

Quality Workforce Development and Supports: Strategic Implementation Plan, 2020-2023

Introduction

Hawai'i's early care and education workforce serving children birth to five and their families encompasses a wide range of occupations, skill sets, and settings where services are delivered. It includes self-employed caregivers working in their homes (family child care providers); teachers, assistants, aides and administrators working in center-based settings; teachers and family members delivering family-child interaction learning (FCIL) programs; social workers, speech, occupational and physical therapists, case workers, nurses, doctors, and special education teachers working with the Department of Health to provide services for children birth to three with special needs and their families and with the Department of Education Special Education to provide services for children three to five with special needs; home visitors; license-exempt caregivers (family, friends, neighbors); and even state administrators, coaches, mentors, and higher education faculty.

For the purposes of this Strategic Implementation Plan, the work group chose to focus on the workforce development of early childhood educators in all types of settings and professional development for all members of the early care and education workforce. This focus positions Hawai'i to respond to recommendations from the national *Power to the Profession's Unifying Framework for the Early Child Education Profession*¹ which brings clear definition to the profession of early childhood education by articulating three distinct levels of preparation, associated competencies, and appropriate career pathways across all states and all settings. The *Unifying Framework* also addresses compensation, supportive infrastructure, and shared accountability, all of which affect preparation programs, employers, government agencies, as well as the early care and education workforce itself.

Needs Assessment Summary on Quality Workforce Development and Supports, 2004-2019

The summary can be found at: <https://earlylearning.hawaii.gov/wp-content/uploads/2020/08/Pre-2019-Needs-Assesment-Summary-for-Quality-Workforce-Supports-and-Development-SIP.pdf>

A 2004 report by Good Beginnings Alliance (GBA), now Hawai'i Children's Action Network (HCAN), sets the baseline for our current understanding of the early care and education workforce. This baseline is supplemented by a 2017 study from the University of Hawai'i Center on the Family (CoF) and 2018/2019 data from the U.S. Bureau of Labor Statistics for Hawai'i. The major components under consideration are: 1) workforce size and composition; 2) compensation; and 3) education and professional development.

Workforce size and composition. The generation of sound data on the early care and education workforce requires aggregating data across agencies, organizations, and business, as this is not done on a regular basis in Hawai'i (2004 and 2017). It should be noted that all estimates of the early care and education workforce size do not include license-exempt providers (family/friend/neighbor care). The U.S. Bureau of Labor Statistics – Occupational Employment Statistics (OES) – is published annually and

¹ <http://powertotheprofession.org/unifying-framework/>

includes only three early care and education workforce categories: 1) child care workers (family child care, nannies, before- and after-school providers, and some center-based caregivers); 2) preschool teachers (lead and assistant teachers, including infant and toddler centers, and excluding special education teachers); and 3) child care center and preschool administrators (center-based program directors).

According to the OES report, Hawai'i experienced substantial growth in the three workforce categories OES tracks (1999-2007). In 1999, the workforce was 3,110, and by 2007, it grew to 5,550. The workforce peaked between 2006-2007 and has not regained its size in the decade following the Great Recession. Hardest hit were preschool teachers, followed by administrators, so that now child care workers are the majority (54%) of the center-based workforce. It is reasonable to assume that child care workers, whose wages are about two-thirds that of preschool teachers, represent a way to help keep costs from escalating more rapidly. It also means that young children in center-based care are less likely to have the benefit of highly trained educators. Neither the reasons for nor the consequences of the changing size and character of the workforce have been systematically studied.

The 2004 GBA report found the early care and education workforce is 97% female; the 2017 CoF report notes that 96% of graduates of early childhood programs between 2003 and 2016 are women.

No standardized formula for determining the number of workers required in the early care and education workforce has been established, but providing 100% access to the over 100,000 children birth to five would require over 14,500 teachers. A conservative estimate using figures on parents in the paid workforce who require child care and education services would suggest Hawai'i needs over 9,000 teachers. According to the 2018 Early Childhood Workforce Index, there are only 4,260 individuals in the early childhood educator workforce in Hawai'i. The magnitude of the educator shortage is clear.

Compensation. The most commonly cited reason for the teacher shortage is the low pay associated with early care and education service provision; most teachers in this sector do not earn a living wage. In Hawai'i, the median annual income in 2018 is as follows: child care workers, \$26,090; preschool teachers, \$38,840; and program administrators, \$54,210. The wages for child care workers and preschool teachers rank lowest in the nation when adjusted for Hawai'i's cost of living. The self-sufficiency income in Hawai'i for one adult with one preschool-aged child (aka single working parent) is \$56,000 per year. Low wages are a contributing factor to high turnover rates in the early care and education workforce, low job satisfaction, and challenges in attracting highly qualified applicants for open positions.

A 2018 study examining wages in the early childhood sector in all 50 states indicates that wage increases are more common in places where minimum wage increases have occurred. Advocates for improved compensation of the early care and education workforce may want to support efforts to increase the minimum wage in Hawai'i.

Other forms of compensation include traditional benefits such as paid sick leave and vacation, medical insurance, and dental insurance. Less common benefits are life insurance and free or reduced-price child care. It should be noted that self-employed Family Child Care providers do not generally have benefits guaranteed.

Education. Many early childhood education certificate and degree programs are provided in Hawai'i's colleges and universities. Roughly one-quarter (26%) are two-year degrees, while the remainder are evenly split between bachelor's (37%) and master's degrees (37%). Students earning degrees in early childhood education typically are 1) newcomers to the workforce, or 2) current educators returning for additional training and credentials. The CoF report (2017) indicates that 58% of lead teachers in center-based settings have a four-year degree or higher, and 67% have either a two- or four-year degree in early childhood. Twenty-five percent of Family Child Care providers have a four-year degree, and 13% have a two-year degree, while 25% have no college experience.

Data generated through the University of Hawai'i (UH) and the Department of Labor and Industrial Relations show that between Fall 2003 and Spring 2016, UH graduated 1,158 students with early childhood degrees. Three-quarters of those graduates were still in Hawai'i's workforce within three years of graduation, but just 44% were working in early care and education settings. Another 13% were working in K-8 settings. Among all UH graduates in the early care and education workforce in 2015, the vast majority had earned a four-year degree in another subject, most often in the social sciences, humanities, or education. Between 2010 and 2018, only one in five early childhood education graduates completed programs leading to teacher licensure.

Teachers who work in settings licensed by Department of Human Services (DHS) are required to have a degree (Associate or Bachelor) in Child Development/Early Childhood Education or equivalent. The following are the associate degree programs and bachelor degree programs that do not lead to a Hawaii Teacher Standards Board (HTSB) teacher licensure.

Associate Degrees in Early Childhood Education	Bachelor Degrees
<ul style="list-style-type: none"> • Hawai'i Community College • Honolulu Community College • Kaua'i Community College • University of Hawai'i at Maui College 	<ul style="list-style-type: none"> • B.S. in Human Development and Family Studies, University of Hawai'i at Mānoa • B.A. in Social Sciences with a concentration in Early Childhood Education, University of Hawai'i at West O'ahu

Teachers who work in public school settings are governed by the Hawai'i Teachers Standards Board (HTSB). The following are the early childhood education certificate and degree programs in Hawai'i that lead to generalist or non-special education HTSB teacher licensure.

Chaminade University of Honolulu

- B.S. in Early Childhood Education, including an option for a Montessori Credential and a Prekindergarten to Kindergarten (PK-K) initial license
- M.A. in Teaching in Early Childhood Education Montessori and PK-K initial license
- M.Ed in Early Childhood Education with Prekindergarten to Third Grade (PK-3) initial license

University of Hawai'i at Hilo

- Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language: Kahuawaiola Indigenous Teacher Education Graduate Program Certificate which can lead to an initial license in Kaia'ōlelo-Kaiapuni Hawai'i for PK-3 (formerly Hawaiian Language Immersion)

University of Hawai'i at Mānoa (UHM)

- Dual B.Ed. in Elementary Education and Early Childhood Education, leading to a recommendation for generalist initial license in PK-3 and Kindergarten to Sixth Grad (K-6)
- Dual B.Ed. in Early Childhood Education and Early Childhood Special Education (Early Childhood SPED), leading to a recommendation for initial license in generalist PK-3 and SPED PK-3

Since the completion of the needs assessment, UHM has added three graduate-level tracks leading to teacher licensure. The first students will graduate from these new educational tracks in Spring 2020, thereby substantially increasing the number of early childhood education graduates qualified for teacher licensure. The three new graduate-level degrees are:

- M.Ed. in Early Childhood Education with an added field of content for licensure
- M.Ed. in Early Childhood Education, leading to a recommendation for generalist initial license in PK-K or PK-3
- M.Ed. in Curriculum Studies (PK-3) with an added field of content in Early Childhood Education, leading to a recommendation for generalist PK-K or PK-3

In 2019, the cost at UHM for full time undergraduate resident, cost about \$6,000 per semester, while graduate coursework is nearly \$8,000 per semester. The cost to complete an associate degree from any of the UH Community College programs mentioned can be up to \$8,000. These costs are not inclusive of fees, books, transportation, etc. When compared to the average wages of child care workers, these costs represent one-half to three-quarters of their median income, thereby placing higher education out of reach for many. Fifty-three percent of center-based programs reimburse employees for the cost of tuition, and 22% provide paid leave to attend college courses. These supports, however, are not available to many in the early care and education workforce.

Professional Development ranges from periodic workshops and conferences to regular, ongoing coaching and mentoring. Eighty-seven percent of center-based programs offer

employees in-house training; 90% reimburse for conferences, workshops, and non-credit classes; and 69% provide paid time off to attend professional development trainings. Peer mentoring is available to approximately 40% of center-based educators. Professional development for Family Child Care providers is self-directed and self-financed; 90% report finding information via the internet, videos, books, and articles; 80% through attendance at workshops, conferences, or classes; 60% talking with peers; 8% taking a college class within the last year; and 6% meeting with a coach or consultant.

Early care and education staff and providers can access free and low-cost professional development workshops offered by the Department of Human Services' (DHS) child care resource and referral agency contractor, PATCH (People Attentive to Children), as well as reimbursement scholarships for college credit coursework or Child Development Associate credential. The Learning to Grow program, also contracted by DHS, includes outreach programs for license-exempt providers as well as for Family Child Care providers, for the purpose of connecting them with information about child development, care, and education.

Outstanding Questions about Workforce Development and Supports. The opportunity to deepen current knowledge in this area is significant. The Quality Workforce Development and Supports Work Group identified these outstanding questions and issues:

Workforce size and composition:

- What are the causes of the fluctuating workforce size?
- What are the consequences of the fluctuating workforce size?
- What are the racial and ethnic demographics of Hawai'i's early care and education workforce?
- What are the community needs for early childhood education-trained educators by island, and what additional supports are required to recruit needed early care and education workforce to underserved communities?
- What types of early care and education professionals are visiting children and families in their homes; what is the impact of home visiting services; and what workforce supports would increase the positive impact of home visits?
- Who uses family/friend/neighbor care and why, and how can these caregivers be supported?

Compensation, using a framework that reflects all types of early care and education providers and settings:

- Document the compensation of the early care and education workforce in Hawai'i.
- What is the link, or lack thereof, between higher education, credential and licensure, and increased wages in the early care and education industry?

Education and professional development, using a framework that reflects all types of early care and education providers and settings:

- Track students entering higher education to determine degrees earned and time and money required to secure credentials; chart path in post-graduation workforce to assess wage development.
- Map the early childhood education knowledge and competencies required to be considered a qualified early care and education provider.
- When and why do providers leave the early care and education workforce?
- Under what circumstances do providers remain in the early care and education workforce for five years or more?
- What are the professional aspirations of the early care and education workforce; what barriers do they face; and what supports do they require to achieve their goals?
- What is the effect of education and professional development on quality care and education for children?

Hawai'i PDG Birth to Five Early Childhood Comprehensive Needs Assessment 2020

The complete report can be found at: <https://earlylearning.hawaii.gov/wp-content/uploads/2020/06/Hawaii-Early-Childhood-Comprehensive-Needs-Assessment-and-Using-Risk-and-Reach-Data-supplement-to-ICFs-comprehensive-NA.pdf>

Increasing access to early care and education services statewide, especially in rural and remote areas, is heavily predicated on having sufficient, qualified workforce capacity to deliver such services. This needs assessment finds many barriers affecting efforts to encourage and support the development of a quality workforce.

Agreement on Quality Standards. A statewide pilot of a Quality Rating and Improvement System (QRIS) ended in 2014 with no current plans to resume. The EOEL Public Prekindergarten Program and charter schools follow the National Institute for Early Education Research (NIEER) quality standards. Other programs use national standards to document the quality of their program services (e.g., Head Start Program Performance Standards) or pursue voluntary national accreditation to assess and validate their quality.

Agreement on early care and education workforce preparation. Leaders in the early childhood sector who were interviewed for this needs assessment prior to the release of Power to the Profession's *Unifying Framework*, report a lack of consensus on standards for preparing a quality early care and education workforce. Higher education leaders note that there has not been a significant statewide investment in early childhood preparation programs. The Department of Health also acknowledges the lack of workforce capacity for specialized early childhood educators and for specialized occupational therapists, physical therapists, and speech pathologists. The pipeline for specialized training programs in the state is insufficient.

The University of Hawai'i (UH), as the state's land grant university, is responsible for serving the public's critical needs, and as such, should address the workforce development and support

needs in early care and education as part of its strategic mission. Early childhood education leaders from UH, working in collaboration with other early care and education preparation programs, report they are working on a more systematic approach to building the workforce through higher education that incorporates the recommendations in Power to the Profession's *Unifying Framework*, as well as the National Association for the Education of Young Children's Professional Standards and Competencies for Early Childhood Educators, wherever applicable. Currently, some parts of the educational pathways are fragmented and unavailable statewide, making it very difficult for students to navigate.

Financial support and flexibility for early care and education workforce development.

Leaders repeatedly cite the challenge of the state's constitutional prohibitions on public education funds being distributed to the private education sector, even acting as a barrier to workforce development initiatives. The lack of access to scholarship funds provided upfront or tuition reimbursement is a barrier to entry into educator preparation programs that are costly, particularly in relation to the below-poverty level compensation in the early childhood sector. In order to increase flexibility in workforce professional development, some have suggested increasing access to online coursework, and even giving current members of the workforce college credit when they can demonstrate and provide evidence of their early childhood knowledge and skills.

Need for improved compensation of the early care and education workforce. The greatest challenge to quality workforce development is the inability of the private sector to provide the competitive compensation and benefits required to attract and retain a well-qualified workforce.

Family expectations for a quality early care and education workforce. Families are most desirous of having an early care and education workforce that is passionate about educating young children and understands the importance of providing some structure for an education that leads to the child's school readiness, both academically and socially. Families look for an atmosphere that is welcoming to them and their children.

This needs assessment recommends that plans for addressing quality workforce development and supports focus on establishing commonly agreed-upon minimum educational standards for early care and education positions, with recommendations such as lead teachers should have a bachelor's degree in Early Childhood Education, assistant teachers should have an associate's degree in Early Childhood Education, and aides should have a Child Development Associate credential.

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Key Priority for Collective Action

Drawn from the Hawai'i Early Childhood State Plan 2019-2024, italics refer to the Building Block (1-5), Key Strategy (A-D), and Priority (i-viii):

Ensure that education, licensure, and professional development programs lead to a well-prepared, highly-qualified workforce with the child development knowledge and skills most needed by early childhood educators and program administrators (including center administrators and school principals). (BB4, B)

Introduce policies, programs, and coordinated incentives to address the barriers to recruitment and retention of a well-prepared early childhood workforce. (BB4, C)

Objective 1: Clarify and improve alignment of early care and education career pathways from high school to continued education. (BB4, ii, modified)		
Champions:		
<ul style="list-style-type: none"> ✓ Executive Office on Early Learning ✓ Hawai'i Association for the Education of Young Children ✓ Kaulanakilohana 		
Actions	When & Resources Required	Indicators of Success
<p>Needs Assessment</p> <ol style="list-style-type: none"> 1. Conduct a needs assessment to identify career and education needs in Hawai'i's early childhood education field. <ol style="list-style-type: none"> 1.1 <i>Workforce Economic Study</i>, a collaboration between interagency partners, should provide context and knowledge about the current efforts in the workforce, and help to understand the implications of raising pay for the workforce and what it could mean for providers and consumers. 1.2 Contract with a vendor to study the economic effects of increasing compensation for the early care and education workforce. 1.3 Include early care and education career and educational needs and gaps by island geographical areas in all settings (align with Availability of More Seats Strategic Implementation Plan). 	<p>Needs Assessment Actions</p> <p>When:</p> <ul style="list-style-type: none"> • Needs assessment actions: 2020 <p>Existing Resources</p> <ul style="list-style-type: none"> • Engage/use existing programs/ organizations/county events, e.g., hold forums or focus groups during these times • Hawai'i Careers for Young Children: <ul style="list-style-type: none"> ○ Job Roles document ○ Framework for early care and education practitioners • State registry workforce data • Center for the Study of Child Care Employment: Early Childhood Workforce Index • Department of Human Services <p>Needed Resources:</p> <ul style="list-style-type: none"> • Funding for facilitation services • PDG B-5 refunding 	<ul style="list-style-type: none"> • Needs Assessment is completed with useful and current data. • Useful data about Hawai'i's early care and education workforce is secured. • Clearly defined pathways exist for all public and private settings that identify career goals. • A clear and improved early care and education career pathway is established. • Increased enrollment in early childhood education higher education programs. • Long-term. Number of professionals within the early care and education field has increased. • Long-term. Number of qualified applicants has increased. • Long-term. Recruitment and retention rates have increased.

<p>Pathways</p> <p>2. Develop clear and comprehensive education/career pathways to ensure that every person who enters the field has a pathway and can pursue educational achievement in that pathway, no matter where they enter it.</p> <p>2.1 Simplify the system of employment requirements, when possible.</p> <p>2.1.1 Identify employment requirements.</p> <p>2.1.2 Analyze the similarities and differences between employment requirements.</p> <p>2.1.3 Increase clarity and recognition of non-traditional education and work experience; these include early childhood education-related degrees, certifications, and professional development training.</p> <p>2.2 Validate proposed pathway with agencies.</p>	<p>Pathways Actions</p> <p>When:</p> <ul style="list-style-type: none"> • Employment standards and requirements identified: 2021 • Clear education/career pathways articulated: 2022 <p>Existing Resources:</p> <ul style="list-style-type: none"> • Career Pathways Toolkit and other related resources • Department of Education • Department of Health • Department of Human Services • Family-Child Interaction Learning providers • Hawai'i Careers for Young Children • Hawai'i Teacher Standards Board • Kamehameha Schools • Other private employers • Public Charter Schools • Support and communications from Hawaiian language medium educators <p>Needed Resources:</p> <ul style="list-style-type: none"> • Release time • Administrative support for Kaulanakilohana to implement actions of this plan • Funding for: <ul style="list-style-type: none"> ○ Researcher to do literature review on apprenticeship ○ Consultant/facilitator for convenings 	<ul style="list-style-type: none"> • Crosswalk of employment requirements completed and distributed. • Key stakeholders come together and agree on articulation agreements. • Designed and validated pathways completed. • Broad dissemination of pathways to all stakeholders. • Long-term. State policy changes are enacted to support alignment with National Professional Standards and Qualifications.
<p>3. Create a pathway map that includes information on careers and employment requirements.</p> <p>3.1 Partner with existing employers to ensure there are existing jobs.</p>	<p>When:</p> <ul style="list-style-type: none"> • Generate Career & Employment Pathway Map: 2020 <p>Existing Resources:</p> <ul style="list-style-type: none"> • Hawai'i Career Explorer • Hawai'i Career for Young Children: Job Roles document • NAEYC Power to the Profession <p>Needed Resources:</p> <ul style="list-style-type: none"> • Administrative support for Kaulanakilohana to implement actions of this plan • Funding for: <ul style="list-style-type: none"> ○ Release time for higher education faculty and/or contract with consultant to work with them ○ Consultant/facilitator for convenings 	<ul style="list-style-type: none"> • Designed and validated pathways are completed.
<p>4. Improve and expand the vertical alignment of early care and education preparation programs statewide, informed by community needs and expectation of the diverse roles and</p>	<p>When:</p> <ul style="list-style-type: none"> • Improve and expand vertical alignment of early care and education preparation programs: 2021 <p>Existing Resources:</p>	<ul style="list-style-type: none"> • Report on recommendations for pathways. • Long-term. State policy changes are enacted to support alignment with National

<p>responsibilities in the field.</p> <p>4.1 Identify barriers, gaps, and solutions for potential students in accessing and completing early care and education preparation.</p> <p>4.2 Examine the accessibility, affordability, quality, cultural relevance, and effectiveness of online, hybrid, face-to-face modes of delivering courses.</p> <p>4.3 Review and update existing articulation agreements between statewide higher education institutions.</p>	<ul style="list-style-type: none"> • Articulation agreements in place • Department of Human Services • Existing curricula • Hawai'i Career Explorer • Hawai'i Career for Young Children: Job Roles document • Research/literature review on apprenticeship models, stackable degrees, post-baccalaureate or certificates • National Association for the Education of Young Children: foundational documents and research, Power to the Profession <p>Needed Resources:</p> <ul style="list-style-type: none"> • Funding for release time for higher education faculty and/or funding to contract consultant to work them 	<p>Professional Standards and Qualifications.</p>
<p>5. Create a website where individuals can access information on early care and education preparation options, employment requirements, and information on how to get to where they would like to be on their career pathway.</p> <p>5.1 Create and provide messaging and outreach about the career pathway.</p>	<p>When:</p> <ul style="list-style-type: none"> • Website developed and resources are being posted: 2020 • Website updated: 2021-2022 <p>Existing Resources:</p> <ul style="list-style-type: none"> • Executive Office on Early Learning's website • Department of Health • Department of Human Services • Hawai'i Teacher Standards Board • Hawai'i State Teachers Association <p>Needed Resources:</p> <ul style="list-style-type: none"> • Funding for: <ul style="list-style-type: none"> ○ Administrative support to sustain website ○ Web developer/web designer/IT support 	<ul style="list-style-type: none"> • Website established with access to career maps, pathways, etc.
<p>6. Create a system that provides incentives and validates the early care and education workforce to pursue continuing education opportunities.</p> <p>6.1 Create a tax credit, tuition waiver, and/or loan forgiveness.</p> <p>6.2 Establish a model and work on legislation to provide funding for tuition stipends and advising to those pursuing a degree in early care and education (i.e., early childhood education version of Grow Your Own).</p> <p>6.2.1 Explore long-term residency guidelines and stipend commitments that ensure long-term employment in early care and education programs.</p>	<p>When:</p> <ul style="list-style-type: none"> • Initiate work on legislation: 2020 • Develop system of incentives: 2021 <p>Existing Resources:</p> <ul style="list-style-type: none"> • State legislators • Advocacy groups <p>Needed Resources:</p> <ul style="list-style-type: none"> • Support for and from the legislation • Funding for: <ul style="list-style-type: none"> ○ Initiatives ○ Entity to establish accountability and distribution on stipends ○ Administrative support, ongoing 	<ul style="list-style-type: none"> • "Grow our Own" program for the early care and education workforce is established with an increase in people pursuing education opportunities and completing credentials. • Long-term. All early care and education professionals meet clearly defined standards and competencies.

<p>Preparation</p> <p>7. Utilize Hawai'i's framework for early care and education practitioners and establish a system of credentialing to ensure demonstration of competence with a progression of knowledge, skills, and abilities.</p> <p>7.1 Create a process for everyone on the career pathway to meet core competencies.</p> <p>7.1.1 Complete crosswalk between E Mālama I Nā Keiki and NAEYC's Professional Standards and Competencies for Early Childhood Educators.</p> <p>7.1.2 Include levels for coaches and administrators/ directors within the career framework.</p> <p>7.1.3 Validate with all agencies (e.g., state departments).</p> <p>7.1.4 Ensure core competencies for early care and education practitioners, including cultural competencies and connection with Hawai'i's communities.</p> <p>7.2 Review Power to the Profession, NAEYC foundational documents, and current research, and discuss implications for personnel requirements, including pre-service programs, teacher preparation programs, professional learning, workforce infrastructure, personnel qualifications, etc.</p> <p>7.3 Review Hawai'i's early learning and development standards for possible revisions.</p> <p>7.3.1 Gather feedback from different early care and education settings.</p> <p>7.3.2 Research other states' early learning standards.</p>	<p>Preparation Actions</p> <p>When:</p> <ul style="list-style-type: none"> • Complete crosswalk and validate it: 2020 • Address core competencies: 2021 • Implement system of credentialing: 2022 <p>Existing Resources:</p> <ul style="list-style-type: none"> • Hawai'i Careers for Young Children • Hawai'i Teachers Standards Board <p>Needed Resources</p> <ul style="list-style-type: none"> • Funding for: <ul style="list-style-type: none"> ○ Release time for higher education faculty and/or to contract with a consultant to work with them ○ Convening ○ Interisland travel • Administrative support for Kaulanakilohana to implement the actions of this plan 	<ul style="list-style-type: none"> • Completed crosswalk between E Mālama I Nā Keiki and NAEYC's Professional Standards and Competencies for Early Childhood Educators. • Revised and agreed upon Hawai'i framework document for early care and education practitioners. • Coaches and administrators meet clearly defined standards and competencies.
<p>8. Create more early care and education learning opportunities across the state.</p> <p>8.1 Explore the need to expand the early care and education academy starting in high school (in partnership with community colleges) with internship and service learning opportunities.</p> <p>8.1.1 Increase interest in K-12 students to pursue various early education pathways.</p> <p>a. Early care and education</p>	<p>When: To be determined</p> <p>Existing Resources:</p> <ul style="list-style-type: none"> • Community colleges • Department of Education (DOE) • Existing early care and education academies in DOE high schools • Kamehameha Schools • Maui Economic Opportunities, Inc. Head Start Program <p>Needed Resources:</p> <ul style="list-style-type: none"> • Funding for: 	<ul style="list-style-type: none"> • Increased interest in the early care and education field in high school students. • Increased early care and education learning opportunities across the state for high school students.

<p>program representatives attend career days and share about early care and education.</p> <p>b. Partner with high schools for juniors/seniors to provide volunteer hours or visit early care and education programs.</p>	<ul style="list-style-type: none"> ○ Initiatives ○ Administrative support to sustain initiatives 	
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Objective 2: Finalize a shared trainer and training registry system that ensures best practices in professional development offerings, and ensures a wide array of public and private sector professional development opportunities are available statewide. (BB4, iii)

Champions:
 ✓ Hawai'i Careers for Young Children ✓ Kaulanakilohana

<p>1. Develop a capacity building plan for needed trainers and higher education faculty positions.</p> <p>1.1 Identify available trainers, resources, and mechanisms to provide more needed training.</p> <p>1.2 Provide professional development for trainers.</p> <p>1.3 Create cultural competency standards for trainers and training.</p>	<p>When:</p> <ul style="list-style-type: none"> ● Identify mechanisms for more training: 2020 ● Complete Capacity Building Plan: 2021 <p>Existing Resources:</p> <ul style="list-style-type: none"> ● California Early Childhood Educator Competencies ● National Association for the Education of Young Children Standards for Advanced Early Childhood Professional Preparation Programs ● <i>Transforming the Workforce</i> by the National Academies Press ● Build off of E Mālama I Nā Keiki <p>Needed Resources:</p> <ul style="list-style-type: none"> ● Funding for: <ul style="list-style-type: none"> ○ Initiative ○ Administrative support to finish current efforts 	<ul style="list-style-type: none"> ● Completed Capacity Building Plan. ● Database of trainers and clearinghouse of trainings are accessible via a website.
<p>2. Expand and update current models of research-based adult education to further develop a pool of Hawai'i-based trainers and lecturers (e.g., Building Bridges).</p>	<p>When:</p> <ul style="list-style-type: none"> ● Update adult education models: 2020 <p>Existing Resources:</p> <ul style="list-style-type: none"> ● Hawai'i Association for the Education of Young Children ● Hawai'i Careers for Young Children <p>Needed Resources:</p> <ul style="list-style-type: none"> ● Funding for: <ul style="list-style-type: none"> ○ Initiative ○ Administrative support 	<ul style="list-style-type: none"> ● Updated adult education models available to stakeholders.
<p>3. Create a system of mentoring and coaching embedded in coursework and in the field.</p>	<p>When:</p> <ul style="list-style-type: none"> ● Establish a system for mentoring/coaching: 2022 <p>Existing Resources:</p> <ul style="list-style-type: none"> ● Kaulanakilohana <p>Needed Resources:</p>	<ul style="list-style-type: none"> ● System for mentoring and coaching is established.

	<ul style="list-style-type: none"> • Funding for: <ul style="list-style-type: none"> ○ Initiative ○ Administrative support 	
<p>4. Review, revise, and expand a database and clearinghouse of trainings (credit and non-credit).</p> <p>4.1 Conduct an assessment of credit and/or non-credit courses needed.</p> <p>4.2 Create a matrix of standards and competencies, and identify which competencies each training addresses.</p> <p>4.2.1 Regularly review, revise, and expand the matrix of standards and competencies to keep the information current.</p> <p>4.3 Validate the matrix with diverse early care and education agencies and settings.</p>	<p>When:</p> <ul style="list-style-type: none"> • Review, revise, and expand a database and clearinghouse of trainings: 2020 <p>Existing Resources:</p> <ul style="list-style-type: none"> • The Center for Early Education and Development • Department of Human Services • Hawai'i Association of Independent Schools • Hawai'i Careers for Young Children • Head Start • Kamehameha Schools • PATCH <p>Needed Resources:</p> <ul style="list-style-type: none"> • Organization to house trainings • Information from others • Funding for: <ul style="list-style-type: none"> ○ Administrative support ○ Release time for higher education faculty and/or a consultant to work with them ○ Vendor to create clearinghouse ○ Web developer/web designer/IT support 	<ul style="list-style-type: none"> • Database of trainers and clearinghouse of trainings are accessible via a website. • Long-term. A wide array of public and private sector professional development opportunities is available statewide.
<p>5. Establish a system for approving trainers for the creation of a clearinghouse.</p> <p>5.1 Establish criteria for trainers.</p> <p>5.2 Develop a database and clearinghouse of trainers (credit and non-credit).</p>	<p>When:</p> <ul style="list-style-type: none"> • To be determined: 2020 <p>Existing Resources:</p> <ul style="list-style-type: none"> • The Center for Early Education and Development • Departments of Education, Health, and Human Services • Hawai'i Association of Independent Schools • Hawai'i Association for the Education of Young Children • Hawai'i Careers for Young Children • Head Start • Kamehameha Schools • PATCH <p>Needed Resources:</p> <ul style="list-style-type: none"> • Organization to house registry system • Information from others • Funding for: <ul style="list-style-type: none"> ○ Administrative support ○ Release time for higher education faculty and/or a consultant to work with them ○ Vendor to create clearinghouse ○ Web developer/web designer/IT support 	<ul style="list-style-type: none"> • Database of trainers and clearinghouse of trainings are accessible via a website.

	<ul style="list-style-type: none"> ○ Administrative support 	<ul style="list-style-type: none"> ● Long-term. Higher retention of the early care and education workforce.
<p>Public Will</p> <p>3. Increase public awareness and education through a targeted recruitment campaign that acknowledges the significance and importance of high-quality early care and education so that people want to be in the workforce and more people will see the value of these settings.</p> <p>3.1 Convene partners for an early care and education campaign.</p> <p>3.1.1 Collect short video clips to support campaign.</p> <p>3.2 Leverage existing campaigns to communicate these messages.</p>	<p>When:</p> <ul style="list-style-type: none"> ● Coordinate and design campaign with updated information from development of prior action steps: 2021 ● Launch of campaign: 2022 <p>Existing Resources:</p> <ul style="list-style-type: none"> ● County of Maui ● Early Learning Board ● Hawai'i Children's Action Network ● Hawai'i State Teachers Association ● Kamehameha Schools ● Participants in the development of the ● Power to the Profession ● Strategic Implementation Plans of the Hawai'i Early Childhood State Plan <p>Needed Resources:</p> <ul style="list-style-type: none"> ● Information on salary and compensation of early care and education personnel in Hawai'i for HSTA to advocate ● Financial resources for campaign ● Short videos to use for the early care and education campaign from other providers and organizations 	<ul style="list-style-type: none"> ● 1-2 business partners are engaged in public awareness and education campaign. ● Public awareness and education campaigns are ongoing.
<p>4. Create a targeted recruitment campaign to increase the number of early care and education professionals in the workforce by increasing public awareness.</p>	<p>When:</p> <ul style="list-style-type: none"> ● Coordinate and design campaign with updated information from development of prior action steps: 2021 ● Launch of campaign: 2022 <p>Existing Resources:</p> <ul style="list-style-type: none"> ● County of Maui ● Early Learning Board ● Hawai'i Children's Action Network ● Hawai'i State Teachers Association ● Participants in the development of the Strategic Implementation Plans of the Hawai'i Early Childhood State Plan ● Power to the Profession ● Videos and campaign information from national campaigns and local campaigns <p>Needed Resources:</p> <ul style="list-style-type: none"> ● Multi-media consultant to coordinate campaign ● Field experts to create message and content for media consultant 	<ul style="list-style-type: none"> ● 1-2 business partners are engaged in public awareness and education campaign. ● Public awareness and education campaigns are ongoing.

Note on Federal, State, and Local Statutory Requirements

All actions within this Strategic Implementation Plan seem consistent with existing federal, state, and local regulations. The main policy barrier affecting workforce development identified in the 2020 Early Childhood Needs Assessment section (and pg. 6 of this plan) is the restrictions on the use of public funds for the benefit of private educational institutions.

This publication was made possible by Grant Number #90TP0043-01-00 from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

