainly the campus community values the multiple roles that on-campus child care centers play. Survey respondents were asked, "How important is the availability of on-campus childcare with respect to the following areas:"

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding "recruitment of faculty" as extremely important, while students consider the role of child care as a support service "for degree completion" to be extremely important.

Hawai'i CC has an on site childcare center for children 18 months to 5 years of age for students, faculty and staff of Hawai'i CC and UH Hilo. I feel that availability of childcare is important for students in particular to support their ability to continue with their education. Extending hours later into the afternoon and having more child care spaces available could support more students and faculty. The site also serves as an important training/laboratory site for education students in addition as a site for students to complete observation and other course assignments.

(Female Faculty, Hawai'i CC)

On the Big Island with such large distances to travel to campus having affordable and dependable on-campus daycare would make enrollment for mothers AND fathers who are considering college for the first time seem more possible. (Female Faculty, Hawai'i CC)

On campus child care needs may serve to benefit early childhood students by giving them first-hand experience as well as benefit students who if not for on campus child care services would not be able to continue with their education. (Male Faculty, Hawai'i CC)

Table 6: Importance ranking of factors regarding campus-based child care

Affiliation	Extremely Important		Important		Undecided		Not so important		Not important at all		Total N
	N	%	N	%	N	%	N	%	N	%	
Importance for you Personally:											
Student	41	44.1%	27	29.0%	7	7.5%	7	7.5%	11	11.8%	93
Faculty	9	47.4%	3	15.8%	2	10.5%	1	5.3%	4	21.1%	19
Staff/Admin/Other	3	25.0%	4	33.3%	1	8.3%	1	8.3%	3	25.0%	12
Subtotal	53	42.7%	34	27.4%	10	8.1%	9	7.3%	18	14.5%	124
To Provide Practicum Experience to Faculty and Students:											
Student	33	35.9%	35	38.0%	17	18.5%	1	1.1%	6	6.5%	92
Faculty	5	26.3%	8	42.1%	1	5.3%	2	10.5%	3	15.8%	19
Staff/Admin/Other	1	9.1%	7	63.6%	1	9.1%	2	18.2%	0	0.0%	11
Subtotal	39	32.0%	50	41.0%	19	15.6%	5	4.1%	9	7.4%	122
For Recruiting and Retaining Staff and Faculty:											
Student	34	36.6%	30	32.3%	20	21.5%	2	2.2%	7	7.5%	93
Faculty	8	42.1%	9	47.4%	1	5.3%	1	5.3%	0	0.0%	19
Staff/Admin/Other	3	25.0%	6	50.0%	3	25.0%	0	0.0%	0	0.0%	12
Subtotal	45	36.3%	45	36.3%	24	19.4%	3	2.4%	7	5.6%	124
To Enable Degree Requirements:											
Student	51	55.4%	29	31.5%	6	6.5%	1	1.1%	5	5.4%	92
Faculty	9	47.4%	7	36.8%	1	5.3%	2	10.5%	0	0.0%	19
Staff/Admin/Other	2	16.7%	7	58.3%	2	16.7%	1	8.3%	0	0.0%	12
Subtotal	62	50.4%	43	35.0%	9	7.3%	4	3.3%	5	4.1%	123

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

Over half (53.9%) of Hawai‘i CC respondents, students and faculty with children in their households, reported that a lack of child care affected their work and academic performance. Sixty percent (60%) of such faculty reported such an impact.

*Child care services can add considerably to student success providing peace of mind and fewer distractions for the care giver not always the parent! I have had 35+ years teaching experience at UH on multiple campuses and am acutely aware of the child care needs especially for single parents and care givers. As a newly hired Leeward College faculty member in 1970 and as a single parent with a toddler having campus services would have saved me time money and worry!
(Female Faculty, Hawai‘i CC)*

Many of our students need childcare. Our childcare center has only a limited number of children it can accommodate. Need often is for drop off service say when the sitter is sick or unexpectedly unavailable. (Female Faculty, Hawai‘i CC)

CONCLUSION

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Expanding child care facilities on the Hawai'i CC campus will benefit both parents and Hawai'i CC. For both women and men, the desire to balance work and family demands has become increasingly important. As many female faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

Further developing on-campus or near-campus partnerships could offer conveniently located, high quality, educational child care contributing to Hawai'i CC's success in recruiting and retaining faculty as well as retaining and graduating students with children. Hawai'i CC is positioned to respond as a community leader.

The University of Hawai'i joins other employers, and other Universities³ in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for "sick" and "break" care, partnerships with approved off-campus providers. Implementing options appropriate for Hawai'i CC requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

I think we would be able to service our students with childcare options. Children are not allowed in the Library or the Learning Center. Many classes require that students spend a certain amount of time in these places outside of class time. I believe a drop off facility for students who need to use the library or Learning Center would be invaluable.
(Female Faculty, Hawai'i CC)

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women's Center, gotkids@hawaii.edu or 956-8059.

³ Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.

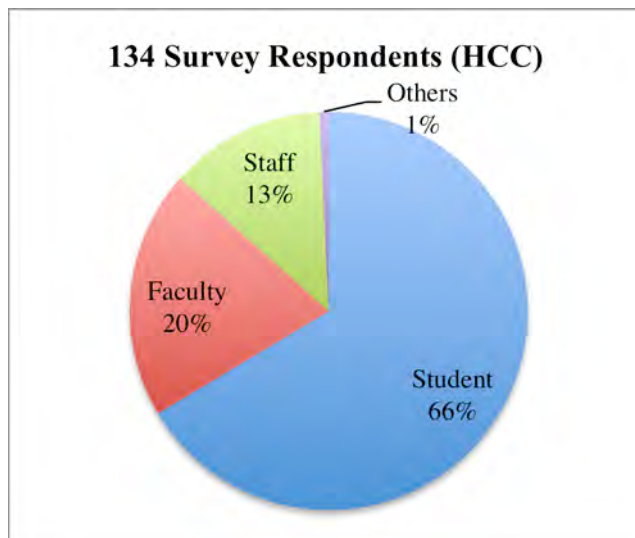
S#	Query	Information
1.	Name of the campus child care center:	Hawai'i Community College Children's Center (Early Childhood Education)
2.	Location, Contact person, email, phone, website (?):	200 West Kawili St Hilo, Hawaii 96720 Phone (808) 933-0569 Fax (808) 933-0839 Judy Puniwai: Coordinator/ Teacher Email: jpuniwai@hawaii.edu http://hawaii.hawaii.edu/ece/Children%27s%20Center.htm
3.	Days and hours of operation:	Monday through Friday 7:30am– 2:00pm (Toddler classroom) 7:30am –3:00pm (Pre school) (Follows the UH academic school calendar)
4	Options for Part-Time?	
5	Cost of application:	\$30.00 application fee (After the initial processing of the application)
6	Cost of deposit:	
7	Tuition costs: By Semester? Summer? Installments?	Tuition: \$2,120.00 per semester or 4 payments of \$530.00
8	Late payment charges:	
9	Late pick-up fee:	
10	Age of children:	18 months and 5 years of age
11	Number of slots available for each age group	
12	Typically, are all slots full?	
13	Meals?	Breakfast, lunch and snacks are included in fee.
14	Other Services:	Children with special needs!
15	Who qualifies to use the facility (if students get priority, is there a ratio?)	Application for childcare is available to parents currently registered or have received acceptance into Hawai'i Community College or University of Hawai'i at Hilo. Children of faculty and staff from both campuses are also welcomed. Priority for enrollment will be given to: 1. Returning families 2. Parents who are full-time students 3. Parents who are part-time students 4. Faculty and staff
16	When can parents apply?	Monday following Thanksgiving and Monday following Spring Break
17	What is the number of slots that "turn-over"? (part-time and full-time)	

University of Hawai`i – Honolulu Community College Child Care Survey 2009



This report is specific to the Honolulu Community College campus, which currently has on-campus child care - the Keiki Hau'oli Children's Center.

Honolulu CC had very low engagement with the survey with only 2.2% of all students participating although 11% of all employees responded - indicating an interest in the topic and some need for the HCC campus community.¹ HCC offers the only on-campus infant child care for any UH campus. It is offered as part of its Early Childhood Education program and provides care for children at age 4 months.. As an educational program site caring for infants, it has a limited number of slots available. (See attached profile.)



The 134 responses from the HCC campus represented 3.5% of the total number (3,812) of respondents to the UH Systemwide survey.

Sixty six percent of the participants were students (89) indicating a response rate 2% of HCC students (4015) enrolled in Spring 2009.

Eleven percent of all employees responded to the survey. Twenty percent of HCC responses were faculty members (27) and thirteen percent were staff (18).

Affordable, on-campus child care enhances the inclusive learning and working environment of the University campuses by:

- Expanding educational access for a diverse student body
- Increasing student retention and graduation rates for student parents
- Increasing the diversity of the campus community
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS: Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can "grow the pie" of limited resources that students and employees compete for.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women's lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to a more robust response.

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for Honolulu Community College:

These campus-specific recommendations are offered in conjunction with the general recommendations for all campuses detailed in the UH System Child Care Needs Assessment Executive Summary.

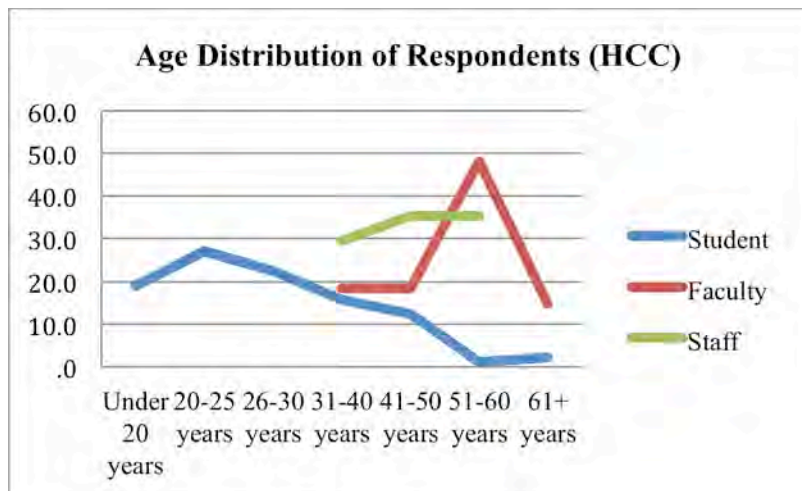
- Expand child care availability on and near the HCC Campus.
- HCC’s reputation for a high proportion of “non-traditional” student means child care is even more important as a student retention and graduation strategy.
- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Utilize existing facilities that could be retrofitted or re-purposed for child care.
- Ensure that future development of HCC campus includes child care spaces as essential for the university community

STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 84% of all respondents, although men participated as well. Seventy nine (79) female students constituted 88.8% of all student responses while 9 of their male counterparts also participated.

Female faculty respondents (19) constituted 67.8% of the total faculty respondents (27), but 8 male faculty also responded. Female staff (15) also responded strongly and made up 65% of staff/admin/other responses.

Twenty three percent (23%) of Honolulu CC female faculty (including lecturers) of childbearing years (age 20-49) responded to survey.



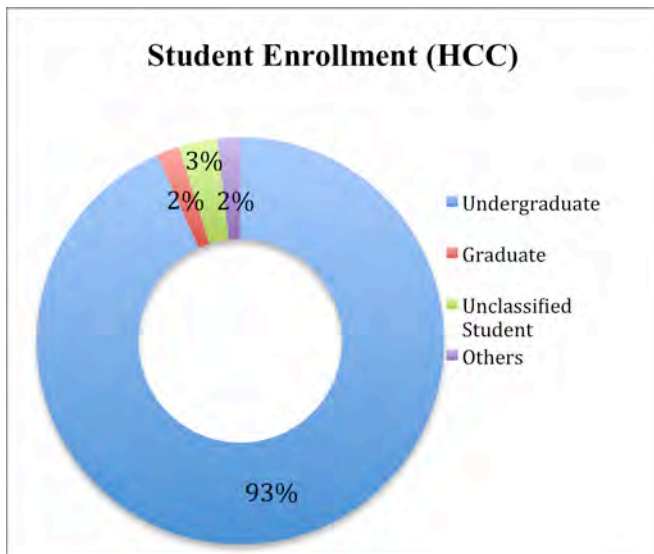
Clearly female faculty have an interest in this topic.

An even more detailed look at Honolulu CC OHR data indicates that 0 female faculty between the age of 26-30 years, 27% of those from 31-40 years, and 22% of those age 41-50 participated in this survey.

Using the same OHR data, while 0 staff between the ages of 26-30 years participated, other HCC female staff responded more strongly with 30.7% of female staff age 31-40, and 28% of those age 41-50 participated in the survey.

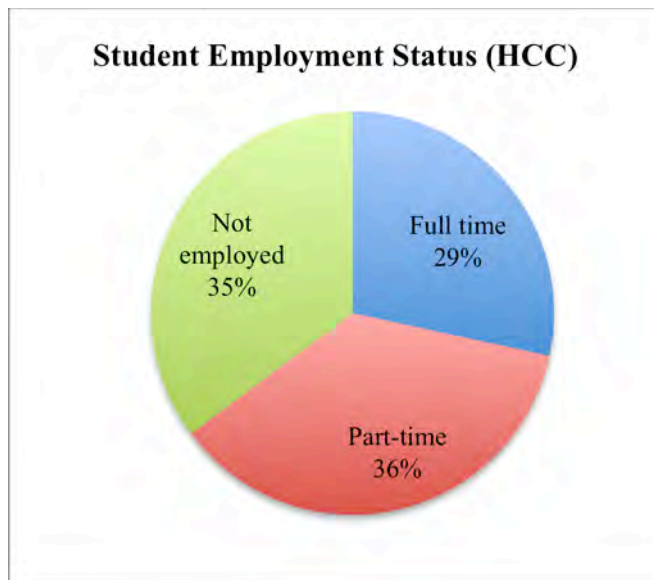
The 49% of female faculty respondents at HCC who were no longer of childbearing age, most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES



More of the 134 student respondents were part-time enrolled (52.7%) rather than fulltime (47.3%) and 93% were undergraduates. The high part-time enrollment status may have contributed to the low student response rate.

It is expected that over 90% of employees are fulltime. There is wider variation among students with 29% reporting they work full-time jobs, another 36% were employed part-time, and 35% were not employed at all.



EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

Employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work. Clearly HCC students have a lot on their plates.

Students who are not employed at all will have more difficulty utilizing state subsidies for child care.

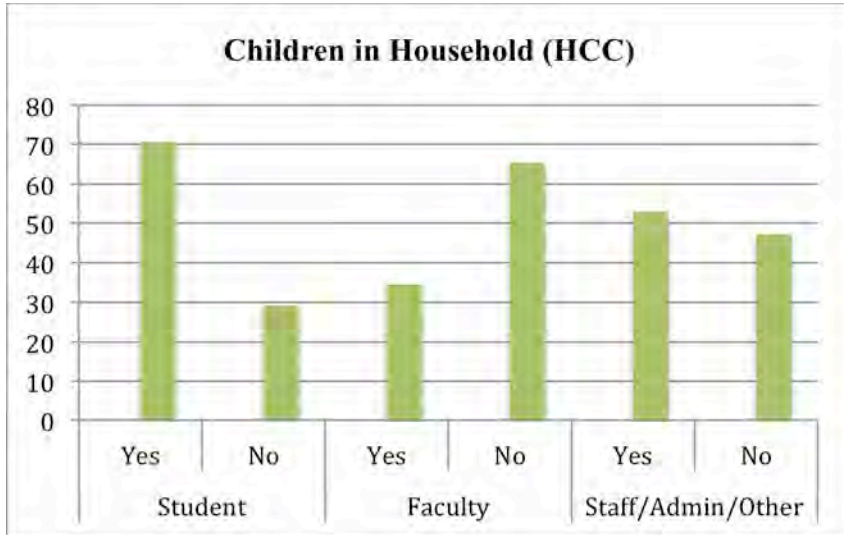
While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between the cost of full-time care and a subsidy for a student only attending classes (vs. also

employed on or off- campus) can be hundreds of dollars.

An additional complication is that while part-time employment can increase childcare subsidies, juggling part-time employment with full time college enrollment requires flexibility and resources.

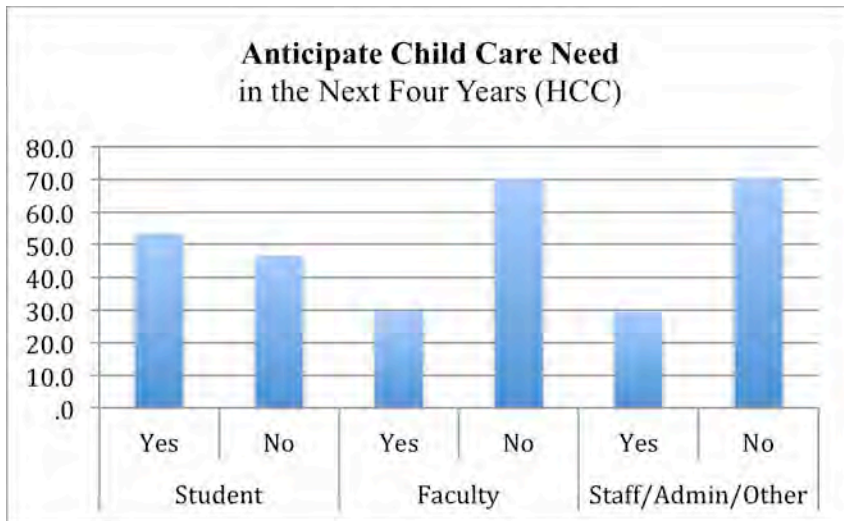
CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff. There is wide variation in the household status of HCC survey respondents.



Noticably, over 70% of student responses came from those with children; and 11% of those include children with special needs.

Nearly 53% of Staff also had children in their household. Yet only 34.6% of HCC faculty respondents reported children in their household.



More students (53.4%) than faculty or staff (29% each) reported that **they anticipate child care needs to maintain enrollment or employment at UH within the next four years**

CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

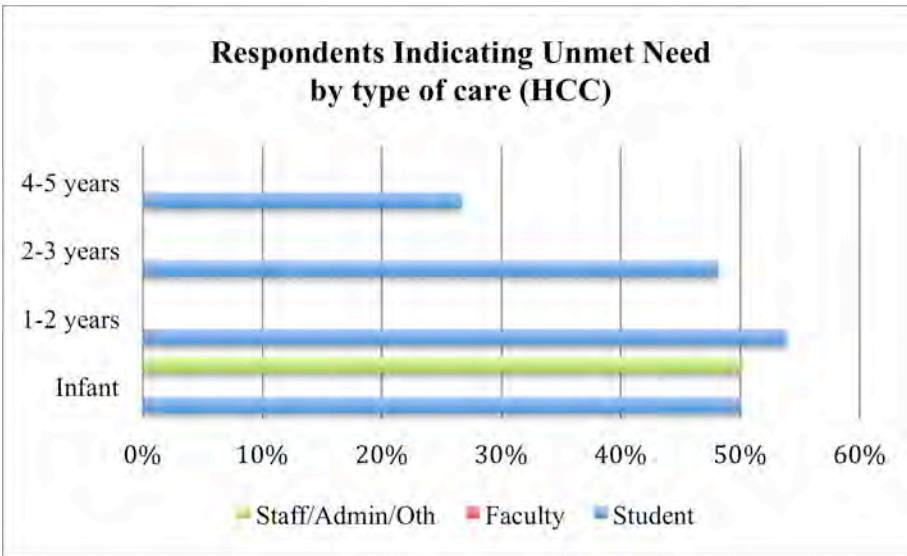
Survey results indicate a strong need to address the inadequate child care resources and options available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

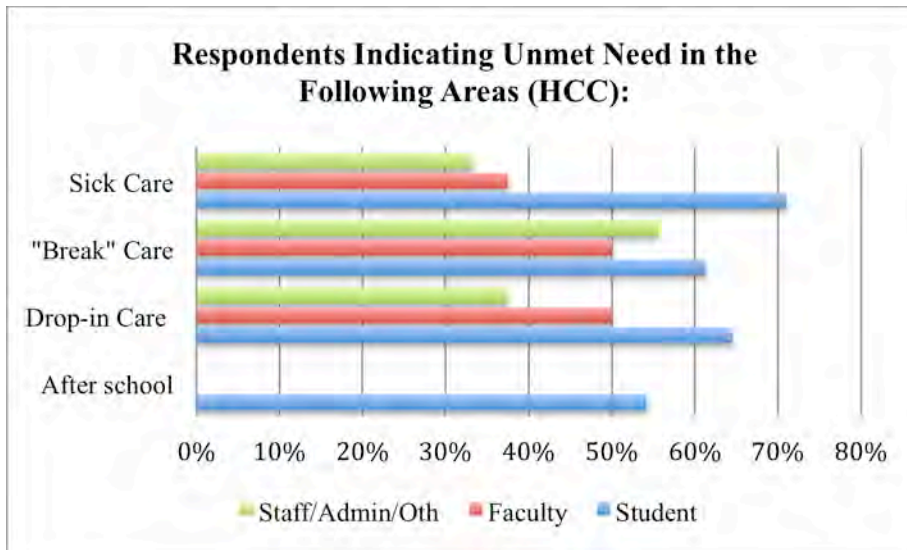
Respondents were asked, “Are your current childcare needs being met in the following areas?”

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	

In addition to typical on-campus child care, all students, faculty and staff reported need more



options to address the whole range of child care including: Sick Care, Break Care (for DOE K-12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.



After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12. Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care" during DOE school breaks is predictable and consistently results

in increased visibility of children on campus when parents have no options.

EVERYONE DESIRES CAMPUS-BASED CARE.

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant/Toddler, etc). There is a high level of demand for campus-based child care, including infant, toddler, preschool, after-school, “break” and sick child care. Given the convenience of on-campus setting, about 75 % of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 2: Desirability of Child Care by Type of Care Needed

Table 1: Desirability of Child Care by Age of Child - HCC

Affiliation	How desirable is campus based infant care								Total	Total %
	Very desirable		Desirable		Neutral		Do not care			
	N	%	N	%	N	%	N	%		
Infant Care (0-1 year)										
Student	20	42.6%	15	31.9%	10	21.3%	2	4.3%	47	100.0%
Faculty	3	33.3%	3	33.3%	3	33.3%		.0%	9	100.0%
Staff/Admin/Oth	5	100.0%		.0%		.0%		.0%	5	100.0%
Subtotal	28	45.9%	18	29.5%	13	21.3%	2	3.3%	61	100.0%
Young Toddler Care (1-2 years)										
Student	24	51.1%	9	19.1%	11	23.4%	3	6.4%	47	100.0%
Faculty	3	37.5%	2	25.0%	2	25.0%	1	12.5%	8	100.0%
Staff/Admin/Oth	5	100.0%		.0%		.0%		.0%	5	100.0%
Subtotal	32	53.3%	11	18.3%	13	21.7%	4	6.7%	60	100.0%
Toddler Care (2-3 years)										
Student	23	50.0%	8	17.4%	12	26.1%	3	6.5%	46	100.0%
Faculty	4	50.0%	1	12.5%	2	25.0%	1	12.5%	8	100.0%
Staff/Admin/Oth	5	100.0%		.0%		.0%		.0%	5	100.0%
Subtotal	32	54.2%	9	15.3%	14	23.7%	4	6.8%	59	100.0%
Pre School Care (4-5 years)										
Student	23	48.9%	10	21.3%	9	19.1%	5	10.6%	47	100.0%
Faculty	4	50.0%	2	25.0%	2	25.0%		.0%	8	100.0%
Staff/Admin/Oth	5	100.0%		.0%		.0%		.0%	5	100.0%
Subtotal	32	53.3%	12	20.0%	11	18.3%	5	8.3%	60	100.0%

	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Emergency (drop-in) care	Very desirable	20	43.5	5	62.5	3	60.0
	Desirable	13	28.3	2	25.0	-	-
	Neutral	11	23.9	-	-	2	40.0
	Do not care	2	4.3	1	12.5	-	-
	Subtotal	46	100.0	8	100.0	5	100.0
Holiday/vacation (gap) care	Very desirable	18	38.3	2	28.6	6	100.0
	Desirable	13	27.7	2	28.6	-	-
	Neutral	10	21.3	2	28.6	-	-
	Do not care	6	12.8	1	14.3	-	-
	Subtotal	47	100.0	7	100.0	6	100.0
Sick child care	Very desirable	32	48.5	4	57.1	5	83.3
	Desirable	14	21.2	2	28.6	1	16.7
	Neutral	16	24.2	-	-	-	-
	Do not care	4	6.1	1	6.1	-	-
	Subtotal	66	100.0	20	100.0	3	100.0

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to their income. When 43% of students indicate they would be "willing" (read able) to pay less than \$500 for “high-quality, licensed infant care on campus,” a significant gap exists between market prices and ability to pay. While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount Willing to Pay for Child Care - HCC

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	2	4.5	1	12.5	-	-
	\$ 1,000-1,199	2	4.5	1	12.5	1	20.0
	\$ 750-999	10	22.7	4	50.0	1	20.0
	\$ 500-749	11	25.0	2	25.0	3	60.0
	Less than \$ 500	19	43.2	-	-	-	-
	Subtotal		44	100.0	8	100.0	5
Young Toddler care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	2	4.7	1	14.3	-	-
	\$ 1,000-1,199	4	9.3	-	-	1	20.0
	\$ 750-999	8	18.6	3	42.9	1	20.0
	\$ 500-749	14	32.6	3	42.9	3	60.0
	Less than \$ 500	15	34.9	-	-	-	-
	Subtotal		46	100.0	7	100.0	-
Toddler care	\$ 1,200+	-	-	1	14.3	-	-
	\$ 1,000-1,199	4	9.5	1	14.3	-	-
	\$ 750-999	3	7.1	2	28.6	1	20.0
	\$ 500-749	12	28.6	2	28.6	4	80.0
	\$ 300-499	11	26.2	1	14.3	-	-
	Less than \$ 300	12	28.6	-	-	-	-
	Subtotal		42	100.0	7	100.0	5
Pre school care	\$ 1,200+	2	4.9	1	12.5	-	-
	\$ 1,000-1,199	1	2.4	1	12.5	-	-
	\$ 750-999	6	14.6	2	25.0	2	40.0
	\$ 500-749	14	34.1	4	50.0	3	60.0
	\$ 300-499	9	22.0	-	-	-	-
	Less than \$ 300	9	22.0	-	-	-	-
	Subtotal		41	100.0	19	100.0	5

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE

Students (83%) particularly indicated a desire for campus based financial assistance. Between 75% (faculty) and 80% of staff also indicate that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits which are 200% of Federal Poverty Level for family size (e.g. \$4283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212.

While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule.

Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

I think the hours of operation for the HCC Keiki Hauoli is one of the main factors I did not send my child there. I would have been great to have my child on campus with me where I work. I needed a facility that was open everyday including school breaks and had hours that exceeded 4:00 pm.

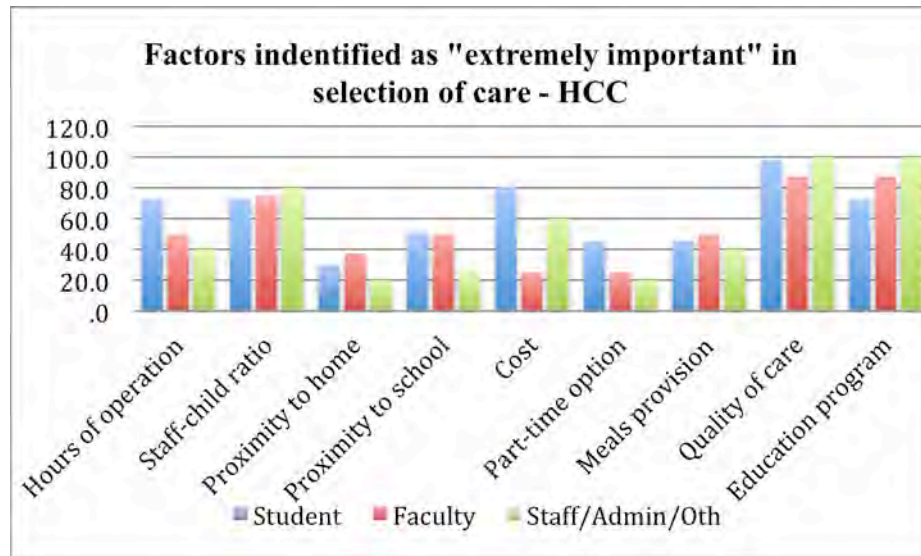
(Female Staff, Honolulu Community College)

As a staff member I have missed work because of sick children and it has greatly affected my job performance. My department is not the most family friendly and I sometimes feel discriminated against because I have small children. (Female Staff, Honolulu Community College)

Table 4: Preferred pick up time by UH affiliation - HCC

Preferred time for CC to OPEN	Preferred time to pick child from the campus childcare center										Total
	5:00 PM	%	5:30 PM	%	6:00 PM	%	6:30 PM	%	7:00 PM	%	
Student:											
6:00 AM	2	11.8%	0		4	33.3%	0		1	50.0%	7
6:30 AM	1	5.9%	1	5.9%	1	8.3%	0		0		3
7:00 AM	6	35.3%	8	47.1%	5	41.7%	1	33.3%	1	50.0%	21
7:30 AM	6	35.3%	6	35.3%	1	8.3%	2	66.7%	0		15
8:00 AM	2	11.8%	2	11.8%	1	8.3%	0		0		5
Total	17	100.0%	17	100.0%	12	100.0%	3	100.0%	2	100.0%	51
Faculty:											
7:00 AM	2	28.6%	2	50.0%	1	50.0%					5
7:30 AM	3	42.9%	2	50.0%	1	50.0%					6
8:00 AM	2	28.6%	0		0						2
Total	7	100.0%	4	100.0%	2	100.0%					13
Staff/Adm/Other:											
6:00 AM	0		1	25.0%	0				0		1
6:30 AM	1	33.3%	0		0				0		1
7:00 AM	1	33.3%	2	50.0%	1	50.0%			1	100.0%	5
7:30 AM	1	33.3%	1	25.0%	1	50.0%			0		3
Total	3	100.0%	4	100.0%	2	100.0%			1	100.0%	10

MOST IMPORTANT FACTORS FOR SELECTING CHILD



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty.

Table 5: Top Four Factors Considered in Selection of Child Care for HCC

Factors	Student		Faculty		Staff/Admin/Oth	
	Count	Column %	Count	Column %	Count	Column %
Quality of care	38	80.9%	5	71.4%	5	100.0%
Cost	32	68.1%	0	0.0%	2	40.0%
Hours of operation	24	51.1%	6	85.7%	4	80.0%
Strength of educational program	13	27.7%	3	42.9%	0	0.0%

IMPORTANCE OF CAMPUS-BASED CHILD CARE

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students' educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees.

All UH campus-based centers are governed UH Executive Policy E10.401, which address issues of prioritizing student/employee use; meet State of Hawaii licensing requirements and strive for NAEYC accreditation.

Certainly the campus community values the multiple roles that on-campus child care centers play. Survey respondents were asked, "How important is the availability of on-campus childcare with respect to the following areas:"

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding "recruitment of faculty" as extremely important, while students consider the role of child care as a support service "for degree completion" to be extremely important.

*I loved working at my former campus but childcare along with commute time to and from the childcare facility was a major factor in influencing my decision to change/transfer campus.
(Female Faculty, Honolulu CC)*

I know of many instances that students miss class due to childcare issues attributed to single parenthood of both women and men. In that respect having adequate childcare would increase success and retention of students. (Male Faculty, Honolulu CC)

Table 6: Importance ranking of factors regarding campus-based child care

Affiliation	Extremely Important		Important		Undecided		Not so important		Not important at all		Total N
	N	%	N	%	N	%	N	%	N	%	
Importance for you Personally:											
Student	42	48.3%	25	28.7%	5	5.7%	8	9.2%	7	8.0%	87
Faculty	11	40.7%	5	18.5%	1	3.7%	2	7.4%	8	29.6%	27
Staff/Admin/Other	9	50.0%	5	27.8%	0	0.0%	2	11.1%	2	11.1%	18
Subtotal	62	47.0%	35	26.5%	6	4.5%	12	9.1%	17	12.9%	132
To Provide Practicum Experience to Faculty and Students:											
Student	41	47.1%	28	32.2%	7	8.0%	7	8.0%	4	4.6%	87
Faculty	17	63.0%	8	29.6%	0	0.0%	2	7.4%	0	0.0%	27
Staff/Admin/Other	14	77.8%	1	5.6%	1	5.6%	2	11.1%	0	0.0%	18
Subtotal	72	54.5%	37	28.0%	8	6.1%	11	8.3%	4	3.0%	132
For Recruiting and Retaining Staff and Faculty:											
Student	35	40.2%	31	35.6%	14	16.1%	5	5.7%	2	2.3%	87
Faculty	17	63.0%	8	29.6%	1	3.7%	1	3.7%	0	0.0%	27
Staff/Admin/Other	11	61.1%	4	22.2%	2	11.1%	1	5.6%	0	0.0%	18
Subtotal	63	47.7%	43	32.6%	17	12.9%	7	5.3%	2	1.5%	132
To Enable Degree Requirements:											
Student	53	60.9%	21	24.1%	5	5.7%	5	5.7%	3	3.4%	87
Faculty	19	70.4%	5	18.5%	2	7.4%	1	3.7%	0	0.0%	27
Staff/Admin/Other	11	61.1%	5	27.8%	1	5.6%	1	5.6%	0	0.0%	18
Subtotal	83	62.9%	31	23.5%	8	6.1%	7	5.3%	3	2.3%	132

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

Forty six percent of students and faculty with children in their households reported that their lives were negatively impacted by a lack of child care services.

*I have run into cases where a student was not able to attend due to lack of childcare. I have also had student workers unable to work due to child care falling through for them on a particular day.
(Female Faculty, Honolulu CC)*

I notice that in nearly every office there is someone who is affected by workers needing to take off to provide child care. (Female Staff, Honolulu CC)

CONCLUSION

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Expanding child care facilities on the Honolulu CC campus will benefit both parents and HCC. For both women and men, the desire to balance work and family demands has become increasingly important. As many female faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

Further developing on-campus or near-campus partnerships could offer conveniently located, high quality, educational child care contributing to HCC's success in recruiting and retaining faculty as well as retaining and graduating students with children. Honolulu Community College is positioned to respond as a community leader.

The University of Hawai'i joins other employers, and other Universities² in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for "sick" and "break" care, partnerships with approved off-campus providers.

Implementing options appropriate for HCC requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

Thanks for the opportunity to submit comments. Although my children are older, and these come from a fulltime working member of the HCC community, yes childcare does impact many of our younger parents and their need to take time (vacation) to care of their children especially when they do not have extended family to help them with child care. (Female Staff, Honolulu CC)

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women's Center, gotkids@hawaii.edu or 956-8059.

² Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.

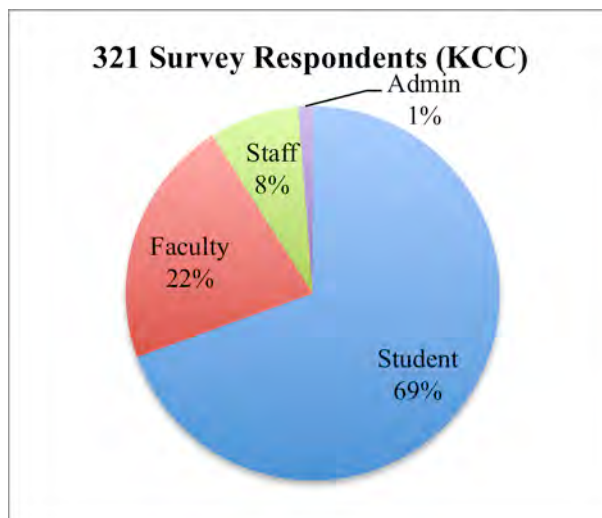
S#	Query	Information
1	Name of the campus child care center:	Keiki Hau'oli Children's Center
2	Location, Contact person, email, phone, website (?)	874 Dillingham Honolulu, HI 96817 Linda Buck 845-9289 http://honolulu.hawaii.edu/children/
3	Days and hours of operation:	M-TH 7:30 a.m. – 4:00 pm F 7:30 a.m. – 2:00 p.m.
4	Options for Part-Time?	
5	Cost of application fee	
6	Cost of deposit	\$100.00
7	Tuition costs: By Semester? Summer? Installments?	
8	Late payment charges	
9	Late pick-up fee	
10	Age of children	3 months – 4 years old
11	Number of slots available for each age group	Infants: 3-18 months – Toddlers: 18-36 months – Pre-School: 3 & 4 years old –
12	Typically, are all slots full?	
13	Meals?	
14	Other Services	
15	Who qualifies to use the facility (if students get priority, is there a ratio?)	HCC students enrolled in at least 6 credits. Priority given to previously enrolled children of current HCC students, children of HCC students who are single parents and financial aid recipients, children of full-time HCC students. 25% of total enrollment may be reserved for children faculty and staff. If there are any faculty or staff slots that are unfilled children of HCC students may be allotted those slots.
16	When can parents (apply?	
17	What is the number of slots that “turn-over”? (part-time and full-time)	Each Semester – Each Year –

University of Hawai`i – Kapi‘olani Community College Child Care Survey 2009



This report is specific to Kapi‘olani Community College, which currently has on-campus childcare – the Alani Children’s Center.

Overall, interest and engagement with this survey was not very high in the general student population with less than 3% of all students participating, although of those students who did respond, 65% had children in their household.¹ Employees were more engaged with 17.5% responding and over 50% of faculty and 40% of staff also had children in their household. Together students, faculty and staff they clearly indicated areas of unmet need and areas for growth for the KCC campus community.



The 321 responses from the KCC campus represented 8.4% of the total number (3,812) of respondents to the UH Systemwide survey.

Sixty nine percent of the participants were students (223) indicating a response rate of 2.7% of all students enrolled in Spring 2009.

Over 17% of all employees responded to the survey. Twenty one percent (21%) of KCC responses were faculty members (69) and 9% were staff/admin (29) making up the total (321).

Affordable, on-campus child care enhances the inclusive learning and working environment of the University campuses by:

- Expanding educational access for a diverse student body
- Increasing student retention and graduation rates for student parents
- Increasing the diversity of the campus community
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS: Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can "grow the pie" of limited resources that students and employees compete for.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women’s lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to a more robust response.

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types

offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for Kapi‘olani Community College

These campus-specific recommendations are offered in conjunction with the general recommendations for all campuses detailed in the UH System Child Care Needs Assessment Executive Summary.

- Expand child care availability on and near the KCC Campus.
- Supporting “non-traditional” students means child care is even more important as a student retention and graduation strategy.
- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Support the continued development and student services offered with Alani Children’s Center and the Student Parent and Displaced Homemaker programs.
- Ensure that future development of KCC campus includes child care spaces as essential for the university community

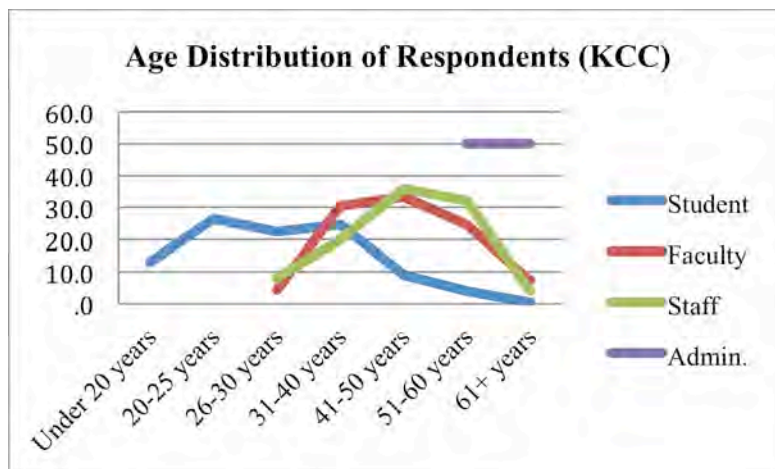
STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 81% of all respondents, although men participated as well. One hundred ninety (190) female students constituted 85% of all student responses while 33 of their male counterparts also participated.

Female faculty respondents (49) constituted 68% of the total faculty respondents (69), but 20 male faculty also responded. Female staff (22) also responded strongly and made up 75.8% of staff/admin/other responses.

Over (29%) of KCC female faculty (including lecturers) of childbearing years (age 20-49) responded to survey.

Clearly female faculty have an interest in this topic.

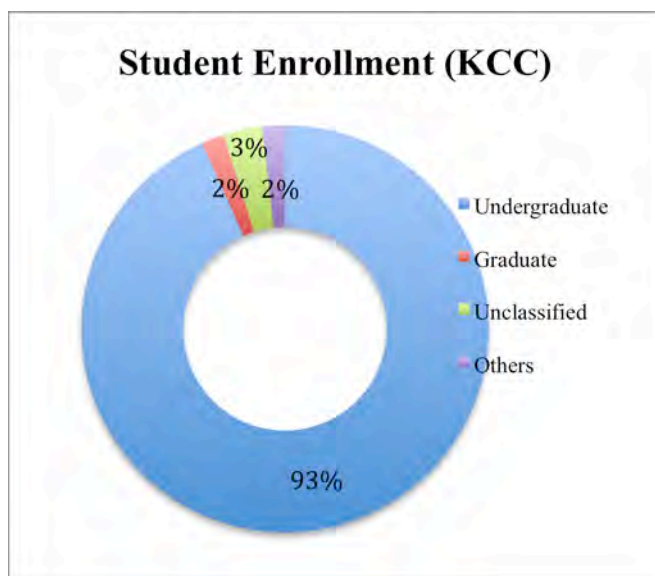


An even more detailed look at KCC OHR data indicates that 23% of female faculty between the age of 26-30 years, 69% of those from 31-40 years, and 27% of those age 41-50 participated in this survey.

Using the same OHR data, KCC female staff responded even more strongly with 50% of female staff from 26-30 years, 25% of those age 31-40, and 29% of those age 41-50 participated in the survey.

The remaining 35% of female faculty respondents at KCC were no longer of childbearing age, and most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families.

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES

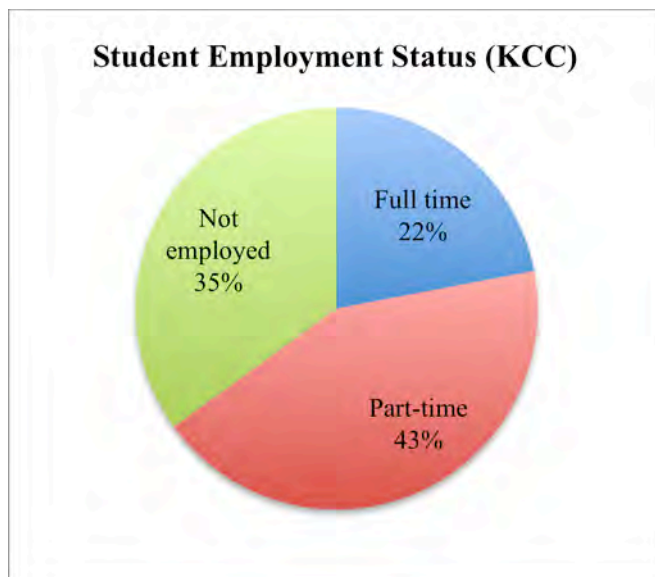


The 233 student respondents were evenly split between part-time (51%) and full-time enrollment (49%).

It is expected that over 90% of employees are fulltime. There is wider variation among students. Forty three percent (43%) were employed part-time, and 22% reported working full-time jobs, and 35% were not employed at all.

EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

The employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work.



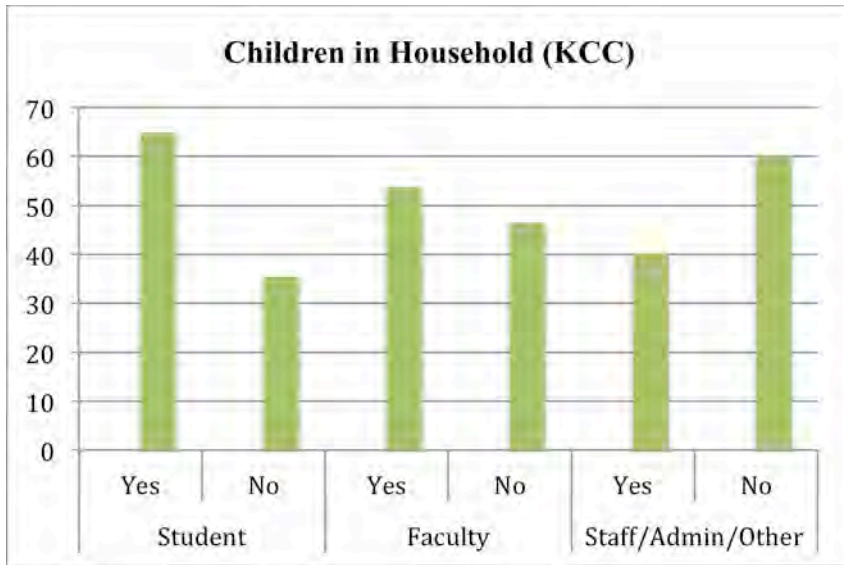
Students who are not employed at all will have more difficulty utilizing state subsidies for child care.

While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between the cost of full-time care and a subsidy for a student only attending classes (vs. also employed on or off- campus) can be hundreds of dollars.

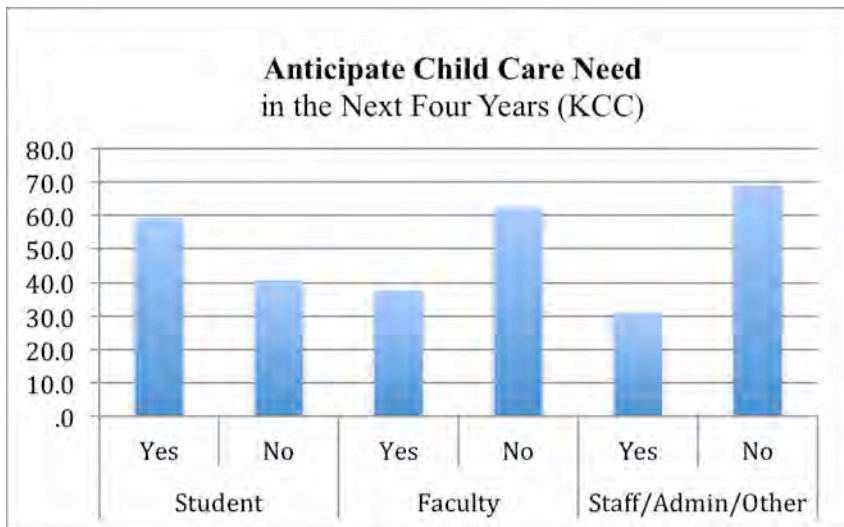
An additional complication is that while part-time employment can increase childcare subsidies, juggling part-time employment with full time college enrollment requires flexibility and resources.

CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff.



Sixty percent (191 = 60%) of the 321 respondents currently live in households with children.



Over half (166 = 51.7%) of all KCC survey respondents reported that **they anticipate child care needs to maintain enrollment or employment at UH within the next four years.**

And 37% of KCC faculty and 36/6% of staff respondents either currently need child care or anticipate a need within 4 years to maintain employment.

CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

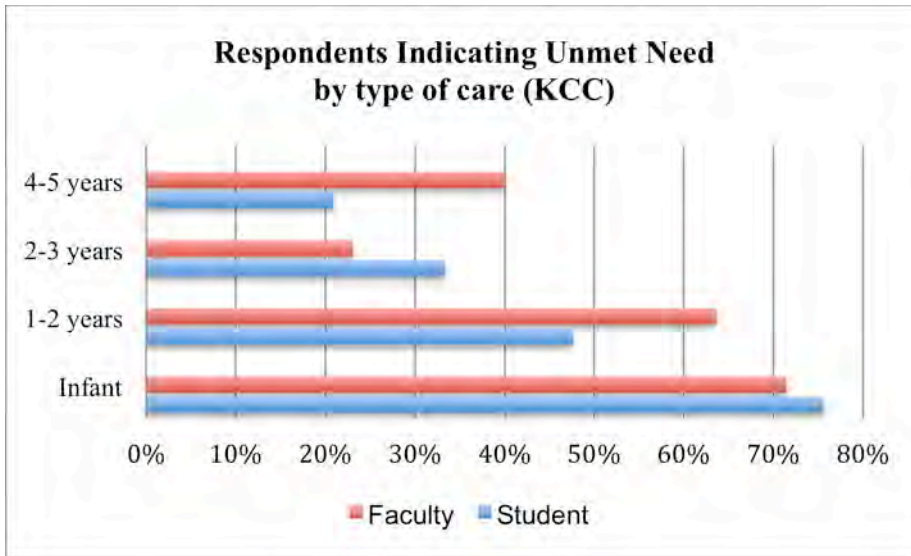
Survey results indicate a strong need to address the inadequate child care resources and options available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

Respondents were asked, “Are your current childcare needs being met in the following areas?”

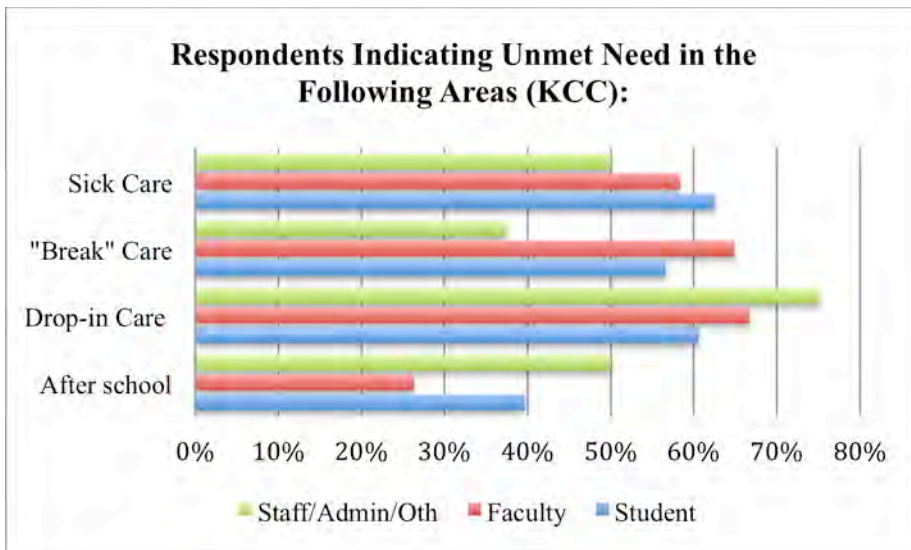
Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	

In addition to typical on-campus child care, all students, faculty and staff reported need more options to address the whole range of child care including: Sick Care, Break Care (for DOE K-



12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.

After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12. Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care" during DOE school breaks is predictable and consistently results in increased visibility of children on campus when parents have no options.



EVERYONE DESIRES CAMPUS-BASED CARE.

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant/Toddler, etc). There is a high level of demand for campus-based child care, including infant, toddler, preschool, after-school, “break” and sick child care. Given the convenience of on-campus setting, with 77.8% of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 1: Desirability of Child Care by Age of Child - KCC

Affiliation	How desirable is campus based infant care								Total	Total %
	Very desirable		Desirable		Neutral		Do not care			
	N	%	N	%	N	%	N	%		
Infant Care (0-1 year)										
Student	65	49.2%	34	25.8%	22	16.7%	11	8.3%	132	100.0%
Faculty	13	50.0%	11	42.3%	1	3.8%	1	3.8%	26	100.0%
Staff/Admin/Oth	5	55.6%	2	22.2%	2	22.2%		.0%	9	100.0%
Subtotal	83	49.7%	47	28.1%	25	15.0%	12	7.2%	167	100%
Young Toddler Care (1-2 years)										
Student	76	58.0%	28	21.4%	17	13.0%	10	7.6%	131	100.0%
Faculty	20	76.9%	4	15.4%	1	3.8%	1	3.8%	26	100.0%
Staff/Admin/Oth	7	77.8%	1	11.1%	1	11.1%		.0%	9	100.0%
Subtotal	103	62.0%	33	19.9%	19	11.4%	11	6.6%	166	100%
Toddler Care (2-3 years)										
Student	78	59.1%	24	18.2%	20	15.2%	10	7.6%	132	100.0%
Faculty	21	80.8%	2	7.7%	2	7.7%	1	3.8%	26	100.0%
Staff/Admin/Oth	6	66.7%	2	22.2%	1	11.1%		.0%	9	100.0%
Subtotal	105	62.9%	28	16.8%	23	13.8%	11	6.6%	167	100%
Pre School Care (4-5 years)										
Student	56	42.7%	32	24.4%	28	21.4%	15	11.5%	131	100.0%
Faculty	15	57.7%	6	23.1%	4	15.4%	1	3.8%	26	100.0%
Staff/Admin/Oth	6	66.7%	2	22.2%	1	11.1%		.0%	9	100.0%
Subtotal	77	46.4%	40	24.1%	33	19.9%	16	9.6%	166	100%

Table 2: Desirability of Child Care by Type of Care Needed - KCC

	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Emergency (drop-in) care	Very desirable	63	47.7	14	56.0	4	44.4
	Desirable	35	26.5	7	28.0	5	55.6
	Neutral	26	19.7	3	12.0	-	-
	Do not care	8	6.1	1	4.0	-	-
	Subtotal	132	100.0	25	100.0	9	100.0
Holiday/vacation (gap) care	Very desirable	57	43.5	15	57.7	4	50.0
	Desirable	24	18.3	4	15.4	2	25.0
	Neutral	30	22.9	5	19.2	2	25.0
	Do not care	20	15.3	2	7.7	-	-
	Subtotal	131	100.0	26	100.0	8	100.0
Sick child care	Very desirable	61	46.2	11	42.3	4	44.4
	Desirable	34	25.8	11	42.3	2	22.2
	Neutral	27	20.5	3	11.5	3	33.3
	Do not care	10	7.6	1	3.8	-	-
	Subtotal	132	100.0	26	100.0	9	100.0

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to their income. Nearly half (44%) of student respondents indicated they were willing or able to pay only \$500 or less per month for “high-quality, licensed infant care on campus.” While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount Willing to Pay for Child Care - HCC

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	1	.8	1	4.0	-	-
	\$ 1,200-1,499	4	3.3	3	12.0	2	22.2
	\$ 1,000-1,199	8	6.6	4	16.0	2	22.2
	\$ 750-999	21	17.4	6	24.0	2	22.2
	\$ 500-749	33	27.3	8	32.0	1	11.1
	Less than \$ 500	54	44.6	3	12.0	2	22.2
	Subtotal		121	100.0	25	100.0	9
Young Toddler care	\$ 1,500+	1	.8	-	-	-	-
	\$ 1,200-1,499	3	2.5	4	16.0	2	22.2
	\$ 1,000-1,199	13	10.8	3	12.0	1	11.1
	\$ 750-999	14	11.7	6	24.0	3	33.3
	\$ 500-749	36	30.0	10	40.0	2	22.2
	Less than \$ 500	53	44.2	2	8.0	1	11.1
	Subtotal		120	100.0	25	100.0	9
Toddler care	\$ 1,200+	1	.8	-	-	-	-
	\$ 1,000-1,199	7	5.8	3	12.5	1	11.1
	\$ 750-999	17	14.0	9	37.5	3	33.3
	\$ 500-749	32	26.4	7	29.2	2	22.2
	\$ 300-499	24	19.8	4	16.7	2	22.2
	Less than \$ 300	40	33.1	1	4.2	1	11.1
	Subtotal		121	100.0	24	100.0	9
Pre school care	\$ 1,200+	1	.9	-	-	-	-
	\$ 1,000-1,199	7	6.1	4	16.0	1	11.1
	\$ 750-999	14	12.2	7	28.0	3	33.3
	\$ 500-749	33	28.7	9	36.0	3	33.3
	\$ 300-499	22	19.1	3	12.0	1	11.1
	Less than \$ 300	38	33.0	2	8.0	1	11.1
	Subtotal		115	100.0	25	100.0	9

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE

Students (82%) particularly indicated a desire for campus based financial assistance. Around 70% of faculty and staff also indicate that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits which are 200% of Federal Poverty Level for family size (e.g. \$4283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212.

While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule.

Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

Child care would have helped me when my kids were younger but the campus program [hours] are too short. The childcare is vital for our students, however and has made a huge difference for many student parents in my program. (Female Faculty, Kapi'olani CC)

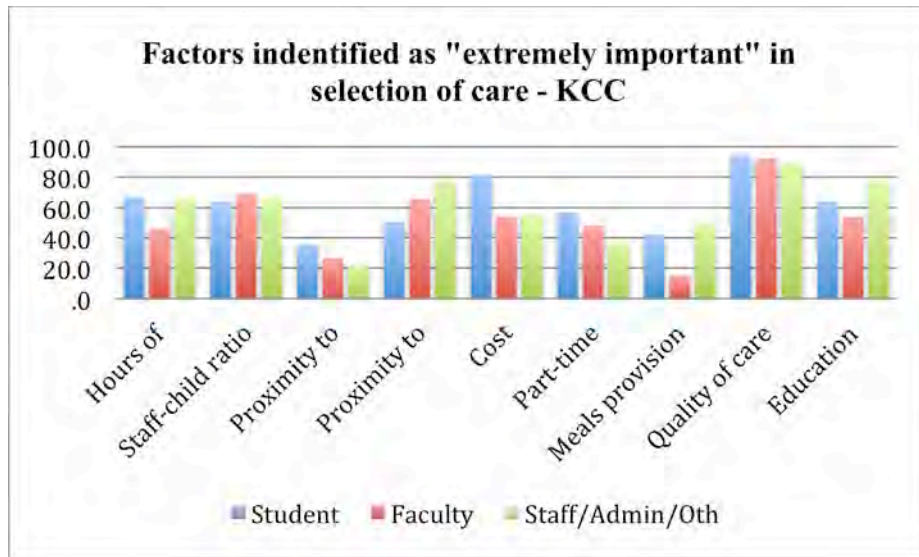
*Sick child care would be a real plus!
(Female Faculty, Kapi'olani CC)*

*I love the quality of care at Alani (KCC) however it is highly inconvenient when there is no care on breaks and during 'duty week' when faculty must be at work but classes have not started. That is the worst week of my semester. I also think that drop in care for students would REALLY support them -- many cannot afford the full time childcare and they try to patch together care that falls through and they drop out. A drop off center would be helpful.
(Female Faculty, Kapi'olani CC)*

Table 4: Preferred pick up time by UH affiliation – KCC

Preferred time for CC to OPEN	Preferred time to pick child from the campus childcare center										Total
	5:00 PM	%	5:30 PM	%	6:00 PM	%	6:30 PM	%	7:00 PM	%	
Student:											
6:00 AM	4	14.3%	4	14.8%	18	40.9%	4	28.6%	10	55.6%	40
6:30 AM	0		5	18.5%	9	20.5%	4	28.6%	0		18
7:00 AM	10	35.7%	10	37.0%	13	29.5%	2	14.3%	5	27.8%	40
7:30 AM	8	28.6%	5	18.5%	2	4.5%	1	7.1%	0		16
8:00 AM	6	21.4%	3	11.1%	2	4.5%	3	21.4%	3	16.7%	17
Total	28	100.0%	27	100.0%	44	100.0%	14	100.0%	18	100.0%	131
Faculty:											
6:00 AM	2	16.7%	0		1	20.0%	0		1	50.0%	4
6:30 AM	0		1	16.7%	0		0		0		1
7:00 AM	2	16.7%	1	16.7%	3	60.0%	1	100.0%	0		7
7:30 AM	4	33.3%	3	50.0%	1	20.0%	0		0		8
8:00 AM	4	33.3%	1	16.7%	0		0		1	50.0%	6
Total	12	100.0%	6	100.0%	5	100.0%	1	100.0%	2	100.0%	26
Staff/Admin/Other:											
6:30 AM	1	33.3%	0		0						1
7:00 AM	1	33.3%	1	25.0%	0						2
7:30 AM	0		2	50.0%	1	100.0%					3
8:00 AM	1	33.3%	1	25.0%	0						2
Total	3	100.0%	4	100.0%	1	100.0%					8

MOST IMPORTANT FACTORS FOR SELECTING CHILD



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty.

Table 5: Top Four Factors Considered in Selection of Child Care for KCC

Factors	Student		Faculty		Staff/Admin/Oth	
	Count	Column %	Count	Column %	Count	Column %
Quality of care	99	75.6%	16	61.5%	6	66.7%
Cost	86	65.6%	14	53.8%	5	55.6%
Hours of operation	67	51.1%	11	42.3%	4	44.4%
Strength of educational program	29	22.1%	9	34.6%	2	22.2%

IMPORTANCE OF CAMPUS-BASED CHILD CARE

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students' educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees.

All UH campus-based centers are governed UH Executive Policy E10.401, which address issues of prioritizing student/employee use; meet State of Hawaii licensing requirements and strive for NAEYC accreditation.

Certainly the campus community values the multiple roles that on-campus child care centers play. Survey respondents were asked, "How important is the availability of on-campus childcare with respect to the following areas:"

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding "recruitment of faculty" as extremely important, while students consider the role of child care as a support service "for degree completion" to be extremely important.

*Although they are now grown, my wife, a former UH graduate student and employee, and I raised two children while attending school and/or working at UHM. The availability of child care on campus would definitely have made our lives much easier.
(Male Faculty, Kapi'olani CC)*

*If childcare's avail in campuses I believe that more young parents will be able to finish their education and provide a better future for their children. And also more young-parents would enroll themselves back to school to better their education.
(Female Faculty, Kapi'olani CC)*

Table 6: Importance ranking of factors regarding campus-based child care

Affiliation	Extremely Important		Important		Undecided		Not so important		Not important at all		Total N
	N	%	N	%	N	%	N	%	N	%	
Importance for you Personally:											
Student	87	39.9%	68	31.2%	25	11.5%	19	8.7%	19	8.7%	218
Faculty	21	30.4%	22	31.9%	1	1.4%	6	8.7%	19	27.5%	69
Staff/Admin/Other	7	24.1%	7	24.1%	0	0.0%	5	17.2%	10	34.5%	29
Subtotal	115	36.4%	97	30.7%	26	8.2%	30	9.5%	48	15.2%	316
To Provide Practicum Experience to Faculty and Students:											
Student	72	33.0%	92	42.2%	35	16.1%	9	4.1%	10	4.6%	218
Faculty	19	27.9%	35	51.5%	5	7.4%	7	10.3%	2	2.9%	68
Staff/Admin/Other	6	20.7%	15	51.7%	2	6.9%	1	3.4%	5	17.2%	29
Subtotal	97	30.8%	142	45.1%	42	13.3%	17	5.4%	17	5.4%	315
For Recruiting and Retaining Staff and Faculty:											
Student	78	35.6%	86	39.3%	42	19.2%	6	2.7%	7	3.2%	219
Faculty	31	44.9%	33	47.8%	2	2.9%	0	0.0%	3	4.3%	69
Staff/Admin/Other	11	39.3%	9	32.1%	4	14.3%	0	0.0%	4	14.3%	28
Subtotal	120	38.0%	128	40.5%	48	15.2%	6	1.9%	14	4.4%	316
To Enable Degree Requirements:											
Student	133	61.0%	60	27.5%	11	5.0%	6	2.8%	8	3.7%	218
Faculty	33	47.8%	29	42.0%	2	2.9%	3	4.3%	2	2.9%	69
Staff/Admin/Other	9	31.0%	12	41.4%	4	13.8%	0	0.0%	4	13.8%	29
Subtotal	175	55.4%	101	32.0%	17	5.4%	9	2.8%	14	4.4%	316

I used Alani Child Care center (KCC) for 2 years. I was so impressed with the center and felt it was very valuable!!! I think child care on campus is very important. However as a lecturer I was low on the priority list and had to wait to sign up.

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

Forty four percent (44%) of students and 24% each of faculty and staff with children in their households reported that their lives were negatively impacted by a lack of child care services.

I am sadly aware of a growing number of students who have children and struggle to deal with day care, transportation and after school demands on top of studying and completing their class assignments.

*Educational grants for Native Hawaiian students provide additional motivation to pursue higher education among this population. However without appropriate childcare support and counseling. . . their experience will be frustrating and possibly lead to their withdrawal. That would be a terrible waste of our brilliant people of Hawaii!
(Female Faculty, Kapi‘olani CC)*

CONCLUSION

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Expanding child care facilities on the Kapi‘olani CC campus will benefit both parents and KCC. For both women and men, the desire to balance work and family demands has become increasingly important. As many female faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

Further developing on-campus or near-campus partnerships could offer conveniently located, high quality, educational child care contributing to KCC’s success in recruiting and retaining faculty as well as retaining and graduating students with children. Kapi‘olani CC is positioned to respond as a community leader.

The University of Hawai‘i joins other employers, and other Universities² in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for “sick” and “break” care, partnerships with approved off-campus providers.

Implementing options appropriate for Kapi‘olani CC requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

Even though my child is older now, I am a single mom and I have used on campus day care centers and I wouldn't have been able to get my degree and obtain new job skills to support myself and my daughter.

*I think this program is a real need to help parents get the education and training they need to obtain a better job and support their families. I wouldn't have been successful without childcare facilities on campus. Because of this service and convenience on campus I was able to meet my goals in my education and being self-sufficient.
(Female undergraduate student, KCC)*

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women’s Center, gotkids@hawaii.edu or 956-8059.

² Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.

S#	Query	Information
1	Name of the campus child care center:	Alani Children's Center
2	Location, Contact person, email, phone, website (?)	4303 Diamond Head Rd. Honolulu, HI 96816-4421 Patricia Gooch – Faculty Site Coordinator 808-734-9394 goochpat@hcc.hawaii.edu
3	Days and hours of operation:	M-F 7:30 a.m. – 4:00 p.m.
4	Options for Part-Time?	Options for 2, 3, and 5 days a week depending on age and availability. No partial day enrollment is available.
5	Cost of application fee	n/a
6	Cost of deposit	\$125.00 annual comprehensive fee upon receipt of the acceptance letter
7	Tuition costs: By Semester? Summer? Installments?	Preschool f/t - \$2,440. per semester 3d - \$1,800. 2d - \$1,320. Toddler f/t - \$2,640. 3d - \$1,860. These are our rates for the 2009-2010 school year. Payments can be made by the semester or in 4 increments during each semester.
8	Late payment charges	n/a
9	Late pick-up fee	\$5.00 per five-minute intervals after 4:00pm
10	Age of children	2-5 yrs old
11	Number of slots available for each age group	13 (10 f/t; 3 p/t) toddler class 28 (22 f/t; 8 p/t) preschoolers
12	Typically, are all slots full?	It is hard to determine if we are full as part-time slots usually don't reach projected levels.
13	Meals?	Breakfast, lunch, afternoon snack
14	Other Services	For the last five years, we have been able to run a summer program during KCC's first summer session. This program has to be able to sustain itself and each year a proposal is submitted for administrative approval.
15	Who qualifies to use the facility (if students get priority, is there a ratio?)	Priority given to continuing students, students who are single parents, students enrolled in 9 or more credits, then full-time employees. Any remaining spaces are allocated to children of other UH system students and employees, then to the general community.
16	When can parents (apply?)	Fall – as early as Jan 2, priority deadline is May 15 Parents are notified late May or beginning of June. Spring – as early as Jan 2, priority deadline Nov 1

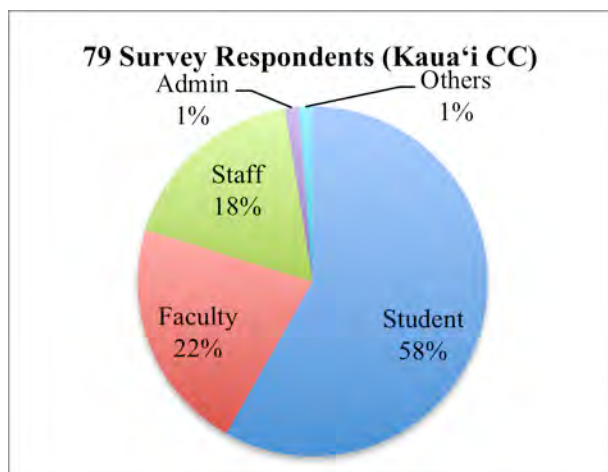
		Parents are notified mid to late December
17	What is the number of slots that “turn-over”? (part-time and full-time)	<p>Lately, the number of slots available for the spring semester is limited, e.g. 3 – 5 slots for preschoolers and none for the toddler class.</p> <p>For the fall semester, we usually will have 12 – 13 openings in the toddler class and 12 – 15 openings for preschoolers.</p> <p>This is a recent pattern from the last 3 years.</p> <p>Students who apply for childcare for the spring semester are at a disadvantage because of the limited openings. Sometimes it is due to the age of the child (e.g. not 2 in the fall semester) and sometimes it is because the parent is entering college in the spring.</p>

University of Hawai`i – Kaua`i Community College Child Care Survey 2009



This report is specific to Kaua`i Community College, whose on-campus child care center, Na Kama Pono, is currently in flux.

Overall, interest and engagement with this survey was not very high in the general student population with less than 1% of all students participating, although of those students who did respond, 93.5% had children in their household.¹ Employees were much more engaged with 16.6% responding and 70% of faculty also had children in their household. Together students, faculty and staff they clearly indicated areas of unmet need and areas for growth for the Kaua`i CC campus community.



The 79 responses from the Kaua`i CC campus represented 2% of the total number (3,812) of respondents to the UH Systemwide survey.

Over half (58%) percent of the participants were students (46) indicating a response rate of less than 1% of all students enrolled in Spring 2009.

Over 16% percent of all employees responded to the survey. One fifth (21%) of Kaua`i CC responses were faculty members (17) and 20% were staff (16).

Affordable, on-campus child care enhances the inclusive learning and working environment of the University campuses by:

- Expanding educational access for a diverse student body
- Increasing student retention and graduation rates for student parents
- Increasing the diversity of the campus community
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS: Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can "grow the pie" of limited resources that students and employees compete for.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women's lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to a more robust response.

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for Kaua‘i Community College:

These campus-specific recommendations are offered in conjunction with the general recommendations for all campuses detailed in the UH System Child Care Needs Assessment Executive Summary.

- Continue work to re-establish both the early childhood education academic program as well as an accredited child care facility on the Kaua‘i CC Campus.
- Kaua‘i CC’s reputation for a high proportion of “non-traditional” student means child care is even more important as a student retention and graduation strategy.
- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Ensure that rural communities’ sensitivity to both market saturation and gaps in service are considered.
- Ensure that future development of Kaua‘i CC campus includes child care spaces as essential for the university community.

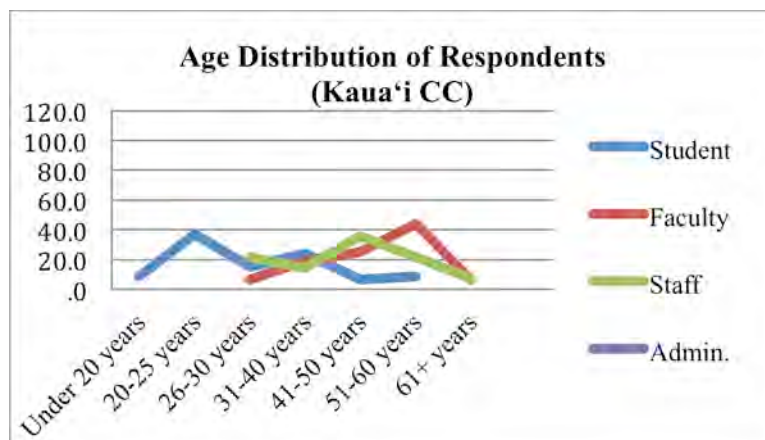
STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 92% of all respondents, although men participated as well. Forty four (44) female students constituted 97.8% of all student respondents while only 1 male student participated.

Female faculty respondents (11) constituted 68% of the total faculty respondents (16), but 5 male faculty also responded. Female staff (16) also responded strongly and made up 100% of staff/admin/other responses.

Over 23% of Kaua‘i CC female faculty (including lecturers) of childbearing years (age 20-49) responded to survey.

Clearly female faculty have an interest in this topic.

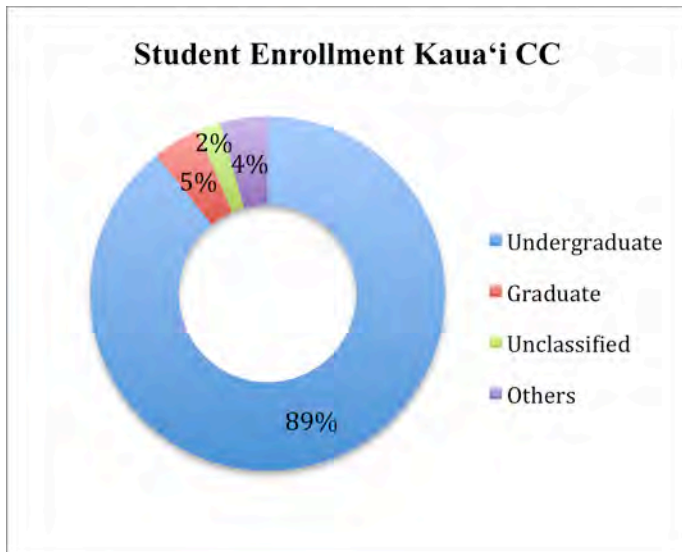


An even more detailed look at Kaua'i CC OHR data indicates that while 50% of female faculty between the age of 26-30 years, only 12% of those from 31-40 years, and 27% of those age 41-50 participated in this survey.

Using the same OHR data, Kaua'i CC female staff responded much more strongly with 60% of female staff from 26-30 years, 25% of those age 31-40, and 35.7% of those age 41-50 participating in the survey.

The 54.5% of female faculty respondents at Kaua'i CC who were no longer of childbearing age, most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families.

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES

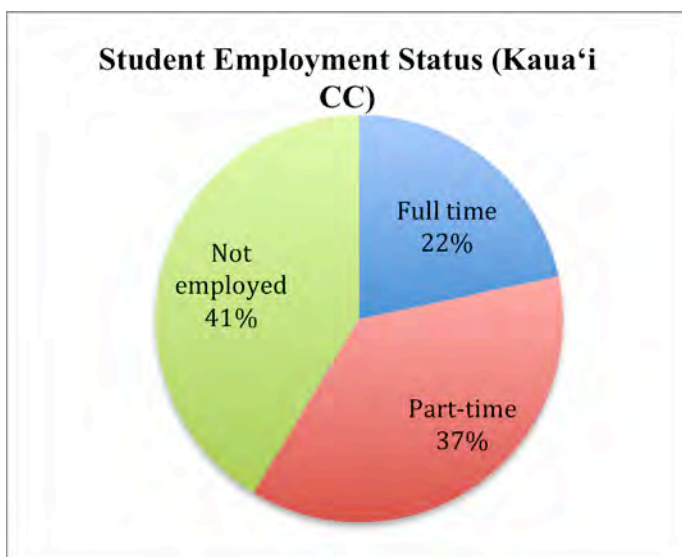


The 46 student respondents were split evenly with 50% each enrolled full-time and part-time as undergraduates.

It is expected that over 90% of employees are fulltime. There is wider variation among students. A high 22% of students reported working full-time jobs, 37% were employed part-time, and 41% were not employed at all.

EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

The employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work. While limited employment options may impact student employment on Kaua'i, students who are not employed at all will have more difficulty utilizing state subsidies for child care.



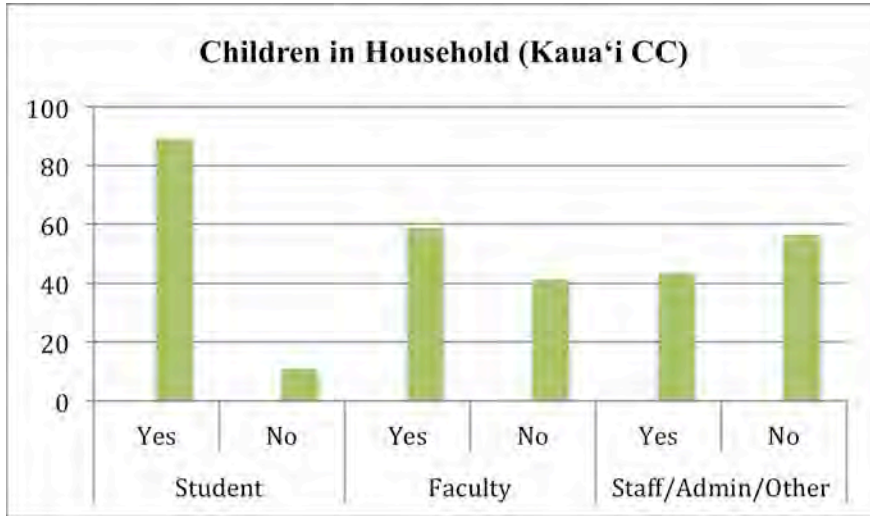
While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between the cost of full-time care and a subsidy for a student only attending classes (vs. also employed on or off-campus) can be hundreds of dollars.

An additional complication is that while part-time employment can increase

childcare subsidies, juggling part-time employment with full time college enrollment requires flexibility and resources.

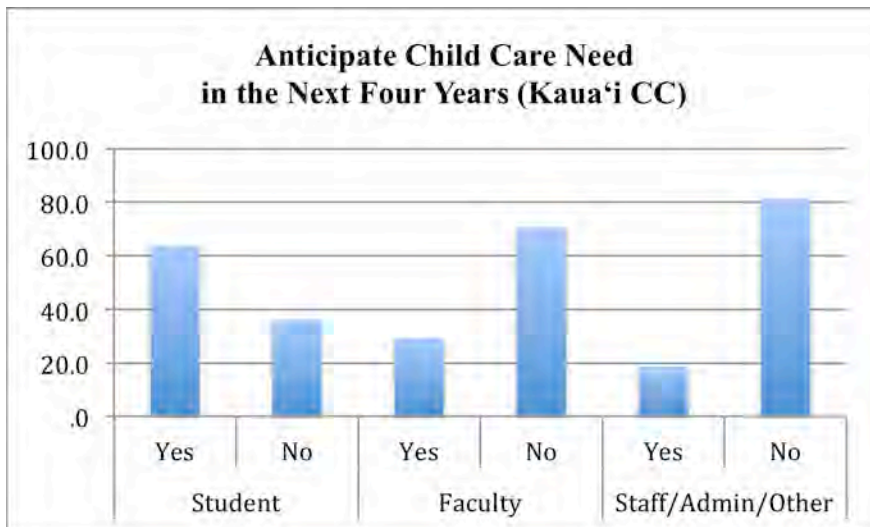
CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff.



An overwhelming 80% of the 79 respondents currently live in households with children.

11 combined 45% of Kaua'i CC survey respondents reported that **they anticipate child care needs to maintain enrollment or employment at UH within the next four years.**



However students (63%) far outnumber the faculty (29%) and staff (21%) currently needing child care or anticipate a need within 4 years to maintain employment.

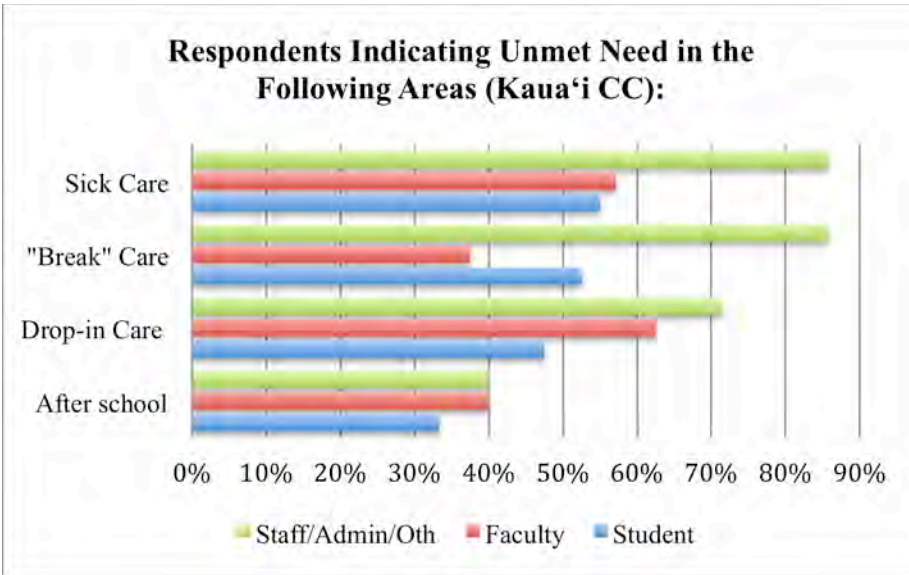
CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

Survey results indicate a strong need to address the inadequate child care resources and options available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

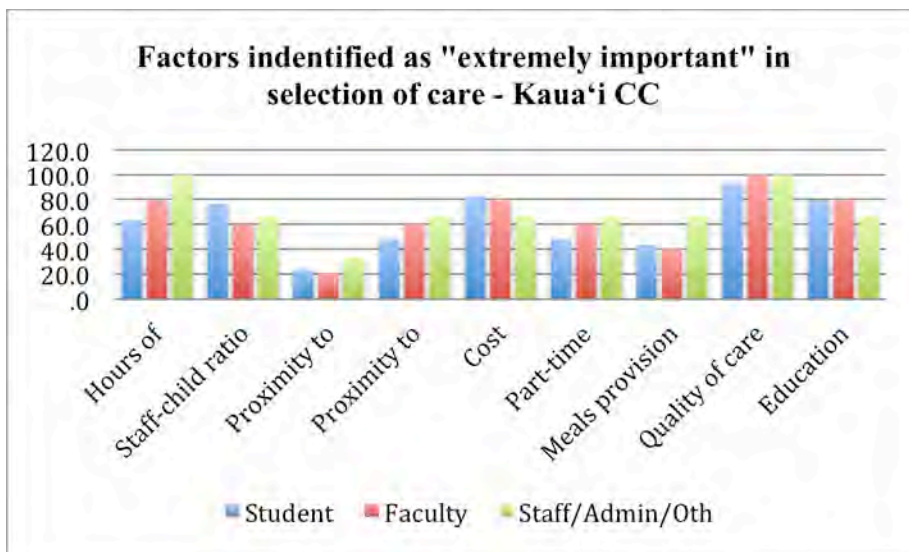
Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

Respondents were asked, “Are your current childcare needs being met in the following areas?”

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	



In addition to typical on-campus child care, all students, faculty and staff reported need more options to address the whole range of child care including: Sick Care, Break Care (for DOE K-12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.



After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12. Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care" during DOE school breaks is predictable and consistently

results in increased visibility of children on campus when parents have no options.

EVERYONE DESIRES CAMPUS-BASED CARE.

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant/Toddler, etc). There is a high level of demand for campus-based child care, including infant, toddler, preschool, after-school, “break” and sick child care. Given the convenience of on-campus setting, about 59 % of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 1: Desirability of Child Care by Age of Child – Kaua‘i CC

Affiliation	How desirable is campus based infant care								Total	Total %
	Very desirable		Desirable		Neutral		Do not care			
	N	%	N	%	N	%	N	%		
Infant Care (0-1 year)										
Student	13	44.8%	2	6.9%	11	37.9%	3	10.3%	29	100.0%
Faculty	4	80.0%		.0%	1	20.0%		.0%	5	100.0%
Staff/Admin/Oth	2	66.7%	1	33.3%		.0%		.0%	3	100.0%
Subtotal	19	51.4%	3	8.1%	12	32.4%	3	8.1%	37	100.0%
Young Toddler Care (1-2 years)										
Student	11	37.9%	8	27.6%	8	27.6%	2	6.9%	29	100.0%
Faculty	4	80.0%		.0%		.0%	1	20.0%	5	100.0%
Staff/Admin/Oth	2	66.7%	1	33.3%		.0%		.0%	3	100.0%
Subtotal	17	45.9%	9	24.3%	8	21.6%	3	8.1%	37	100.0%
Toddler Care (2-3 years)										
Student	15	51.7%	4	13.8%	7	24.1%	3	10.3%	29	100.0%
Faculty	4	80.0%		.0%		.0%	1	20.0%	5	100.0%
Staff/Admin/Oth	2	66.7%	1	33.3%		.0%		.0%	3	100.0%
Subtotal	21	56.8%	5	13.5%	7	18.9%	4	10.8%	37	100.0%
Pre School Care (4-5 years)										
Student	14	48.3%	4	13.8%	6	20.7%	5	17.2%	29	100.0%
Faculty	4	80.0%	1	20.0%		.0%		.0%	5	100.0%
Staff/Admin/Oth	2	66.7%		.0%		.0%	1	33.3%	3	100.0%
Subtotal	20	54.1%	5	13.5%	6	16.2%	6	16.2%	37	100.0%

Table 2: Desirability of Child Care by Type of Care Needed – Kaua‘i CC

	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Emergency (drop-in) care	Very desirable	14	48.3	5	100.0	3	100.0
	Desirable	6	20.7	-	-	-	-
	Neutral	8	27.6	-	-	-	-
	Do not care	1	3.4	-	-	-	-
	Subtotal	29	100.0	5	100.0	3	100.0
Holiday/vacation (gap) care	Very desirable	15	51.7	4	80.0	2	66.7
	Desirable	1	3.4	-	-	-	-
	Neutral	9	31.0	-	-	-	-
	Do not care	4	13.8	1	20.0	1	33.3
	Subtotal	29	100.0	5	100.0	3	100.0
Sick child care	Very desirable	14	48.3	3	60.0	2	66.7
	Desirable	6	20.7	2	40.0	-	-
	Neutral	7	24.1	-	-	-	-
	Do not care	2	6.9	-	-	1	33.3
	Subtotal	29	100.0	5	100.0	3	100.0

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to their income. Two-thirds of student respondents indicated they were willing to pay \$500 or less per month for “high-quality, licensed infant care on campus.” While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount Willing to Pay for Child Care – Kaua‘i CC

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	-	-	-	-	1	33.3
	\$ 1,200-1,499	-	-	-	-	-	-
	\$ 1,000-1,199	-	-	1	20.0	-	-
	\$ 750-999	1	3.7	1	20.0	1	33.3
	\$ 500-749	8	29.6	2	40.0	-	-
	Less than \$ 500	18	66.7	1	20.0	1	33.3
	Subtotal		27	100.0	5	100.0	3
Young Toddler care	\$ 1,500+	-	-	-	-	1	33.3
	\$ 1,200-1,499	-	-	-	-	-	-
	\$ 1,000-1,199	-	-	-	-	-	-
	\$ 750-999	1	3.6	2	50.0	-	-
	\$ 500-749	10	35.7	1	25.0	-	-
	Less than \$ 500	17	60.7	1	25.0	2	66.7
Subtotal		28	100.0	4	100.0	2	100.0
Toddler care	\$ 1,200+	-	-	-	-	1	33.3
	\$ 1,000-1,199	-	-	-	-	-	-
	\$ 750-999	-	-	1	25.0	-	-
	\$ 500-749	10	37.0	2	50.0	-	-
	\$ 300-499	9	33.3	-	-	-	-
	Less than \$ 300	8	29.6	1	25.0	2	66.7
	Subtotal		27	100.0	24	100.0	3
Pre school care	\$ 1,200+	-	-	-	-	-	-
	\$ 1,000-1,199	-	-	-	-	-	-
	\$ 750-999	-	-	1	20.0	-	-
	\$ 500-749	13	52.0	3	60.0	-	-
	\$ 300-499	5	20.0	-	-	2	100.0
	Less than \$ 300	7	28.0	1	20.0	-	-
Subtotal		25	100.0	4	100.0	2	100.0

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE

Students (82%) particularly indicated a desire for campus based financial assistance. Although 100% of faculty and staff indicated that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits, which are 200% of Federal Poverty Level for family size (e.g. \$4283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212.

While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule.

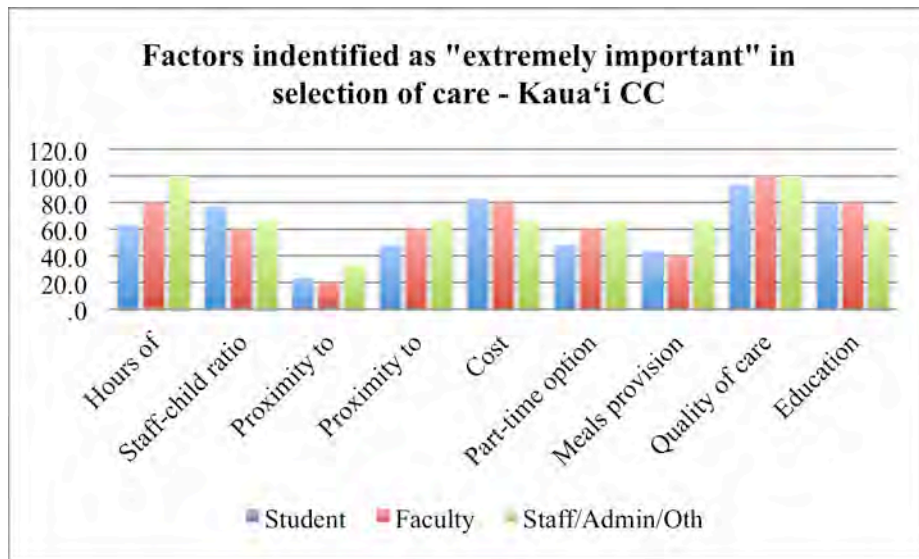
Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

I'm a staff member at Kaua'i CC and was planning to enroll my son at the child care center later this year. I thought it would be so convenient. However the center closes at 4:30 pm and I was told I cannot pick up my child no later than that. I reminded them that I'm staff and that I clock out at 4:30 pm. Walking distance between my office and the center is at least 10-15 minutes. I . . . cannot leave my post every single day at 4:15 pm to pick up my son at 4:30 pm. The child care center wouldn't make an exception to stay open until 4:45 pm which I find ridiculous! So because of this I will seek child care somewhere else that can accommodate with my work schedule. (Female Staff, Kaua'i CC)

Table 4: Preferred pick up time by UH affiliation – Kaua‘i CC

Preferred time for CC to OPEN	Preferred time to pick child from the campus childcare center										Total
	5:00 PM	%	5:30 PM	%	6:00 PM	%	6:30 PM	%	7:00 PM	%	
Students:											
6:00 AM	2	11.8%	2	28.6%	0				1	50.0%	5
6:30 AM	2	11.8%	2	28.6%	0				0		4
7:00 AM	4	23.5%	3	42.9%	1	50.0%			1	50.0%	9
7:30 AM	5	29.4%	0		1	50.0%			0		6
8:00 AM	4	23.5%	0		0				0		4
Total	17	100.0%	7	100.0%	2	100.0%			2	100.0%	28
Faculty:											
6:00 AM	0		0						1	50.0%	1
6:30 AM	0		1	100.0%				0	0		1
7:00 AM	1	100.0%	0					0	0		1
7:30 AM	0		0					1	50.0%		1
8:00 AM	0		0					1	100.0%	0	1
Total	1	100.0%	1	100.0%				1	100.0%	2	5
Staff/Admin/Other:											
7:00 AM	1	100.0%			1	100.0%	1	100.0%			3
Total	1	100.0%			1	100.0%	1	100.0%			3

MOST IMPORTANT FACTORS FOR SELECTING CHILD



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty.

Table 5: Top Four Factors Considered in Selection of Child Care for Kaua‘i CC

Factors	Student		Faculty		Staff/Admin/Oth	
	Count	%	Count	%	Count	%
Quality of care	22	73.3%	3	60.0%	2	66.7%
Cost	22	73.3%	4	80.0%	1	33.3%
Hours of operation	16	53.3%	5	100.0%	2	66.7%
Strength of educational program	6	20.0%	1	20.0%	1	33.3%

IMPORTANCE OF CAMPUS-BASED CHILD CARE

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students' educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees.

All UH campus-based centers are governed UH Executive Policy E10.401, which address issues of prioritizing student/employee use; meet State of Hawaii licensing requirements and strive for NAEYC accreditation.

Certainly the campus community values the multiple roles that on-campus child care centers play. Survey respondents were asked, "How important is the availability of on-campus childcare with respect to the following areas:"

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding "recruitment of faculty" as extremely important, while students consider the role of child care as a support service "for degree completion" to be extremely important.

*Having on-campus childcare (all ages) to fac/staff/students would be a big help to a lot of us. It would be very helpful to us especially during the breaks when we cannot take off from work because of deadlines, busy time, etc. It would be more comforting knowing that your child was close to you and not at home alone or with a sitter that you don't know very well.
(Female Staff, Kaua'i CC)*

*I think it would be great if there were some sort of a quality child-care service on-campus. I would be able to take more classes if I had childcare.
(Female Student, Kaua'i CC)*

Table 6: Importance ranking of factors regarding campus-based child care

Affiliation	Extremely Important		Important		Undecided		Not so important		Not important at all		Total
	N	%	N	%	N	%	N	%	N	%	N
Importance for you Personally:											
Student	22	47.8%	16	34.8%	6	13.0%	0	0.0%	2	4.3%	46
Faculty	5	29.4%	3	17.6%	0	0.0%	2	11.8%	7	41.2%	17
Staff/Admin/Other	2	12.5%	7	43.8%	2	12.5%	0	0.0%	5	31.2%	16
Subtotal	29	36.7%	26	32.9%	8	10.1%	2	2.5%	14	17.7%	79
To Provide Practicum Experience to Faculty and Students:											
Student	19	41.3%	17	37.0%	8	17.4%	1	2.2%	1	2.2%	46
Faculty	7	41.2%	7	41.2%	0	0.0%	1	5.9%	2	11.8%	17
Staff/Admin/Other	6	37.5%	7	43.8%	1	6.2%	1	6.2%	1	6.2%	16
Subtotal	32	40.5%	31	39.2%	9	11.4%	3	3.8%	4	5.1%	79
For Recruiting and Retaining Staff and Faculty:											
Student	14	30.4%	19	41.3%	12	26.1%	1	2.2%	0	0.0%	46
Faculty	10	58.8%	5	29.4%	2	11.8%	0	0.0%	0	0.0%	17
Staff/Admin/Other	7	46.7%	6	40.0%	2	13.3%	0	0.0%	0	0.0%	15
Subtotal	31	39.7%	30	38.5%	16	20.5%	1	1.3%	0	0.0%	78
To Enable Degree Requirements:											
Student	30	65.2%	15	32.6%	1	2.2%	0	0.0%	0	0.0%	46
Faculty	9	52.9%	8	47.1%	0	0.0%	0	0.0%	0	0.0%	17
Staff/Admin/Other	6	37.5%	7	43.8%	1	6.2%	1	6.2%	1	6.2%	16
Subtotal	45	57.0%	30	38.0%	2	2.5%	1	1.3%	1	1.3%	79

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

While 56% of students with children in their households reported that their lives were negatively impacted by a lack of child care services, 20% of faculty and 21% of staff reported similar impact.

There's only one campus on Kaua'i. The school doesn't have a toddler program. I have to leave work to bounce my child from one sitter to the next. The drive time is a waste and stressful.
 (Female Faculty, Kaua'i CC)

. . . additions to our current childcare center such as offering services to infants and toddlers (1-2) would greatly help our students attain their educational goals.
 (Male Faculty, Kaua'i CC)

CONCLUSION

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Re-establishing child care facilities on the Kaua‘i campus will benefit both parents and Kaua‘i CC. For both women and men, the desire to balance work and family demands has become increasingly important. As many female faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

Further developing on-campus or near-campus partnerships could offer conveniently located, high quality, educational child care contributing to Kaua‘i CC success in recruiting and retaining faculty as well as retaining and graduating students with children. Kaua‘i CC is positioned to respond as a community leader.

The University of Hawai‘i joins other employers, and other Universities² in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for "sick" and "break" care, partnerships with approved off-campus providers.

Implementing options appropriate for Kaua‘i CC requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

*[numbers of] non traditional students and faculty will also continue to rise. . . with the added benefit of child care as well as enticing qualified faculty staff this maybe an attractive consideration to work and be able to have your children near by
(Female Faculty, Kaua‘i CC)*

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women’s Center, gotkids@hawaii.edu or 956-8059.

² Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.

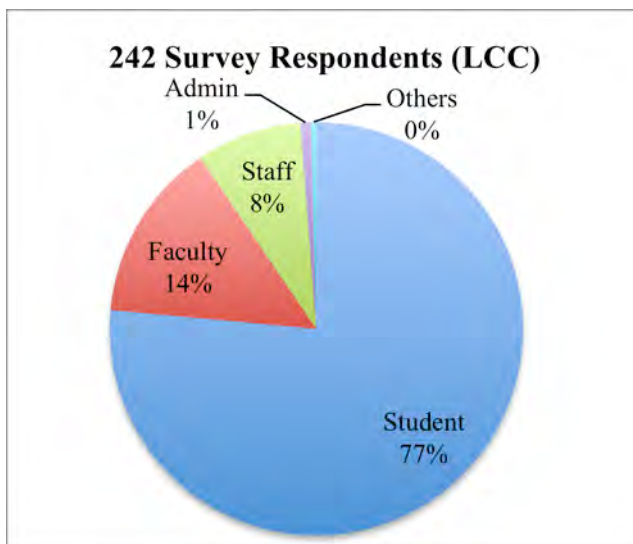
S#	Query	Information
1	Name of the campus child care center:	Na Kama Pono
2	Location, Contact person, email, phone, website (?)	3-1901 Kaunualii Highway Lihue, Hawaii 96766 Director Anna Smithwick 808-245-8356 smithwic@hawaii.edu http://www2.hawaii.edu/~smithwic/
3	Days and hours of operation:	M-F 7:30 a.m. – 4:30 p.m.
4	Options for Part-Time?	
5	Cost of application fee	
6	Cost of deposit	\$50.00
7	Tuition costs: By Semester? Summer? Installments?	\$2120.00 \$1590.00 4 installments of \$530.00 for semester payments
8	Late payment charges	\$5.00 per day
9	Late pick-up fee	
10	Age of children	Must be potty-trained and at least 2 yrs 9 months old by December 31
11	Number of slots available for each age group	20 children total
12	Typically, are all slots full?	
13	Meals?	Breakfast, Lunch, Snack
14	Other Services	
15	Who qualifies to use the facility (if students get priority, is there a ratio?)	Previously enrolled children of current Kaua‘i CC students, children of full-time Kaua‘i CC students, children of Kauai students who are single parents and financial aid recipients, children of part-time students carrying at least six credit hours, full-time employees of Kaua‘i CC, part-time employees of Kaua‘i CC
16	When can parents (apply?	
17	What is the number of slots that “turn-over”? (part-time and full-time)	Each Semester – Each Year –

University of Hawai`i – Leeward Community College Child Care Survey 2009



This report is specific to Leeward Community College, which currently has on-campus childcare – LCC Children's Center.

Overall, interest and engagement with this survey was not very high in the general student population 3% of all students participating, although of those students who did respond, 86% had children in their household.¹ Employees were more engaged with 13.5% responding and over 50% of faculty and 40% of staff also had children in their household. Together students, faculty and staff they clearly indicated areas of unmet need and areas for growth for the LCC campus community.



The 242 responses from the LCC campus represented 6% of the total number (3,812) of respondents to the UH Systemwide survey.

Over 76% of the participants were students (185) indicating a response rate of 3% of all students enrolled in Spring 2009.

Over 13.5% of all employees responded to the survey. Nineteen percent of LCC responses were faculty members (34) and seventeen percent were staff/admin (23) making up the total (242).²

Affordable, on-campus child care enhances the inclusive learning and working environment of the University campuses by:

- Expanding educational access for a diverse student body
- Increasing student retention and graduation rates for student parents
- Increasing the diversity of the campus community
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS: Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can "grow the pie" of limited resources that students and employees compete for.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women's lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to a more robust response.

² Employees are Faculty (including lecturers), or Staff/Admin/Other (combined when reported).

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for Leeward Community College:

These campus-specific recommendations are offered in conjunction with the general recommendations for all campuses detailed in the UH System Child Care Needs Assessment Executive Summary.

- Expand child care availability on and near the LCC Campus.
- LCC’s diverse student body means child care is even more important as a student retention and graduation strategy.
- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Utilize existing facilities that could be retrofitted or re-purposed for child care.

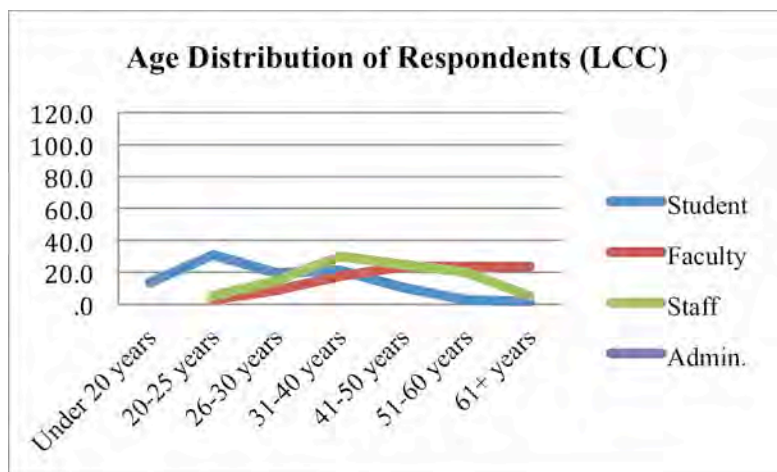
STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 86.7% of all respondents, although men participated as well. One hundred sixty nine (169) female students constituted 91.4% of all student responses while 15 of their male and transgender counterparts also participated.

Female faculty respondents (24) constituted 70% of the total faculty respondents (34), but 10 male faculty also responded. Female staff (17) also responded strongly and made up 77% of staff/admin/other responses.

A detailed look at LCC OHR data indicates that only 18% of LCC female faculty (including lecturers) of childbearing years (age 20-49) responded to survey.

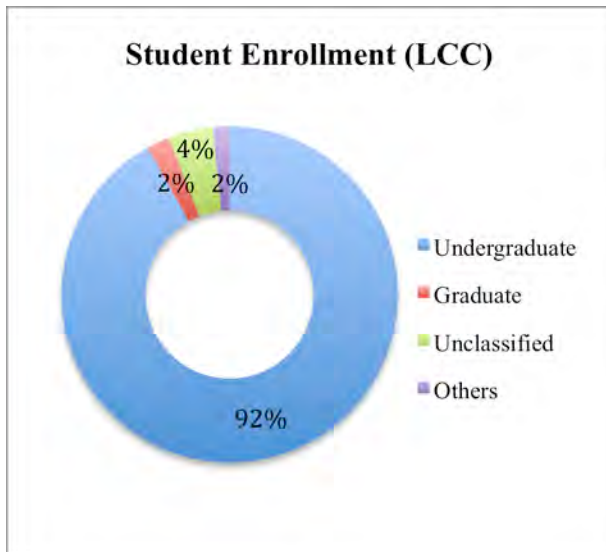
However, a closer look at LCC OHR data indicates that while 33% of female faculty between the age of 26-30 years responded, only 15% of those from 31-40 years, and 14% of those age 41-50 participated.



Using the same OHR data, LCC female staff responded more strongly with all female staff from 26-30 years, 29% of those aged 31-40, and 38% of those age 41-50 participating in the survey.

Forty one percent (41%) of LCC female faculty respondents were no longer of childbearing age, and they most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families.

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES

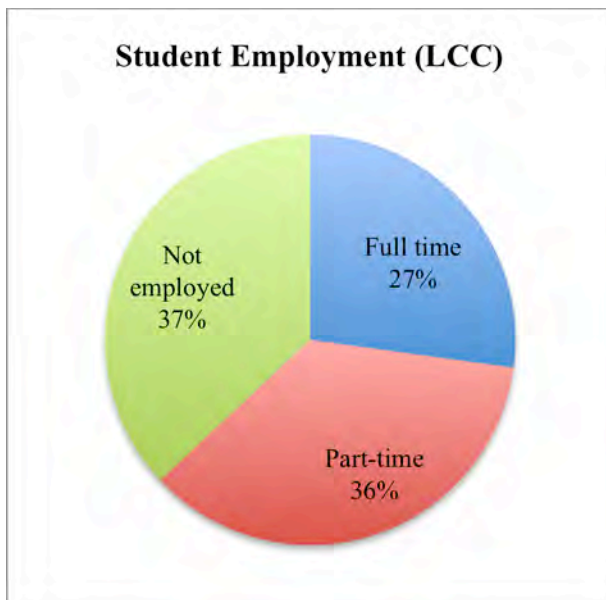


More of the 185 student respondents were enrolled full-time (56.5%) than part-time (43.5%) part-time enrolled undergraduates.

It is expected that over 90% of employees are fulltime. There is wider variation among students. Twenty seven percent (27%) reported working full-time jobs, 36% were employed part-time, and 37% were not employed at all.

EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

The employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work.



Students who are not employed at all will have more difficulty utilizing state subsidies for child care.

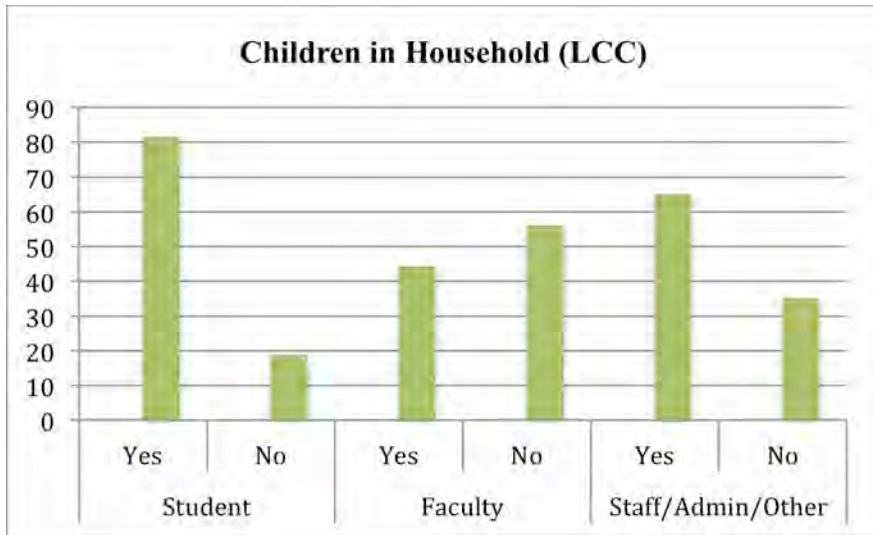
While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between the cost of full-time care and a subsidy for a student only attending classes (vs. also employed on or off- campus) can be hundreds of dollars.

An additional complication is that while part-time employment can increase childcare subsidies, juggling part-time employment

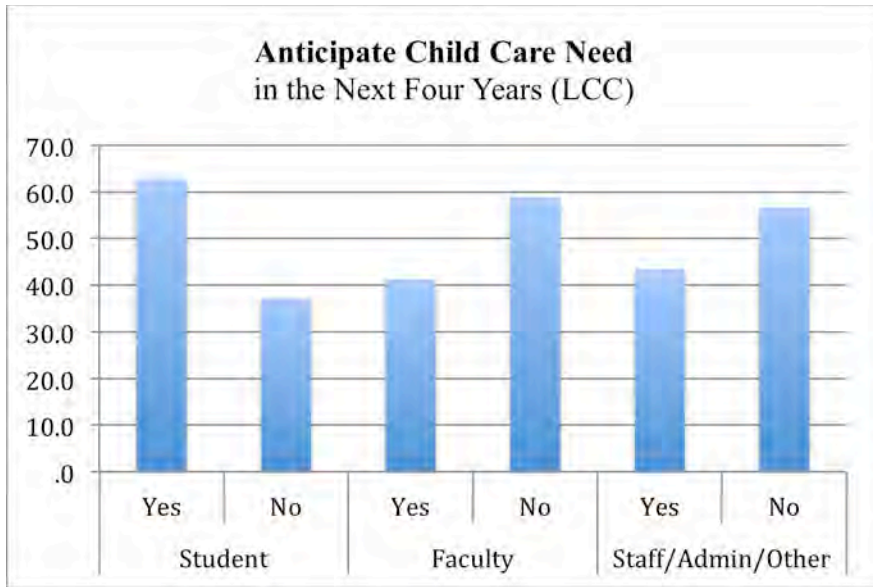
with full time college enrollment requires flexibility and resources.

CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff.



While the total campus response rate was low, Over 195 (80%) of the respondents currently live in households with children.



Over half (139 = 57%) of all LCC survey respondents reported that **they anticipate child care needs to maintain enrollment or employment at UH within the next four years.**

And 41.2% of LCC faculty and 50% of Staff either currently need child care or anticipate a need within 4 years to maintain employment.

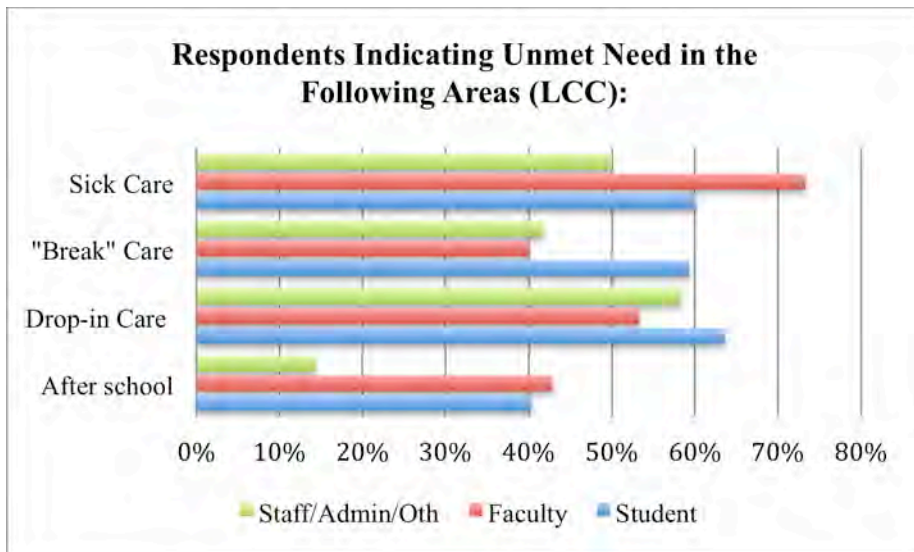
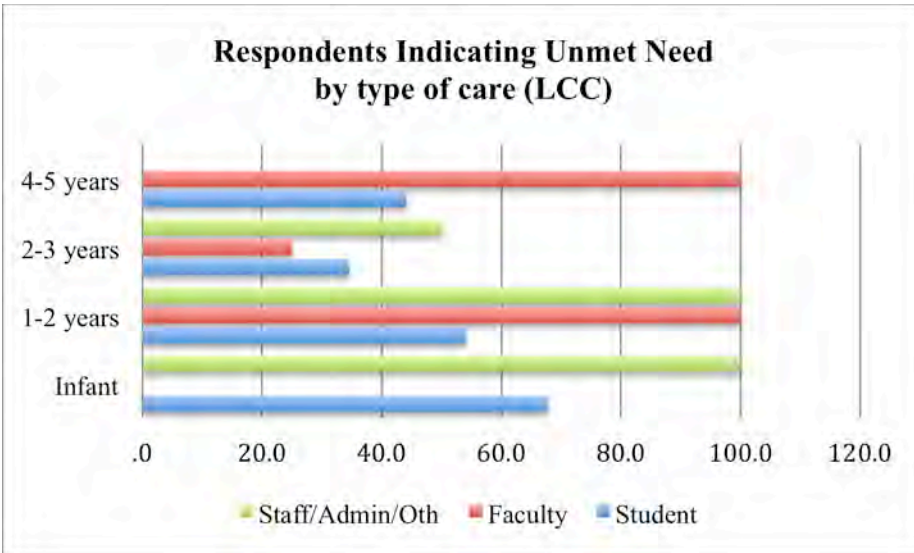
CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

Survey results indicate a strong need to address the inadequate child care resources and options available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

Respondents were asked, “Are your current childcare needs being met in the following areas?”

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	



In addition to typical on-campus child care, all students, faculty and staff reported need more options to address the whole range of child care including: Sick Care, Break Care (for DOE K-12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.

After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12. Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care"

during DOE school breaks is predictable and consistently results in increased visibility of children on campus when parents have no options.

EVERYONE DESIRES CAMPUS-BASED CARE.

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant/Toddler, etc). There is a high level of demand for campus-based child care, including infant, toddler, preschool, after-school, “break” and sick child care. Given the convenience of on-campus setting, about 67 % of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 1: Desirability of Child Care by Age of Child – LCC

Affiliation	How desirable is campus based infant care								Total	Total %
	Very desirable		Desirable		Neutral		Do not care			
	N	%	N	%	N	%	N	%		
Infant Care (0-1 year)										
Student	56	48.3%	20	17.2%	28	24.1%	12	10.3%	116	100.0%
Faculty	7	50.0%	2	14.3%	3	21.4%	2	14.3%	14	100.0%
Staff/Admin/Oth	6	60.0%	3	30.0%	1	10.0%		.0%	10	100.0%
Subtotal	69	49.3%	25	17.9%	32	22.9%	14	10.0%	140	100.0%
Young Toddler Care (1-2 years)										
Student	56	49.1%	29	25.4%	22	19.3%	7	6.1%	114	100.0%
Faculty	9	64.3%	1	7.1%	2	14.3%	2	14.3%	14	100.0%
Staff/Admin/Oth	6	60.0%	3	30.0%	1	10.0%		.0%	10	100.0%
Subtotal	71	51.4%	33	23.9%	25	18.1%	9	6.5%	138	100.0%
Toddler Care (2-3 years)										
Student	63	54.8%	24	20.9%	18	15.7%	10	8.7%	115	100.0%
Faculty	11	78.6%	1	7.1%	1	7.1%	1	7.1%	14	100.0%
Staff/Admin/Oth	5	50.0%	4	40.0%	1	10.0%		.0%	10	100.0%
Subtotal	79	56.8%	29	20.9%	20	14.4%	11	7.9%	139	100.0%
Pre School Care (4-5 years)										
Student	54	47.4%	20	17.5%	25	21.9%	15	13.2%	114	100.0%
Faculty	10	71.4%	1	7.1%	2	14.3%	1	7.1%	14	100.0%
Staff/Admin/Oth	6	60.0%	3	30.0%	1	10.0%		.0%	10	100.0%
Subtotal	70	50.7%	24	17.4%	28	20.3%	16	11.6%	138	100.0%

Table 2: Desirability of Child Care by Type of Care Needed

	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
		Emergency (drop-in) care	Very desirable	59	52.2	10	71.4
	Desirable	24	21.2	3	21.4	4	40.0
	Neutral	22	19.5	1	7.1	1	10.0
	Do not care	8	7.1	-	-	1	10.0
	Subtotal	113	100.0	14	100.0	10	100.0
Holiday/vacation (gap) care	Very desirable	50	44.6	5	35.7	4	40.0
	Desirable	19	17.0	5	35.7	3	30.0
	Neutral	29	25.9	4	28.6	2	20.0
	Do not care	14	12.5	-	-	1	10.0
	Subtotal	112	100.0	14	100.0	10	100.0
Sick child care	Very desirable	53	47.3	9	64.3	5	50.0
	Desirable	24	21.4	3	21.4	3	30.0
	Neutral	25	22.3	2	14.3	2	20.0
	Do not care	10	8.9	-	-	-	-
	Subtotal	112	100.0	14	100.0	10	100.0

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to their income. Over 70% of student respondents indicated they were willing to pay \$749 or less per month for “high-quality, licensed infant care on campus.” While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount Willing to Pay for Child Care - LCC

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	1	1.0	1	8.3	-	-
	\$ 1,200-1,499	-	-	6	8.3	2	20.0
	\$ 1,000-1,199	7	6.8	2	50.0	1	10.0
	\$ 750-999	19	18.4	2	16.7	1	10.0
	\$ 500-749	34	33.0	1	16.7	1	10.0
	Less than \$ 500	42	40.8	-	-	5	50.0
	Subtotal		103	100.0	12	100.0	10
Young Toddler care	\$ 1,500+	1	.9	1	9.1	-	-
	\$ 1,200-1,499	2	1.9	7	63.6	2	20.0
	\$ 1,000-1,199	6	5.7	1	9.1	1	10.0
	\$ 750-999	19	17.9	2	18.2	1	10.0
	\$ 500-749	38	35.8	1	9.1	1	10.0
	Less than \$ 500	40	37.7	-	-	5	50.0
	Subtotal		106	100.0	11	100.0	10
Toddler care	\$ 1,200+	1	1.0	1	8.3	1	10.0
	\$ 1,000-1,199	2	1.9	5	41.7	2	20.0
	\$ 750-999	16	15.4	4	33.3	1	10.0
	\$ 500-749	36	34.6	2	16.7	1	10.0
	\$ 300-499	20	19.2	-	-	2	20.0
	Less than \$ 300	29	27.9	-	-	3	30.0
	Subtotal		104	100.0	12	100.0	10
Pre school care	\$ 1,200+	1	1.0	2	16.7	1	10.0
	\$ 1,000-1,199	2	2.0	2	16.7	2	20.0
	\$ 750-999	10	10.2	5	41.7	2	20.0
	\$ 500-749	34	34.7	2	16.7	-	-
	\$ 300-499	22	22.4	1	8.3	2	20.0
	Less than \$ 300	29	29.6	-	-	3	30.0
	Subtotal		98	100.0	12	100.0	10

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE

Students (80%) particularly indicated a desire for campus based financial assistance. Sixty four percent (64%) of faculty and 60% of staff also indicate that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits which are 200% of Federal Poverty Level for family size (e.g. \$4283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212. While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule.

Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

If LCC's child care center would accommodate the working hours of the staff (7:30 am - 5:00 pm) more staff would send their children there. (Female Staff, Leeward CC)

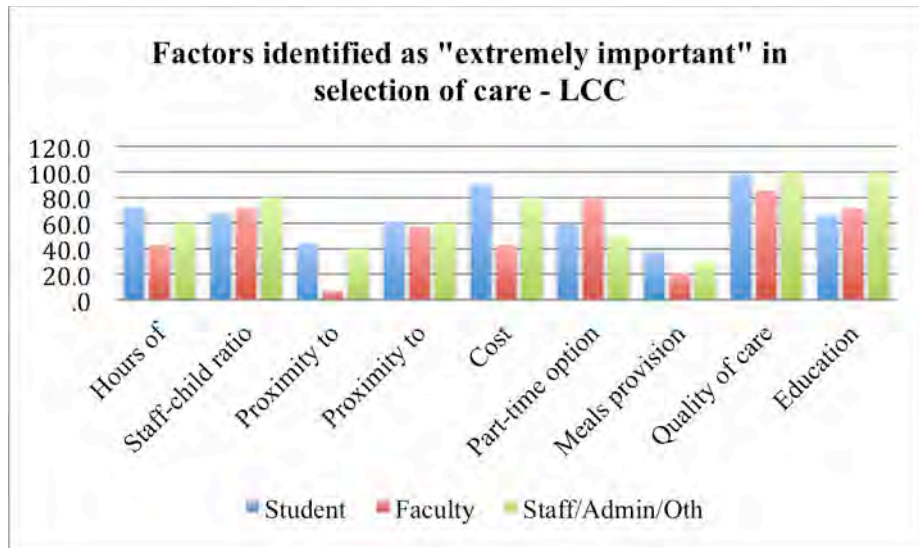
A lot of the parents had younger children beside their preschoolers. I think you might want to consider having childcare available at LCC for children younger than 3 yrs old. (Female Student, Leeward CC)

*Lack of school break/sick child childcare affects everyone in our office from students to staff. We have many parents with young children so we have people working from home or bringing their kids into the office on days **when children are sick or out of school**. It's not ideal but there's no other way to deal with it. (Female Faculty, Leeward CC)*

Table 4: Preferred pick up time by UH affiliation - LCC

Preferred time for CC to OPEN	Preferred time to pick child from the campus childcare center										Total
	5:00 PM	%	5:30 PM	%	6:00 PM	%	6:30 PM	%	7:00 PM	%	
Student:											
6:00 AM	4	14.3%	4	14.8%	18	40.9%	4	28.6%	10	55.6%	40
6:30 AM	0		5	18.5%	9	20.5%	4	28.6%	0		18
7:00 AM	10	35.7%	10	37.0%	13	29.5%	2	14.3%	5	27.8%	40
7:30 AM	8	28.6%	5	18.5%	2	4.5%	1	7.1%	0		16
8:00 AM	6	21.4%	3	11.1%	2	4.5%	3	21.4%	3	16.7%	17
Total	28	100.0%	27	100.0%	44	100.0%	14	100.0%	18	100.0%	131
Faculty:											
6:00 AM	2	16.7%	0		1	20.0%	0		1	50.0%	4
6:30 AM	0		1	16.7%	0		0		0		1
7:00 AM	2	16.7%	1	16.7%	3	60.0%	1	100.0%	0		7
7:30 AM	4	33.3%	3	50.0%	1	20.0%	0		0		8
8:00 AM	4	33.3%	1	16.7%	0		0		1	50.0%	6
Total	12	100.0%	6	100.0%	5	100.0%	1	100.0%	2	100.0%	26
Staff/Admin/Other:											
6:30 AM	1	33.3%	0		0						1
7:00 AM	1	33.3%	1	25.0%	0						2
7:30 AM	0		2	50.0%	1	100.0%					3
8:00 AM	1	33.3%	1	25.0%	0						2
Total	3	100.0%	4	100.0%	1	100.0%					8

MOST IMPORTANT FACTORS FOR SELECTING CHILD CARE



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty.

Table 5: Top Four Factors Considered in Selection of Child Care for LCC

Factors	Student		Faculty		Staff/Admin/Oth	
	Count	%	Count	%	Count	%
Quality of care	89	77.4%	11	78.6%	9	90.0%
Cost	74	64.3%	8	57.1%	8	80.0%
Hours of operation	53	46.1%	4	28.6%	3	30.0%
Strength of educational program	31	27.0%	5	35.7%	5	50.0%

IMPORTANCE OF CAMPUS-BASED CHILD CARE

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students' educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees.

All UH campus-based centers are governed UH Executive Policy E10.401, which address issues of prioritizing student/employee use; meet State of Hawaii licensing requirements and strive for NAEYC accreditation.

Certainly the campus community values the multiple roles on-campus child care centers play. Survey respondents were asked, "How important is the availability of on-campus childcare with respect to the following areas:"

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding "recruitment of faculty" as extremely important, while students consider the role of child care as a support service "for degree completion" to be extremely important.

My daughter is 5 and now in kindergarten. But I used Leeward Community College Childcare for two WHOLE years while a student at LCC.

If I did not have a wonderful childcare center on campus I would have had extreme difficulty trying to get to class on time. Since I caught the bus all the way from Makakilo. I cannot express how happy and how fortunate I felt to be able to bring my daughter to a safe preschool on campus and how much time and stress it saved me.

(Female Student, Leeward CC)

Table 6: Importance ranking of factors regarding campus-based child care

Affiliation	Extremely Important		Important		Undecided		Not so important		Not important at all		Total N
	N	%	N	%	N	%	N	%	N	%	
Importance for you Personally:											
Student	80	44.0%	59	32.4%	16	8.8%	14	7.7%	13	7.1%	182
Faculty	10	30.3%	7	21.2%	2	6.1%	6	18.2%	8	24.2%	33
Staff/Admin/Other	7	30.4%	9	39.1%	1	4.3%	1	4.3%	5	21.7%	23
Subtotal	97	40.8%	75	31.5%	19	8.0%	21	8.8%	26	10.9%	238
To Provide Practicum Experience to Faculty and Students:											
Student	58	32.2%	75	41.7%	35	19.4%	7	3.9%	5	2.8%	180
Faculty	12	36.4%	10	30.3%	5	15.2%	2	6.1%	4	12.1%	33
Staff/Admin/Other	9	39.1%	10	43.5%	1	4.3%	2	8.7%	1	4.3%	23
Subtotal	79	33.5%	95	40.3%	41	17.4%	11	4.7%	10	4.2%	236
For Recruiting and Retaining Staff and Faculty:											
Student	61	33.5%	80	44.0%	29	15.9%	8	4.4%	4	2.2%	182
Faculty	16	48.5%	13	39.4%	1	3.0%	1	3.0%	2	6.1%	33
Staff/Admin/Other	9	39.1%	11	47.8%	2	8.7%	0	0.0%	1	4.3%	23
Subtotal	86	36.1%	104	43.7%	32	13.4%	9	3.8%	7	2.9%	238
To Enable Degree Requirements:											
Student	30	65.2%	15	32.6%	1	2.2%	0	0.0%	0	0.0%	46
Faculty	9	52.9%	8	47.1%	0	0.0%	0	0.0%	0	0.0%	17
Staff/Admin/Other	6	37.5%	7	43.8%	1	6.2%	1	6.2%	1	6.2%	16
Subtotal	45	57.0%	30	38.0%	2	2.5%	1	1.3%	1	1.3%	79

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

Nearly half (48%) of students with children in their households reported that their lives were negatively impacted by a lack of child care services.

*I have had many students who have both used the LCC child care facility (and liked it) and been unable to use it - because of its hours especially ending hours - and would have used it had they been aware of it. Based on my experience w/1000s of students w/kids who need care while they are in school, child care facilities - open before 8am and up til 6ish - is REALLY needed.
Thanks to all those who make this possible!
(Female Faculty, Leeward CC)*

*I have students who are forced to either miss class or bring their children when child care is not available. This can be very disruptive.
(Female Faculty, Leeward CC)*

CONCLUSION

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Expanding child care facilities on the Leeward CC campus will benefit both parents and LCC. For both women and men, the desire to balance work and family demands has become increasingly important. As many female faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

Further developing on-campus or near-campus partnerships could offer conveniently located, high quality, educational child care contributing to LCC's success in recruiting and retaining faculty as well as retaining and graduating students with children. Leeward CC is positioned to respond as a community leader.

The University of Hawai'i joins other employers, and other Universities³ in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for "sick" and "break" care, partnerships with approved off-campus providers.

Implementing options appropriate for Leeward CC requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

Once again childcare is extremely important for the success of a working parent or a parent attending class. Also I think having childcare on campus is good for the children too they get a sense of how important college is while they are young. (Female Student, Leeward CC).

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women's Center, gotkids@hawaii.edu or 956-8059.

³ Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.

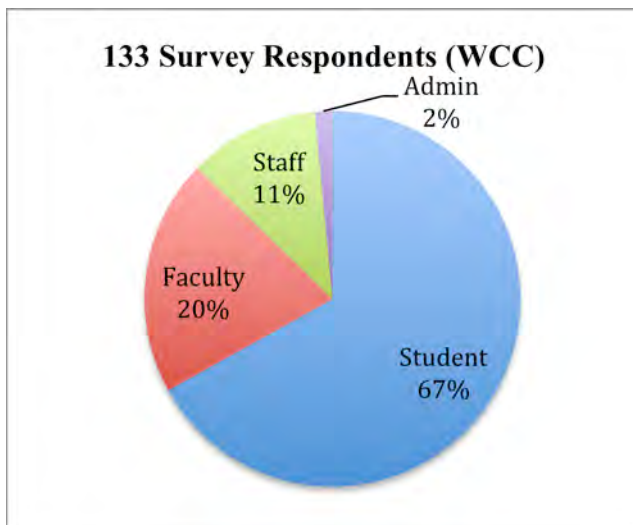
S#	Query	Information
1	Name of the campus child care center:	Leeward CC Children's Center
2	Location, Contact person, email, phone, website (?)	Linda Buck 455-0488
3	Days and hours of operation:	M-F; 7:45am-3:25pm
4	Options for Part-Time?	
5	Cost of application fee	
6	Cost of deposit	
7	Tuition costs: By Semester? Summer? Installments?	
8	Late payment charges	
9	Late pick-up fee	
10	Age of children	3-5yrs
11	Number of slots available for each age group	
12	Typically, are all slots full?	
13	Meals?	
14	Other Services	
15	Who qualifies to use the facility (if students get priority, is there a ratio?)	Students; Two openings are reserved for the children of faculty and staff.
16	When can parents (apply?	
17	What is the number of slots that "turn-over"? (part-time and full-time)	Each Semester – Each Year –

University of Hawai`i Windward Community College Child Care Survey 2009



This report is specific to Windward Community College, which currently does not have on-campus child care.

With no on-campus childcare currently available at WCC, interest in this survey was very high. Seven percent of all students participated and 22% of all employees - clearly indicating an interest in the topic and a need for the WCC campus community.¹ Ninety percent of the student respondents indicated they have children in their household.



The 133 responses from the WCC campus represented 3.5% of the total number (3,812) of respondents to the UH Systemwide survey.

Sixty seven percent of the participants were students (90) indicating a response rate of 4.8% of all students enrolled in Spring 2009.

Twenty two percent (22%) of all employees responded to the survey. Twenty percent of WCC responses were faculty members (27) and 12.7% were staff/admin (17).²

Affordable, on-campus child care enhances the inclusive learning and working

environment of the University campuses by:

- Expanding educational access for a diverse student body
- Increasing student retention and graduation rates for student parents
- Increasing the diversity of the campus community
- Promoting faculty and staff recruitment and retention.

IMPORTANT FINDINGS: Child care need is consistently high among students, faculty and staff. Survey results indicate both students and employees have limited access to affordable, convenient, high quality (accredited) child care. Both students and employees desire on-campus child care as a convenient way to address this need and expansion of available inventory can "grow the pie" of limited resources that students and employees compete for.

Strong responses from women of childbearing age at all campuses, indicate this is an issue that impacts women's lives tremendously.

¹ The survey coincided with the last three weeks of classes and finals week, which may have been an impediment to a more robust response.

² Employees are Faculty (including lecturers), or Staff/Admin/Other (combined when reported).

For both women and men, the desire to balance work and family demands has become increasingly important. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to creating a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near campus child care essential.

Campus Specific Recommendations for Windward CC:

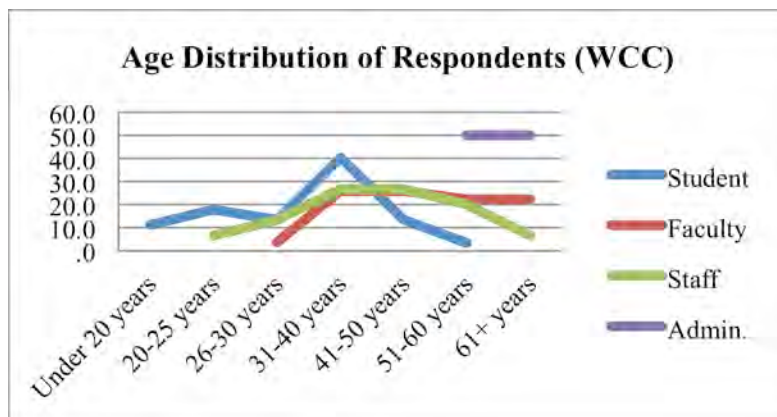
These campus-specific recommendations are offered in conjunction with the general recommendations for all campuses detailed in the UH System Child Care Needs Assessment Executive Summary.

- Expand child care availability on and near the WCC Campus.
- WCC’s reputation for a high proportion of “non-traditional” student means child care is even more important as a student retention and graduation strategy.
- Create a working group empowered to creatively address the shortage of on-campus and near-campus childcare. This working group must include appropriate stakeholders, both users and those able to commit campus resources.
- Develop a comprehensive implementation plan to provide additional child care opportunities. This plan must differentiate the required staffing and facilities for the various care needed including: Infant, 2 year olds, 3-4 year olds, and 5 year olds not eligible for kindergarten.
- Utilize existing facilities that could be retrofitted or re-purposed for child care.
- Ensure that rural communities’ sensitivity to both market saturation and gaps in service are considered.
- Ensure that future development of WCC campus includes child care spaces as essential for the university community
- Investigate whether the proximity of Hawai’i State Hospital actually impacts on child care licensing, or if that is merely rumor.

STRONG RESPONSE FROM WOMEN OF CHILDBEARING AGE INDICATES NEED:

Not surprising, women overwhelmingly responded to the survey, comprising 87% of all respondents, although men participated as well. Eighty five (85) female students constituted 95.5% of all student responses while 4 of their male counterparts also participated.

Female faculty respondents (20) constituted 74% of the total faculty respondents (27), but 7 male faculty also responded. Female staff (11) also responded strongly and made up 65% of staff/admin/other responses.



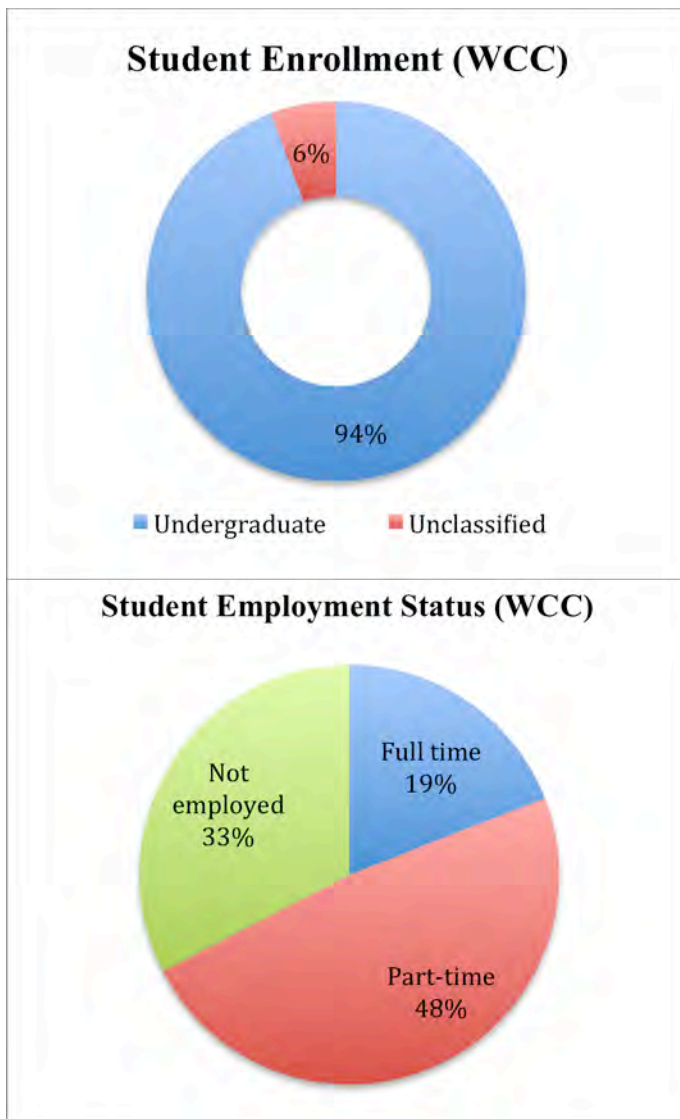
Forty seven percent (47%) of WCC female faculty (including lecturers) of childbearing years (age 20-49) responded to survey. Clearly female faculty have an interest in this topic.

An even more detailed look at WCC OHR data indicates that all female faculty between the age of 26-30 years, 62% of those age 31-40 years, and 33% of those age 41-50 participated in this survey.

Using the same OHR data, WCC female staff had varied responses. All female staff from 26-30 years, while only 10% of those aged 31-40, but 50% of ages 41-50 years participated in the survey.

The 50% of female faculty respondents at WCC who were no longer of childbearing age, most likely responded with a clear understanding of the needs and challenges facing younger female faculty with children or planning families.

STUDENT STATUS: FULL-TIME ENROLLED UNDERGRADUATES



More of the 133 student respondents were part-time enrolled (54%), although a significant portion (46%) were part-time undergraduates.

It is expected that over 90% of employees are fulltime. There is wider variation among students. Nearly 20% reported working full-time jobs, 48% were employed part-time, and 32% were not employed at all.

EMPLOYMENT STATUS IMPACTS CHILD CARE SUBSIDIES:

The employment status is a factor impacting student academic experience and overall success juggling the multiple commitments of family, school and work.

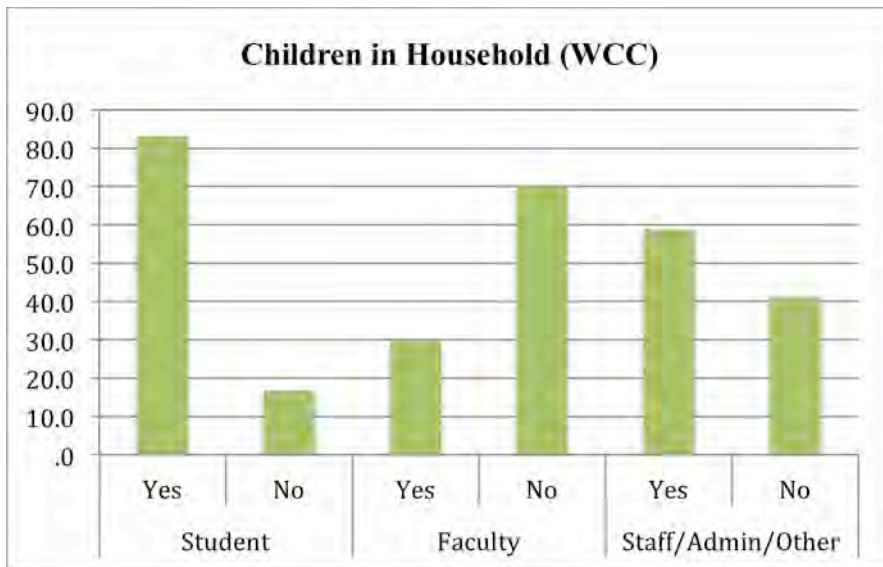
Students who are not employed at all will have more difficulty utilizing state subsidies for child care.

While subsidy programs can assist with childcare payments for classroom hours, a 12-15 hour class schedule results a substantially reduced subsidy from Child Care Connection. The gap between the cost of full-time care and a subsidy for a student only attending classes (vs. also employed on or off- campus) can be hundreds of dollars.

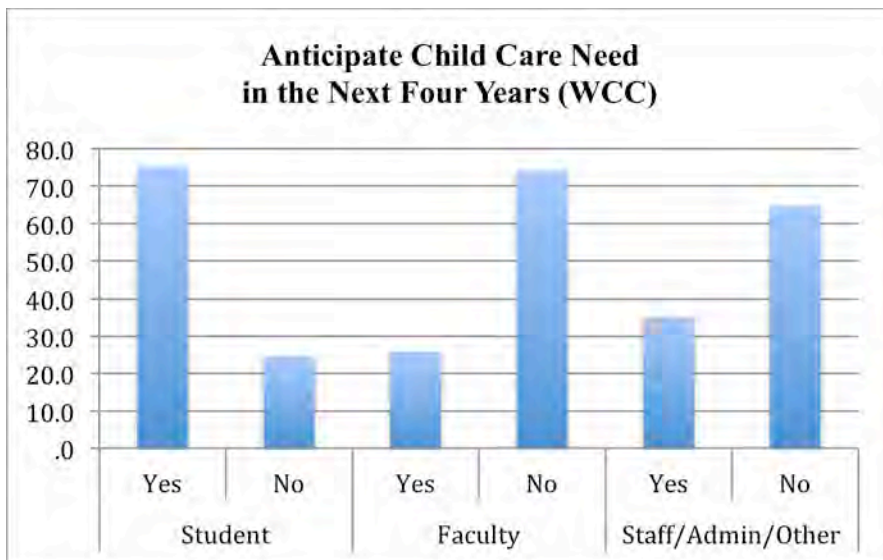
An additional complication is that while part-time employment can increase childcare subsidies, juggling part-time employment with full time college enrollment requires flexibility and resources.

CHILD CARE NEEDS: CURRENT AND ANTICIPATED

Child care need is consistently high among students, faculty and staff.



Ninety percent (90%) of students and about 50% of faculty and staff of the 133 respondents currently live in households with children.



Seventy five percent (75%) of students reported that **they anticipate child care needs to maintain enrollment or employment at UH within the next four years.**

And 40% of WCC staff respondents either currently need child care or anticipate a need within 4 years to maintain employment.

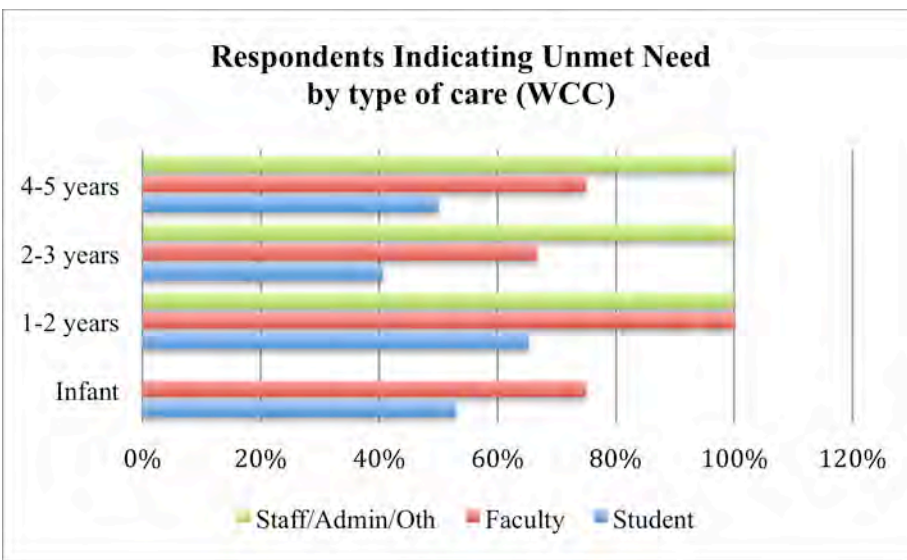
CHILD CARE DEMAND OUTWEIGHS THE RESOURCES AVAILABLE

Survey results indicate a strong need to address the inadequate child care resources and options available to the university community. With students, faculty and staff returning to work or college after having a baby, the survey respondents indicate a high demand/need for child care for children under 3 yrs.

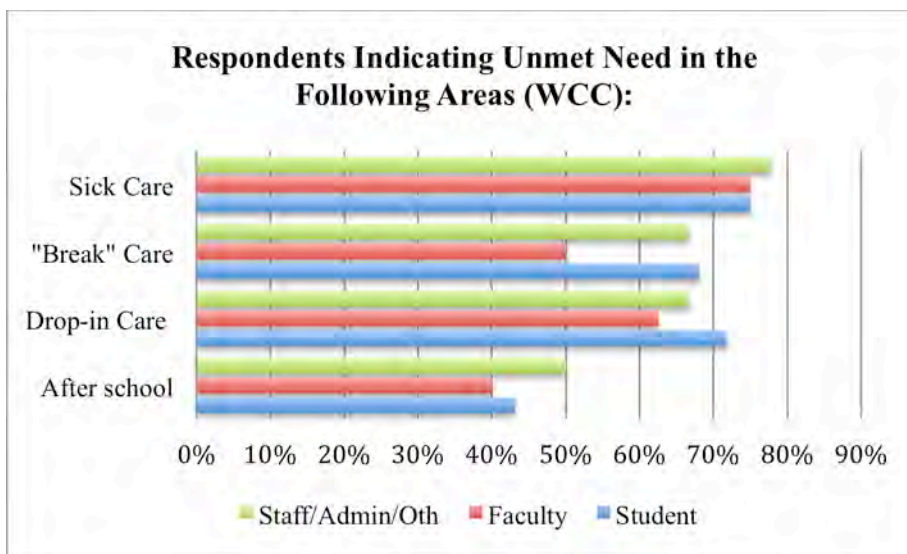
Improving childcare options to address these needs responds directly and positively towards a number of concerns of the institution: 1) Student retention, 2) Student graduation, 3) Student diversity, 4) Employee productivity, and 4) Employee recruitment and retention.

Respondents were asked, “Are your current childcare needs being met in the following areas?”

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick Care	Yes	No	



In addition to typical on-campus child care, all students, faculty and staff reported need more options to address the whole range of child care including: Sick Care, Break Care (for DOE K-12 breaks), Drop-In (unexpected loss of care, e.g. family member unavailable) as well as After School care.



After School Care is generally addressed with DOE-campus based programs but is not consistent for private school students or those over age 12.

Consistent use and need for Sick Care and Drop-In Care are difficult to predict which makes staffing a challenge; while "Break Care" during DOE school breaks is predictable and

consistently results in increased visibility of children on campus when parents have no options.

EVERYONE DESIRES CAMPUS-BASED CARE.

Respondents were also asked, “How Desirable” was *campus-based care* (for Infant/Toddler, etc). There is a high level of demand for campus-based child care, including infant, toddler, preschool, after-school, “break” and sick child care. Given the convenience of on-campus setting, about 80 % of the respondents consider campus-based infant care as “desirable or very desirable”.

Table 1: Desirability of Child Care by Age of Child - WCC

Affiliation	How desirable is campus based infant care								Total	Total %
	Very desirable		Desirable		Neutral		Do not care			
	N	%	N	%	N	%	N	%		
Infant Care (0-1 year)										
Student	38	56.7%	15	22.4%	12	17.9%	2	3.0%	67	100.0%
Faculty	5	71.4%	1	14.3%	1	14.3%		.0%	7	100.0%
Staff/Admin/Oth	5	83.3%		.0%	1	16.7%		.0%	6	100.0%
Subtotal	48	60.0%	16	20.0%	14	17.5%	2	2.5%	80	100.0%
Young Toddler Care (1-2 years)										
Student	37	55.2%	15	22.4%	11	16.4%	4	6.0%	67	100.0%
Faculty	5	71.4%	1	14.3%	1	14.3%		.0%	7	100.0%
Staff/Admin/Oth	5	83.3%		.0%	1	16.7%		.0%	6	100.0%
Subtotal	47	58.8%	16	20.0%	13	16.3%	4	5.0%	80	100.0%
Toddler Care (2-3 years)										
Student	41	61.2%	11	16.4%	10	14.9%	5	7.5%	67	100.0%
Faculty	4	57.1%	2	28.6%	1	14.3%		.0%	7	100.0%
Staff/Admin/Oth	6	100.0%		.0%		.0%		.0%	6	100.0%
Subtotal	51	63.8%	13	16.3%	11	13.8%	5	6.3%	80	100.0%
Pre School Care (4-5 years)										
Student	35	52.2%	13	19.4%	11	16.4%	8	11.9%	67	100.0%
Faculty	4	57.1%		.0%	3	42.9%		.0%	7	100.0%
Staff/Admin/Oth	6	100%		.0%		.0%		.0%	6	100.0%
Subtotal	45	56.3%	13	16.3%	14	17.5%	8	10.0%	80	100.0%

Table 2: Desirability of Child Care by Type of Care Needed

	Desirability	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Emergency (drop-in) care	Very desirable	36	54.5	5	71.4	12	92.3
	Desirable	17	25.8	2	28.6	-	-
	Neutral	10	15.2	-	-	-	-
	Do not care	3	4.5	-	-	1	9.7
	Subtotal	66	100.0	30	100.0	13	100.0
Holiday/vacation (gap) care	Very desirable	35	53.0	2	28.6	6	100.0
	Desirable	12	18.2	2	28.6	-	-
	Neutral	13	19.7	2	28.6	-	-
	Do not care	6	9.1	1	14.3	-	-
	Subtotal	66	100.0	7	100.0	6	100.0
Sick child care	Very desirable	32	48.5	4	57.1	5	83.3
	Desirable	14	21.2	2	28.6	1	16.7
	Neutral	16	24.2	-	-	-	-
	Do not care	4	6.1	1	6.1	-	-
	Subtotal	66	100.0	20	100.0	3	100.0

AFFORDABILITY OF CAMPUS BASED CARE:

Questions regarding cost and willingness to pay, were prefaced with a statement indicating Honolulu prices for a type of care, followed with the question: *“How much would you be willing to pay for high-quality, licensed care on campus?”*

High quality, accredited child care is not inexpensive. The amount families are willing to pay for child care is strongly tied to their income. Over half of student respondents indicated they were willing to pay only \$500 or less per month for “high-quality, licensed infant care on campus.” While students desire and benefit tremendously from on-campus child care, paying for on-campus child care requires subsidies and cost-sharing.

Table 3: Amount Willing to Pay for Child Care - WCC

Campus-based care:	Amount willing to pay:	Student		Faculty		Staff/Admin/Other	
		N	%	N	%	N	%
Infant Care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	1	1.6	1	14.3	1	16.7
	\$ 1,000-1,199	2	3.1	1	14.3	-	-
	\$ 750-999	5	7.8	2	28.6	2	33.3
	\$ 500-749	22	34.4	-	-	1	16.7
	Less than \$ 500	34	53.1	3	42.9	6	33.3
	Subtotal		64	100.0	7	100.0	1
Young Toddler care	\$ 1,500+	-	-	-	-	-	-
	\$ 1,200-1,499	1	1.6	2	28.6	-	-
	\$ 1,000-1,199	2	3.2	1	14.3	2	33.3
	\$ 750-999	8	12.9	1	14.3	1	16.7
	\$ 500-749	20	32.3	-	-	1	16.7
	Less than \$ 500	31	50.0	3	42.9	2	33.3
Subtotal		62	100.0	7	100.0	6	100.0
Toddler care	\$ 1,200+	-	-	-	-	-	-
	\$ 1,000-1,199	2	3.2	-	-	1	16.7
	\$ 750-999	4	6.5	4	14.8%	2	33.3
	\$ 500-749	14	22.6	-	-	1	16.7
	\$ 300-499	18	29.0	2	14.8%	1	16.7
	Less than \$ 300	24	38.7	7	11.1%	1	16.7
Subtotal		62	100.0	4	100.0%	6	100.0
Pre school care	\$ 1,200+	-	-	-	-	-	-
	\$ 1,000-1,199	2	1.8%	-	-	1	16.7
	\$ 750-999	2	7.3%	3	42.9	1	16.7
	\$ 500-749	15	30%	2	28.6	1	16.7
	\$ 300-499	18	31.8%	1	14.3	2	33.3
	Less than \$ 300	21	27.3%	1	14.3	1	16.7
Subtotal		58	100%	7	100.0	6	100.0

COST-SHARING & CAMPUS-BASED FINANCIAL ASSISTANCE

Staff (100%), and students (95%) particularly indicated a desire for campus based financial assistance. Seventy one percent (71%) of faculty also indicate that such assistance would be highly desirable.

Options at other colleges and universities may include additional funding through financial aid specifically for child care. Currently UH students must request an increase in their "cost of attendance" which is then most often met with access to increased loans, not any kind of grant.

The survey does not indicate whether respondents are aware of state subsidies for child care based on income. Students and lower waged staff may be eligible, while faculty and others likely exceed income limits, which are 200% of Federal Poverty Level for family size (e.g. \$4283 for Family of 4).

Subsidies are graduated, such that at 150% of FPL, the family co-payment is 50% of maximum reimbursement; and for family of 4, monthly earnings cannot exceed \$3,212.

While students may use the state subsidy program, it is designed to meet the needs of part or full-time employees. An outreach campaign could increase student use of subsidies but 12-15 hours of class generates only a small subsidy. Student parents with 12 credits would need another 12 hours of on-campus employment to maximize child care subsidies through Child Care Connection. And 2-parent households are at an even greater disadvantage. (See Sample payment schedule in Appendix).

INCREASING CARE OPTIONS AND HOURS OF OPERATION

With long commutes and evening class hours, more students and staff would prefer earlier opening and later closing hours. Faculty have more flexibility and control over their work schedule.

Long commutes to pick up children at another facility also means students, faculty and staff must leave campus earlier, which reduces campus engagement and presence. A total lack of evening care for working adults enrolled in evening programs effectively limits programs to students with family caregivers available.

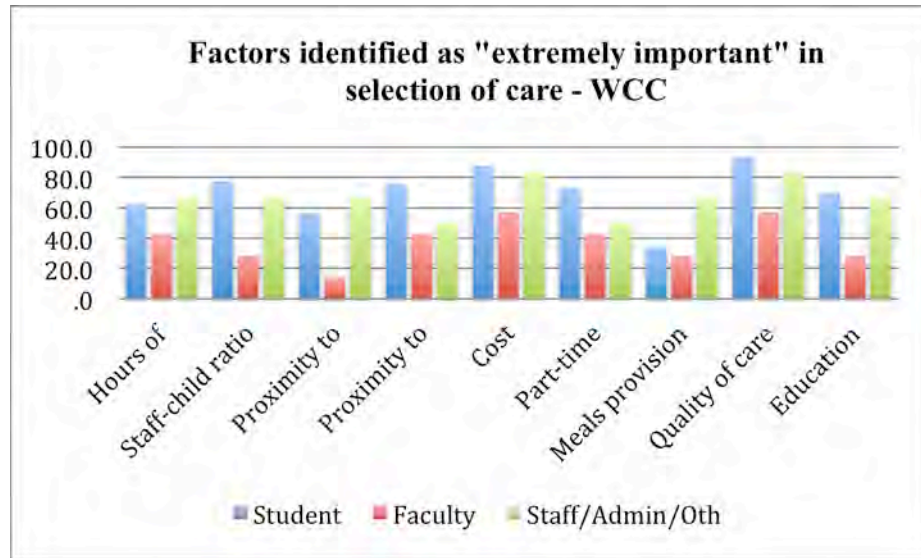
I do not have children but as an educator I feel that I cannot complete my ideal 'work performance' without childcare offered on campus for students who need it. How can I help my students to learn if their priority (their child) cannot be accommodated in our system. (Female Faculty, WCC)

It would be great to have a licensed day care at all UH campus. There are a lot of parents out there that have kids. The kids can be learning while they're parents are learning at the same time. Gives the kids a head start for school. So education is a priority to the children. Not just a drop off service. Another important thing is the cost. Make it affordable please. Lastly is the time of operations. (Female Student, WCC)

Table 4: Preferred pick up time by UH affiliation – WCC

Preferred time to OPEN	Preferred Time to Pick Child from the Campus Childcare Center										Total
	5:00 PM	%	5:30 PM	%	6:00 PM	%	6:30 PM	%	7:00 PM	%	
Student:											
6:00 AM	2	8.7%	1	10.0%	5	23.8%	0		6	60.0%	14
6:30 AM	1	4.3%	2	20.0%	3	14.3%	0		0		6
7:00 AM	8	34.8%	3	30.0%	5	23.8%	1	100.0%	1	10.0%	18
7:30 AM	6	26.1%	3	30.0%	6	28.6%	0		3	30.0%	18
8:00 AM	6	26.1%	1	10.0%	2	9.5%	0		0		9
Total	23	100%	10	100%	21	100%	1	100%	10	100%	65
Faculty:											
6:00 AM	0		0		1	25.0%			1	100%	2
7:00 AM	1	100%	0		3	75.0%			0		4
8:00 AM	0		1	100%	0				0		1
Total	1	100%	1	100%	4	100%			1	100%	7
6:00 AM	0		0				1	50.0%			1
Staff/Admin/Others:											
6:30 AM	1	33.3%	1	100%			1	50.0%			3
7:00 AM	1	33.3%	0				0				1
7:30 AM	1	33.3%	0				0				1
Total	3	100%	1	100%			2	100%			6

MOST IMPORTANT FACTORS FOR SELECTING CHILD



After “quality of care” which all parents prioritize, cost and hours of operation round out the top three factors for selecting child care.

There was significant variation within the groups. Reflecting income constraints, cost and hours of operation were more vital issues for students and staff, than for faculty.

Table 5: Top Four Factors Considered in Selection of Child Care for WCC

Factors	Student		Faculty		Staff/Admin/Oth	
	Count	Column %	Count	Column %	Count	Column %
Quality of care	44	66.7%	3	42.9%	5	83.3%
Cost	50	75.8%	6	85.7%	5	83.3%
Hours of operation	28	42.4%	6	85.7%	2	33.3%
Strength of educational program	18	27.3%	0	0.0%	0	0.0%

IMPORTANCE OF CAMPUS-BASED CHILD CARE

On campus child care addresses a number of educational goals for the institutions hosting them. All on-campus child care centers provide educational opportunities for a range of students and researchers including but not limited to, practicum sites for early childhood education programs, on-site research labs for psychology, education programs, health programs.

Many current campus centers originated as a hands-on practicum site for early childhood education programs. The number of hours students have available as practicum students, the teacher/college student ratio and the adult/child ratios can limit the operating hours of child care centers primarily operating as teaching or practicum sites.

Some on-campus child care centers are intended to provide child care specifically for students' educational support, retention and graduation; Some on-campus centers are more likely to provide child care as a recruitment and retention tool for employees.

All UH campus-based centers are governed by UH Executive Policy E10.401 which address issues of prioritizing student/employee use; meet State of Hawaii licensing requirements and strive for NAEYC accreditation.

Certainly the campus community values the multiple roles that on-campus child care centers play. Survey respondents were asked, "How important is the availability of on-campus childcare with respect to the following areas:"

- To you, personally;
- To provide practicum and research experiences for UH Education / Early Childhood Ed. Students;
- To help with the recruitment and retention of UH faculty and staff;
- To enable completion of degree requirements for Undergraduate and Graduate Students.

Responses are predictably self-interested, with faculty finding "recruitment of faculty" as extremely important, while students consider the role of child care as a support service "for degree completion" to be extremely important.

I'm a counselor and students constantly ask for child care services and are limited in their course options due to child care availability. Child care would greatly impact the college's recruiting efforts in a positive way! (Female Faculty, Windward CC)

I would gladly take my child out of private daycare and place him in university/CC daycare if it were available on the WCC campus. It would be considered a quality of life issue and a tremendous job benefit. (Female Faculty, Windward CC)

Table 6: Importance ranking of factors regarding campus-based child care

Affiliation	Extremely Important		Important		Undecided		Not so important		Not important at all		Total N
	N	%	N	%	N	%	N	%	N	%	
Importance for you Personally:											
Student	48	54.5%	24	27.3%	3	3.4%	6	6.8%	7	8.0%	88
Faculty	4	14.8%	8	29.6%	0	0.0%	3	11.1%	12	44.4%	27
Staff/Admin/Other	5	29.4%	4	23.5%	1	5.9%	2	11.8%	5	29.4%	17
Subtotal	57	43.2%	36	27.3%	4	3.0%	11	8.3%	24	18.2%	132
To Provide Practicum Experience to Faculty and Students:											
Student	37	42.5%	32	36.8%	13	14.9%	3	3.4%	2	2.3%	87
Faculty	6	22.2%	14	51.9%	1	3.7%	1	3.7%	5	18.5%	27
Staff/Admin/Other	5	29.4%	6	35.3%	2	11.8%	1	5.9%	3	17.6%	17
Subtotal	48	36.6%	52	39.7%	16	12.2%	5	3.8%	10	7.6%	131
For Recruiting and Retaining Staff and Faculty:											
Student	39	44.3%	36	40.9%	9	10.2%	1	1.1%	3	3.4%	88
Faculty	5	18.5%	15	55.6%	2	7.4%	3	11.1%	2	7.4%	27
Staff/Admin/Other	9	52.9%	5	29.4%	2	11.8%	0	0.0%	1	5.9%	17
Subtotal	53	40.2%	56	42.4%	13	9.8%	4	3.0%	6	4.5%	132
To Enable Degree Requirements:											
Student	60	68.2%	21	23.9%	5	5.7%	1	1.1%	1	1.1%	88
Faculty	16	59.3%	5	18.5%	1	3.7%	2	7.4%	3	11.1%	27
Staff/Admin/Other	9	52.9%	3	17.6%	4	23.5%	0	0.0%	1	5.9%	17
Subtotal	85	64.4%	29	22.0%	10	7.6%	3	2.3%	5	3.8%	132

NEGATIVE IMPACT OF LACK OF CHILD CARE

Respondents were asked, “Has a lack of child care services affected your work performance or academic success on campus?” Students, faculty and staff with children in their household overwhelmingly responded, YES.

Students (66.7%) and Staff/Admin (60%) with children in their households particularly reported that a lack of child care affected their work and academic performance.

*Lack of childcare resources meant I had to pursue online classes. I prefer on campus classes.
(Female Student, Windward CC)*

*Our campus does not have any child care facilities at all. This has been a hardship on both students and faculty. I regularly see faculty with sick children in tow on campus. Those faculty including myself are given grief by administration, staff and students for having their sick children with them but they are given even more grief if they miss important meetings events and classes in order to care for sick dependents. No accommodation is made in those situations. I imagine that the situation is even worse for students taking classes.
(Female Faculty, Windward CC)*

CONCLUSION

Most campuses would like to consider themselves "family friendly," however, a lack of affordable, consistent and convenient child care for students or employees with children is a barrier to creating a family-friendly campus community that is supportive for all students and employees.

Developing child care facilities on the Windward CC campus will benefit both parents and WCC. For both women and men, the desire to balance work and family demands has become increasingly important. As many female faculty can attest, the biological and tenure clocks run concurrently. Most administrators are aware that the availability of on-campus services of all types offers more than convenience – it can contribute significantly to a family-friendly campus climate, facilitating recruitment of faculty and staff, increasing employee satisfaction and productivity, and reducing absenteeism and employee turnover. Furthermore, employed student parents have a "balancing act" that includes family, work and class, making convenient, on or near-campus child care essential.

Further developing on-campus or near-campus partnerships could offer conveniently located, high quality, educational child care contributing to WCC's success in recruiting and retaining faculty as well as retaining and graduating students with children. WCC is positioned to respond as a community leader.

The University of Hawai'i joins other employers, and other Universities³ in this quest to provide affordable, quality, convenient child care for students and employees. Others have examined and implemented a variety of options, including: parent co-ops, general referral services, subsidized referrals for "sick" and "break" care, partnerships with approved off-campus providers.

Implementing options appropriate for WCC requires commitment and work with invested stakeholders, including those with the authority to commit resources and implement new ideas.

Our students NEED on-campus child care but when we looked into it the policies, the procedures and legal issues were overwhelming. If something can be implemented system-wide that would be awesome. (Female Faculty, Windward CC)

Our students have been petitioning for years for child care facilities on our campus It is a serious impediment for many to attend college it really should be addressed and supported at a level to make it affordable to our students with little disposable income. (Female Faculty, Windward CC)

More detailed and comprehensive data was compiled than could be shared in these reports. Follow up inquiries can be addressed to Teresa Bill at the UH Mānoa Women's Center, gotkids@hawaii.edu or 956-8059.

³ Fifty seven percent (57%) of public four-year institutions offer on-campus child care, and 49% of community colleges also offer on-campus child care.



How many children and families are there? ¹	Hawaii	United States
Total residents	1,347,518	306,738,433
Children age birth to 4 years	87,446	20,204,382
Children age birth to 4 years living in poverty	12,104	4,650,721
Children age 5 to 11	112,850	28,406,579
Total families with children	124,453	34,577,279
Single parent families	34,515	11,019,804
Families in poverty	15,866	6,247,791
How many children under age 6 potentially need child care? ¹	Hawaii	United States
Children in two-parent families, both parents in labor force	40,063	8,880,195
Children in single-parent families, parent in the labor force	25,748	6,179,945
Total children under age 6 potentially needing child care	65,811	15,060,140
How many working mothers are there? ¹	Hawaii	United States
With infants under one year	12,513	2,654,396
With any children under age 6	43,390	10,255,358
With children under age 6 only	23,711	5,670,755
With both children under age 6 AND children age 6 to 17	19,679	4,584,603
With children under 18		
Married working mothers	67,719	16,622,231
Single working mothers	20,366	6,954,018
How many centers/family child care homes are available? ²	Hawaii	United States
Number of centers	566	117,000
Percent of centers that are nationally accredited	16%	10%
Number of family child care (FCC) homes	521	209,000
Percent of FCC homes that are nationally accredited	0%	1%
Number of other child care programs	0	4,200
Total spaces/slots	32,447	11.7 million
Percent of spaces in centers	91%	83%
Percent of spaces in FCC	9%	16%
Percent of spaces in other programs	0%	1%
What kind of child care is requested? ²	Hawaii	United States
Percent of requests for referrals received by CCR&Rs		
For infant/toddler care	71%	51%
For preschool-age care	18%	29%
For school-age care	11%	21%
For full-time care	94%	89%
For part-time care	6%	11%
For before/after school care	0%	10%
For nontraditional hours care	1%	15%
Families receiving referrals from CCR&Rs (annual)	12,303	1.1 million

¹ Unless otherwise noted, statistics in these sections are from the American Community Survey, U.S. Census Bureau, 2008-2010 three-year estimates (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>).

² Data are provided by the State CCR&R Network and are derived from CCR&R data, or are provided by state licensing offices. National totals are rounded estimates. National number of families receiving referrals is based on 41 states reporting this figure. Percentages of slots by facility type may not total to 100 percent due to varying state definitions of provider types. Number of centers and/or FCC homes includes previous year's figures for Louisiana and West Virginia. NR: Not reported.

How expensive is child care? ³	Hawaii	United States
Average annual fees for full-time care in a <u>center</u>		
Infant	\$12,876	\$4,591 – \$20,178
4-year-old child	\$7,752	\$3,911 – \$15,437
School-age child (before/after-school care)	\$6,909	\$1,954 – \$10,962
Average annual fees for full-time care in a <u>family child care home</u>		
Infant	\$7,404	\$4,020 – \$12,329
4-year-old child	\$7,380	\$3,840 – \$9,620
School-age child (before/after-school care)	\$7,284	\$1,788 – \$9,506
Compare with:		
Average annual tuition and fees for public four-year college (in-state) ⁴	\$8,352	\$8,244
Affordability (cost of full-time child care as percent of median family income):		
Infant in center, percent of income for MARRIED COUPLES	15%	7% - 16%
Infant in center, percent of income for SINGLE MOTHERS	44%	26% - 80%

Who gets help with paying for child care? ⁵	Hawaii	United States
Child Care and Development Fund		
Families (monthly average)	6,900	998,600
Children (monthly average)	11,200	1,694,200
Participating providers (annually)	8,792	572,193

What are the numbers, income and support of the child care workforce?	Hawaii	United States
Child care workers (in centers) ⁶	2,840	631,240
Average annual income of child care workers ⁶	\$21,600	\$21,320
Total paid early childhood workforce ⁷	Not Available	2.2 million
Training sessions CCR&Rs held for providers ³	658	Not Available
Average attendance per session	8	8 to 190
Providers trained by CCR&Rs ⁸	1,055	580,000
On-site technical assistance visits by CCR&Rs to child care programs ⁸	106	285,000
Child care programs receiving technical assistance	88	95,000

CCR&R Contacts

PATCH
Benefit, Employment, and Support Services Division

www.patchhawaii.org
www.hawaii.gov/dhs/self-sufficiency/childcare/services

Child Care Aware® of America (formerly NACCRRRA)

www.naccrra.org
www.childcareaware.org

³ Data are provided by the State CCR&R Network and are derived from CCR&R data, or are provided by state licensing offices. National totals are estimates. Some states reported cost of care based on their state's most recent market rate survey. Rates from prior to 2011 are converted to 2011 dollars.

⁴ Average price of 2011-2012 in-state tuition and fees for public four-year colleges by state, from the College Board Annual Survey of Colleges, *Trends in College Pricing 2011* (http://trends.collegeboard.org/downloads/College_Pricing_2011.pdf).

⁵ These statistics are provided by the Office of Child Care from the Child Care Development Fund preliminary data, and are derived from monthly averages. Total number of child care providers includes paid relatives and other non-regulated caregivers. U.S. Totals include all 50 states, the District of Columbia and all territories. (http://www.acf.hhs.gov/programs/ccb/data/ccdf_data/10acf800_preliminary/list.htm)

⁶ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Survey, May 2011 estimates. Does not include child care administrators/managers, preschool teachers, special education teachers, or self-employed workers such as family child care business owners. (http://www.bls.gov/oes/current/oes_nat.htm)

⁷ Weiss E. & Brandon, R. N. (2010). *The Economic Value of the U.S. Early Childhood Sector*. Partnership for America's Economic Success.

⁸ National estimates of training and technical assistance are derived from Child Care Aware® of America's 2010 survey of CCR&R training.
NR: Not reported.

UNIVERSITY OF HAWAII

EXECUTIVE POLICY – POLICIES GOVERNING CHILD CARE PROGRAMS AND
THE USE OF SUCH FACILITIES
JULY 2011

E10.401
Page 1 of 3

I. Introduction

This Executive Policy embodies former Board of Regents Policy relating to the policy to govern the child care programs and the use of such facilities. With the Board of Regents delegation of authority to the President relating to policy to govern the child care programs and the use of such facilities, the intent of this Executive Policy is twofold. First, this Executive Policy maintains the policy-based administrative infrastructure created by Board policy relating to the policy to the child care programs and the use of such facilities. Second, this policy serves to transition the administration of the administrative infrastructure from Board policy to Executive Policy promulgated by the President.

II. Purpose

The purpose of this executive policy is to provide the policy to govern the child care programs and the use of such.

III. Responsibilities

The President is delegated the authority to promulgate practices and procedures governing child care programs and the use of such facilities.

UNIVERSITY OF HAWAII

Section 10-4 Child Care Programs. The President is authorized to promulgate practices and procedures governing child care programs and use of such facilities.

- a. Child care programs may be established at the various campuses of the University of Hawai'i provided a need for such facilities is demonstrated.
- b. University facilities may be used for child care programs provided they do not displace teaching and research activities.
- c. Guidelines for operating such programs shall be developed by the administration and submitted to the Board for approval.
(Jan. 16, 1975; Mar. 20, 1986) See approved guidelines at the end of this chapter.

UNIVERSITY OF HAWAI'I GUIDELINES FOR CAMPUS CHILDCARE SERVICES Approved by the Board of Regents on 4/24/87

I. Licensing and Standards

Each University of Hawai'i Childcare Center (UHCC) shall be licensed by the appropriate State authority and shall comply with the Rules and Regulations governing Group Day Care Centers as administered by the State Department of Social Services and Housing as well as any other applicable local State and federal laws, rules, and regulations. Additionally, each center should strive to meet standards of excellence established by the National Association for the Education of Young Children's credentialing arm, the National Academy of Early Childhood Programs. Each childcare center should seek accreditation by the National Academy of Early Childhood Programs within two years of opening.

II. The Advisory Committee

Each UHCC shall have an advisory committee to review research and training proposals, to advise the administering body of the childcare center, and to help evaluate the program. The advisory committee shall include: a representative of the student government, a member of the faculty government, and a member of the local early childhood education professional community. A designee of the campus administration shall serve as chairperson of the board and shall have responsibility for communication between the campus administration and the administration of the childcare center. This designee shall also serve as the interface between University training and research projects and the center administration.

UNIVERSITY OF HAWAII

III. Service to Students

All UHCCs are established primarily to meet the needs of UH-enrolled students for childcare. At least 75% of childcare space should be allocated to students; any remaining space will be made available to faculty and staff first, and then to the general public.

IV. Programs

Programs shall be in accord with the high standards for programs outlined by the National Association for the Education of Young Children's credentialing arm, the National Academy of Early Childhood Programs. Additionally, specific requirements are outlined in the following description of curriculum.

V. Curriculum

Play is such a significant mode of learning that it is considered the real work of children. It is the most important way children have for clarifying and integrating all their experiences and it should form the base of a curriculum.

Young children learn through direct experiences, which should be the primary teaching mode. They learn little of value when facts are separated from their real life. Learning experiences for young children will be multi-faceted and develop more than one skill or concept.

The working premise for each UHCC is that the better young children know, appreciate, and understand their physical and social environment and themselves, the better they will be able to respect and care for themselves, the world, and others. Therefore the base of the curriculum should revolve around some very broad learning goals that are relevant to your children. Under these goals specific teaching objectives will fall.

Each center must have a detailed curriculum which shall include the following elements:

- A. Physical Development Curriculum
- B. Creative Arts Curriculum
- C. Language and Literacy Curriculum
- D. The Inquiry Curriculum



UNIVERSITY
of HAWAI'I®
SYSTEM

Summary of
Employee Benefits
for
Faculty and Staff
of the
University of Hawai'i

September 2012

DISCLAIMER

IMPORTANT DISCLAIMER: *This booklet has been prepared for your convenience and contains a general and brief summary of some of the benefits for which you may be eligible. As a general reference guide, this booklet does not contain all details concerning eligibility and/or benefit conditions. Benefits vary by type of employment, appointment and collective bargaining agreement, and are subject to change. For further information, please contact your campus, school or program human resources representative or refer to the applicable rules, laws, collective bargaining agreements, policies and procedures, or benefit plan documents.*

*Please note this booklet is **not** a legal document, binding agreement or contract. It does not supersede laws, rules, collective bargaining agreements, policies and procedures, or benefit plan documents pertaining to the various subject matters covered. Nothing in this document is intended to be a promise of employment or an unconditional right to receive all of the benefits described. This booklet supersedes, replaces and cancels all prior versions of the Summary of Employee Benefits for Faculty and Staff of the University of Hawai'i.*

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Tuition Waivers

Faculty and staff may be eligible for tuition waivers for credit courses, in accordance with Board of Regents Policy, Chapter 6, Section 6-13. Employees must be employed on a half-time basis or more to be eligible for tuition waivers at any campus for a maximum of six credits per semester. A spouse, civil union partner, or domestic partner of a bargaining unit 07, 08, 78, 87 and 88 member may also be eligible for tuition waivers. The value of the tuition waiver may be taxable to the employee. Those seeking tuition waivers shall register after the normal student registration period. Employees must secure the authorization of their respective supervisors for any adjustments to work schedules. See your respective human resources representative for your campus, school, or program's procedures. Additional information is available at www.hawaii.edu/ohr/docs/forms/waiver.htm.

Child Care Centers

Child Care centers are available at the following campuses: Mānoa, Honolulu Community College, Kapi'olani Community College, Leeward Community College, Hawai'i Community College, Kaua'i Community College and Maui College. The centers provide quality day-care for children of faculty, staff and students of the University. Eligibility and cost varies by program.

UH Faculty and Staff Identification Card

All faculty and staff are eligible to apply for identification cards. The identification card entitles employees to library services, discounts on selected items at the University Bookstores, movie tickets at the Mānoa Campus Center, Warrior football season tickets, tickets for show/special events at the various campus theaters. The card may also be used as debit card at UH dining services locations.

University of Hawai'i Federal Credit Union

Faculty, staff, and students of the University, their spouses and household members, are eligible to become members of the University of Hawai'i Federal Credit Union. Members may enjoy free traveler's checks and special interest rates on savings, loans, draft (checking) and charge accounts. For further assistance, call the UH Federal Credit Union at 983-5500, option 0, toll-free at 800-927-3397 or visit www.uhfcu.com.



2440 Campus Road • Honolulu, Hawai'i 96822

Phone: (808) 956-8988 • FAX: (808) 956-3952

- OHR Home Page**
- Employment**
- Policies & Procedures**
- HR Documents**
- New & General
- Class/Comp Plans
- Collective Bargaining
- Drug Free Workplace
- Employee Benefits**
- HR Forms**
- Salary Schedules
- APT Broadband Proj**
- Training**
- TDA (403b)**
- HR Info Systems**
- OHR Contact Info**
- OHR Vision Statement**
- Search OHR**

Links marked with this symbol require Adobe Acrobat Reader which can be downloaded for free by clicking on the "Get Acrobat Reader" button.

University Employee Benefits

- [Booklet - Summary of Employee Benefits for University Employees](#)
- [Summary Sheet - Employee Benefits for University Employees hired before July 1, 2012](#) 12-16-11
- [Summary Sheet - Employee Benefits for University Employees hired after June 30, 2012](#) 12-16-11
- [Employee Benefit Contact List](#) 09-14-07

Transportation Benefit Program

- [Forms, Information and Web Site](#) 01-18-09

Employees Assistance Program

- [Informational Flyer](#)
- [WorkLife Hawai'i Website](#)
- [Current Employee Newsletter](#)
- [Current Supervisor Newsletter](#)
- [Past Employee Newsletters](#)
- [Past Supervisor Newsletters](#)
- [Manage Stress Right Now](#)

Employees' Retirement System

- [Employees' Retirement System Web Site and Publications](#)
- [MEMO: New Employer Rates](#) 03-01-13
- [MEMO: Act 163 – Changes to Retirement Benefits for Employees Hired after 6/30/12](#) 10-31-11
- [MEMO: Act 163 – New Eligibility Requirements for New Hires](#) 10-04-11
- [MEMO: Act 179 – Employment of ERS Retirants](#) 07-07-11
- [Lecturer Hour Conversion Matrix](#) 07-21-03
- [MEMO: Servicemen's Act](#) 11-29-08
- [MEMO: Unenrolled members of the ERS](#) 06-19-07
- [MEMO: Retirement Group and Class Code Tables](#) 02-16-12
- [MEMO: Request for Membership Information](#) 05-18-07
- [MEMO: Personnel Action Forms](#) 11-29-08
- [MEMO: Breakdown for Retroactive Pay](#) 11-29-08
- [Retirement Counseling Session Schedule](#) 04-20-12

keywords

UH Child Care Needs Assessment Survey

The University of Hawai‘i President’s Office and the UH Commission on the Status of Women are conducting this online “needs assessment” survey to determine the current and future needs of students, faculty and staff for childcare.

Please identify your primary campus:

- Manoa
- Hilo
- West Oahu
- Hawaii CC
- Honolulu CC
- Kapiolani CC
- Kauai CC
- Leeward CC
- Maui CC
- Windward CC
- Outreach College
- Univ. of Hawai‘i Education Center

Please indicate if you are:

- Student Go to Q #3
- Faculty
- Staff
- Administrator
- Other

Students: What is your current enrollment status?

- Full-time
- Part-time

Students: Are you:

- Undergraduate
- Graduate Student
- Unclassified (Non-degree Seeking)
- Other

What is your current employment status?

- Full-time
- Part-time
- Not employed

Your gender:

- male
- female
- transgender

Your age:

- under 20
- 20-25
- 26-30
- 31-40
- 41-50
- 51-60
- 60+

Does your household include children?

- Yes
- No (Go to Anticipate Q #21)

Please indicate if your household includes children in any of these age categories. (check all that apply).

- Newborn – 12 months
- 12 - 24 months
- 2 – 4 yrs
- 4 – 5 yrs
- 6 – 12 yrs
- 12 - 18 yrs

Question HEADER: Are your current childcare needs being met in the following areas?

Infant Care (01-1 year)	Yes	No	n/a
Young toddler care (1-2 years)	Yes	No	n/a
Toddler care (2-3 years)	Yes	No	n/a
Preschool care (4-5 years)	Yes	No	n/a
After school care (6-12 years)	Yes	No	n/a
Emergency (drop-in) care	Yes	No	
Holiday/vacation (“Break”) care	Yes	No	
Sick child care		Yes	No

Do you have children with special needs living with you?

- Yes
- No

Do you currently utilize the services of a children’s center on your campus?

- Yes (go to campus Q 20)
- No (Go to Q 21)

If yes, please indicate campus:

- Manoa
- Hilo
- West Oahu
- Hawaii CC
- Honolulu CC
- Kapiolani CC

Kauai CC
Leeward CC
Maui CC
Windward CC

Do you anticipate needing childcare to maintain enrollment or employment at UH within the next 4 years?

YES

NO (go to Importance Q 58)

Question HEADER: Which of the following do you anticipate needing in the next 4 years to maintain enrollment or employment at UH?

Infant care (0-1 years)	Yes	No
Young toddler care (1-2 years)	Yes	No
Toddler care (2-3 years)	Yes	No
Preschool care (4-5 years)	Yes	No
After school care (6-12 years)	Yes	No
Emergency (drop-in) care	Yes	No
Holiday/vacation (“Break”) care	Yes	No
Sick child care	Yes	No

How desirable is campus-based Infant child care (0 - 1 years)

Very Desirable (go to Q31)

Desireable

Neutral

Don’t Care (go to Q 32)

How much would you be willing to pay for high-quality, licensed Infant care on campus?

1,500+ per month

1,200 - 1499

1,000 - 999

500- 749

less than \$500 per month

How desirable is campus-based Young Toddler care (0 - 1 years)

Very Desirable (go to Q33)

Desireable

Neutral

Don’t Care (go to Q 34)

Childcare centers in the Honolulu area charge between \$1200-\$1600 a month for Young Toddler care. How much would you be willing to pay for high-quality, licensed Young Toddler care on campus?

- \$1,500+ per month
- \$1,200 -1,499
- \$ 1,000 - 1,199
- \$ 750 – 999
- \$ 500 – 749
- Less than \$500 per month

How Desirable is Toddler Care (2-3 years)

- Very Desirable (go to Q)
- Desireable
- Neutral
- Don't Care (go to Q)

Infant care (0-1 years)		5		4	3	2	1
Young toddler care (1-2 years)	5		4	3	2	1	
Toddler care (2-3 years)	5		4	3	2	1	
Preschool care (4-5 years)	5		4	3	2	1	
After school care (6-12 years)		5		4	3	2	1
Emergency (drop-in) care	5		4	3	2	1	
Holiday/vacation (“Break”) care	5		4	3	2	1	
Sick child care		5		4	3	2	1
Financial assistance for care		5		4	3	2	1

Question HEADER: Childcare centers in the Honolulu area charge about \$300-400 per week for infant and young toddler care. How much would you be willing to pay for high-quality, licensed infant/toddler care on campus?

- () \$1,500+ per month
- () \$ 1200 -1499
- () \$ 1000 - 1199
- () \$ 750 – 999
- () \$ 500 – 749
- () Less than \$500 per month

Question HEADER: Childcare centers in the Honolulu area charge about \$1,000 per month for toddler care and preschool. How much would you be willing to pay for high-quality, licensed toddler care or preschool on campus?

- () \$ 1,200 + per month
- () \$ 1000 - 1199
- () \$ 750 – 999
- () \$ 500 – 749
- () \$ 300 - 499

UHM PEER Institutions						
Campus Child Care Centers	Eligibility (Stu/Sta/Fac)	Capacity	Infant Care	Ages	Hours	Schedule
Oregon State Univ - Corvallis (4) - Peer						
Beaver Beginnings	Stu/Fac	144	Yes	Infant-Preschool	7:00am-6:00pm	
Growing Oaks	All	52	Yes	6wks-PreK	7:00am-6:00pm	
Bates Hall Child Development Center	All	20	No	3yr-preK	8:30am-3:45pm	
Our Little Village	Students	varies	Yes	6mo-10yr	12:00pm-10:00pm	
Colorado State Univ - Fort Collins (1) - Peer						
Early Childhood Center	All		Yes	6wks-6yrs/PreK)	7:30am-5:30pm	Year round
Mississippi State Univ - Starkville (1) - Peer						
Child Development and Family Studies Center	All		Yes	6wks-5yrs	7:30am-5:30pm	Year round
Univ. Arizona - Tucson (1) - Peer						
Sick Child/Emergency/Back-Up Care (Choice Options, Inc.)	All	In-home care	Yes	Birth-12yrs	up to 8hrs	Year round
Univ. Illinois - Chicago (2) - Peer						
UIC Children's Center I (East side of campus)	All		No	2yrs9mos-5yrs	8:30am-5:15pm	Year round
UIC Children's Center II (West side of campus)	All		No	2yrs9mos-5yrs	8:15am-5:15pm	Year round
Univ. Kentucky - Lexington (1) - Peer						
Woodland Early Learning Center	All	150	Yes	6wks-5yrs	6:30am-6:30pm	Year round
Univ. New Mexico - Albuquerque - Peer						
Children's Campus	All		Yes	6wks-5yrs	7:30am-5:30pm	Year round
Child Care Access Means Parents in School - Drop-in Care	Students				7:30am-9:15pm	Academic Year
Univ. South Florida (2) - Tampa - Peer						
USF Family Center	All	135	Yes	Infant-Toddler	7:00am-6:00pm	Year round
USF Preschool for Creative Learning	All		No	2 yrs-5yrs	7:30am-6:00pm	
Univ. Utah - Salt Lake City (9) - Peer						
ASUU Student Child Care Program	Students	135	No	12mos-5yrs	7:15am-9:15pm M-TR; FR until 6pm	Year round
BioKids	All	30	Yes	6wks-5yrs	8:00am-6:00pm	Year round
Bright Horizons Child Development Center	All	78	Yes	6wks-5yrs	7:00am-6:00pm	Year round
Early Childhood Education Center	Students	74	No	2yrs-8yrs	7:00am-6:00pm	Year round
Univeristy Kids	All	131	Yes	6wks-6yrs	7:00am-6:00pm	Year round
Child and Family Development Center	Students	18-24/class	No	2yrs-6yrs	8:30am-11:30am	Year round
Fine Arts Preschool & Creative Dance	All	45	NO	2 yrs-5yrs	9:00am-12:00pm	M/W/F; Seasonal
University Head Start	Students	17/class	No	3yrs-4yrs	7:00am-5:30pm	Academic year
Club U	All	varies	No	5yrs-15yrs	varies	Summer only
"PEER" defined for OVCAA @ http://manoa.hawaii.edu/ovcaa/mir/?page=res						

UHM BENCHMARK Institutions:						
Campus Child Care Centers	Eligibility (Stu/Sta/Fcft)	Capacity	Infant	Ages	Hours	Schedule
UC Davis (4) Benchmark						
Early Childhood Lab School	All	82	Yes	6mo-5yrs	7:30am-6:00pm	
Hutchinson Child Development Center	All	112	Yes	Birth-preK	7:30am-6:00pm	
LaRue Park Child Development Center	All		Yes	3mo-5yrs	7:30am-6:00pm	
Russell Park Child Development Center	All		Yes	3mo-5yrs	7:30am-6:00pm	
UC Irvine (6) Benchmark						
Infant Toddler Care	All	62	Yes	3mo-36mo	7:30am-6:00pm	
Verano Preschool	All	25	No	2.5yr-K	9:00am-1:00pm	
Children's Center	All	50	No	2.5yr-K	7:30am-6:00pm	
Early Childhood Education Center	All	92	No	2yr-Kinder	7:30am-6:00pm	year round
Extended Day Center	All	45	No	5yr-12yrs	7:30am-6:00pm	
University Montessori School	All	200	Yes	3mo-1st grade	7:00am-6:00pm	
University of Washington (4) Benchmark						
Children's Center at West Campus	Fac/Sta		Yes	6wks-5yrs	7:30am-6:00pm	Year Round
Radfort Court	Students		Yes	6wks-5yrs	7:30am-6:00pm	Year Round
Laurel Village	Students		Yes	6wks-5yrs	7:30am-6:00pm	Year Round
The Cottage School at Harbor View	Fac/Sta		Yes	4wks-5yrs	7:30am-6:00pm	Year Round
"Benchmark" defined for OVCAA @ http://manoa.hawaii.edu/ovcaa/mir/?page=res						

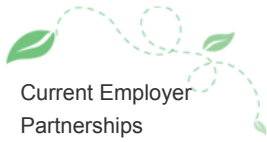
Campus Child Care Centers	Eligibility	Capacity	Infant Care	Ages	Hours	Schedule	Rates: (Infant)	Toddler	Preschool	Hourly Rate	Additional F
OTHER Institutions:											
UC Los Angeles (UCLA) (3)	All		Yes	2mo-Kinder	7:30am-5:30pm	Year Round	1550	1495	1225		\$50 Application
Early Care and Education		25	Yes	2mo-Preschool	7:30am-5:30pm	year round	1550	1495	1225		
University Parents Nursery School	All	80	No	2yr-5yr	7:30am-5:30pm	year round	-	789	789		
UV Kindergarten			No		7:30am-5:30pm	year round	1550	1495	1225		
UC San Diego (1)	All		Yes		7:30am-6pm						
Early Childhood Education Center	All		Yes	3mo-6yr	7:30am-6pm	Year Round	\$1310 (3-12mo); \$126	1100	1000		Rates higher for
UC San Francisco (4)	All	335	Yes	6wks-5yr	6:30am-6:00pm	Year Round	1810	\$1365 (3-5yr);	\$1365 (3-5yr);	\$1530 (2yr)	
Marilyn Reed Lucia Child Care Study Center	All	72	Yes	6wks-5yr	6:30am-6:00pm	Year Round	1810	\$1365 (3-5yr)	\$1365 (3-5yr);	\$1530 (2yr)	
Kirkham Child Care Center	All	72	No	2yr-5yr	6:30am-6:00pm	Year Round	-	\$1365 (3-5yr)	\$1365 (3-5yr);	\$1530 (2yr)	
University Child Care Center Laurel Heights	All	111	Yes	3mo-5yr	6:30am-6:00pm	Year Round	1810	\$1365 (3-5yr)	\$1365 (3-5yr);	\$1530 (2yr)	
University Child Care Center Mission Bay	All	80	Yes	3mo-5yr	6:30am-6:00pm	Year Round	1810	\$1365 (3-5yr)	\$1365 (3-5yr);	\$1530 (2yr)	
UC Santa Barbara (4)	All		Yes	3mo-14yr	7:30am-5:30pm	Year Round					
Orfalea Family Children's Center	All	208	Yes	3mo-3yr	7:30am-5:30pm	year round	\$665 (Stu); \$1135 (Fac)	\$595 (Stu); \$645 (Stu);	\$840 (Fac/Sta)		
UCSB After School Program	All	90	No	Kinder-8th grade	7:30am-5:30pm	DOE calendar					
UCSB Summer Recreation Program	All	varies	No		7:30am-5:30pm	Summer only					
Summer Day Camp	All	varies	No	5yr-14yr	7:30am-5:30pm	Summer only					
Isla Vista Children's Center	All	65	Yes	2-6yr	6:45pm-5:45pm						
University of Nevada-Las Vegas											
CSUN Preschool	All	400	Yes	6wks-5yr	7:00am-6:00pm	academic year	\$780 (Stu); \$860 (Fac)	\$680 (Stu); \$760 (Stu);	\$5 extra hours		
University of Wisconsin-Madison (10)											
Bernie's Place	All	36	No	20mo-6yr	7:00-5:45pm	year round					
The Hourly Center (Chicken Soup)	All	-	Yes	6wks-12yr			\$10/hr	\$9/hr	\$9/hr		
Mildly Ill Child Care Center (Chicken Soup)	All	-	Yes	6wks-12yr			\$60 half day; \$100 full	\$60 half day; \$100 full	\$50 half day; \$85 full day		
Game Day Care (Chicken Soup)	All		Yes	6wks-12yr	10:00am-6:00pm	seasonal					
Eagle's Wing	All		No	18mo-12yr	7:00am-5:15pm	year round					
Little Chicks Learning Academy	All		Yes								
University Houses Preschool	Fac/Sta	30-40 families	No	2.6yr-Kinder		academic year		1344	1344		Fees vary
Linden Drive Preschool Lab	All		No	24mo-6yr	7:30am-5:30pm	academic year/summer program		242.75	226		
Mineral Point Road Preschool Lab	All		Yes	6wks-6yr	7:30am-5:30pm	academic year	360.25	242.75	226		
Waisman Early Learning Program	All	100	Yes	12mo-6yr	7:30am-5:30pm	year round	1500	1250	1215		
University of Mass-Boston											
Early Learning Center/Childcare	All	61	No	15mo-6yr	7:30am-5:30pm	year round	-	Sliding fee scale	Sliding fee scale		
City University of New York (CUNY) 19 Campus Sites											
City College-Development Center	Sudents	2400 All Uni	No	2+	7:45am-5:30pm	year round		\$55/wk; \$10/3hrs (evening);	\$45/wk (summer)		
School of Law	All		Yes	under2-above	9:00am-5:00pm	academic year	\$20/day; \$400/mo	\$15/day; \$300/mo			
Graduate Center-Child Development & Learning	Students	limited	No	2.5yr-6yr	9:00am-5:30pm	academic year					
University of Texas - Austin (2)											
San Jacinto Child Development Center	All		Yes	6wks-5yr	7:15am-6:00pm		Sliding fee scale (max	Sliding fee scale	Sliding fee scale (max \$780)	\$45 enrollment	
Comal Child Development Center	All		Yes	6wks-5yr	7:15am-6:00pm		Sliding fee scale (max	Sliding fee scale	Sliding fee scale (max \$780)	\$45 enrollment	



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- » EA
- » Genentech
- » General Services Administration
- » HUD
- » Horizon BCBSNJ
- » Oracle
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- » Pixar
- » Salesforce.com
- » CCLC at School Street
- » **Stanford University**
 - » Registration & Costs
 - » **Priority Access**
- » UCAR
- » Venetian
- » Yahoo!
- » Capitol City
- » Danaher Corporation
- » North Belt
- » White Oak Wonders Child Care Center

Stanford Family Priority Access

Are you interested in placing your child in a high quality childcare program? Have you had difficulty finding space for your child and are on a waiting list? As an employee you will have **priority access** to other CCLC centers spaces that are open to the community, these are located in Atherton, Burlingame, Stanford, Los Altos, Palo Alto, Redwood Shores and Sunnyvale. Stanford employees have the ability to enroll in the program before community families.

CCLC operates accredited NAEYC (National Association for the Education of Young Children) programs throughout the Peninsula, South Bay and East Bay. Our centers offer low teacher-to-child ratios and high-quality environments to meet your child's needs.

Please visit the links on the left to learn more about what Stanford and CCLC will offer employees. After reading the following information, if you have any questions e-mail us at stanford@cclc.com or contact Cindy O'Mara at (888) 552-2288.

Find a Center

CCLC provides high-quality early childhood education and child care programs to families across the country. To locate a child development center, start by selecting a state below.

Select a state:

California

» Go

This provides only an ESTIMATE of DHS Childcare Assistance ~ (2011 FPL)

Find your Family Size (columns F-J); Income level is Gross Monthly income (Before Taxes)

To automatically calculate your estimated payments, TYPE IN THE **ORANGE BOX** (below).

ENTER THE MAX REIMBURSEMENT RATE* (bottom of page) OR YOUR MONTHLY TUITION (whichever \$ amount is smaller)

MAX or Tuition: **\$ 710.00**

% of Federal Poverty Level (FPL)	Family Co-Pay %	Family Co-Pay	Estimated DHS/ Childcare Assistance	Family size 2 Eligible Income Range	Family size 3 Eligible Income Range	Family size 4 Eligible Income Range	Family size 5 Eligible Income Range	Family size 6 Eligible Income Range
0-50%	0%	0	710	0-705	0-887	0-1070	0-1253	0-1436
50-70%	10%	\$71	639	\$706-\$986	888-1242	1071-1498	1254-1754	1437-2010
70-100%	20%	\$142	568	987-1409	1243-1775	1499-2141	1755-2507	2011-2873
100-110%	30%	\$213	497	1410-1550	1776-1952	2142-2355	2508-2757	2874-3160
110-125%	40%	\$284	426	1551-1761	1953-2219	2356-2676	2758-3134	3161-3591
125%-150%	50%	\$355	355	1762-2114	2220-2663	2677-3212	3135-3761	3592-4310
150%-160%	60%	\$426	284	2115-2255	2264-2840	3213-3426	3762-4011	4311-4597
160% 175%	70%	\$497	213	2256-2466	2841-3108	3427-3747	4012-4388	4598-5028
175% -200%	80%	\$568	142	2467-2819	3109-3551	3748-4283	4389-5015	5029-5747
200% - limit	90%	\$639	71	2820-3524	3552-4439	4284-4439	5016-6269	5748-7184

*****Please note that this chart is just an estimate. Many factors determine eligibility*****

Estimated DHS assistance is based on 96 hours/ month of work activity.

For two-parent households DHS counts only overlapping hours of work activity of both parents (e.g. both working 9-4, M-F).

If tuition **exceeds the maximum reimburseable** rate, enter the maximum reimburseable rate (from below) in the orange box **NOT** the tuition amount.... Then remember to add the difference to estimate your total payment.

***MAX REIMBURSEMENT RATES:**

Center-Based (CB) Infant Toddler	\$1,395
Accredited NAEYC/NECPA CB	\$710
Licensed CB or Group Child Care Home	\$675
Licensed Family Child Care (FCC) Infant Toddler	\$650
Licensed FCC Home	\$600
License-Exempt Infant Toddler	\$400
Licensed-Exempt ...	\$350
Licensed Before / After School	\$155
Licensed-Exempt Before/ After School	\$60

Column A is Corresponding Fed Poverty Level (FPL %)

**HEADCOUNT ENROLLMENT OF CREDIT STUDENTS, BY CAMPUS
UNIVERSITY OF HAWAI'I
SPRING 2003 TO 2013**

SPRING SEMESTER	TOTAL		UH MĀNOA		UH HILO		UH WEST O'AHU		UH COMMUNITY COLLEGES															
	No.	%Chg	No.	%Chg	No.	%Chg	No.	%Chg	SUBTOTAL	Hawai'i	Honolulu	Kapi'olani	Kaua'i	Leeward	Maui	Windward								
									No.	%Chg	No.	%Chg	No.	%Chg	No.	%Chg	No.	%Chg	No.	%Chg	No.	%Chg		
2003	45,524	2.4	17,810	4.5	2,881	2.8	792	3.9	24,041	0.9	2,071	2.0	4,237	-3.0	6,641	-3.5	1,120	-0.9	5,496	4.3	2,858	7.7	1,618	7.5
2004	47,104	3.5	18,839	5.8	3,052	5.9	806	1.8	24,407	1.5	2,182	5.4	3,998	-5.6	6,945	4.6	1,090	-2.7	5,691	3.5	2,847	-0.4	1,654	2.2
2005	47,751	1.4	19,389	2.9	3,156	3.4	778	-3.5	24,428	0.1	2,356	8.0	4,053	1.4	6,954	0.1	1,070	-1.8	5,513	-3.1	2,860	0.5	1,622	-1.9
2006	46,398	-2.8	19,218	-0.9	3,267	3.5	784	0.8	23,129	-5.3	2,127	-9.7	3,818	-5.8	6,705	-3.6	981	-8.3	5,269	-4.4	2,624	-8.3	1,605	-1.0
2007	46,401	<0.1	19,090	-0.7	3,258	-0.3	797	1.7	23,256	0.5	2,181	2.5	3,774	-1.2	6,933	3.4	957	-2.4	5,272	0.1	2,577	-1.8	1,562	-2.7
2008	48,093	3.6	18,875	-1.1	3,447	5.8	947	18.8	24,824	6.7	2,486	14.0	3,772	-0.1	7,358	6.1	973	1.7	5,746	9.0	2,798	8.6	1,691	8.3
2009	51,090	6.2	18,972	0.5	3,673	6.6	1,134	19.7	27,311	10.0	2,835	14.0	4,015	6.4	7,879	7.1	1,110	14.1	6,258	8.9	3,372	20.5	1,842	8.9
2010	55,594	8.8	19,429	2.4	3,848	4.8	1,257	10.8	31,060	13.7	3,204	13.0	4,468	11.3	8,656	9.9	1,340	20.7	7,003	11.9	4,091	21.3	2,298	24.8
2011	56,449	1.5	19,361	-0.3	3,941	2.4	1,372	9.1	31,775	2.3	3,497	9.1	4,292	-3.9	8,736	0.9	1,327	-1.0	7,177	2.5	4,313	5.4	2,433	5.9
2012	56,490	0.1	19,315	-0.2	4,011	1.8	1,575	14.8	31,589	-0.6	3,545	1.4	4,253	-0.9	8,355	-4.4	1,319	-0.6	7,249	1.0	4,307	-0.1	2,561	5.3
2013	55,344	-2.0	19,243	-0.4	3,907	-2.6	1,909	21.2	30,285	-4.1	3,208	-9.5	4,091	-3.8	7,945	-4.9	1,362	3.3	7,217	-0.4	3,968	-7.9	2,494	-2.6

Note: Counts include special students for all years.

Resources/Suggested Reading

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