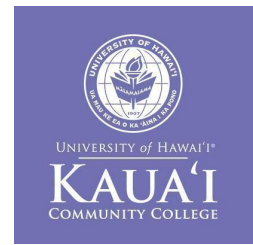


# 2024 Annual Report of Program Data

## Early Childhood Education



### 1. Program or Unit Mission

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The Early Childhood Education (ECED) Program supports the mission of the Kaua'i Community College 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 (CC) is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world. The ECED program's mission support's Kaua'i CC's mission by emphasizing open access and training in both student-centered and community-focused environments, and provides pathways for transfer to encourage the nurturing of life-long learners.

### 2. Program Student Learning Outcomes or Unit/Service Outcomes

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PSLO	Assessed During this APRU Cycle Yes or No	Findings	Improvements Implemented	Next Assessment Date
1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.	Yes	77% met	The program achieved its target outcome of 76%, exceeding the goal by 1%. Out of six ECED students, only two completed the program, earning their associate degrees and demonstrating the ability to create healthy and challenging learning environments and experiences for young children. Despite receiving wrap-around support from academic counselors, instructors, and an ECED student ambassador, students struggled to balance work, school, and family commitments. Moving forward, counseling support should provide timely guidance on withdrawal options	Summative Assessment Spring 2025.

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			to help students make informed decisions.	
2. Build respectful partnerships with colleagues, children, their families, and the community.	Yes	78% met	<p><b>Action Plan Implemented:</b> To strengthen relationships with children and families, ECED students developed take-home projects that extended classroom activities. Each week, a school activity was adapted for home use, allowing children to continue their learning. Parents documented these home activities by sharing photos, videos, or other artifacts.</p> <p><b>Results:</b> 78% of students were able to build relationships with children and families.</p> <p><b>Closing the Loop:</b> With the easing of COVID-19 restrictions, families are now able to enter the classroom during drop-off and pick-up times, which has allowed ECED students to build stronger relationships with them. This renewed access enabled practicum students to engage more directly with families, discussing and coordinating take-home projects that extended classroom learning activities into the home. This approach fostered meaningful interactions and reinforced family involvement in their children's learning journeys.</p>	Summative Assessment Spring 2025.
3. Observe, document, and assess children's development and learning in partnership with families.	Yes	78% met	<p><b>Closing the Loop:</b> In Spring 2024, 78% of students met the benchmark for observing, documenting, and assessing children's development and learning, surpassing the desired outcome of 76%. This achievement indicates that students are successfully acquiring the skills needed to observe and assess development effectively, thereby meeting and exceeding program expectations. Their exposure to various types of observational tools and collaboration with families has</p>	Formative Assessment Fall 2024

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			contributed to this success. These results highlight the effectiveness of current instructional strategies and curriculum in equipping students with essential assessment competencies.	
4. Use supportive interactions to build positive relationships and guide all children.	Yes	82% met	The program exceeded its desired outcome of 76%, achieving an 82% completion rate. Four out of five first-practicum students completed the semester. Through collaboration with partnering preschool directors, ECED students successfully demonstrated their ability to build positive relationships and guide children through hands-on activities.	Summative Assessment Spring 2025
5. Use content knowledge and appropriate pedagogy to create/design, implement and assess learning experiences.	Yes	82% met	The program surpassed its goal of a 76% completion rate, achieving 82%, as four out of five first-practicum students successfully completed the semester. As part of the first cohort, ECED students effectively planned age-appropriate content and learning experiences for young children. Additionally, they demonstrated skill in assessing children's engagement with hands-on activities.	Formative Assessment Fall 2024
6. Use reflective practice to demonstrate professionalism.	Yes	82% meet	The program surpassed its goal, achieving an 82% completion rate. ECED practicum students effectively employed reflective practice to demonstrate professionalism and a commitment to lifelong learning. This approach enhances accountability, ethical decision-making, and empathy, enabling professionals to build strong, supportive relationships with children. By fostering self-awareness and adaptability, reflective practice leads to better outcomes for children and supports the continued growth of childcare professionals.	Summative Assessment Spring 2025

### **3. Analysis of the Program/Unit**

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#### **Demand**

Currently, there are 23 licensed preschools, both private and publicly funded, on Kaua'i, down from 27 licensed preschool sites in 2020. Additionally, there are 25 licensed Family Child Care (FCC) homes that care for infants and toddlers, a decrease from 26 in 2020. The COVID-19 pandemic has significantly impacted families, forcing many to withdraw their children from licensed child care due to unemployment. This situation has exacerbated the critical state of the ECED workforce, which is facing staffing shortages, low compensation, and high turnover rates that undermine the sector's ability to provide high-quality care and education to young children.

Graduates from the ECED program find employment with various organizations, including Child and Family Services Kaua'i (CFS) – Head Start and Early Head Start, Kamehameha Preschools, and several private and charter-school preschools, including Executive Office for Early Learning (EOEL) elementary school sites on Kaua'i: Kekaha, 'Ele'ele, Kīlauea, and Kapa'a. Graduates with an AS degree in ECED are highly sought after by employers, many of whom work in early childhood education (ECE) programs while pursuing certification to advance their careers. ECED graduates are in demand as qualified teachers for all Department of Human Services (DHS) licensed facilities and National Association for the Education of Young Children (NAEYC) accredited preschool programs (five of which are located on Kaua'i). Community partners have noted that the ECED program at Kaua'i CC should serve as a model for a quality primary training program that meets the workforce demands on Kaua'i. The college continues to receive inquiries from various private and public preschool entities seeking qualified childcare professionals. According to the 2024 ARPD data, there are currently 720 new and replacement positions across 22 majors. Although Kaua'i County lost four preschool sites, the need for professionals to work with keiki remains high. Unfortunately, many teachers are leaving the field due to low pay and the high cost of living in Hawai'i, which forces them to live paycheck to paycheck.

The number of ECED majors increased from 21 in the previous year (2022-23) to 22, compared to 33 in 2020-21. Notably, the number of Native Hawaiian majors rose from 9 to 11 in the same period, compared to 13 in 2020-21. The majority of ECED majors attend part-time, with 71% in the fall and 90% in the spring. Most students pursue the Certificate of Competence (CO) in the Fall to enter the job market as teacher's aides or educational assistants (EAs) within the Department of Education (DOE). Graduating with an Associate's degree qualifies ECED students to work as teachers in DHS-licensed preschools.

#### **Efficiency**

The class fill rate increased to 71.1%, up from 39.5% in 2022-23, 49.3% in 2021-22, and 67.5% in 2020-21. The number of low-enrolled classes decreased to four, down from 10 in the previous year (2022-23). In comparison, data from other University of Hawai'i (UH) community colleges (CCs)

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shows that Hawai'i CC's fill rate dropped to two from six, while Honolulu CC's fill rate decreased by one, from 18 in 2022-23 to 17. There was no change in fill rates for UH Maui College.

Based on data from Student Focus Groups conducted in 2017, 2019, and 2022, ECED students expressed a preference for a hybrid modality that includes both face-to-face and virtual options, accommodating their work schedules and the challenges of commuting from either the west or north sides of the island. In the 2023-24 academic year, eight distance learning classes were offered, an increase of four from the previous year (2022-2023), with a fill rate of 76%, compared to 48% the prior year. Successful completion rates for distance learning rose to 78%, up from 66% in the previous year, while face-to-face successful completion increased to 80%, up from 68%. However, withdrawals increased to 10 (up from 5 last year), with face-to-face withdrawals rising to 11, compared to eight in the prior year.

Students emphasized the importance of face-to-face instruction, noting that nonverbal cues from the instructor are essential for enhancing their metacognitive awareness. Furthermore, the learning community fosters a safe environment where asking questions is encouraged, allowing everyone to benefit from one another's insights.

### Effectiveness

Persistence from fall to spring increased to 71%, up from 61% in the prior year (2022-23). The number of unduplicated degrees and certificates awarded rose to 11, an increase of four from the previous year's total of seven. There were 11 withdrawals, an increase of three from eight in the previous year (2022-23). Distance learning data reflected 10 withdrawals, up from five in 2022-23. Additionally, there was one transfer of a student with a credential from the program to a four-year university. Previously, students seeking to transfer to UH Mānoa for a BA in Early Education/SPED were placed in Liberal Arts majors instead of ECED. Ongoing collaboration with counselors is crucial to advising students into the proper pathways, alongside the ECED Program Coordinators Committee system-wide, to establish a true 2 + 2 articulation into UH Mānoa College of Education towards a Bachelor's degree (BEd) in ECED.

Kaua'i CC has an ECED Student Ambassador (SA) funded by the University of Hawai'i at Mānoa, College of Education (UHM COE) Hawai'i Early Childhood Educator Excellence and Equity (ECE3) initiative and the ECED Preschool Development Grant-Birth through Five (PDG) from Honolulu CC. This role is vital for retaining and recruiting ECED students. The SA has been instrumental in securing resources for current ECED students, such as tutoring and financial aid, and serves as the "go-to person" for any issues that may arise in helping students succeed. The ambassador has created flyers about the ECED program and uploaded a mini-slide presentation at the information kiosk at Kukui Grove Center, making it accessible to all. For recruitment efforts, she has visited preschool sites to leave information for young parents who may be interested in a career in ECED.

Through collaboration within the Early Childhood Education Program Coordinators Committee (ECED PCC), a new 16-credit, two-semester Certificate of Competence (Practitioner I) has been introduced. This addition aims to encourage ECED students to further their education, enhancing their career progression and earning potential.

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In the 2023-24 academic year, 11 unduplicated degrees and certificates were awarded, including two Associate Degrees, five Certificates of Achievement, and 12 other certificates—an increase of eight certificates from the previous year, attributed to the introduction of the new Certificate of Achievement. Withdrawals totaled 11, primarily due to family responsibilities and the need to work. Persistence from fall to spring improved by 10%, while fall-to-fall persistence increased by 7% compared to the prior year. The data also shows a strong preference for part-time enrollment, especially in the spring, with 90% of students enrolled part-time, reflecting a 14% increase from the previous year.

### **Early College**

The "ECE Stakeholders" group includes People Attentive To Children (PATCH), Kaua'i Planning and Action Alliance, Keiki to Career, Kamehameha Schools, the Department of Education (DOE), and the Department of Health. These organizations have been collaborating with three high school counselors to seek early college students interested in early childhood education. While the numbers are small, each high school has 3-5 students participating.

These students have the opportunity to spend a full morning at Kamehameha Preschools—twice this year—at locations in Kaumakani and Kapa'a, where they engage in hands-on experiential learning that showcases the role of a preschool teacher. Conversations are ongoing with the DOE District Office regarding the development of early course offerings in ECED.

### **Infant/Toddler Care**

Kaua'i faces a shortage of infant and toddler care programs. Currently, the only child development center (CDC) is at the Pacific Missile Range Facility (military) Mana. However, a new site has opened in Līhu'e, and Child and Family Services (CFS) – Head Start Early Head Start is set to open its doors in spring 2025. These additional sites in Līhu'e will benefit Kaua'i CC ECED program by providing two types of care for practicum students, aiding in the National Association for the Education of Young Children (NAEYC) accreditation process and strengthening an apprenticeship program.

### **ECED Advisory Committee**

The ECED Advisory Committee convened in spring 2024 to discuss pressing issues within the early childhood education sector. Among the primary concerns raised were the urgent need for a robust workforce in both preschool and infant/toddler settings, as well as the necessity for competitive wages for educators to attract and retain qualified personnel.

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The committee also reviewed updates regarding the ECED Apprenticeship Program and the Infant/Toddler practicum, emphasizing the importance of hands-on training for future educators. Additionally, the Lieutenant Governor's initiative, Ready Keiki, aims to open an additional 25 preschool sites across the state, which has sparked discussions about staffing challenges. It remains uncertain whether new Early Office for Early Learning (EOEL) preschools will be established on Kaua'i, highlighting the need for strategic planning in workforce development.

To address these challenges, the committee is committed to continuing collaboration to host a state Early Childhood Education Conference on Kaua'i, focusing on professional development opportunities that will empower educators and enhance the quality of early childhood education in the community.

### **Apprenticeship in ECED**

The apprenticeship program partnership between Honolulu Community College and Keiki O Ka Aina (KOKA) received approval from the Department of Labor and launched in Spring 2024. Hawai'i Island is set to implement its own apprenticeship program in January 2025, in collaboration with the county and Hawai'i Community College. Discussions are ongoing with Keiki to Career and the Kaua'i Planning & Action Alliance, who have secured gap funding, to develop a pilot apprenticeship program at two potential preschool sites on Kaua'i and Kaua'i Community College.

### **ECED Program Changes/Updates**

On September 30, 2024, the NAEYC higher education self-study accreditation package was submitted. Higher education accreditation is crucial for several reasons, as it plays a pivotal role in maintaining the quality, credibility, and effectiveness of ECED programs. Accredited programs ensure that students receive a quality education that prepares them for their chosen careers. It also ensures that learning experiences align with professional and industry standards, which ultimately benefits students, families, and communities. It's also a powerful tool for advocating for systemic change and advancing the professionalization of the workforce. The site visit is being coordinated in spring 2025.

### **Perkins Indicators**

#### **31. 3P1 Nontraditional Program Concentration — NOT MET**

Although the ECED program enrolls a diverse population regarding ethnicity and age, the program enrolls few male students. In the past five years there have been two males enrolled. This is due to stereotypes that label early childhood teaching as a "women's job," low pay, a lack of male colleagues, and concerns about how interactions with children may be perceived. Improving pay, increasing support, and actively recruiting men could encourage more men to join the field.

**Five Year Comprehensive Program Review (CPR)**

The last Comprehensive Program Review was completed in fall 2020 the next due fall 2025.

**4. Action Plan**

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Program alignment with [Kaua'i CC strategic imperative goals](#):

Action Plan	Strategic Goal/Priority (List number)	Anticipated Outcome	Actual Outcome	Plan to continue and rationale
Increase the number of graduates	1	Benchmark:6 Desired Outcome; 10	2	<p>Two of six ECED students completed their associates degree, one student to finish in fall 2024. Three ECED students failed to complete the AS degree due to time management between work, school, and family issues. There were 4 students in 2022-23 who earned their AS degrees.</p> <p>The ECED Student Ambassador has been the “go to person” peer mentor in assisting students. In addition, collaborating with the academic advisor and instructors has been instrumental in getting resources for helping students succeed.</p>
Increase Enrollment	3	Benchmark: 35 Desired Outcome: 33	22	The number of majors increased by 1 from 21 to 22. With the assistance of the ECED Student Ambassador who visits preschool sites to recruit parents who are interested in learning about Child Development and participate in community events.
Increase the number of students who transfer	4	Benchmark: 4 Desired Outcome: 6	1	There was 1 transfer from 2 (2022-23). Continued effort with information Zoom sessions by UHMānoa College of Ed discussing the various pathways and Q & A towards a bachelor’s degree. Additionally, identifying students seeking a bachelor's degree with continued academic advising and assistance for financial aid.



## 5. Resource Implications

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### Faculty Position

Currently, the ECED Program has one full-time faculty member, while a second full-time faculty member will support teaching and mentoring ECED students. Even though the existing full-time faculty member faced challenges due to family emergency leave needing to care for her ill child in spring 2024, faculty worked part-time to ensure that students were able to graduate on time. Additionally, in response, UH Maui College graciously admitted 11 ECED students into ECED 245: Child, Family & Community. In spring 2024, the ECED program has built its lecturer pool to five utilizing two in spring 2025.

With new additional Infant/Toddler sites on Kaua'i, the ECED program would like to offer a certificate specializing in Infant/Toddler care. Kaua'i CC already offers the required classes, however it needs two practicum lab sections. In addition, a second full-time faculty will assist in fulfilling apprenticeship program affiliation to build workforce in both preschool and infant/toddler.

### National Association for the Education of Young Children (NAEYC) accreditation fees and site visit (as previously requested).

<b>Program Goal</b>	National Association for the Education of Young Children (NAEYC) Academic Accreditation
<b>Resource Requested*</b>	
<b>Cost and Vendor</b>	\$10,000 to NAEYC -- Fees for site visitation, spring 2025
<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 College ECED program, Valerie Barko (IE/ALO), and Tammie Napoleon (Division Chair)
<b>Timeline</b>	2024-2029 Final submission September 30, 2024

### Additional funding for Professional Development:

Annual Early Childhood Education Conferences: \$1,100.00 total
Hawai'i Island ECE Conference in fall 2025 \$600.00

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Hawai'i Association for the Education of Young Children (HiAEYC) Oahu in fall 2025 \$500.00

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