

memo

Early Learning Board: Early Educator Workforce Equity Committee

To: Chair Bob Peters and Early Learning Board members
From: Justina Acevedo-Cross, Early Educator Workforce Equity Committee
Date: 11/4/2022
Re: Update and action items from the Early Educator Workforce Equity Committee

Item 1: Recommended Action

The Early Educator Workforce Equity Committee (Committee) recommends one action related to adopting ELB Framework of Policy Priorities, 2023 Legislative Session. The Committee recommends these expanded workforce priorities:

State Plan Building Block 4: Workforce

- Build workforce capacity (apprenticeships, ongoing professional development, career pathways)
- Support retention/recruitment (tuition stipends, improving compensation and working conditions)
- Improving compensation (wage supplementation, benefits and working conditions, salary schedule, pay parity)
- Provide unique consideration and support to ensure retention and recruitment for Hawaiian Language Medium early learning providers

Replaces the current language in the draft Framework of Policy Priorities that reads:

“State Plan Building Block 4: Workforce

- *Build workforce capacity (building pipeline, career pathway considerations)*
- *Support retention/recruitment (compensation, stipends, subsidy pilot)”*

Rationale for the Action

The Early Educator Workforce Equity Committee (Committee) met October 26, 2022 to discuss current topics, including the Framework of Policy Priorities. The Committee recommends moving Compensation to its own line item, separate from retention and recruitment) because of the focused attention on wages and compensation and new research from the RAND report analysis on ECE compensation in Hawai‘i. The Committee also recommends adding a focused line

item to address building the Hawaiian Language Medium early learning workforce which has unique recruitment needs and pathways. The Committee also suggested a few additional examples to add behind each policy priority area.

Item 2: Preview of EC workforce principles to adopt as ELB policy

Information only; possible action at our December ELB meeting

Background

Hawai'i has an increased focus on expanding early care and learning opportunities, as outlined in Acts 046, 210 and 257. As we worked toward a ten year goal to greatly expand access, the Committee would like the full ELB board to consider adopting board-level policy of principles for how we support the current workforce and workforce development as access to early care and learning expands. At the December board meeting, we hope to take action on adopting a set of principles that can guide ELB and EOEL's efforts. We will bring forward specific recommendations to the December ELB meeting.

The Committee will draw from the Power to the Profession's *Unifying Framework for the Early Childhood Education Profession*. If you can make time to read the 35 page report, we recommend looking at it in full. At a minimum, we recommend reading the "Phased-In Implementation that Honors the Existing and Future Workforce" section (p. 5) as the Committee will propose ELB policies adapted from the commitments list. Please also read the "Where We Are Going: Our Audacious Vision for the Profession of Tomorrow" section (p. 6).

Power to the Profession's *Unifying Framework for the Early Childhood Education Profession*
<http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf>

Background on the Committee

The Early Educator Workforce Equity Committee's established purpose is to create a work plan based on the PDG workforce strategic implementation plan; work with UH Mānoa College of Education as the primary implementer of the Early Educator Equity and Excellence Project (ECE-cubed); and coordinate other workforce partners and action items prioritized by the ELB.

Current membership of the Committee includes:

- ELB members: Justina Acevedo-Cross, Melodie Vega, Ka'iulani Laehā and Bob Peters
- EOEL representation: Coleen Momohara/Jordana Ferreira
- Community members: Dr. Terry Lock (UH Mānoa) and Deborah Zysman (HCAN)