

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

Background

In 2018, the Early Learning Board (ELB) and Executive Office on Early Learning (EOEL) completed a multi-stakeholder planning process that generated the **Hawai'i Early Childhood State Plan, 2019-2024**. The State Plan set out a vision, five-year goals, key strategies, and priorities to create a stronger future for our keiki, their families, and the entire state. The U.S. Department of Health & Human Services' Office of Child Care, through the Hawai'i Department of Human Services (DHS), awarded EOEL a Preschool Development Grant, Birth through Five (PDG B-5) to develop in-depth, actionable strategic plans that are rooted in the State Plan. EOEL used the PDG B-5 Grant to convene work groups and develop seven Strategic Implementation Plans; each one serves as a "living" document meant to change over time as opportunities emerge, lessons are learned, and challenges are met with innovation.

The Hawai'i Early Childhood State Plan 2019-2024, full Strategic Implementation Plans, Needs Assessments, and background information can be found at: <https://earlylearning.hawaii.gov/resources/hawaii-state-early-childhood-strategic-implementation-plans/>

Quality Workforce Development and Supports: Rationale

Hawai'i's early care and education programs are dependent on a sufficient, reliable, qualified, and adequately compensated early childhood workforce. This plan outlines strategies to better understand and strengthen Hawai'i's early childhood workforce. It includes positioning our state to act on recommendations from Power to the Profession's *Unifying Framework for the Early Child Education Profession*¹ to improve the preparation, associated competencies and appropriate career pathways, compensation, shared infrastructure, and accountability of our early childhood workforce.

Needs Assessment Summary

	2004-2019	2020	Recommendations
Size and Composition	<ul style="list-style-type: none"> 97% female 2018 workforce size: 4,260; pre-Great Recession peak was 5,550; the greatest workforce loss was among preschool teachers and administrators Based on number of working parents, 9,000 providers required 	No significant change to size and composition from 2004-2019	<ul style="list-style-type: none"> Determine the number of workers required for a strong workforce Identify workforce recruitment supports for underserved communities Access how workforce capacity impacts size and composition of quality early care and education programs
Compensation	<ul style="list-style-type: none"> Low pay commonly cited for teacher shortage; median annual income: child care workers, \$26,090; preschool teachers, \$38,840; administrators, \$54,210 (self-sufficiency for one adult with a preschool aged child is \$56,000/yr.) 	<ul style="list-style-type: none"> Families want a workforce that is passionate about educating young children, academically and socially Single greatest challenge to workforce development is lack of competitive compensation and benefits to attract and retain well-qualified workforce 	<ul style="list-style-type: none"> Advocate for minimum wage increase which correlates to improved compensation in this workforce
Education and Professional Development	<ul style="list-style-type: none"> 58% of center-based lead teachers have four-year degree or higher; 67% have either a two-year or four-year degree in early childhood 25% of family child care providers have no college experience Eight early childhood education higher education programs in Hawai'i; degree costs \$14,000-\$20,000+/yr. 	<ul style="list-style-type: none"> Lack of alignment among workforce preparation standards Statewide investment in preparation programs has not been significant, including financial support for students; additionally, the training pipeline for positions that provide specialized services is insufficient Educational pathway is fragmented and unavailable statewide 	<ul style="list-style-type: none"> Align and update to national standards and competencies for early childhood educators Update minimum educational standards for early care and education positions Develop coherent and comprehensive career pathways for educators delivering quality early care and education services

Key Priorities for Collective Action:

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, drawn from the Hawai'i Early Childhood State Plan, 2019-2024)

Introduce policies, programs, and coordinated incentives to address the barriers to recruitment and retention of a well-prepared early childhood workforce. (BB4, C, drawn from the Hawai'i Early Childhood State Plan, 2019-2024)

Objective 1: Clarify and improve alignment of early care and education career pathways from high school to continued education. (BB4, ii, modified)	
Actions	Indicators of Success
<p>Needs Assessment</p> <ul style="list-style-type: none"> Conduct a needs assessment to identify career and education needs in Hawai'i's early childhood education field. <p>Pathways</p> <ul style="list-style-type: none"> Develop comprehensive career pathways in alignment with validated employer requirements, professional standards and competencies, and communicate visually in a map of career pathways. Create a website where individuals can access information on career maps and pathways. Create a system that provides incentives for early care and education workforce to pursue continuing education opportunities. <p>Preparation</p> <ul style="list-style-type: none"> Utilize Hawai'i's framework for early care and education practitioners and establish a system of credentialing. Create more early care and education professional learning opportunities across the state. 	<ul style="list-style-type: none"> Crosswalk of employment requirements is completed and distributed. Clearly defined pathways exist for all public and private settings. Long-term. Number of qualified applicants has increased. Long-term. Recruitment and retention rates have increased. Long-term. State policy changes are enacted to support alignment with National Professional Standards and Qualifications.
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)	
Actions	Indicators of Success
<ul style="list-style-type: none"> Develop a capacity building plan for needed trainers and higher education faculty positions. Create a system of mentoring and coaching embedded in coursework and in the field. Review, revise, and expand a database and clearinghouse of trainings (credit and non-credit). Establish a trainer approval system. Create community-based hubs with support services and professional opportunities. 	<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.
Objective 3: Implement an outreach and engagement plan to involve cross-sector leaders and champions in advocating for policies, practices, and incentives that increase compensation and support for the early childhood workforce. (BB4, vi)	
Actions	Indicators of Success
<p>Public Policy</p> <ul style="list-style-type: none"> Develop policy agenda and implement policy changes to support early care and education workforce around a mixed delivery system. <p>Compensation</p> <ul style="list-style-type: none"> Strengthen and increase compensation packages and benefits for the early care and education workforce. <p>Public Will</p> <ul style="list-style-type: none"> Increase public awareness and education about the significance and importance of high-quality early care and education and the need for more early care and education professionals through a targeted recruitment campaign. 	<ul style="list-style-type: none"> 1-2 business partners are engaged in public awareness and education campaign. Long-term. Mechanisms for incentives that increase compensation for early care and education workforce are established. Long-term. Higher retention of the early care and education workforce exists.

This is a summary of the Quality Workforce Development and Supports: Strategic Implementation Plan, 2020-2023.

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