

**ANNUAL**  
REPORT OF PROGRAM DATA  
**2022**

UNIVERSITY of HAWAII  
**KAUA'I**  
COMMUNITY COLLEGE



## Early Childhood Education

## 1. Program or Unit Description

---

### Program or Unit Mission or Purpose Statement

“The Early Childhood Education (ECED) Program supports the mission of the Kaua‘i Community College (Kaua‘i CC) by providing a readily accessible, quality, training, and education program that prepares students to work in varying capacities with 0-8 year-old children and their families in a variety of settings, or to transfer to a University setting to pursue bachelors and advance degrees.”

### College Mission Statement (UHCCP 5.202)

Kaua‘i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

What is the target student or service population?

High school students aspiring to become teachers, working adults, new parents, and individuals.

## 2. Analysis of the Program/Unit

---

Link to Program Data is:

<https://uhcc.hawaii.edu/varpd/index.php?y=2022&c=KAU&t=CTE&p=2602>

### Demand

Demand in 2020 were 27 licensed preschools both private and public-funded. As parents lost jobs due to COVID-19, two preschool sites were forced to close due to low enrollment and today there are 25 licensed preschools and 26 licensed Family Child Care homes who take care of the infant/toddlers. ECED employers of graduates include Child and Family Services Kaua‘i-Head Start and Early Head Start, Kamehameha Schools, various private and charter-school preschools, and the Department of Education. Students graduating with the AS degree in ECED are sought after by employers, with several of them working in ECED programs while attending college and/or attending the ECED program to obtain certification for a current position they are in, or promotion within their employment. In addition, ECED students graduating with the AS degree are in demand as qualified teachers for state Department of Human Services (DHS) licensed facilities and National Association for the Education of Young Children (NAEYC) accredited Preschool programs. Community partners have stated that the ECED program at KCC should be the model of a quality

primary training program that fulfills the workforce demand on Kaua'i. The current Health call is "Healthy." The college continually receives inquiries from various private and public entities seeking qualified professional child care experts which gets disseminated to current and past ECED students.

### **Efficiency**

Current data reflect a "Progressing" health call. Class fill rate decreased from 67.5% to 49.3% and the average class size fell from eight to seven. As most students work in the field, entering Fall semester part time enables them to earn the CO which gets them a raise in the workplace as they work up their career ladder as an aide. Fall part time is 86% an increase of 27%, Spring part time is 77% a decrease by 7%. We have added distance learning offerings at least one class per semester and mapped out a 4-year part time schedule towards an associate's degree. Due to low enrollment, ECED 110 was not offered in Fall 2021, collaboration with sister campuses enabled students to take the course from Honolulu Community College and UH Maui College. The number of low-enrolled classes in 2021-22 dropped to 7, prior years: 2020-21 = 3; 2019-20 = 6. Simultaneously, two preschool sites on Kaua'i closed due to COVID as parents lost their jobs forcing them to stay home and care for their children. Thus parents who are students were unable to find child care resulting in dropping classes. ECED students are offered ZOOM links enabling them to continue with their classes from home. In addition students were referred to Hale Mālama for services and resources.

### **Effectiveness**

The current effectiveness health call is "Healthy." The Healthy status for program effectiveness is determined by two measures: 1) Increasing the numbers of Degrees and CAs awarded by 5% per year (difference between actual and goal), 2) Persistence Fall to Spring, in the same major to be considered in a Healthy state. The number of Degrees maintained at (16) and Certificate of Achievement (CA) (10) increased. As most students work in the field, entering Fall semester part time enables them to earn the CO which gets them a raise in the workplace as they work up their career ladder as an aide. Persistence Fall to Spring increased 5% from 74% to 79%. Department of Education (DOE) Educational Assistants (EAs) working in designated public preschools are required to take the three core classes offered in the fall semester, ECED 105: Introduction to Early Childhood Education, ECED 110: Developmentally Appropriate Practices, and ECED 131: Early Development -Theory Into Practice where one or two will persist towards an associates degree which leads to becoming a preschool teacher and better pay. In Fall 2018 with the realignment of ECED classes, a student earns a Certificate of Competence (CO) in semester 1 and continuing in

semester 2 earns a CA after completing 25 course units. Continuing on another year (2 semesters) the student will earn their ECED AS degree which qualifies them as a Preschool Teacher in a preschool setting, private or public. In addition an ECED graduate may opt to open their own childcare business at home taking care of two infants and four toddlers/preschool age children.

There are three students transferring to UH 4-year programs compared to four in 2020-21; one transfer with credential from program and two transfers without credential from program. Previously, students seeking transfer to UH Manoa College of Ed towards a bachelors degree in Early Education/Special Education (SPED) were placed in Liberal Arts majors versus ECED. Continued advising by academic advisors and program coordinator ensuring proper pathways and financial assistance. Additionally, the UH Community College's ECED Program Coordinators Committee (PCC) have been working in aligning most of the ECED courses towards a true "2 + 2" articulation into UH Manoa College of Ed towards a bachelor's degree (BEd) in Early Childhood/Early Childhood Special Education.

Kaua'i is faced with a shortage of qualified preschool teachers partly because COVID negatively impacted capacity for preschools who needed to maintain smaller ratios and social distancing . Additionally, to keep preschools open, Directors with higher degrees now seek ECED classes to become "teacher" qualified while they become the substitute teachers. Per DHS licensing and the registry, individuals with a bachelor's degree (or higher) need 12 credits of ECED courses qualifying them as preschool teachers. In addition to having an associate's degree in another field, an individual needs 16 ECED credits to qualify as a preschool teacher.

The ECED program convened three Student Focus Groups in Spring 2017, 2019, and 2022. Students strongly emphasized a face to face, hands on and engaging class offering helped them prepare in their pursuit of an advanced degree. Most of Kaua'i CC's ECED classes are now offered face to face. All ECED students agreed that an online modality would not be effective for teaching children. UH Manoa offers a Blended Early Childhood and Early Childhood Special Education Program as a cohort model offered on the even number year towards a licensure for preschool through third grade, next offering 2024 and UH West Oahu continues to offer an online Bachelor's degree in Social Science, Early Childhood Education, the ECED students like the online modality as it allows them to continue working in the field and not leave home.

The ECED Advisory Committee met in Fall 2022, there were eight representing preschool directors, academic counselor, state legislature and the ECED student ambassador. Members were brought up to date with pertinent information about the program with the number of students in the program, how many graduates, job placements, etc.

- Discussion and support for the ECED program to seek national accreditation with NAEYC through a self-study submission in Fall 2023.
  - Alignment of professional title leveling for the ECED workforce to ECE I (CDA), ECE II (Associate degree) and ECE III (bachelor's degree and higher) to academic degrees and finally compensation and recognition as a professional field.
  
- Overview of State Legislation Act 46:
  1. Department of Health adoption of a Kindergarten Entry Assessment (KEA) model to determine if the child attended preschool and stage of development.
  2. Preschool Open Doors (POD) providers to be accredited within seven years of initial receipt for special funding, accreditation in alignment with the national standards and competencies. POD program expansion to serve three and four year olds.
  3. Create a stipend program for UH students to become early childhood educators.
  
- Two problems: needing facilities for preschools and needing a workforce.

ACT 46 allocated \$200 mil allocated for facilities.

Executive Office of Early Learning (EOEL) and Department of Education (DOE) preschools requiring DOE Education Assistants (EA) to get the certificate of competence (CO) to stay in their current jobs and/or be considered to work in the preschool classrooms.

Some returning working adult students who have taken one - three ECED classes in the past are tasked with juggling work and family obligations, thus seeking online offerings and early evening classes.

Identifying ECED students who are short a few classes to register – working with the ECED student ambassador.

Pay: Salary for preschool teachers found to be at the high end of \$20/hour as parents are challenged with making childcare payments. The field of ECED professionals continue to be underpaid as reported by [The Rand Study](#)
  
- Concerns of vacant preschool teachers, teacher's aide positions and substitute teachers on Kauai.
  - Child Development Associate credential (CDA):
    - In some preschool programs there are teachers holding a Child Development

Associate (CDA) credential allowing them to work in a Department of Human Services (DHS) licensed program. Teachers with the CDA credential face renewals (every four to five years) are now seeking an academic degree at the recommendation of their directors.

Early College:

Continue discussions with DOE for dual credit offering.

Collaboration with Kaua'i's People Attentive To Children (PATCH) in recruiting interested individuals.

- Infant/Toddler (I/T) care as Kaua'i's dilemma of not having a DHS licensed child development center site for student practicum. Although in 2023 there are two facilities working on licensure, further discussions and collaboration to follow.
- Next meeting for the ECED Advisory Committee is set for Spring 2023.

### **3. Program Student Learning Outcomes or Unit/Service Outcomes**

---

PSLO 1. Apply knowledge of child development to create healthy, challenging learning environments and experiences.

Assessed: Fall 2021 Spring 2022

Benchmark was: 77% meets (Desired outcome: 76%)

Next Formative Assessment Fall 2022.

PSLO 2. Build respectful partnerships with children, their families, and their communities.

Assessed: Fall 2021 Spring 2022

Benchmark was: 76% meets (Desired outcome: 76%)

Action Plan: To build relationships with children and families, ECED students create a take home family project, parents are to document the activity with a photo, video or artifact.

Closing the Loop: Because preschools maintained health and safety protocols of not allowing the parents/caregivers into the classroom for drop off and pick up time, students were challenged in communicating with the families.

Next Formative Assessment Fall 2022.

PSLO 3. Observe, document, and assess children's development and learning in partnership with families.

Assessed: Fall 2021 Spring 2022

Benchmark was: 83% meets (Desired outcome: 76%)

Next Formative Assessment Fall 2022.

PSLO 4. Build positive relationships and guide children through supportive interactions.

Assessed: Fall 2021 Spring 2022

Benchmark was: 78% meets (Desired outcome: 76%)

Next Formative Assessment Fall 2022.

PSLO 5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods

Assessed: Fall 2021 Spring 2022

Benchmark was: 80% meets (Desired outcome: 76%)

Next Formative Assessment Fall 2022.

PSLO 6. Demonstrate the ability to execute decision making and carry out actions of ethnicity and/or according to professional standards.

Assessed: Fall 2021 Spring 2022

Benchmark was: 89% meets (Desired outcome: 76%)

Next Formative Assessment Fall 2022.

## 4. Action Plan

---

Goal: Increase the number of graduates (KauCC Goal 1)

Activity: Faculty will work with counselors to identify and communicate with former and current ECED students who lack credits including the practicum in receiving their associate degree.

Unit of Measure, benchmark, and goal: Degrees Awarded.

Degrees awarded were 10 this year and the program goal is 6 for 2022-2023.

Goal: Increase Enrollment (KauCC Goal 3)

Activity: Faculty will work with counselors to identify and communicate with ECED students that have not registered for the next semester by January, and the following fall by June each year.

Unit of Measure, benchmark, and goal: Student enrollment will be the unit of measure. Fall-to-fall retention was 64% this year and the program goal is to meet or exceed 64% for 2022-2023.

## 5. Resource Implications

---

I am NOT requesting additional resources for my program/unit.

**NAEYC accreditation fees and site visit.**

<p><b>Program Goal</b></p>	<p>National Association for the Education of Young Children (NAEYC) Academic Accreditation</p> <p>The Benefits of NAEYC Higher Education Accreditation</p> <p>An NAEYC accreditation communicates a commitment to quality in early childhood professional preparation as public demand for highly qualified early childhood professionals with specialized degrees and credentials is increasing.</p> <p>This commitment demonstrates how teaching and learning are intentionally planned and aligned to the national standards for early childhood professionals as well as to Kaua'i Community College's institution and program's missions and goals. As stated in Kaua'i Community College's Academic Affairs Plan: Fall 2021 - Fall 2026 <a href="#">Ka Papa Hana Holomua</a> priorities plan adjusting to the COVID-19 pandemic and detrimental financial impacts. Under the section of Academic Affairs Goals and Measures of Success, I. Ensure Academic Quality, 1. National Program Accreditation - obtain programmatic accreditation for the Early Childhood Education Program.</p> <p>The field of early childhood education continues to evolve, the field is no longer considered 'babysitters,' higher education is the primary pipeline for the workforce in preparing students in professional standards and competencies with seamless postsecondary pathways. NAEYC accreditation ensures delivery of an effective, diverse, well-prepared workforce across all states and settings with standards and competencies. Well-prepared teachers will ensure that all children make significant and sustained gains in physical, cognitive, social, and emotional development.</p> <p>Accreditation strengthens investments in workforce effectiveness initiatives. Accredited programs strengthen the return on investments by providing robust experiences for students to learn and apply their understanding of the national professional standards.</p>
<p><b>Resource Requested*</b></p>	



<b>Cost and Vendor</b>	\$8,183.00 to NAEYC -- Total fees for self-study and site visitation.
<b>Annual Recurring Cost</b>	Will be determined upon approval of self-study, external evaluation, and site visit.
<b>Useful Life of Resource</b>	10-20 years
<b>Person(s) Responsible and Collaborators</b>	Antonia Fujimoto, ECED Program Coordinator; collaborators: UH Maui ECED program and Valerie Barko and Tammie Napoleon
<b>Timeline</b>	2020-2024

## 6. Optional: Edits to Occupation List for Instructional Programs

---

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

**I am requesting changes to the SOC codes/occupations listed for my program/unit.**

Please add:

- **39-9010 Childcare Workers**
  - **39-9011 Childcare Workers**