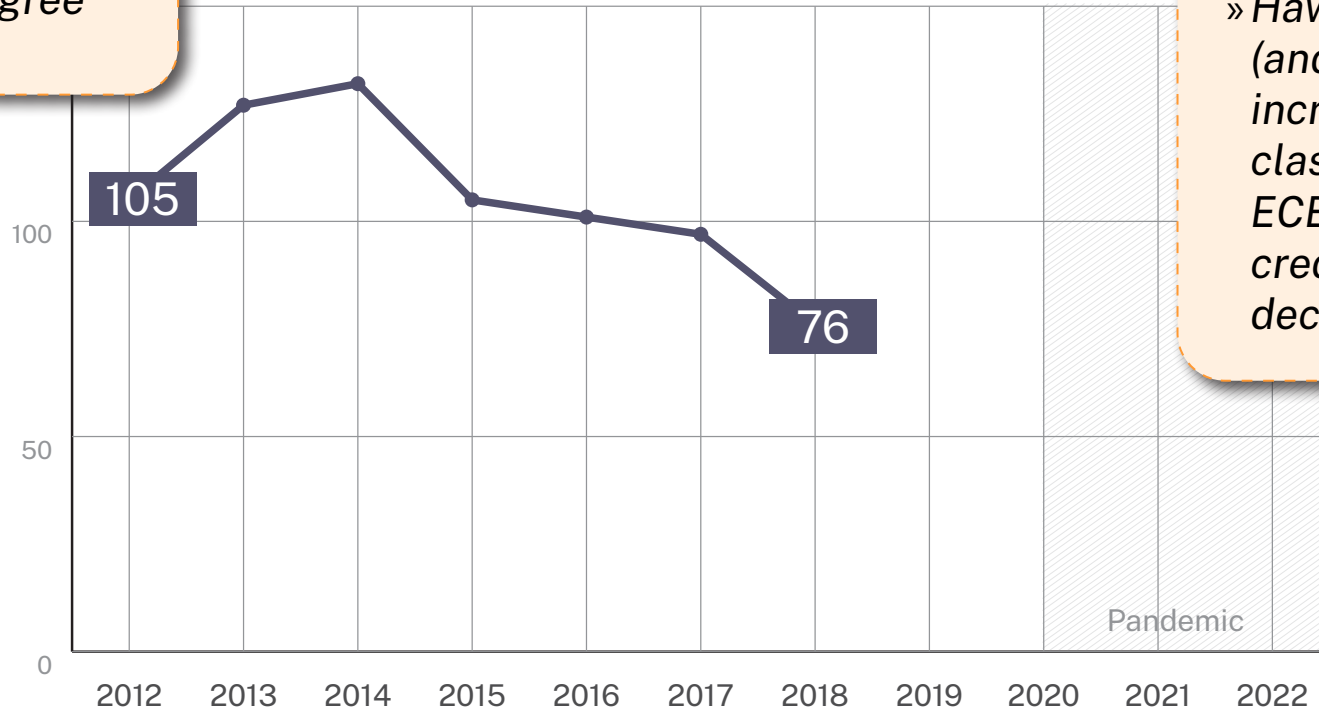


» Not enough ECE workers w/degree

ECE Workforce Credentials



» Hawaii wants to (and has funding to) increase preschool classrooms -but ECE workforce credentials have decreased

Number of college students completing Early Childhood Education programs

Institutional Research and Analysis Office; University of Hawaii System; for Chaminade University, personal correspondence from Yan Yan Imamura to Jeff Larson, EOEL (Sep. 19, 2018)

» The market is not generating a EC workforce -need government investment / subsidies

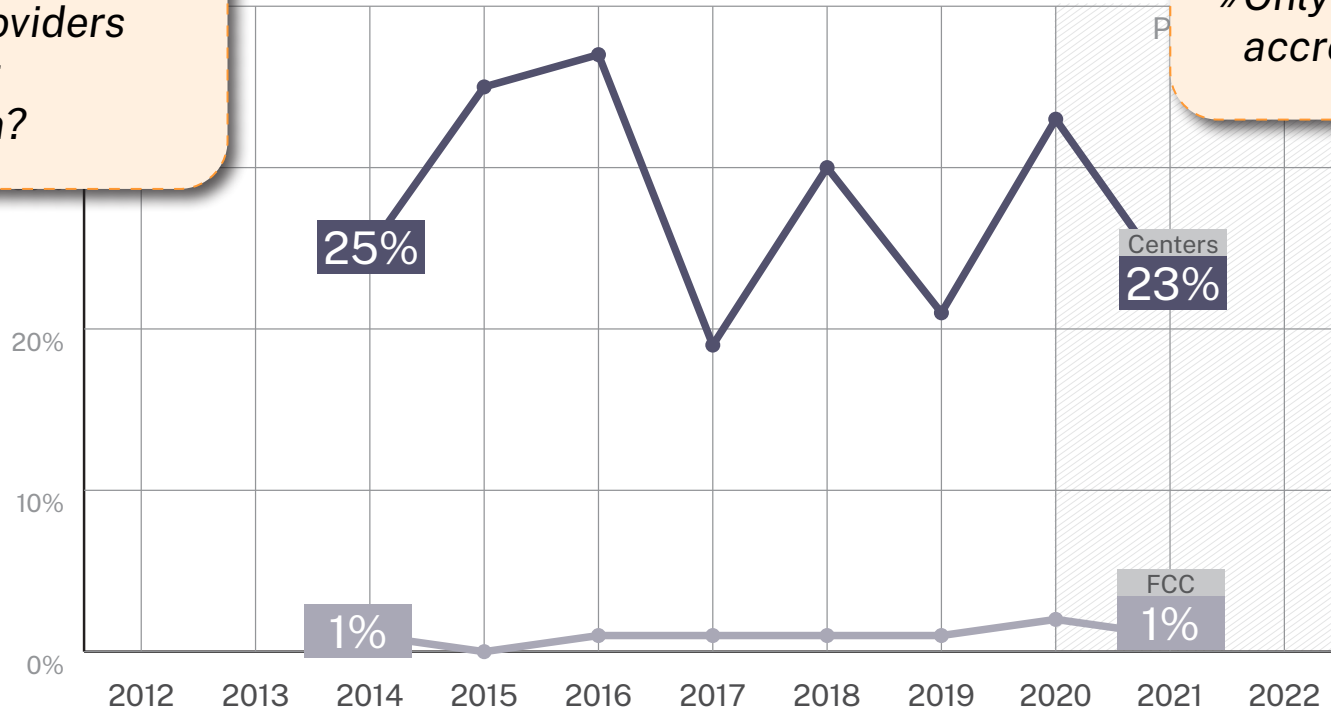
» Is ECE credential decreasing because it is not a living wage?

» Need more effort in making ECE a valid -well-paid career

» *What barriers prevent child care providers from seeking accreditation?*

Accredited Childcare Programs

» *Only 23% accredited!*



Share of childcare programs with national accreditation

Child Care Aware annual state fact sheets
www.childcareaware.org

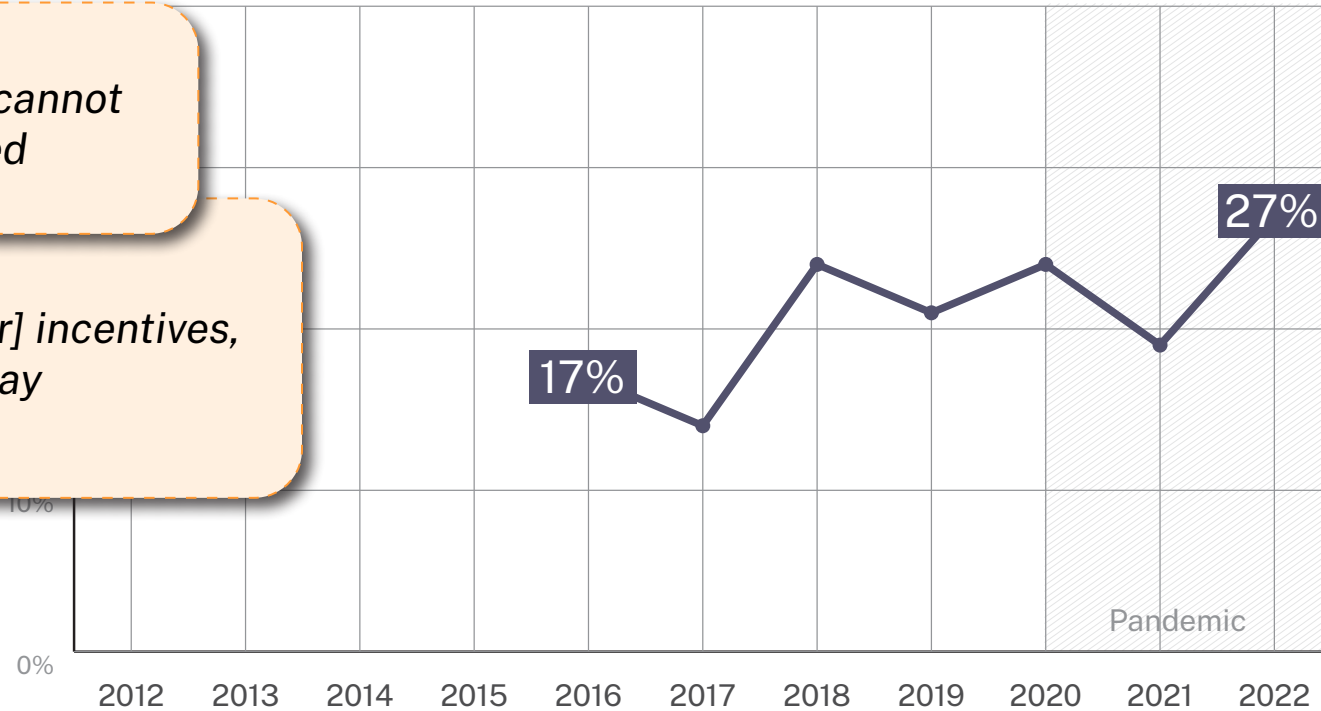
» *Only 23% of programs w/National Accreditation - Why? What are we lacking?*

» *What supports do early learning/childcare programs need for accreditation? How can we sustain that support and support staff to handle accreditation?*

Early Intervention Workforce Vacancies

» *Workforce cannot be sustained*

» *[need for] incentives, higher pay*



Early Intervention Section Update. Children with Special Health Needs Branch. Family Health Services Division. Health Resources Administration. Hawaii State Department of Health. Q4 reports each Fiscal Year.

» *What share of the workforce issue is explained by low wages?*

Comments about the issues overall

- » *Sadly it appears there is less investment in supporting our keiki & workforce*
- » *These are strong measures for quality*
- » *What's the definition of High Quality?*
- » *Why credentials matter -in which EC settings*
- » *Are there alternatives for accreditation?
Can we accept other ideals for accrediting programs?*
- » *Why don't DOE SPED Pre-K teachers need ECE credentials?*

- » *What's the definition of High Quality?*
- » *Are there alternatives for accreditation?*

What questions does that raise for our work?

- » *What strategies are we implementing to address the long-term impacts of disinvestment in keiki?*
- » *Why [is the % of] programs accredited so unstable? What can we do to create stability?*
- » *Why so much variation year-to-year in % accredited? Any explanation of the downturn in accreditation for particular years?*
- » *What in-service or pre-service incentives can be implemented to encourage people to compete ECE programs?*
- » *Why credentialed workers are in decline? How can we improve this?*
- » *We need to broaden our recruitment efforts to address the decrease in interest --> pay equity*
- » *Provide salary equity compensation to the private sector*
- » *Consider giving college credit for those in the workforce*
- » *Need to relook at higher ed credentialing programs*
- » *High school professional pipelines; Recruiting at HS level coupled w/more equitable pay*
- » *Would help to have more awareness of career opportunities, with this specialty, pay/benefits need to increase*
- » *What efforts have we implemented to expand and strengthen the early childhood workforce? Which strategies have been most effective?*

What is missing?

- » *We are missing the families' stories of the impact from this shortage / decrease*
- » *This data poster doesn't talk about equality or equity - need to give a broader vision of the workforce - gender of workers*
- » *Missing Mololelo / stories*
- » *Impact on keiki and families*

» *We are missing the families' stories of the impact*

Comments about data needs

- » *Need data on education programs? Funding & pay?*
- » *Pay scale of ECE workforce vs other professions*
- » *How many ECE grads did we have in 2020-2022? Where is the 2019-2022 data on college students completing ECE programs?*
- » *Better separation of the degree / credential data to better inform the level @ which we need to work*
- » *[What about] international accreditation?*
- » *Compare pay over the same period*
- » *Which “national accreditations” are included in this data?*
- » *What other types of accreditation might providers seek? Hawaii-based?*
- » *[Need] up to date ECE workforce credential data*
- » *Show vacancies in ECE / child care programs*
- » *Breakdown of where accredited vs unaccredited programs are located*
- » *Are the graduates staying here after completing their education?*
- » *Have the #s of childcare programs (accredited & not) increased or decreased?*
- » *What is the [worker] vacancy rate for non-state programs?*
- » *Is it possible to find and report on granular data (by county, school district, community, etc?)*
- » *Would it be helpful to present data on graduates alongside data on workforce vacancies?*
- » *What / who is the workforce?*
- » *Are the ECE providers representative of their community?*