

MEMORANDUM

DATE: March 12, 2021

TO: Erika Lacro
Vice President for Community Colleges
University of Hawai'i

FROM: Early Childhood Education Cross College Group

SUBJECT: PHASE II RECOMMENDATION MEMO

Early Childhood Education Cross-College Team

Description of Cross-College Team Process

Phase II

The Early Childhood Education (ECED) programs were not required to meet on Phase I. With the release of the VPCC's [*Planning for FY 2022 and Beyond*](#) iteration #3, the ECED team was asked to engage in Cross-College working groups to consider OVPCC provided prompts in order to facilitate constructive conversations. The ECED Cross-College team met on 19 February 2021, from 1:00 PM-2:00 PM and 05 March 2021, from 2:00 PM to 4:22 PM. These meetings were in addition to the regularly scheduled PCC meetings (30 October 2020, from 9:00 AM-11:00 AM and 17 February 2021, from 2:30 PM to 4:30PM.) Those in attendance included facilitators VCAA Harriss (KauCC), Dean Goodman (LeeCC), and 11 UHCC ECED faculty members representing four colleges (HawCC, HonCC, KauCC, and UHMC). At these meetings, the team discussed objectives and timelines, data-reports, and shared campus strengths and challenges around the guiding questions suggested by the UH-system. At the last meeting, the team held a more focused discussion on recommendations and next steps. A Google drive was created to share meeting agenda and minutes, documents, and data reports within the team. The team also engaged in asynchronous dialogues towards generating this response.

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Historically Collaborative Process

The ECED Program Coordinating Council (PCC) meets regularly biannually and has a historically collaborative process for providing seamless educational opportunities for UHCC ECED students across the system. Efforts to begin alignment of curricula to National level competencies and across the CC's to ensure program quality and facilitate transfer of courses across the system date back to 1990 ([Buck & Yamashita, 2015](#)). Most recently the PCC has:

- 2006, aligned the Associate in Science degree (Preschool Option), providing a common ECE degree for a 2+2 articulation across the CCs to a newly established UH-West O'ahu BA in Social Sciences with a concentration in ECE.
- 2015, began coordination of online course offerings across colleges so that students could access courses statewide.
- 2017, updated and agreed upon course alpha, number, title, credits, contact hours, and schedule types associated TEs for 11 common courses.
- 2018, updated and agreed upon course descriptions and prerequisites for 11 common courses.
- 2019, updated and agreed upon student learning outcomes for 11 common courses.

The current cross-college team process is a natural extension of the on-going work of the ECED PCC. The PCC will continue to work closely to support the needs of early childhood students across the state in a model that maximizes resource utilization while leveraging the strengths and individuality of each college.

Crucial Role of the Early Childhood Education Program

Childcare is Essential to Hawai'i

Childcare is essential to Hawai'i's post-pandemic recovery and must be forefront to every future oriented conversation. Before the pandemic, Hawai'i's childcare system was already fragile and did not have sufficient providers to meet demand. The [Hawai'i Early Learning Needs Assessment \(2017\)](#) found that for each available DHS-regulated childcare seat, there were four children under the age of six competing for it. Before the pandemic, roughly 44,768 children from birth to age five in Hawai'i attended childcare weekly so their parents were able to work. Under stay-at-home orders, families were working from home or out of work, and thus childcare providers are struggling to survive. Kama'aina Kids, a large childcare provider in Hawai'i, laid off 500 employees and reduced their capacity from 10,000 children to approximately 600. Before reopening the economy, childcare must be addressed with a plan for rebuilding and expanding. Hawai'i's recovery plans present an opportunity for the state to generate an early childhood system that prioritizes developing a well-trained workforce and childcare for all. Otherwise, parents will face barriers to resume work and the economy will not reopen seamlessly.

State Plan and Commitment to Early Childhood Education

Governor's Support

In his second term, Governor Ige has recommitted his support for early childhood education. The first [Early Childhood State Plan](#), which sets the foundation for statewide efforts in health, family services, and education was signed in January 2019. This plan involves universal, statewide access to public and private preschools. The state plan acknowledges the critical workforce shortage in early childhood education and plans for coordinated workforce development.

State Legislative Support

In Hawai'i, higher education ECE faculty members are some of the primary voices for early learning excellence and equity at the state level. Kaulanakilohana, Hawai'i's early childhood higher education collaborative, regularly speaks as a unified voice at the state legislature, and is consulted for their expertise by the state Early Learning Board. Faculty leaders are engaged in multiple facets of early childhood communities across the state, including but not limited to HiAEYC, the state Native Hawaiian consortium, the Charter School Commission, P-20, and state efforts to develop and strengthen early childhood special education.

UHCC ECE faculty members have been involved with state-level ECE policy development and implementation for many years; they recognize the need for innovation and change towards excellence and equity in the ECE workforce and have been key leaders in these efforts. They use their knowledge about the field to inform legislation and policy development. ECE faculty are members of several state strategic plan work groups including the *Workforce Development Group*, working on various actions to build workforce capacity. In 2020, the governor introduced a legislative package that creates access to quality ECE opportunities for all three- and four-year-old children statewide. This package creates an impetus to ensure statewide ECE programs are led by well-prepared teachers. Recent estimates indicate that Hawai'i will need a minimum of 500 new lead teachers over the next decade to meet the proposed expansion of service for those four-year-olds.

The legislature is currently considering legislation (SB1271), *Early Childhood Educator Stipend Program*, which establishes an early childhood educator stipend program to address the shortage of qualified early childhood educators in Hawai'i. The stipend program will assist with ECE workforce development by acknowledging the importance of obtaining ECE coursework/credentials and offsetting the cost of college tuition to encourage higher educational attainment. Individuals will be eligible for the stipend program if they are enrolled in an ECED certificate, degree, or licensure program at a UH college. The UHCC ECED programs are in key positions to support students seeking a career in ECED and contribute to the development of an effective pathway that meets the demand for a highly-qualified ECED workforce.

In January 2020, HB2543 was introduced through the legislature by Hawai'i Executive Collaborative (HEC) and partners that supported rapid expansion of childcare for three and four-year-olds. Mel Horikami, from HEC, led an effort to create an implementation framework for HB2543 that included the proposal of multiple systemic components that would support expansion. The bill passed in September 2020. Senator Ron Kouchi, Rep Nadine Nakamura, and Mel Horikami, designated Kaua'i island as the pilot for *Affordable Access to Child Care* in closing gaps and increasing access to affordable childcare for 3- and 4-year olds. The ECED program at KauCC is impacted in building qualified preschool teachers for the workforce.

National Opportunity for ECED Programs

With President Biden's campaign promise to support and expand early childhood education, the value of the ECED programs will be enhanced in the next few years. Training future teachers requires that students have access to high-quality classrooms with qualified mentor teachers, that faculty are able to closely supervise their work, and that faculty meet the needs of non-traditional and non-credit students. The high-quality

work in which the UHCC ECED programs are engaged and leading puts Hawai'i on the edge of a national conversation that will define future generations.

Program Information

Cross-college program similarities

Our Program

The UHCC System hosts four ECED programs at HawCC, HonCC, KauCC, and UHMC. Together, these programs train the majority of early childhood teachers and caregivers in the state. The Hawai'i Department of Human Services (DHS) requires that preschool teachers in licensed programs meet the following education requirements: a) a degree in early childhood education/child development, b) a bachelor's degree with 6-12 credits in early childhood/child development, and c) 60 credits in a degreed program with a Certificate in Early Childhood (16 credits), or a CDA (a national credential requiring 120 hours of formal early child education training and 480 hours of direct experience working with young children).

Certificate Options

The UHCCs offer three certificate options in order to meet the diverse needs of students entering the early childhood education field from various points in the career pathway.

1. The Certificate of Competence in Child Development Associate (CDA)
Preparation is obtained by completing three courses which meet the formal training requirement of the national CDA credential. Offered at: HonCC, KauCC, and UHMC.
2. The Certificate of Competence in Early Childhood Education requires a 16-credit sequence designed to give candidates the most basic skills needed to work with children from infancy through eight years of age. This certificate also meets the early childhood education/child development coursework requirements of the DHS for teachers and lead caregivers who hold an AAS, AS, AA, or bachelor's degree in a field other than early childhood. Offered at HawCC, HonCC, and UHMC.
3. The Certificate of Achievement-Preschool, obtained by completing 32 credits of core courses in early childhood education meets the requirements for coursework in early childhood education/child development for teachers in early childhood programs accredited by the National Association for the Education of Young Children who hold an AAS, AS, or AA not in early childhood/child development or an unrelated field. Offered at HawCC, HonCC, KauCC, and UHMC.

Trends

Pre-COVID, courses offered asynchronously online had consistently high enrollment, with an 85% fill rate across UHCCs. However, these data show lower completion rates in online courses (Table 1). The ECE team suspect that this may be due to a culture that values and relies upon relationships that burgeon in face-to-face classes. Additionally, online courses provide both the opportunity to minimize duplication of low-enrolled courses through consolidation of sections and to offer more electives to students across the state. A look at HonCC's student composition in online courses over the past five years, found that on average nine students (out of 25) per semester are from other home institutions.

Table 1. Fill rate and completion rate comparison between DE and face to face courses 2017-2020.

College	Fill rate (DE)	Fill rate (F2F)	Completion (DE)	Completion (F2F)
HawCC	92%	64%	69%	73%
HonCC	89%	66%	74%	82%
KauCC	75%	59%	81%	90%
UHMC	NA	NA	NA	NA

Students have differing needs on each campus

- Students are frequently employed full-time or in multiple jobs (Table 2).

Table 2. Average percentage of students that were part time in 2017-2020.

HawCC	64.5%
HonCC	76%
KauCC	65.5%
UHMC	65%

- Comparing all state counties, Hawai'i County has the highest rate of families living at or below poverty level (Hawai'i County 13.1%, Honolulu County 7.9%, Kauai County 9.3%, and Maui County 10.7%). This disparity requires the faculty

at HawCC to continually assess community needs and modalities of coursework delivery. This includes, but is certainly not limited to:

- offering night classes,
 - outfitting on-campus classroom with updated videoconferencing technology,
 - distance education options,
 - providing training and technical assistance in remote areas, and
 - counseling students about different kinds of financial assistance for tuition, textbooks, computers, etc.
- HonCC has a great diversity of student needs and demographics, which provides challenges in knowing how to provide courses in the most optimal modality and time. For example, data from a recent survey found that a high percentage of students who have children articulated insurmountable barriers to attending night classes, while most students who work full time can only attend night classes. Meanwhile, military students and veterans are restricted in their abilities to use financial aid for online classes. Faculty members engage in problem solving and course modality diversification in an attempt to meet the needs of as many students as possible. Furthermore, in a survey of HonCC ECE students in 2019-20 only 5% identified a bachelor's or master's degree as their terminal education goal, as it is not required or compensated by many early childhood agencies. In the past three years, HonCC has awarded an average of 38 COC-CDA (9 credits) and less than half continue on to get their COC-ECE (16 credits).
 - UHMC students rarely stop at a certificate because the employers with the highest volume of jobs on Maui (MEO Head Start and Kamehameha Schools) require either an associate degree or bachelor's degree. Certificates are used to acknowledge this pathway towards a degree. Most ECED students at UHMC plan to earn their bachelor's degrees through UHWO or UHM. The Program Coordinator at UHMC develops Individual Education Plans to ensure students take math, social science, and natural science courses preferred for each bachelor's program. This scheduling has allowed students to graduate in a timely manner. Since, roughly 65% of UHMC students are not able to take courses offered during the day, most courses are offered in a 5:30 PM-8:30 PM or 6:00 PM-9:00 PM time slot to allow students to take courses after work. Face-to-face courses are preferred, but most students have successfully completed synchronous courses and it is the second choice of delivery methods. Results of a spring 2021 survey of majors showed only 4% of students preferred asynchronous courses. These students often sign up for 100-level courses taught throughout the CC system.
 - KauCC ECED operates in a cohort model. To aid retention, a new group of students are admitted every two years. In this collective community, students will

progress through the program together, completing a nine-credit Certificate of Competence and a 25-credit Certificate of Achievement enroute toward completing the 60-credit AS degree in Early Childhood Education. Persistence Fall to Spring was 79% (2019-2020), up 9% from 2018-2019. Completion rates: 2017-18 were 91%; 2018-19 were 92%; and 2019-20 were 87%. Graduates with degrees and certificates are as follows: 2016 - seven; 2017 - 13; 2018 - nine; 2019 - 14; and 2020 - 11.

Program Details

Hawai'i CC

- The size of Hawai'i Island with its geographical uniqueness presents challenges for accessibility and equity. Lack of accessibility to resources for student success, such as transportation, reliable and high-speed internet, campus facilities, and technological equipment make it difficult for students to maintain consistent and quality engagement with coursework.
- An MOA with Kamehameha Schools (KS) became effective from November 2020-2025. This will allow HawCC students use of KS locations for observation and practicum sites.
- HawCC has established a 2+2 MOA with Chaminade University to encourage articulation into one of two, four-year online Early Childhood programs; one with licensure and one not. UH Hilo only has a graduate program for elementary or a certificate in Hawaiian Immersion language. UHWO provides a bachelor's in Social Sciences with an emphasis in Early Childhood.
- HawCC has three campuses; Manono (E.HI), Palamanui (W.HI), and Ko (Honoka'a). Courses and degree programs are offered under the aegis of Hawai'i Community College. Classes may be in person, videoconference, or online.
- HawCC has formed a partnership with KS, DOE, and Friends of the Future. This partnership received funding for an Early College program with incentives for certificates and career pathways to higher degrees. There is also the possibility of practicum (fieldwork) stipends.

Honolulu CC

- Importantly, this Program Coordinator's role and responsibilities support all four ECE CC programs including advocating and seeking additional resources to bolster ECE initiatives and workforce development (such as the EEIC grant and Perkins grant); and chairing the PCC. Due to recent vacancies in faculty and staff positions, the program coordinator has taken on and absorbed additional responsibilities including teaching credit and non-credit courses, acting as site

coordinator for the HonCC laboratory centers, and completing the duties of the HonCC ECE program office assistant. Without additional support through the hiring of new faculty and staff, it is unlikely that the HonCC Program Coordinator will be able to devote essential time and energy to development projects and grant-writing, which may lead to a decline in our innovative capacities across all four CC programs.

Kaua'i CC

- KauCC is the smallest of the four college programs, with one full-time faculty member.
- KauCC ECED, with college support, is engaged in the process of NAEYC programmatic accreditation. The KauCC Advisory Committee has representation from future employers and believes that the academic institution and program should be evidencing peer reviewed quality and therefore should be an accredited program.

UH Maui College

- UHMC is accredited by the National Association of the Education of Young Children (NAEYC) and is currently the only accredited program of the four CC programs.
 - As a result, ECED AS graduates from UHMC must take six courses from UHMC delivered by UHMC program faculty and complete fieldwork experiences different to those offered at other campuses. UHMC must provide data to the accrediting agency regarding each students' proficiency in 22 different competencies.
 - The UHMC Advisory Committee has representatives from future employers. These employers have an active role in the NAEYC accreditation process and make recommendations for course offerings. UHMC has tailored our schedule, course offerings, and delivery methods with the requests and recommendations of this essential group.

Recommendations

These four recommendations are in response to VPCC Erika Lacro's January 26, 2021, memo, addressing the need to reposition UHCC academic programs to: 1) meet Hawaii's needs for post-pandemic recovery and the future and 2) address anticipated medium- to long-term reductions in state budget support due to coronavirus impacts on the economy. A recommendation summary is presented followed by details that informed each recommendation.

1. Support Hawaii's economic recovery post-pandemic and beyond by ensuring a competent and well-trained early childhood education and care workforce throughout the state.
 - a. Retain separate, independent ECE training programs at the four CCs to ensure that locally specific, ECE programs provide each county with graduates who are prepared to meet the ECE needs in their communities.
 - b. Provide a non-credit pipeline to credit courses.
 - c. Increase the number of graduates with infant-toddler caregiver training.
 - d. Retain face-to-face, high-quality field experiences that are differentiated for the current workforce in each county.
2. Continue collaboration and synchronization between college ECE programs to ensure the efficient and effective delivery of training.
3. Seek grants to support the ECE training programs.
4. Restructure HonCC ECE program faculty responsibilities.

Recommendation 1

Support Hawaii's economic recovery post-pandemic and beyond by ensuring a competent and well-trained early childhood education and care workforce throughout the state.

Retain separate, independent ECE training programs at the four CCs to ensure that locally specific, ECE programs provide each county with graduates who are prepared to meet the ECE needs in their communities.

As detailed in the above section, the different college's ECE programs have unique features that meet the needs of the specific counties' students and workforce. These special qualities cannot be duplicated or absorbed by programs in other counties.

Provide a non-credit pipeline to credit courses.

HonCC offers a non-credit to credit conversion program called Professional and Career Education for Early Childhood (PACE). PACE is a historically highly enrolled program, provides a pipeline to credit courses for in-service students, and builds community partnerships. During 2019-20, 130 (unduplicated) students participated and there were 1,489 registered (duplicated count), a 7% increase from 2018-19. The average number of participants per workshop was 14. Since the COVID-19 pandemic began in Spring 2020, PACE courses have been converted to online modalities and are now accessible to students state-wide. In 2019-20, 99 conversions were processed to convert PACE courses to college credit, almost double the number of credit conversions processed in 2018-19.

- Though credit course enrollment has been decreasing over the past 3 years, non-credit enrollment and credit conversion have been increasing. This indicates that the program's efforts to meet the community's needs through the workshop format in various locations around the islands and online is successful. These could lead to increased enrollment in our credit programs. One full time non-instructional faculty position at HonCC is necessary to coordinate and operate the PACE program efficiently. Furthermore, PACE is a revenue generating program. Revenue from PACE support program supplies, equipment, casual hires, student workers, and facility improvements for the laboratory centers.

Increase the number of graduates with infant-toddler caregiver training.

HonCC offers an AS Infant-Toddler Option (I/T) degree. Prepares students for immediate employment as infant/toddler caregivers in private early childhood programs for children from birth to 3 years old. This is the only Infant/Toddler specialization degree offered in the State of Hawai'i. HonCC also has the only Infant/Toddler laboratory site in the State. State needs for I/T childcare are high and programs struggle to find qualified staff. HonCC advisory committee continues to stress the great need for building the workforce capacity of qualified infant/toddler caregivers. HonCC has supported I/T training by offering its introductory I/T course as an elective that can be taken online by ECE students statewide. Enrollment for this degree option has been low, considerations are being made regarding revisioning the degree as a certificate option, offering as a cohort model, and pursuing partnerships with advisory board members.

Retain face-to-face, high-quality field experiences that are differentiated for the current workforce in each county.

The Department of Human Services requires early childhood educators to have supervised field experience. The ECE AS degrees require a minimum of eight credits of field experience (generally delivered in two courses). SLO field experience courses cannot be met via distance learning modalities, due to the need for faculty to observe students interacting with children, placement in programs within the county, specific relationships with cooperating early childhood programs, and preparing students for the unique culture of each county.

The design of field experience courses has been created by each college specific to the characteristics and needs of the community and county workforce served. These field courses are not options for online delivery (Table 3).

Table 3. A list of field courses requiring direct student observation that cannot be delivered via online modality.

College	First field experience course	Second field experience course
HawCC	ECED 190/191 10 hrs per week in a campus laboratory program	ECED 291 10 hrs per week in a licensed community program
HonCC	ECED 151F/S 15 hrs per week in a licensed community program	ECED 296B/I; ECED 296 C/P 6 hrs per week in a campus laboratory program
KauCC	ECED 191 6 hours per week in a MOA community program	ECED 291 6 hours per week in a MOA community program
UHMC +additional hours to complete NAEYC requirement of 2 program types/ 2 age groups	ECED 193/194 193- 8 hrs per week at campus Head Start 194-alternative for students working full time in a licensed program	ECED 295 15 hrs per week in a licensed community program

Field Experience Sites

- HawCC has a campus children’s center, at which students demonstrate the Course Learning Outcomes for ECED 190, the laboratory coursework (four credits). Students who are unable to attend the on-campus site, do the same coursework at an approved community early childhood site. These two courses are the first of two required “practicums” that provide the foundation for the final practicum course, ECED 291 (four credits), where a student completes their program requirements by demonstrating the Program Learning Outcomes in an early childhood setting in the community (this is akin to student teaching in a licensure program). Often, students are offered employment subsequent to this last course.
- HonCC operates three campus children’s centers across the island, at Honolulu, Kapi’olani, and Leeward Community Colleges, which serve as laboratory schools to connect theory to practice. Laboratory centers embedded within the context of higher education settings provide a practical, constructive environment for preparing early childhood teachers. To provide learning opportunities for students to meet program learning outcomes and course student learning outcomes, various level ECED courses have key assignments that involve observation (of children, teaching, learning environments, and interactions) and practice

teaching. The laboratory centers are an integral part of the academic program and provide an opportunity for the ECE students to acquire first-hand experience working with children under the age of 6 in a high-quality group setting. They serve as final practicum sites for students in both AS degree programs. The final practicum courses (ECED 296 B & ECED 296I, ECED 296 C & ECED 296P) are capstones in which all Program Learning Outcomes are assessed. Additionally, the laboratory centers provide high quality early care and education services for the children and families of UH system students, faculty and staff. These essential childcare services contribute to the academic success of the students who can attend class and study knowing their children are well cared for. Faculty and staff who use the services also are able to work with greater peace of mind since they are assured of their children's welfare.

- KauCC field experiences courses are operated under MOAs with community preschools, where three are NAEYC accredited programs.
- UHMC has a Head Start classroom on its campus in which students complete one of the fieldwork requirements. It is also used for observations of children for ECED, Allied Health, Psychology and other students. Additionally, faculty at UHMC are responsible for supervising the fieldwork of students from the entire island of Maui, as well as students on Lana'i and Moloka'i.

Recommendation #2

Continue collaboration and synchronization between college ECE programs to ensure the efficient and effective delivery of training.

- In Fall 2020, the PCC collaborated on the coordination of course offerings and scheduling among the CCs for the Spring 2021 and AY 2021-2022. The PCC looked at enrollment data from AY 20-21 to gauge course demand, historical trends, and make decisions to schedule courses more efficiently across the CCs. The PCC analyzed enrollment trends for courses and agreed to reduce the number of sections offered, especially for lower enrolled introductory courses. During Fall 2020/Spring 2021, this eliminated the need for a lecturer to teach ECED 170 at KauCC, as faculty referred their students to sections being taught online by UHMC and HonCC full time faculty.
- Use of lecturers to teach courses is low and declining as faculty enhance their cross-college planning efforts. HonCC has not used lecturers since Fall 2018 and UHMC has not used lecturers to teach ECED courses since Fall 2019. KauCC has only one full time faculty member which previously necessitated use of five lecturer delivered courses. In the 2020-2021 academic year, one or two courses were delivered by lecturers.

- By streamlining courses offered across the UHCC system, the ECED programs will be able to offer a variety of courses for meeting electives highly desired by students and the community, such as ECED 275 Introduction to Special Needs and Early Childhood Program Admin: ECED 281 b,c,d ECE administration courses. These elective courses will be taught online to promote cross-campus enrollment, and all campuses will advertise the electives to their students.
- Continued collaboration will occur across college departments so that Counselors are knowledgeable about program structure and options at different campuses, and able to advise and refer students to course options on other campuses as applicable. This will promote clear career and program pathways and student success.
- The PCC continues to be committed to providing students with a diverse set of education of training options, current work includes:
 - Developing an online certificate across the CCs;
 - Developing an ECE curriculum map across the UH system (including the 4-year institutions);
 - Developing systems to help students access comprehensive resources and supports (supported by EEIC grant);
 - Developing articulation and transfer agreements that result in seamless articulation to 4-year institutions; and
 - Collaborating with UHM to create an accessible statewide Bachelor of Education degree in ECE with a 2+2 articulation from the CCs.

Recommendation #3

Seek grants to support the ECE training programs.

Collaboratively, the ECE programs are currently seeking grant funding to support programmatic development.

- In March 2020, UH Manoa College of Education and the UHCCs ECE programs submitted a Letter of Intent (LOI) to the *Early Educator Investment Collaborative (EEIC)* for the *Transforming of Early Educator Lead Teacher Preparation Programs Through Multi-Partners Approach*. The purpose of the EEIC funding is to encourage innovative approaches to dismantling structural barriers to ECE workforce preparation and compensation. Invited as finalist applicants, the group submitted a proposal that was selected for funding of \$1.2 million. The EEIC funding spans from Spring 2021 to Summer 2023. The project goal is to transform early childhood lead teacher preparation programs and close compensation gaps among ECE lead teachers. UHM and UHCC ECE programs will work in close coordination with over 20 additional partner agencies to ensure

initiative success. Specific strategies the UHCCs will receive a sub-award to work on include:

- Develop an apprenticeship model in conjunction with community-based agencies
- Develop high-quality, clinically-based practicum experiences. Based on existing models develop and scale partnership agreements
- Infuse culturally responsive competencies in coursework and program design
- Develop articulation and transfer agreements that result in seamless articulation
- Develop and implement more Prior Learning Assessments (PLA)
- The College programs are also independently seeking Perkins funding for various initiatives. In 2019-20, HonCC received a Perkins grant to conduct a comprehensive needs assessment to inform the UHCCs ECE programs to effectively address the needs of the state. Unfortunately, due to COVID-19 the funds were swept before completion of the needs assessment.

Recommendation #4

Restructure HonCC ECE program faculty responsibilities.

The largest ECED program, HonCC, entered Fall 2019 with nine faculty members, ten APT positions (nine full-time and one part-time classroom teacher at three children's centers), and one office assistant. In Spring 2020, three of those positions were vacant and thus swept (one faculty, one APT, and the office assistant). This provides a significant cost savings. Subsequent retirements and turnover of faculty and staff have left the HonCC ECED program operating in a modified capacity with six faculty and seven APT. While this staffing level is not desirable and has resulted in the reduction of services offered (i.e., fewer course offerings, reduced availability of childcare, and more limited opportunities for advanced field placements in classrooms in the children's centers, etc.), this situation has forced the HonCC faculty members to evaluate opportunities for shared duties and task loads, as well as giving impetus to pursue alternative funding sources (i.e., grants). This restructuring will continue as we shape the future of the department.