College Mission Statement
Honolulu Community College’s mission is to:

- Serve the community as an affordable, flexible, learning centered, open-door comprehensive Community College that meets the post-secondary educational needs of individuals, businesses, and the community.
- Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

Program Mission Statement
The Early Childhood Education program’s mission is to:

- Provide training and education programs for the development of competent and nurturing caregivers and teachers for all Hawaii’s young children and their families.
- Provide quality education and care services for the children of students, faculty and staff in the Community Colleges. These services will represent the best of current practices and will serve as a practicum for programs related to early childhood education as well as providing demonstration of quality education and care for the larger community.

Part I: Executive Summary of Program Status
The Early Childhood Education Program continues to improve and refine its curriculum as shown by the recent revision of Program Learning Outcomes in collaboration with its sister programs at Hawaii, Kauai, and Maui Community Colleges. Two courses have been approved for distance delivery and faculty continue to collaborate with the sister programs in the development of a statewide distance delivery option for the program as part of the P3 component of the UH System P20 Initiative. Faculty have participated in numerous recruitment opportunities including an Early Childhood Career Day for Oahu High Schools attended by major employers in the field. With the assistance of the Division Dean and Division Chair, the program developed a Program Change Request for the system biennium budget to improve the ability of the Children’s Centers to provide high quality experiences for students enrolled in Field Practicum courses and to increase the capacity of the PACE Program to deliver noncredit to credit conversion courses in the community. Faculty continue to maintain extensive connections with the early childhood community including service on Boards and Task Forces and delivery of noncredit training at conferences and for provider in-service events.

Part II: Program Overview
Program Description
The Early Childhood Education program prepares students for work in a variety of positions working with young children and with their families. The certificates and degree offered are designed to allow students to meet requirements for various levels of entry into the early childhood field. The program includes a non-credit option, the
PACE Program, which allows participants to convert noncredit workshops to credit for specific core courses upon successful completion of capstone assessments. The Early Childhood Education Program also operates three campus children’s centers that serve as field experience placements for its students and provide childcare services to students, faculty and staff of the colleges. The Children's Centers are located at Honolulu Community College, Kapiolani Community College, and Leeward Community College. The ECE Program manages and staffs the centers.

**Program History**
The Board of Regents approved the Early Childhood Education Program as a separate AS degree program in July 2006. Until 2006, the program existed an option in the Human Services Program and offered three certificates and an AAS in Early Childhood Education. The certificates were imbedded in the program of study and the credits for each were cumulative, leading to the AAS degree. The roots of the program are deep, beginning in the early 1970s as a childcare training project to help childcare workers obtain the national Child Development Associate Credential. In the more than three decades since that time, the program has changed as the field of early care and education has changed. When the national CDA program was restructured in 1992, the Early Childhood Option adapted to the change with a major program modification in order to continue to meet the needs of the early childhood workforce on Oahu. The first Children’s Center, Keiki Hau’oli, was opened in 1981 at Honolulu Community College. Alani Children’s Center at Kapiolani Community College opened in August, 1993 and the Leeward Community College Children’s Center opened in January, 1994. All three centers are licensed by the State Department of Human Services and have achieved and maintain accreditation by the National Academy of Early Childhood Programs. In 1993 the non-credit PACE Program began with funding from the Federal Child Care and Development Block Grant. PACE is now supported by fees charged to participants and state general funds as part of the ECE Program budget. The next significant program modification came in 2005 in preparation for recognition as a separate degree program and for articulation with UH-West Oahu to a BA in Social Sciences, Concentration in Early Childhood Education. In 2006 the program received a contract to provide technical assistance and training to licensed early childhood programs statewide as part of the Quality Care Program of the State Department of Human Services. In May, 2007 the P3 Distance Learning Project was initiated in collaboration with our sister ECE programs in the CCs.

**Program SLOs**
The underlying foundation for these outcomes is of knowledge of child development and of the multiple interacting factors that influence growth and learning. Through the program, the themes of development, families, communication, diversity and inclusion are addressed. Upon successful completion of the ECE program, students will be able to:

- Plan, implement and evaluate curriculum and learning environments for individual and groups of children based on knowledge of child development and its multiple influences to ensure that they promote health, safety, positive development, and learning for all children.
- Assess children’s progress using formal and informal observation and assessment tools and methods.
• Communicate effectively and appropriately with children and adults from all backgrounds to build respectful, reciprocal relationships; use appropriate guidance practices with children.
• Participate actively in planning and decision making concerning the educational, physical, fiscal and human resources in classrooms and programs for children.
• Base decisions and actions on ethical and other professional standards.
• Demonstrate collaboration, critical thinking and refection.
• Advocate for children and their families in the classroom and the program.

Admission Requirements
• There are no admission requirements for the program, but entry-level courses require placement at English 22.

Credentials / Licensures Offered
• Students may complete the formal training and field advising requirements to obtain the national Child Development Associate (CDA) Credential while enrolled in this program.
• The CDA is a minimum qualification, along with six months of work experience, to work as an assistant teacher in an early childhood program licensed by the Hawai`i State Department of Human Services. The CDA plus one year of work experience qualifies holders of the credential to work as teachers in licensed early childhood programs.

Faculty and Staff
• All faculty are full time. Seven of the 10 positions include other responsibilities in addition to instruction.
  o Linda Buck, Professor, Coordinator of Early Childhood Programs
  o Gaynel Buxton, Professor, Site Coordinator, Keiki Hau`oli Children’s Center
  o Patricia Gooch, Professor, Site Coordinator, Alani Children’s Center
  o Dina Levy, Instructor, Temporary, Project Coordinator, Quality Care Project
  o Eva Moravcik, Professor, Site Coordinator, Leeward Community College Children’s Center
  o Miles Nakanishi, Professor
  o Sheryl Nolte, Professor
  o Iris Saito, Professor, Academic Coordinator, PACE Program
  o Cynthia Uyehara, Associate Professor, Operations Coordinator, PACE Program
  o Lisa Yogi, Professor
• Teaching staff in the Children’s Centers are Early Childhood Specialists (APT) who teach the young children enrolled in the Centers and mentor the adult students who are enrolled in Field Practicum courses in the Centers:
  o ECS 3 – Lead Teachers
    ▪ Steven Bobilin
    ▪ Suzanne Carvalho
    ▪ Imelda Garma
    ▪ Janine Konia
Resources
- The physical resources used by this program include the furnishings and equipment required to operate the three Children’s Centers as well as the educational materials used for the children’s learning experiences. Although replacement of most of these can be handled through the fees collected for childcare services, some items, such as playground surfacing and structures, are more costly and require additional funding. Currently Keiki Hau`oli, the Children’s Center at Honolulu Community College, is the beneficiary of a donation made to the University of Hawai`i Foundation on its behalf to install new surfacing under the play structure.

Articulation Agreements
- The program has an articulation agreement with the University of Oahu-West Oahu. Students who complete the AS in Early Childhood Education may pursue a Bachelors Degree in Social Sciences with a Concentration in Early Childhood Education.

Community Connections / Advisory Committees / Internships / Coops / DOE
- Advisory Committee Members are consulted with individually but have not met as a group for several years. The members of the committee are as follows:
  o Christina Cox, President, KCAA Preschools
  o Stephanie Feeney, Professor (ret.), Early Childhood Education, UH Manoa
  o Kaila Lui Kwan, Assistant Regional Manager, Kamehameha Schools Early Childhood Programs
  o Kathryn Murphy, Executive Director, Hawai’i Association for the Education of Young Children
- Students may complete the requirements for ED 191v Field Practicum 1 in their work sites or are placed in community early childhood settings. Among the early childhood programs that accept our students are the following:
  o KCAA Preschools of Hawai`i (7 sites)
  o Kama `Aina Kids (13 sites)
  o Oahu Head Start (more than 50 sites)
  o PACT Head Start/Early Head Start (13 sites)
  o Kamehameha Schools (13 sites)
  o Seagull Schools (5 sites)
  o Queen Emma Children’s Center
  o The Early School
  o Pali Preschool
  o Sunshine School
• Program faculty serve on many community boards and volunteer on a regular basis for a variety of field-related organizations. A sample of these connections includes the following:
  o Hawai`i Careers With Young Children (HCYC) Workforce and Professional Development Initiative:
    ▪ Core Group,
    ▪ Steering Team,
    ▪ Higher Education Team,
    ▪ Practitioner Competencies Team,
    ▪ Training Quality Assurance Team,
    ▪ Administrator Competencies Team
  o Act 259 Early Learning Task Force Workforce and Professional Development Subcommittee
  o Hawaii Association for the Education of Young Children Oahu Chapter Board of Directors
  o Good Beginnings Alliance
    ▪ Oahu Community Council
    ▪ Scholarship Panel
  o PATCH/HCYC Registry Approval Panel
  o The Early School Board of Directors
  o KCAA Preschools Board of Directors
  o Oahu Head Start Policy Council
  o Teacher Education Coordinating Committee (Department of Education/University of Hawaii)
  o Samuel N. and Mary Castle Foundation, Henry and Dorothy Castle Fund Advisory Committee
  o Castle Colleagues Early Childhood Directors Training, Faculty and Advisory Committee
  o P3 Advisory Committee
• In April 2008, the program hosted an Early Childhood Education Career Day for Oahu High Schools. Major employers such as Head Start, Kamehameha Schools, KCAA Preschools, Kama`aina Kids, and Seagull Schools participated in the event. The Executive Director of the Hawai`i Association for the Education of Young Children delivered the keynote address.

**Distance Delivered / Off Campus Program**
• Two courses were approved by the college Distance Education Board for delivery via the World Wide Web in Fall 2008:
  o ED 131 Early Childhood Development: Theory Into Practice, Miles Nakanishi, Instructor
  o ED 151 Field Practicum 1 Seminar, Lisa Yogi, Instructor
  o The ED program is developing additional courses for on-line delivery in partnership with Kauai, Hawaii and Maui Community College Early Childhood Programs under an agreement with the P3 initiative funded by a grant to the P20 Initiative from the Kellogg Foundation.
• The PACE Program delivers four core courses and one elective course in a noncredit format that can be converted to credit upon completion of course
capstone assessments. PACE courses are taught by qualified lecturers and regular faculty. All assessments are conducted by regular faculty.

- ED 105 Introduction to Early Childhood Education
- ED 110 Developmentally Appropriate Practices
- ED 131 Early Childhood Development: Theory Into Practice
- ED 140 Guiding Young Children in Group Settings
- ED 152 Early Literacy Development (elective)

- Two sections of the final field experience and seminar courses are delivered off campus in the Children’s Centers at Kapiolani Community College and Leeward Community College:
  - ED 296 C Field Practicum 2 Seminar: Preschool
  - ED 296 P Field Practicum 2: Preschool
  - Instructors are Patricia Gooch (Kapiolani Community College) and Eva Moravcik (Leeward Community College)

### Part III. Quantitative Indicators for Program Review

<table>
<thead>
<tr>
<th>Fall of Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual New and Replacement Positions State</td>
<td>1867 / 543</td>
<td>608 / 248</td>
<td>84</td>
</tr>
<tr>
<td>Annual New and Replacement Positions County</td>
<td>1351 / 386</td>
<td>379 / 187</td>
<td>50</td>
</tr>
<tr>
<td>Number Majors</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSH for Program Majors all Program Classes</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSH for all students in all program classes</td>
<td>1,168</td>
<td>1,078</td>
<td>1,123</td>
</tr>
<tr>
<td>FTE Program Enrollment</td>
<td>77.73</td>
<td>71.87</td>
<td>74.87</td>
</tr>
<tr>
<td>Number of Classes Taught</td>
<td>33</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>13.24</td>
<td>12.78</td>
<td>13.13</td>
</tr>
<tr>
<td>Class Fill Rate</td>
<td>71.41</td>
<td>66.29</td>
<td>82.72</td>
</tr>
<tr>
<td>FTE (headcount) of BOR Appointed Program Faculty</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Student/ Faculty Ratio (calculated field)</td>
<td>2.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors Per FTE (workload) Faculty</td>
<td></td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>Program Budget Allocation</td>
<td>Not calculated</td>
<td>$1,229,132 C/P</td>
<td></td>
</tr>
<tr>
<td>Cost Per SSH (Calculated field)</td>
<td>Not calculated</td>
<td>$1,140 C/P</td>
<td></td>
</tr>
<tr>
<td>Number of classes that Enroll less than 10 students</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Persistence Fall to Spring</td>
<td>67.90</td>
<td>62.70</td>
<td>42.11</td>
</tr>
<tr>
<td>Number of Degrees Earned</td>
<td>35</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>Number Certificates Earned</td>
<td>12 (includes HSER)</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Number of Students Transferred</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Perkins Core Indicator - 1P1</td>
<td>80.72</td>
<td>86.42</td>
<td>87.01</td>
</tr>
<tr>
<td>Perkins Core Indicator - 1P2</td>
<td>90.18</td>
<td>96.23</td>
<td>98.06</td>
</tr>
<tr>
<td>Perkins Core Indicator - 2P1</td>
<td>30.36</td>
<td>33.96</td>
<td>35.92</td>
</tr>
<tr>
<td>Perkins Core Indicator - 3P1</td>
<td>70.97</td>
<td>88.24</td>
<td>69.44</td>
</tr>
<tr>
<td>Perkins Core Indicator - 3P2</td>
<td>95.45</td>
<td>96.67</td>
<td>92.00</td>
</tr>
<tr>
<td>Perkins Core Indicator - 4P1</td>
<td>10.15</td>
<td>11.36</td>
<td>8.57</td>
</tr>
<tr>
<td>Perkins Core Indicator - 4P2</td>
<td>3.45</td>
<td>13.33</td>
<td>9.52</td>
</tr>
</tbody>
</table>

### PACE Program Data

<table>
<thead>
<tr>
<th>Fall of Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACE Participants (unduplicated)</td>
<td>93</td>
<td>139</td>
<td>117</td>
</tr>
<tr>
<td>Credit Conversions: Participants/Conversions</td>
<td>47/79</td>
<td>45/74</td>
<td>79/108</td>
</tr>
</tbody>
</table>

Early Childhood Education Comprehensive Program Review
Part IV: Assessment Results for Program SLOs

- Assessments for Program SLOs occur throughout program courses and culminate in the final field experience courses (ED 296 B or C and ED 296 I or P). Examples of assessments in these courses include curriculum unit plans and implementation, child portfolios, and student professional portfolios.

- Program Learning Outcomes were developed in consultation with the Advisory Board members and Community Partners.

- Course SLOs have been mapped against both Program SLOs and General Education SLOs (see attached documents for detailed mapping results).

Part V: Curriculum Revisions

- All core courses (14 total) and many elective courses have been updated and approved by curriculum committees within the past 3 years. Electives that have not been updated will be submitted for review by the curriculum committees as they are taught.

- Courses developed for distance delivery (ED 131 and ED 151) were approved by the Distance Review Board in 2008.

- Core courses were revised in 2005 to include Program and Course Student Learning Outcomes and updated content. The revision process was done in collaboration with Hawaii, Kauai and Maui Community College ECE faculty. The ECE programs at each college now have common core course outlines and SLOs. This was done to facilitate completion of the articulation agreement with UH-West Oahu. Revisions, including a program modification, took effect in Fall 2006. In Spring 2007 the Program Learning Outcomes were revised slightly for clarification purposes. The revision was approved by curriculum committees in Fall 2007. Course outlines will be updated to incorporate the revised PLOs and submitted to curriculum committees for approval in Fall 2008.

- A Certificate of Achievement – Preschool was approved by curriculum committees and will go forward to the Council of Chief Academic Officers and the Board of Regents for approval in Fall 2008 with an implementation date of Fall 2009. The Certificate will recognize students who have completed the ECE prerequisite requirements for transfer to UH-West Oahu BA Social Sciences-Early Childhood Concentration and other emerging workforce requirements for students who already have an associate or baccalaureate degree.

- All regular faculty have all course outlines in electronic format (CD) and include the course SLOs and related PLOs in course syllabi. Lecturers are assigned a faculty liaison who provides them with the course SLOs and sample syllabi.

- The Program Coordinator provides the course outlines and maintains a department file of curriculum actions which is kept in an accessible binder in the faculty workroom.
Part VI: Survey Results

- Our program currently does not utilize any type of survey for gathering data. We will be undertaking the Self Study for the National Association for the Education of Young Children Accreditation of Associate Degree Programs in Academic Year 2009 and will identify survey needs as a part of that process.

Part VII: Analysis of Data

- Strengths of the program (internal):
  - Serves diverse population of students
    - Traditional and non-traditional
    - Multiple ethnicities, e.g. Hawaiian, Pilipino, Micronesian, Southeast Asian
    - International
  - Meets multiple educational and career goals for students: certificates, AS degree, transfer to 4 year program, continuing education
  - Provides multiple access points
    - PACE: community-based noncredit-to-credit conversion program
    - Credit courses offered days and evenings
    - Distance options beginning Fall 2008
  - Offers full AS degree articulation to UHWO baccalaureate concentration in Early Childhood Education
  - Has sufficient highly qualified faculty and pool of lecturers
  - Provides campus childcare services at three colleges (Honolulu, Kapiolani and Leeward CCs) in nationally accredited Children’s Centers while meeting its educational mission to prepare early childhood educators
  - Demonstrates capacity to implement externally-funded training and technical assistance projects that improve the quality of early education and care statewide, e.g. the Quality Care Program
  - Collaborates with sister ECE programs in the Community Colleges and UH-West Oahu Social Sciences Early Childhood Concentration to ensure students have continuous pathways to achieve their educational goals

- Weaknesses of the program (internal):
  - Low number of graduates in relation to majors Although we have no empirical evidence reasons for this, anecdotally, we estimate about half of our students are employed when they begin the program with more becoming employed as they progress in the program which limits the number of classes they can handle in a semester. Many also have families with young children and/or more than one job. Some working students delay taking the final field practicum because it takes time to arrange a work schedule that will accommodate the equivalent of one day a week required for the course. This is a tension point between best practice pedagogically and workforce demands.
  - Potential lack of compliance with labor laws and adult-child ratio requirements in campus children’s centers due to lack of permanent assistant teachers (APT ECS 1).
  - Lack of both physical facility resources as well as personnel resources in order to support/address the anticipated increase in demand for graduates in this area.
The lack of personnel is especially critical in the Children’s Centers where the Lead Teachers (ESC 3) are often not able to serve as mentor teachers for the program’s adult students because there is not enough staff coverage to maintain adult/child ratios required by licensing and program accreditation. Lack of reliable clerical support for the PACE Program limits the number of courses that can be offered each semester. The PACE Program has also outgrown its physical space for staff and storage of PACE course materials.

- Lack of a comprehensive assessment system to capture the outcomes for a continuum of students, including those who enter the program through PACE, the noncredit-to-credit conversion component, those who exit after completing workforce requirements, and those who transfer to a 4-year program.

- Weaknesses of the data
  - The number of majors calculated for 2007 is questioned. When the ECE Program became separate from the HSERV Program, there was a lag in identifying program majors appropriately. The low number of majors reported is likely a factor of that.
  - The misreporting of program majors affects other fields such as Student/Faculty ratio and Number of Students per FTE Faculty.
  - In addition, the Student/Faculty Ratio and Number of Students per FTE Faculty does not take into account the non-instructional primary duties of several faculty:
    - Three faculty serve as site coordinators for the Children's Centers for a total of 18 credit hours per semester or 1.2 FTE.
    - Two faculty serve as coordinators for the PACE Program, for a total of 1.75 FTE
    - The Program Coordinator oversees the 3 Children's Centers, the PACE Program, as well as the instructional program (curriculum, assessment, budget, schedule, etc.), serves as Principal Investigator on active grants such as the Quality Care Project, and, as specified in her position description, serves as over-all coordinator and representative to system and state initiatives for the four ECE programs in the Community Colleges, for a total of .8 FTE. The remaining .2 FTE is direct instruction of one course per semester.
    - The total of these non-instructional duties is 3.75 FTE, leaving 4.25 FTE for instruction.
  - The average class size and number of classes with enrollment under 10 must be viewed in the context of the class fill rate (82.72) and the fact that as many as 4 sections each of ED 296 B/C and 296 I/P are capped at five students because of the limitations of the Children’s Centers to accommodate more students, and as many as 2 sections each of ED 191v/ED 151 are capped at 10 students because it is a community-based field practicum.
The low number of degrees and certificates completed does not take into account the number of students who complete requirements for jobs in the workforce and exit the program without a certificate or degree. For example, childcare program licensing staff requirements allow workers to meet qualifications in several different ways, including a range of 6 to 12 credits for those who already have a higher education degree in another field. These students will not be counted as having met their educational or workforce goals in the current method of data collection.

Opportunities for the program (external)
- Potential increased demand for preschool teachers with an AS degree (Report of the Act 259 Task Force on Early Learning and Education Report to the 2008 Legislature, Head Start re-authorization legislation, NAEYC Program Accreditation requirements)
- Increased demand for PACE Program offerings
- Further expansion of distance learning options
- Recognition as an accredited Associate Degree Program by the National Association for the Education of Young Children (if the required resources are made available in order to meet the accreditation standards)
- Projected expansion of the training and technical assistance program as the State Department of Human Services plans and implements a childcare quality improvement and rating system for Hawai`i.

Challenges/threats to the program (external):
- Access for students to high quality field placements in the community. The lack of such placements creates barriers for students to completing the final Field Experience courses (ED 296 B/C, ED 296 I/P) and possibly has an impact on the graduation timeline for some students.
- Competition from proprietary and other IHE on-line early education training programs such as Teaching Strategies, Inc. eCDA Program (national) and Chaminade University (Hawai`i).
- Continuing low wages for the early education workforce, exacerbated by the general economic downturn may lead to lower program enrollments as job opportunities decrease.

Currently there is no systematic assessment of Program and Course SLOs. The only evidence of student learning is grade distribution. The majority of majors in AY 2008 completed courses at the A or B level. Informal discussions in faculty meetings and among instructors who teach the same courses have resulted in some collaboration on the design of assessments, but this is an area that needs work. The Self Study for the NAEYC Associate Degree Accreditation will require the program to develop and begin to implement a data-driven assessment plan.

Program Resource Needs:
The program requires funding to apply for and complete Early Childhood Associate Degree Accreditation to demonstrate that the program meets national standards of excellence.

The program has sufficient faculty, but needs other resources such as computers in the Children’s Centers to demonstrate and train students in electronic child
assessment tools, videos and DVDs that reflect current evidence-based practice as well as Hawaii’s multi-cultural environment. The field of early childhood education and care is receiving significant attention and funding from national, state and private sources. With this has come increased demands for accountability that mirror the demands being placed on public elementary and secondary education and higher education. Graduates of our program must have exposure to the most current information, practices and technologies that they will be expected to know about and use in their employment situations.

The program will need funding for stipends and other incentives for mentor teachers in community-based field placements for students as part of a plan to increase the capacity for and to reduce the barriers to completion of the final Field Practicum courses (ED 296P and ED 2961).

The program faculty members also require continued training, software and technical support to successfully develop and maintain distance learning options.

The PACE Program will not need additional fiscal resources, but will need additional clerical assistance (paid for from program revenues) in order to increase capacity to deliver PACE courses.

More specific information about resource requirements will emerge as the program undergoes self study for the accreditation process.

- Safety issues for the program are primarily related to the three Children’s Centers. Compliance with DHS Child Care Licensing Regulations and NAEYC Program Accreditation Standards provides the means for resolving any safety issues that arise. Safety concerns are addressed by the Children’s Centers Site Coordinator (faculty), staff, and the appropriate administrators or units of the campus where the Center is located.
## Part VIII: Action Plan

### Status of 2007-2008 Action Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>Who's Responsible</th>
<th>Time Frame</th>
<th>Status as of 12/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake self study for NAEYC Associate Degree Program Accreditation</td>
<td>ECE Coordinator, ECE faculty</td>
<td>Sp 08 – S 10</td>
<td>Request submitted as part of Early Childhood Education PCR for UH System Biennium Budget Stock Taking in April 2008. Not likely to be funded at this time due to worsening budget picture. Application for Accreditation Eligibility submitted to NAEYC.</td>
</tr>
<tr>
<td>Develop Program Assessment System as part of Early Childhood Associate Degree Accreditation self study.</td>
<td>ECE Coordinator, ECE faculty of HonCC, HawCC, KauCC and MauiCC ECE</td>
<td>Sp 08 – Sp 09</td>
<td>Faculty retreat held May 2007 began formal discussion. Assessment system to be linked to Program Accreditation.</td>
</tr>
<tr>
<td>Develop statewide schedule for distance options to increase access</td>
<td>HonCC, HawCC, KauCC and MauiCC ECE faculty</td>
<td>Spring 08</td>
<td>March 2008: interim decision to coordinate distance schedules informally among the programs. Commitment to revisit in Spring 2009.</td>
</tr>
<tr>
<td>Continue development of courses for distance delivery</td>
<td>ECE faculty</td>
<td>Sp 08 – F09</td>
<td>Faculty to receive assigned time to develop courses each semester until complete.</td>
</tr>
<tr>
<td>Pilot test plan for additional field site placements for Field Practicum 2 (ED 296 P or ED 296 I)</td>
<td>Field Practicum Task Force</td>
<td>F 08</td>
<td>Pilot test delayed. Revisit in Spring 09.</td>
</tr>
<tr>
<td>Task</td>
<td>Who's Responsible</td>
<td>Time Frame</td>
<td>Status as of 12/08</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Develop additional documentation of need for additional APT positions in Children's Centers</td>
<td>Children's Centers site coordinators and staff</td>
<td>Sp 08</td>
<td>Complete. Request submitted for UH System Biennium Budget Stock Taking in April 2008 as Early Childhood Education PCR. Not likely to be funded at this time due to worsening budget picture</td>
</tr>
<tr>
<td>Develop business plan to increase PACE capacity supported by program revenues.</td>
<td>Division 2 Dean, ECE Program Coordinator, PACE Program Coordinators</td>
<td>Sp 08</td>
<td>Request to hire part time office assistant submitted. No further action to date.</td>
</tr>
</tbody>
</table>

**2008-2009 Action Plan**

<table>
<thead>
<tr>
<th>Task</th>
<th>Who's Responsible</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake self study for NAEYC Associate Degree Program Accreditation</td>
<td>ECE Coordinator, ECE faculty</td>
<td>Sp 09 – F 10</td>
</tr>
<tr>
<td>Develop Program Assessment System as part of Early Childhood Associate Degree Accreditation self study.</td>
<td>ECE Coordinator, ECE faculty of HonCC, HawCC, KauCC and MauiCC ECE</td>
<td>Sp 09 – Sp 10</td>
</tr>
<tr>
<td>Develop statewide schedule for distance options to increase access</td>
<td>HonCC, HawCC, KauCC and MauiCC ECE faculty</td>
<td>Spring 09 for Fall 10</td>
</tr>
<tr>
<td>Continue development of courses for distance delivery</td>
<td>ECE faculty</td>
<td>F 08 – F09</td>
</tr>
<tr>
<td>Pilot test plan for community-based field placements for Field Practicum 2 (ED 296 P or ED 296 I). Request funding for mentor teacher incentives as outlined in plan.</td>
<td>Field Practicum Task Force</td>
<td>F 09</td>
</tr>
<tr>
<td>Monitor budget requests for additional staff for Children's Centers. Develop alternative scenarios to acquire staff or reduce services in order to ensure that centers remain in compliance with regulations and accreditation standards.</td>
<td>ECE Coordinator, Children's Centers Site Coordinators and Staff</td>
<td>Sp 09 and ongoing</td>
</tr>
<tr>
<td>Task</td>
<td>Who's Responsible</td>
<td>Time Frame</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Refine business plan to increase PACE capacity supported by program revenues. Investigate use of special funds to support Office Assistant position.</td>
<td>Division 2 Dean, ECE Program Coordinator, PACE Program Coordinators</td>
<td>Sp 09</td>
</tr>
<tr>
<td>Upgrade teaching resources to include computers in Children’s Centers to use with electronic child assessment system, and electronic media for course content support.</td>
<td>ECE Faculty</td>
<td>Sp 09, ongoing</td>
</tr>
<tr>
<td>Seek funds to develop electronic and other teaching materials that are culturally appropriate for Hawai’i.</td>
<td>ECE coordinator, faculty and staff of the Children’s Centers</td>
<td>Sp 09, ongoing</td>
</tr>
</tbody>
</table>

Part IX: Resource Implications (physical, human, financial)
- Many of the budgetary impacts have been addressed in the Strategic Plan and are discussed in Part X.
  The following items will be discussed with the Dean and Division Chair for inclusion in the next Strategic Plan Revision:
  - The proposed pilot test for community-based field placements calls for stipends and other incentives for mentor teachers to mentor students in the community settings. The Field Practicum Task Force will investigate possible sources of funding for this item.
  - Purchase of computers for the Children’s Centers for electronic child assessments will require funding, perhaps from end of the year funds.
  - Development of culturally appropriate teaching materials will require external funding.

Part X: Strategic Planning Items
- Fund 6 APT BBA Early Childhood Specialist 1 positions for the three Children’s Centers.
  - Relation to UHCC Goals: Goal 5 – Exercise exemplary stewardship
  - Justification: The requested positions must be funded in order to bring the HonCC Children's Centers into compliance with labor laws and childcare licensing regulations as well as to allow the lead teachers in the Centers to carry out their responsibilities in relation to the students of the Early Childhood Education program. The use of general funds for these positions will also allow the childcare fees charged to families to remain within the market rates.

- Seek Associate Degree Early Childhood Program Accreditation from the National Association for the Education of Young Children.
- Relation to UHCC Goals: Goal 2 – Increase Educational Capital of the State
- Justification: Program Accreditation is identified as an objective in the Early Childhood Education Program Annual Assessment for 2007 narrative and Action Plan. Achieving accreditation will demonstrate that the ECE program meets nationally recognized standards of excellence. Undertaking the accreditation self study will support the development of a systematic, data-driven assessment system for the program. Accreditation expenses for a site visit may be shared with other CC Early Childhood Programs (Hawai‘i, Kauai, and Maui CC).

- Fund clerical position for PACE program – Office Assistant 2
  - Relation to UHCC Goals: Goal 2 – Increase Educational Capital of the State; Goal 4 – Address critical workforce shortages.
  - Justification: PACE provides access to students in underserved regions of Oahu by offering courses in community-based settings throughout the island. The program has more requests for course offerings than current administrative capacity can support. It is currently developing a business plan that will identify potential demand and specific resource needs. The clerical support position has already been identified as necessary to maintain current operations as well as essential if the program is to grow.

  Three PACE courses meet formal training requirements for the minimum qualifications to teach in private sector early childhood programs in the state and for assistant teachers in nationally accredited early childhood programs.

  *Note: The three items above were submitted for UH System Biennium Budget Stock-Taking in April 2008.*

- Purchase software and other licenses needed for Early Childhood Education distance education option, i.e. web design, web conferencing, streaming video media licenses.
  - Relation to UHCC Goals: Goal 2 – Increase Educational Capital of the State; Goal 4 – Address critical workforce shortages
  - Justification: Increases the capacity of the Early Childhood Program to deliver distance education. Distance education options may allow students to complete the Early Childhood Program in less time and may provide a wider market for ED courses for continuing education. The needs are emerging as faculty learn about and develop courses in distance formats.
Perkins Performance Indicators

UHCC System Data Compared to Hon CC Data

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>State Target</th>
<th>UHCC Actual</th>
<th>HonCC Actual</th>
<th>ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1 Academic Achievement</td>
<td>81.87%</td>
<td>85.66%</td>
<td>88.69%</td>
<td>87.01%</td>
</tr>
<tr>
<td>1P2 Vocational Skills</td>
<td>90.42%</td>
<td>92.78%</td>
<td>95.68%</td>
<td>98.06%</td>
</tr>
<tr>
<td>2P1 Credential Conferred</td>
<td>38.17%</td>
<td>47.94%</td>
<td>47.65%</td>
<td>35.92%</td>
</tr>
<tr>
<td>3P1 Placement in Employment</td>
<td>71.07%</td>
<td>77.98%</td>
<td>88.25%</td>
<td>69.44%</td>
</tr>
<tr>
<td>3P2 Retention in Employment</td>
<td>92.00%</td>
<td>94.31%</td>
<td>97.08%</td>
<td>92.00%</td>
</tr>
<tr>
<td>4P1 Non Traditional Participation</td>
<td>14.60%</td>
<td>15.94%</td>
<td>12.80%</td>
<td>8.57%</td>
</tr>
<tr>
<td>4P2 Non Traditional Completion</td>
<td>12.19%</td>
<td>16.52%</td>
<td>13.90%</td>
<td>9.52%</td>
</tr>
</tbody>
</table>

NOTE: The shaded cell indicates that the actual performance did NOT meet the standard performance target.

N/AP: Not applicable

N/AV: Data Not Available