

# memo

## Early Learning Board: Early Educator Workforce Equity Subcommittee

To: Chair Bob Peters and Early Learning Board members  
From: Justina Acevedo-Cross, Early Educator Workforce Equity Subcommittee  
Date: 12/2/2022  
Re: Proposed policy statement relating to the early care and learning workforce

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### Adopting an ELB policy on EC workforce principles

At the December 8<sup>th</sup> meeting we will present the policy statement for information and discussion with the full board; in January, we will request action on adopting the policy statement.

#### Policy Development 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 a board-level policy statement for how we support the current workforce and workforce development while access to early care and learning expands through Act 46, Act 210, and Act 257. At the December board meeting, we will introduce the draft policy statement that can guide ELB and EOEL's efforts. We propose delaying action on adopting the policy until the January ELB meeting.

The Committee drew from the *Power to the Profession's Unifying Framework for the Early Childhood Education Profession*. Please read the 35 page report; at a minimum, we recommend reading the "Phased-In Implementation that Honors the Existing and Future Workforce" section (p. 5-6) of the *Power to the Profession's [Unifying Framework for the Early Childhood Education Profession](#)*.

#### Recommended Policy Statement

We're recommending acting on implementation of two elements of the national *Power to the Profession's Unifying Framework for the Early Childhood Education Profession* as it applies to Hawai'i. Please review the enclosed draft Policy Statement (1-101). Hawaii has acknowledged the *Power to the Profession Unifying Framework* in the [Quality Workforce Development and Supports Strategic Implementation Plan \(Area 6\)](#). That workforce-focused strategic implementation plan (SIP) is embedded in the [Hawai'i Early Childhood State Plan](#) and reflective of the goals and objectives (particularly Building Block 4: B and C). Higher education institution early childhood education programs in Hawai'i are

aligning teacher preparation programs (e.g., coursework, field placements) with the Professional Standards and Competencies for Early Childhood Educators outlined in the Power to the Profession.

### **How Could an ELB Policy Statement be Utilized?**

Other boards and entities pass policy. The State Board of Education is a good example of an body that regularly passes education related policy. The Board of Education houses its [Board Policies](#) in a searchable list on their web site. In the future, ELB could look at creating a similiar digital home for its policy statements on our ELB web site.

Policy statements can serve a variety of purposes and ELB generated policy statements can help to:

- Clarify positions and priorities
- Direct EOEL staff time and funds
- Serve as guiding principles for the EOEL and ELB to consider when determining support for projects, initiatives, or legislation
- Inform the public on important components of the early childhood system

### **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 with other workforce partners and action items prioritized by the ELB.

Current membership of the Committee includes:

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

[Enclosure]

## **Policy 1-101, relating to Supports for On-Track Development, Care and Learning**

### **On-Track Development, Care and Learning**

Every keiki, beginning at birth, has the opportunity to benefit from high-quality early childhood education, delivered by a well-prepared and well-compensated workforce across all settings.

EOEL shall promote the implementation of two elements of the national *Power to the Profession: Unifying Framework* as it applies to Hawai'i by:

1. Supporting early childhood professional preparation programs (e.g., with funding and other resources) in obtaining and maintaining early childhood professional standards as they apply to the different early care and learning settings in Hawai'i.
2. Promoting increases in workforce compensation. Compensation will not be differentiated on the basis of the ages of children served.

[Approved Effective DATE]