

HAWAI'I S EARLY CHILDHOOD EDUCATOR EXCELLENCE AND EQUITY (ECE³) PROJECT

Hawai'i's Letter of Intent

To: Hawai'i's Early Learning Board

Thursday, April 9, 2020

LOI to the Early Educator Investment Collaborative (EEIC)

- Aligned with state's ECE workforce development strategic plan
- On March 1, 2020, the University of Hawai'i (UH) Mānoa submitted a Letter of Intent (LOI) to the Early Educator Investment Collaborative (EEIC)
- Early funding to support project development and writing of the LOI came from:
 - Samuel N. and Mary Castle Foundation
 - Hawai'i Community Foundation

Early Educator Investment Collaborative

- EEIC is a national funders group working to link early educator professional competencies with professional compensation and to transform the preparation of early educators.

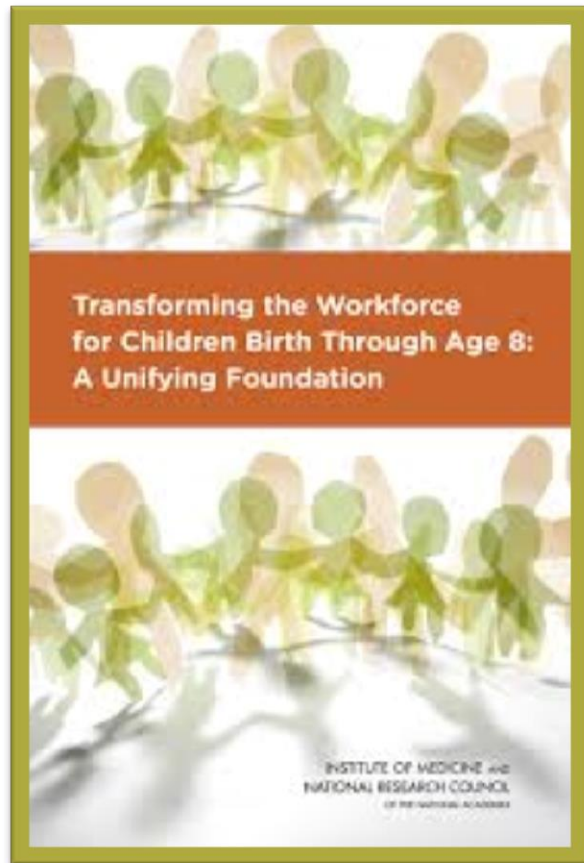
Vision:

A country where there is no opportunity gap among children, where every child makes lasting gains in cognitive, social, and emotional development through their early care and education experience.

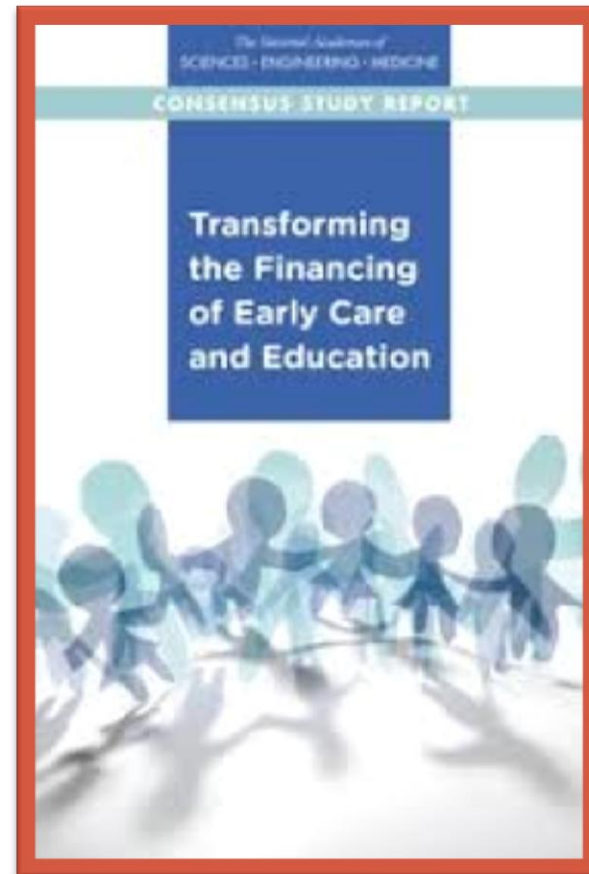
Purpose of EEIC's Two-Year Grant

- The purpose of the EEIC funding is to support partnerships in expanding or implementing innovative teacher preparation programs in state/territory/Tribal Nation ECE systems
- Dismantle structural barriers to ECE workforce preparation and compensation
- Promote diversity and inclusion in the ECE workforce

Urgent and Important Need for a Collective Effort to Address the Fragmented Early Childhood Workforce



IOM, 2015



NASEM, 2018

Power to the Profession: A Unifying Framework

A national collaboration to define the early childhood education profession, birth through age 8, across states and settings, by establishing a framework for career pathways, knowledge and competencies, qualifications, standards, accountability supports, and compensation.

Vision:

Each and every child, beginning at birth, has the opportunity to benefit from high-quality early childhood education, delivered by an effective, diverse, well-prepared, and well-compensated workforce

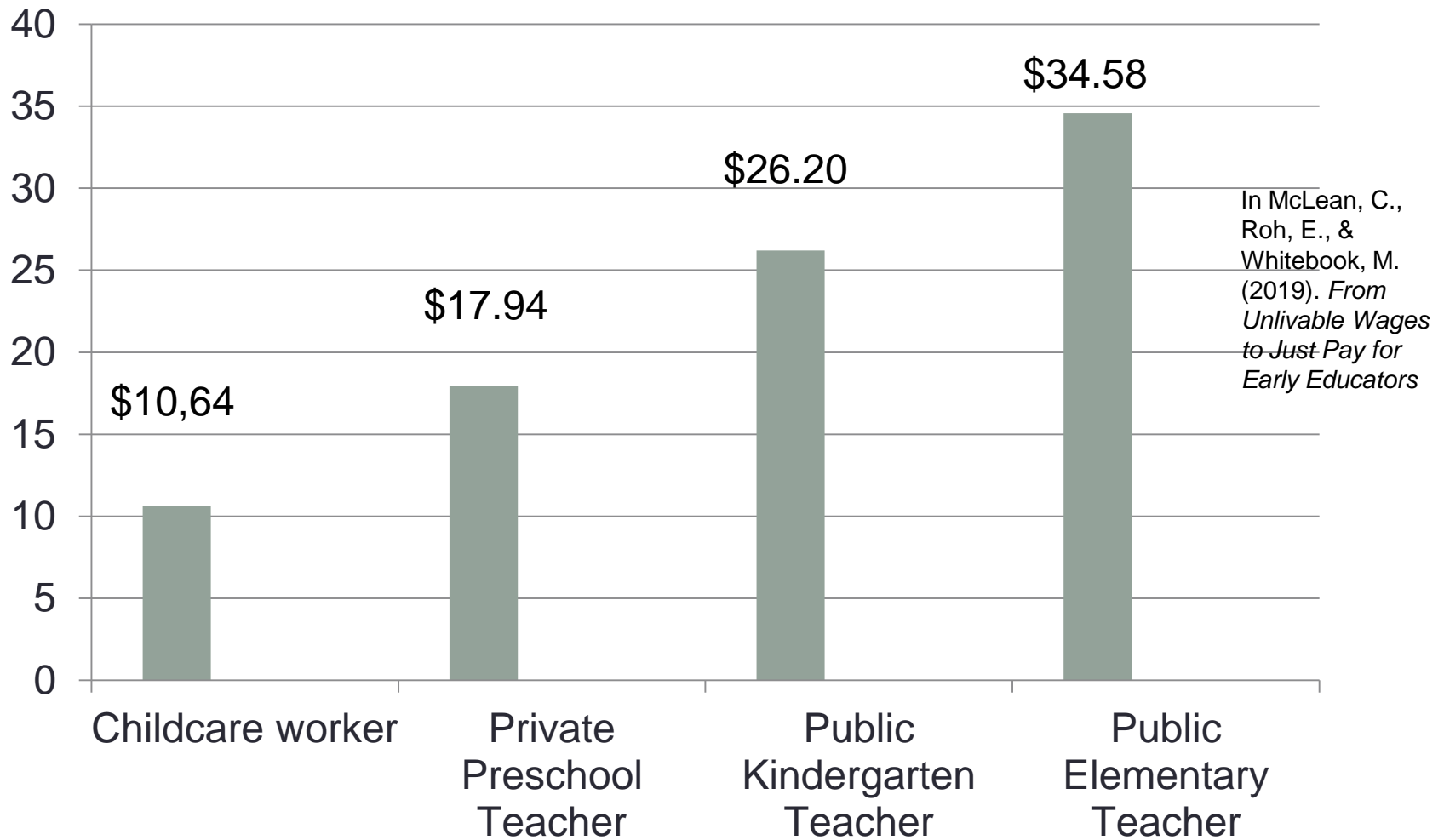
Conditions in Hawai'i

- Hawai'i lags behind the rest of the nation in providing access to high-quality ECE programs, especially for children and families most in need.
- Key indicators of current conditions include:
 - An acute shortage of early childhood seats, resulting in childcare deserts in regions of the state
 - The nation's least affordable center-based care
 - Critically low compensation levels resulting in significant recruitment and workforce retention challenges

Low Compensation among Child Care Workers

- Almost the entirety of the 4,260 members of Hawai'i's early childhood teaching workforce are severely underpaid and the median annual salary for childcare workers is \$19,540. Low compensation is a contributing factor to the current ECE workforce shortage; 58% of center directors surveyed indicated that applicants turned down job offers based on wages or benefit packages.
- DeBaryshe, B.D., Bird, O., Stern, I., & Zysman, D. (2017). *Hawai'i Early Learning Needs Assessment*, p. 5.

Median Hourly Wages Compared to the Center for Economic and Policy Research Good Jobs Standards, 2017



Indicators of Momentum in Hawai'i

- The establishment of the Executive Office of Early Learning (EOEL)
- Strong public and philanthropic support for expanding access to ECE programs and improve supports to ECE workforce
- Provision of pay parity for educators in the small, but growing number of publicly-funded Pre-Kindergarten (Pre-K) classrooms

Indicators of Momentum in Hawai'i

- The collaborative development of a statewide ECE strategic plan, “Our Keiki, Our Future,” which has been endorsed by the highest levels of state government;
- A detailed “Strategic Implementation Plan” focusing on ECE workforce development

Who are Current and Prospective Lead Teachers

- High school students
- Working ECE teachers, assistant teachers, aides, substitute teachers, volunteers
- Responsible for a group of children, infants through age 8
 - center-based programs
 - family child care programs
 - family-child interaction learning programs
 - before and after school and summer programs

Structural Barriers for ECE Workforce

- Low wages and benefit packages
- Uneven qualification requirements
- Lack of access to affordable higher education opportunities
- Limited access to students with limited English proficiency, with different learning needs,
- Many who work do not get release time for professional development
- Work experience and prior learning in ECE not recognized

VISION, PURPOSE, PARTNERSHIPS

Hawai'i Early Childhood Educator Excellence and
Equity (ECE³)

UH Mānoa as lead applicant in collaboration with core partners

- The University of Hawai'i System
 - The Executive Office of Early Learning (EOEL)
 - Hawai'i Teachers Standards Board (HTSB)
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- The core partners will work in close coordination with over 20 additional partner agencies to ensure the success of this initiative

Vision of ECE³

- Make the complete system for lead teacher preparation and support a better and easier experience for would-be teachers and the incumbent workforce
 - Transform early educator lead teacher preparation programs through a multi-partnership approach
 - Encourage innovative approaches to dismantling structural barriers to ECE workforce preparation and compensation
 - Promote diversity and inclusion in the ECE workforce

Multiple Partners Approach – Letters of Support

State

Hawai'i Governor David Ige

Hawai'i House of Representatives Speaker Scott Saiki

Hawai'i Department of Education

Hawai'i Department of Human Services

Higher Education

Chaminade University of Honolulu

University of Hawai'i Hawai'i Community College

University of Hawai'i Honolulu Community College

University of Hawai'i Kaua'i Community College

University of Hawai'i, Mānoa Children's Center

University of Hawai'i Mānoa College of Education

University of Hawai'i West O'ahu

Mary Ann Nemoto (Learning to Grow Project Administrator at Windward Community College)

Multiple Partners Approach – Letters of Support

Philanthropy

Samuel N. and Mary Castle Foundation

Harold K.L. Castle Foundation

Harry & Jeanette Weinberg Foundation

Hawai'i Community Foundation

Other Partners

Family Hui

Hanahau'oli School

Hawai'i Executive Collaborative

Hawai'i Children's Action Network

Institute for Native Pacific Education and Culture
(INPEACE)

Kamehameha Schools

Hawai'i P-20 Partnerships for Education

Governor Ige's Letter of Support

“The exciting and much-needed work described by the LOI provides Hawai‘i with the ability to build upon already established partnerships as a foundation to greatly enhance and strengthen the state’s ability to meet the current and growing demand for teachers.”

Governor David Ige, Feb. 27. 2020

THEORY OF IMPROVEMENT

Hawai'i Early Childhood Educator Excellence and
Equity (ECE³)

ECE³'s Theory of Improvement



ECE³'s Theory of Improvement is intentional and reflects the interconnectedness and ecosystem-like nature of the work to be undertaken. Each area is critical, if any is zero, overall outcomes will not be achieved; if, for example, community resources are not fully integrated in the execution of this work, then the desired improvements will not be realized.

Different ECE Undergraduate Programs

Institution	Degree	Age Specialization	Teacher Licensure
UH CCommunity College	AS in ECE	0-8	
UH Honolulu Community College	AS in ECE	0-3 & 0-8	
UH Kaua'i Community College	AS in ECE	0-8	
UH Maui College	AS in ECE	0-8	
Chaminade University	AS in ECE	2 ½ - 8	
Chaminade University	BS in ECE,	2 ½ - 8	
Chaminade University	BS in ECE with Montessori Credential	2 ½ - 6	PK-Kindergarten

Different ECE Undergraduate Programs

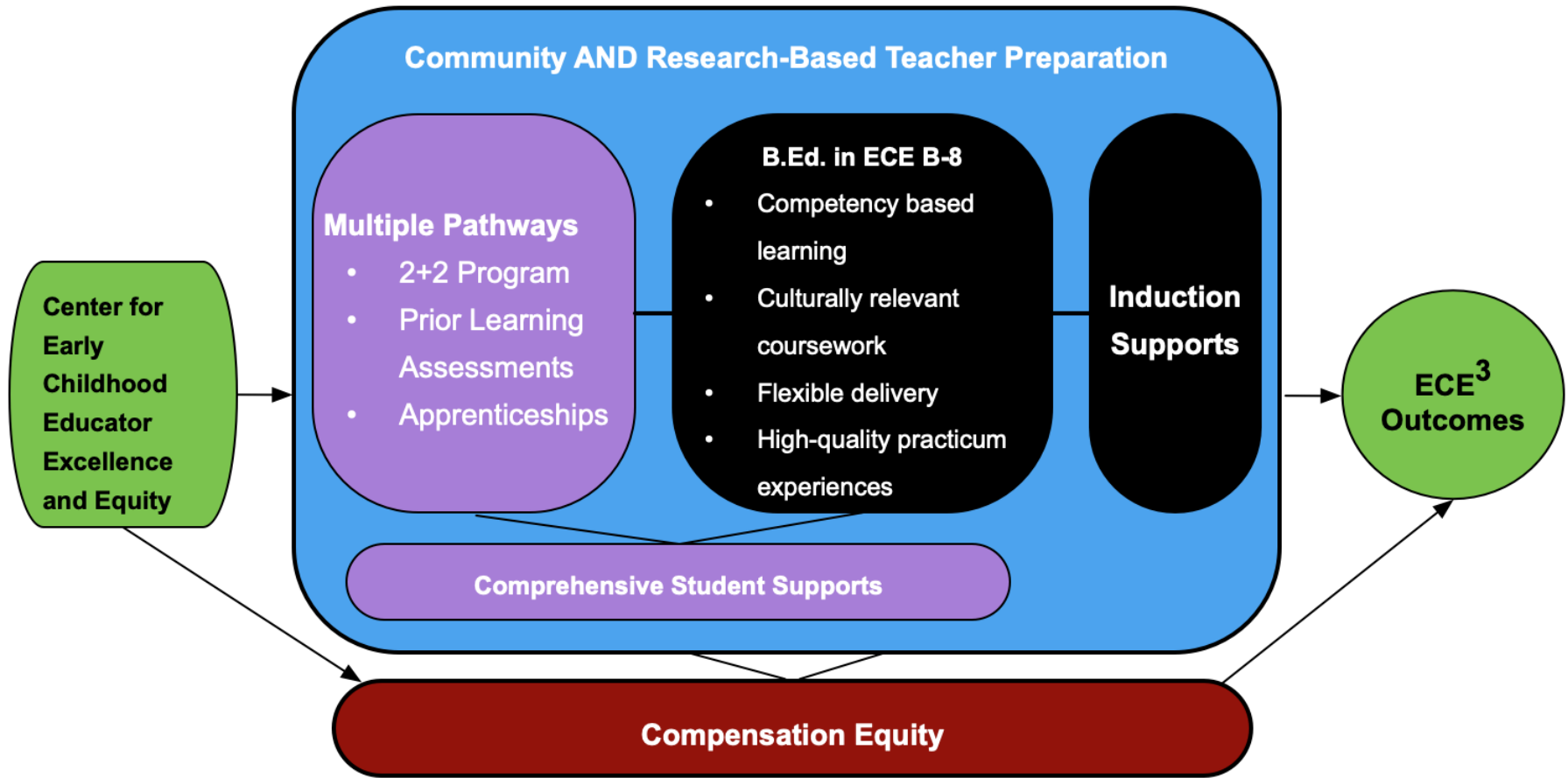
Institution	Degree	Age Specialization	Teacher Licensure
UH Mānoa College of Education	Dual BEd in Elem and ECE	3 – 8 & K-6	PK – 3 rd grade, K – 6
UH Mānoa College of Education	Dual BEd in Early Childhood & Early Childhood Special Education	3-8	PK- 3 rd grade
UH West O‘ahu	BA in Social Science	0-8	

ECE³'s Theory of Improvement

Theory of Improvement elements mapped as an ecosystem where all elements (community voice, research-based professional learning, and political will) need to be present to create a sustainable movement for ECE workforce excellence and equity.



Proposed Innovations



Goal 1. Community, culture, voice and resources

- 1.1 Develop culturally responsive apprenticeship models in conjunction with community-based agencies
- 1.2 Enhance high-quality, clinically-based practicum experiences
- 1.3 Tighten coherency and integration between coursework and clinical-based experiences
- 1.4 Infuse culturally responsive competencies in coursework and program design

Goal 2: Aligned Research-Based Teacher Preparation Programs

2.1 Create an accessible better aligned statewide 2 +2 Bachelor of Education Degree in ECE (0-8) program that infuses competency-based and culturally relevant curricula between 2-year community colleges and 4-year universities

2.2 Make systemic changes that will support multiple pathways to the Bachelor of Education in ECE:

- Develop articulation and transfer agreements that result in seamless articulation, shorter time to complete the program for candidates, and stackable certificates
- Develop and implement more Prior Learning Assessments (PLA) across the UHCCs
- Pilot an apprenticeship program with job-embedded coursework (See 1.1)

Goal 2: Aligned Research-Based Teacher Preparation Programs

2.3 Develop systems to help students access comprehensive resources and supports (See also 3.3)

2.4 Develop a plan to support beginning ECE teachers, by establishing a common set of early learning coaching competencies that will be utilized by instructional coaches in a variety of ECE programs

Goal 3: Statewide Political Will and Stable ECE Governance

3.1 Undertake an “ECE Workforce Equity Study” designed to build options for competitive early educator compensation (use options framed by the “Hawai‘i Teacher Compensation Study and Recommendations” as a starting point)

3.2 Based on study recommendations, build a pathway to competitive early educator salaries and incorporate this into ongoing preschool implementation plans

3.3 Develop systems to help students access comprehensive resources and supports (See also 2.3)

ANTICIPATED TIMELINE

Proposal and Grant Award

Funding from EEIC

- Will fund a limited number of two-year grants
- Minimum of approximately \$200,000 - \$600,000 to maximum of approximately \$3M - \$5M

EEIC Steering Committee Funders



Proposal and Grant Award

- April/ May 2020 – Selected applicants are invited to submit full proposals
- June 1, 2020 – Proposals due; in-person meetings with applicants (if needed)
- July, 2020 – Grantees selected and notified in late July
- August 2020 – Grants Issued
- July 2022 – End of Project

For More Information

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