Want to Increase Access to Quality Early Childhood Programs?

Build Hawaii's Workforce!

Executive Office on Early Learning

2018 Hawaii DXP Data Summit
May 18, 2018
WE NEED **HIGH-QUALITY PROGRAMS**

“Poor- or low-quality programs can have a negative impact on children’s school readiness or, at best, no impact on school readiness.”

– Joe Minervino, Ready On Day One Founder & CEO
Focusing on Access to Quality
Challenge for Quality Programs: Workforce

Note: Bars represent the percentage of directors who answered “Agree” or “Strongly agree.” Valid responses: Centers (n = 152), FCIL (n = 6). Source: COF (2017).
## EOEL Pre-Kindergarten Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>EC Coursework</th>
<th>EC Credential</th>
<th>No Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>25%</td>
<td>17.5%</td>
<td>75%</td>
</tr>
<tr>
<td>EA</td>
<td>4.8%</td>
<td></td>
<td>95.2%</td>
</tr>
</tbody>
</table>
How is EOEL addressing these challenges?

Providing ongoing, targeted professional development for educators:
- Early Learning Induction Program
- Early Learning Academy
- Regular coaching and mentoring

Coursework requirement for teachers and assistants
- Partnership with higher education
- Partnership with philanthropic organizations
Workforce Development Challenges

- Fragmented workforce
- Wide ranging preparation and qualification requirements
- Career advancement pathways are not aligned
- Need to professionalize the field
- Inadequate compensation and benefits
NGA Workforce Development Grant

- Six states selected: Arkansas, Delaware, Illinois, Montana, North Carolina, & Hawaii
- Ongoing technical assistance – support to states in strengthening the quality of their ECE workforce
- Grant award $12,500
- Project timeline: May 2018 – May 2019
Goal 1 – Identify, align, and potentially develop, career advancement pathways that support and develop the specialized competencies and skills of early childhood educators and early childhood program administrators.
Goal 2 – Identify strategies to recruit and retain early childhood development and learning providers, and support individuals pursuing coursework in ECE.
Recruitment and Retention

Note: Bars represent the percentage of directors who answered "Agree" or "Strongly agree." Valid responses: Centers (n = 152), FCIL (n = 6). Source: COF (2017).
Goal 3 – Provide recommendations for State agencies to create the policies and provide the resources needed to provide a career advancement pathway with the meaningful supports needed for individuals in the early care and education field.
What would it look like if we could live in a system where workforce issues have all been resolved? What would this ideal system look like?
We Value Your Input

What resources and supports are needed to develop a highly qualified workforce where individuals in the early care and education field are valued, have sufficient resources, and adequately compensated?
We Value Your Input

What strategies can be utilized to obtain these resources and supports?
Executive Office on Early Learning

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