

Early Childhood Education



2020

ANNUAL REVIEW OF PROGRAM DATA



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program Description

The Early Childhood Education program is designed to prepare students to work with young children from birth to 5 and their families. The curriculum is organized around a core of courses that provide skills and knowledge needed by early childhood educators. Students earn an Associate in Science (AS) degree in Early Childhood Education that articulates into the UH West Oahu's Bachelor's in Social Science degree, Early Childhood Education concentration. With careful planning and 2-3 additional courses, students also can apply to the UH Mānoa Bachelor's in PreK-3rdgrade/Special Education degree.

Program Learning Outcomes:

1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences
2. Build respectful partnerships with children, families, and their communities.
3. Observe, document and assess children's development and learning in partnership with families.
4. Build positive relationships and guide children through supportive interactions.
5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods.
6. Base decisions and actions on ethical and other professional standards.
7. Advocate for children and their families within the program.

Date Program Website Last Reviewed/Updated: 2020
 Date Program Page Reviewed/Updated in Catalog: 2020

2. Analysis of the Program

- a) Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators.

Demand Indicators					
#	Demand Indicators	2017 - 18	2018 - 19	2019 - 20	Demand Health
1.	New & Replacement Positions (State)	240	233	232	Healthy
2.*	New & Replacement Positions (County Prorated)	41	38	38	
3.	Number of Majors	61	55	47	
3a.	Number of Majors Native Hawaiian	27	27	21	
3b.	Fall Full-Time	40%	44%	33%	
3c.	Fall Part-Time	60%	56%	67%	

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3d.	Fall Part-Time who are Full-Time in System	1%	2%	4%
3e.	Spring Full-Time	32%	30%	30%
3f.	Spring Part-Time	68%	70%	70%
3g.	Spring Part-Time who are Full-Time in System	6%	4%	7%
4.	SSH Program Majors in Program Classes	508	463	378
5.	SSH Non-Majors in Program Classes	630	468	601
6.	SSH in All Program Classes	1,138	931	979
7.	FTE Enrollment in Program Classes	38	31	33
8.	Total Number of Classes Taught	20	18	19

Demand was found Healthy. We anticipate this will continue to increase due to retirements throughout Maui County.

Efficiency Indicators					
#	Efficiency Indicators	2017 - 18	2018 - 19	2019 - 20	Efficiency Health
9.	Average Class Size	19	17	17	Cautionary
10.*	Fill Rate	72.8%	68.5%	66.7%	
11.	FTE BOR Appointed Faculty	2	2	1	
12.*	Majors to FTE BOR Appointed Faculty	30	27	47	
13.	Majors to Analytic FTE Faculty	30	27	47	
13a.	Analytic FTE Faculty	2	2	2	
14.	Overall Program Expenditures	\$199,256.30	\$218,799.06	\$145,984.92	
14a.	General Funded Budget Allocation	\$199,198.64	\$218,799.06	\$145,959.97	
14b.	Special/Federal Budget Allocation	0	0	0	
14c.	Tuition and Fees	\$57.66	0	\$24.95	
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	5	4	8	

Effectiveness Indicators					
#	Effectiveness Indicators	2017 - 18	2018 - 19	2019 - 20	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	79%	79%	79%	Cautionary
18.	Withdrawals (Grade = W)	25	12	22	

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19.*	Persistence Fall to Spring	65%	70%	70%
19a.	Persistence Fall to Fall	46%	40%	39%
20.*	Unduplicated Degrees/Certificates Awarded	11	12	12
20a.	Degrees Awarded	5	6	9
20b.	Certificates of Achievement Awarded	4	6	7
20c.	Advanced Professional Certificates Awarded	0	0	0
20d.	Other Certificates Awarded	8	7	11
21.	External Licensing Exams Passed ¹			
22.	Transfers to UH 4-yr	7	7	7
22a.	Transfers with credential from program	5	6	4
22b.	Transfers without credential from program	2	1	3

Efficiency was found to be Cautionary. A couple of factors were lower than expected. The number of BOR faculty was reported as 1, which drove up our ratio of faculty to majors. We hired a replacement BOR faculty January, 2020. Our fill rates dropped a bit, but our average class size of 17 is the highest of the ECED CCs. Field Experience courses are always low due to low maximum students per section. This is considered Best Practice in our field and consistent across UHCCs. A beloved professor had retired and some students were reportedly reluctant to take a course from an unknown lecturer who was available for daytime classes, unlike the lecturers known by students. Once a popular lecturer was hired as BOR fulltime faculty, the fill rate improved. Fill rate for daytime courses continued to be lower than desired. We are moving all ECED courses to the evening hours Spring 2021 with the exception of practicum courses.

Effectiveness was found Cautionary. A few analytics have changed since receiving Healthy last year but most have remained the same or improved. Our number of awarded degrees, Certificates of Achievement, and other certificates all increased. Total number of transfers increased, although there was a slight drop in transfers with certificates. Fall-to-fall persistence dropped by 1%. The biggest change was in the percentage of Withdrawals, which almost doubled. The majority of these were from daytime courses taught by a new lecturer.

Distance Education Indicators					
#	Distance Indicators	2017 - 18	2018 - 19	2019 - 20	
23.	Number of Distance Education Classes Taught	0	0	0	
24.	Enrollments Distance Education Classes	0	0	0	
25.	Fill Rate	0%	0%	0%	

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26.	Successful Completion (Equivalent C or Higher)	0%	0%	0%
27.	Withdrawals (Grade = W)	0	0	0
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%

Perkins Indicators					
#	Perkins Indicators	Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	94.75	90.48	Not Met	
30.	2P1 Completion	61	28.57	Not Met	
31.	3P1 Student Retention or Transfer	86	100	Met	
32.	4P1 Student Placement	66.75	76.47	Met	
33.	5P1 Nontraditional Participation	23.75	5	Not Met	
34.	5P2 Nontraditional Completion	23.25	0	Not Met	

Performance Indicators					
#	Performance Indicators	2017 - 18	2018 - 19	2019 - 20	
35.	Number of Degrees and Certificates	9	12	16	
36.	Number of Degrees and Certificates Native Hawaiian	2	4	4	
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38.	Number of Pell Recipients ¹	4	6	3	
39.	Number of Transfers to UH 4-yr	7	7	7	

We did not offer distance courses during the year. Each year, the ECED PCC works together to offer distance courses across the system. Most of our UHMC students prefer face-to-face courses and avoid signing up for distance courses, if possible. To keep our fill rates up, we offered only face-to-face courses and referred students wanting or needing distance courses (mostly our Outreach students) to other UHMC CCs for asynchronous courses.

When we were required to move our classes online in the spring, we found that students who avoided online courses were more comfortable with synchronous courses. The two ECED faculty members worked together to change our formats while ensuring high quality teaching.

Both of us took advantage of PD opportunities over the summer and were able to offer all of our courses this fall via Zoom. Our curriculum course (ECED 263) required creative planning as students need many materials to use during our Zoom sessions for success in this course. Through a system of making materials available each week for students to use at home during class and return for new materials over the weekend, we are confident that students are receiving a comparable course to the face-to-face format.

Some Perkins indicators were met, other were not.

Technical Skill attainment was 90.48% rather than the goal of 94.75% which is a very high goal. We are careful to ensure that students meet the Course Learning Outcomes if they receive a passing grade. We have found a few students attend every class, are actively involved in class discussions and add to the learning of other students, but consistently do not turn in work required to pass courses. In speaking to these students, their academic counselors, and personal counselors, it has become clear that mental health is at play. One student who does not turn in any work continues to attend classes even after acknowledging that she will not pass. We believe that our program is contributing to her mental health and so supporting our community.

Completion rates were not met. A few students only needed 12 credits to meet their need to meet their personal goal of “teacher qualified.” A few found the ECED coursework to be more challenging than they had anticipated and left the program.

Goals for non-traditional participation and completion were not met. This is a persistent issue in early childhood education across the U.S. Two men graduated December 2019, but males continue to be underrepresented in the field of Early Childhood Education. The primary reasons for this are the low salaries in the field and a perception that ECED is not an appropriate career choice for men. It is unfortunate because our field sees the critical need for men in the lives of our young children. One action that was taken to improve our non-traditional participation was including one of our recent male graduates in a video to be used to showcase our program.

Significant Program actions:

New BOR faculty member: One of our two ECED full time faculty members retired at the end of the 2018-2019 school year. This increased the number of lecturer-taught courses fall 2019. Our new full-time faculty member began January 2020.

Changes to our courses and degree requirements.

The ECED UHPCC decided to focus on our specific, individual community needs for Field Experience courses rather than all offering the same course. UHMC is the only NAEYC accredited program in the UHCC system and we are highly accountable for our field experience courses. We do not have the option of using a “co-op” model that does not require field observation by the instructor. We do not have a college-run lab program and must provide observations in programs across Maui County. We are also the only UHCC program that allows both field experiences to be completed at a student’s worksite if they are employed in a licensed program. This has been very important to our Advisory Committee and we value the opportunity to support students’ learning about teaching within the context of their worksite and the Maui Community.

We have also changed some degree requirements to align with UH four-year early childhood programs. In the past, most of our students planned to articulate to UHWO’s Bachelors of Social Science with Specialization in Early Childhood Education. This 2+2 program gives students full credit for courses taken for the Associate degree and allowed them to take all courses through distance education. This degree does not provide preparation for teacher licensure in early childhood, so in the past we recommended that students planning to teach in the DOE work towards an AA in Liberal Arts instead of ECED. In the past few years, the Education Department at Mānoa has worked towards greater alignment with the UHCC ECED degree including the creation of a dual licensure Bachelor’s in Early Childhood and Special Education. The DOE has also added more Prekindergarten positions which make the Mānoa program more attractive. We now have a distinct

pathway to this degree. This also makes it more important than ever that students develop an individual education plan with us to ensure they take the best math, social science, science, and other courses to meet their future goals.

Moving all courses to a Zoom format during spring 2020 semester

This is discussed above in response to ARDP data.

Moving all individualized Education Plans for ECED Majors to electronic form

We provide all ECED majors with the opportunity for individual meetings to plan their courses for each semester through degree attainment. In the past, this was done by the Program Coordinator face-to-face and a hard-copy form with their plan was provided. We found students tended to lose the copy and making changes as their lives and goals changed was cumbersome. We also found fewer students willing to devote the time for these meetings now that they can register for courses without seeing an academic counselor. With two distinct pathways (UHWO and UH Mānoa) students need a plan early in their educational journey to ensure that they are taking the best courses to meet their goals. Also, with limited number of seats in field experience courses, we keep a list of which students will take them each semester to ensure we do not interrupt their educational plan. Each meeting takes about 45 minutes. We have made these meetings available via Zoom and at this time more than half of majors (38 students) have completed a planning session. Our Academic Counselor, Kulamanu Ishihara, attends these meetings when possible and provides invaluable information to students.

Canceling Field Experience courses fall 2020

A number of factors caused this action, all related to Covid19. Field Experience courses require students to work directly with children ages 0-5 in licensed programs. It also requires the instructor to observe the student at their placement site and share findings and suggestions for teaching improvement based on the observation.

At the beginning of the fall semester, MEO Head Start reported that they did not have either a lead teacher or assistant teacher hired to open our UHMC Head Start class. We arranged to move our students and instructor to another MEO Head Start program in Kahului. Shortly before the beginning of the semester, MEO informed us that none of their programs would open in person before the middle of October. We concluded that students would not be able to complete assigned hours and assignments in such a short time frame. For this reason, we cancelled ECED 193, the first field experience for fall 2020 and worked directly with students to adjust their educational plans to ensure as little interruption as possible. ECED 193 is limited to 5 students because a preschool classroom would not be able to accommodate more students working in that room 8 hours per week. To meet the needs of this larger-than-usual group of students needing their first field experience in spring 2021, we are offering two settings to allow up to 10 students to take part. We found a high-quality Kahului program who was willing to accommodate 5 students and the instructor. Our instructor who typically spends her mornings at the UHMC Head Start will now divide mornings between the two programs.

We also cancelled our second field experience, ECED 295. It was difficult to find programs that were open face-to-face and that could accommodate both a student and an instructor completing observations due to COVID19 restrictions. It was going to be low enrolled and replacing a lecturer with a BOR faculty teaching a different class (ECED 131) saved money. The few students who

were planning to take the course can be accommodated in the spring. Because 295 students are spread throughout Maui County rather than all in one classroom, this course can accommodate up to 10 students and had fewer than 10 students expecting to take the course in spring 2021.

Articulation from high schools and to 4-year degrees

Our articulation to 4-year degrees is described above in the explanation of changes to our degree requirements. We also support graduates earning their Master's degree in Early Childhood Education at Mānoa by our instructors acting as "second readers" (a requirement for this degree) for students' theses.

Industry value of degrees and certificates

Meeting State of Hawaii licensing requirements for a Lead Teacher position in a preschool setting

The State of Hawaii provides a few avenues for meeting this requirement.

The most common is an Associate degree in Early Childhood Education. Our degree meets this requirement.

Another pathway is through a National credential called the Child Development Associate. It is not a good option for people new to the field because it requires many hours of work in an appropriate setting, but works well as a temporary measure for people wanting to move up quickly from a position of assistant teacher to lead teacher. One of the requirements for this credential is evidence of coursework or training in specific areas. Our three entry level courses, ECED 105, ECED 110, and ECED 131, are recognized by Hawaii licensing as providing for all of these areas and are bundled in a certificate. These specific courses are also required for DOE/Charter school PreK teaching assistant employment, so having this certificate makes it easier for applicants to demonstrate compliance. Because the CDA requirements fit well with requirements for ECED 193, we allow students to substitute this credential for ECED 293 once they complete 12 ECED credits. CDA has to be renewed every few years with fees associated, so most students chose to work towards completing the AS degree.

Another avenue for meeting Hawaii licensing requirements for a lead teaching position requires an Associate degree in another field matched with specific early childhood courses. This can be met through our Certificate of Achievement.

The last avenue for meeting lead teacher requirements is a Bachelor's degree in another field + 12 credit hours in ECED. We offer the "Early Childhood Option" Certificate to help students demonstrate that they meet this requirement.

Head Start no longer accepts the CDA as meeting the requirement for a lead teacher position. They must have an AS ECED degree or higher.

Kamehameha Schools requires an AS in ECED or CDA for Teaching Assistants in their preschool programs.

We continue to strive to make adjustments and improvements to meet the specific needs of Maui County. Our program offers just 1 ECED elective at a time. This ensures courses with greater fill rates than if we offered more. For many years, we offered ECED 275: Inclusion of Children with Special Needs. Our enrollments in the course dropped and with analysis, we realize that we

were incorporating issues of working with children with special needs into all of our courses which made the need for 275 less important. We have a highly active advisory committee and we seek their advice for course offerings. Our advisory committee voiced a need for more qualified infant/toddler teachers in Maui County. We began to offer ECED 170: Introduction to Infants and Toddlers on a regular rotation. Our advisory committee has recently shared a need for preparing the workforce to take over early childhood administrative roles as long-time directors are beginning to retire. We plan to begin offering our administrative series of 1 credit courses that have not been offered since 2005. We hope that this series will also provide support for our graduates who are ready for a new challenge.

Another value of our program to the Maui community is our unique alliance with MEO Head Start program. While it does not generate income as campus lab programs do, we have the only tuition-free preschool on a UH campus. The program is used by the Maui community with qualifying UHMC students having priority. Requirements include either low income or children with disabilities. The UHMC Head Start brings parents to our campus and allows them to view themselves as part of the UHMC community, encouraging them to become students. It provides a special opportunity for our ECED students, Nursing students, and other UHMC students to have experience observing and working with children and families with more limited means than is typical in a college lab program. Students learn about family services that reflect best practice in our profession. Because our students become familiar with MEO Head Start (the largest employer in Maui of early childhood professionals) and the MEO staff become more familiar with our students, MEO is more likely to hire our graduates than candidates from other colleges including the mainland.

3. Program Student Learning Outcomes

Program Learning Outcomes (PLOs) are consistent across UHCC ECED programs. They were most recently reviewed by the PCC in 2018.

UHMC ECED is currently the only program in the UHCC program to have earned the National Association for the Education of Young Children's Associate Degree Accreditation. Our program reviews students' achievement in NAEYC Standards and reports on one standard each year. These are included in our NAEYC Annual Report. Below you will find a crosswalk of the relationship of PLOs to Standards.

Program Learning Outcomes	NAEYC Standards
<i>1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences</i>	Standard 1: Promoting child development and learning
<i>2. Build respectful partnerships with children, families, and their communities.</i>	Standard 2: Building family and community relationships
<i>3. Observe, document and assess children's development and learning in partnership with families.</i>	Standard 3: Observing, documenting, and assessing to support young children and families
<i>4. Build positive relationships and guide children through supportive interactions.</i>	Standard 4: Using developmentally effective approaches to connect with children and families

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<i>5. Plan, implement, and assess learning experiences using appropriate content, concepts, and methods</i>	Standard 5: Using content knowledge to build meaningful curriculum
<i>6. Base decisions and actions on ethical and other professional standards</i>	Standard 6: Becoming a professional
<i>7. Advocate for children and their families within the program</i>	Standard 6: Becoming a professional

This year we report on Standard 3/ PLO 3. This required examining the results of three different assignments from three different courses; “Building a Culture of Positive Guidance” (Key Assessment 3 offered in ECED 140), “Creative Activity Plan and Implementation” (Key Assessment 4 offered in ECED 263), and “Curriculum Unit Plan” (Key Assessment 5 offered in ECED 264). NAEYC requires that two applications (semesters) of data is measured. A rubric is used by the students to assess their own work to meet the key elements associated with Standard 3. Faculty use the same rubric to assess the assignments and the results are shared with the students. This helps them build understanding of the expectations in our field as well as practicing assessment, an important responsibility of early childhood educators.

Standard 3, 2020 Accreditation Report

Program name: Early Childhood Education Associate Degree			
Key Elements of Standard 3	Not Met	Met	Exceeds
Date(s) of Application 1: Key Assessment 5 and Spring 2019 Date(s) of Application 2: Key Assessment 5 and Spring 2020			
Key Element 3a: Assessment strategies for learning about curriculum topic	Application 1 N = 11 % = 0	Application 1 N = 11 % = 27	Application 1 N = 11 % = 73%
	Application 2 N = 7 % = 0	Application 2 N = 7 % = 29%	Application 2 N = 7 % = 71%
Date(s) of Application 1: Key Assessment 4 and Fall 2018 Date(s) of Application 2: Key Assessment 4 and Fall 2019			
Key Element 3b: Activity designed based on observation of 4 children	Application 1 N = 10 % = 0	Application 1 N = 10 % = 20%	Application 1 N = 10 % = 80%
	Application 2 N = 10 % = 10	Application 2 N = 10 % = 20	Application 2 N = 10 % = 70%
Key Element 3c: written strategies for assessing activity objectives	Application 1 N = 10 % = 0	Application 1 N = 10 % = 30%	Application 1 N = 10 % = 70%
	Application 2 N = 10 % = 0	Application 2 N = 10 % = 20%	Application 2 N = 10 % = 80%
Date(s) of Application 1: Key Assessment 3 and Spring 2019 Date(s) of Application 2: Key Assessment 3 and Spring 2020			
Key Element 3d: plan for child with special need including family involvement	Application 1 N = 15 % = 0	Application 1 N = 15 % = 73%	Application 1 N = 15 % = 27%

	Application 2 N = 9 % = 0	Application 2 N = 9 % = 89%	Application 2 N = 9 % = 11%
Key Element 3d: family engagement plan	Application 1 N = 15 % = 0	Application 1 N = 15 % = 11%	Application 1 N = 15 % = 81%
	Application 2 N = 9 % = 0	Application 2 N = 9 % = 56%	Application 2 N = 9 % = 44%

Reflection on data:

Students are doing well meeting all elements of Standard 3 in 2020. One student did not meet Element 3c in Fall 2019. She did not pass the course so will have another opportunity to demonstrate this knowledge. With the exception of that student, the percentages remained steady for Element 3b and improved in 3c.

Fewer students exceeded Elements 2a and 3d during Spring 2020 as compared to the results of Key Assessments offered in Spring 2019. It is likely that the drop was due to stressors from Covid19. A high percentage of students lost their jobs or had family members lose jobs. Some students were trying to complete assignments sharing computers and internet with their children. Rather than students not having the knowledge and skill to exceed in these assignments, we believe that students chose to perform at passing level rather than working towards excellence to relieve stress.

We have used the data from Key Assessments to improve courses.

We added more opportunities in class to practice observations using videos to analyze children’s play and learning in all applicable courses. We have placed greater emphasis on turning in drafts of assessment-related assignments to ensure that students understand the nuanced differences between uses of assessment and planning strategies to assess children’s learning and development.

Strategies we will use moving forward include more in-class activities to build skill in ways to assess specific objectives for children.

We also made improvements to teaching to assure students better understand how to involve families in the assessment process. We included guest speakers who work with children with special needs. In an assignment that is not a Key Assessment we require students to interview a parent of a child with special needs and one of the required questions asks about involvement in assessment.

Assessment is also supported by a highly engaged, highly qualified advisory committee. All sectors of the Maui Nui community hiring ECED graduates are represented. Each year, they assist in analyzing our course offerings and making recommendations for additions and changes. This allows the ECED program to prepare our graduates for employment. The advisory committee takes an active role in NAEYC accreditation. They have worked with faculty to analyze accreditation reports including assessment of NAEYC standards.

4. Action Plan

1. Our biggest action for the next academic year will be completing our NAEYC Accreditation self-study in the fall and visit from reviewers in the spring. The requirements for NAEYC accreditation have changed in the past year and we have worked to learn about and make changes to our courses in response. One way the Program Coordinator worked to better prepare for our self-study and reviewer visit was to take part in NAEYC Associate Degree Reviewer Training. She is currently observing the process from the eyes of the reviewer for another program.
2. Update ECED administrator courses. These courses have remained current in Kualii, but have not been taught for many years. We will consult with our Advisory Committee members, research similar courses offered at other colleges, prepare courses for online delivery, and publicize the courses. Changes in licensing, professional standards, and public policy must be reflected in these courses.
3. Update spring courses to ensure delivery of courses online meet the same high standards as face-to-face classes.
4. Look for opportunities to continue making courses available to Outreach students.

How we envision our program and response to changes in demands over the next 5-6 years

We take pride in our connection to our Maui community and ability to respond to changing needs. Two factors will have a great effect on our field and should direct our actions: what happens politically at the Federal level and how Covid19 changes the work of early childhood educators.

Federal level changes: As we wait to see the outcome of the next election, we wait to learn what agendas will drive changes. The current administration and Senate have signaled a wish for less regulation and less support for early childhood education and care. For example, this may mean less support for Head Start. If the current political reality continues, we will need to prepare future teachers for the expectations and economic realities in the future. In contrast, the other party platform calls for expanded PreK programs and support for child care. For example, if the Federal government provides more economic support for families of young children's education/child care needs, we can anticipate a greater need for qualified early childhood educators. If this becomes our political reality, we will need to increase capacity for students in ECED and provide coursework/certificates to meet community needs for higher expectations for early childhood programs. More grant opportunities may become available and collaborating with stakeholders will be critical.

Changes due to Covid19: Community programs are struggling to meet changing rules and expectations for keeping children and families safe while meeting needs. Our field has consistently urged reduced use of screen time for young children and now programs are being encouraged to provide virtual education. Our field views the social-emotional needs of young children, especially physical contact, as being the most important protection against the consequences of Adverse Childhood Experiences (ACEs). Now we are encouraging social distancing and mask-wearing that makes it harder for young children with limited language skills to read non-verbal communication. Our field recognizes the need to collaborate with families and develop relationships. Now we are requiring parents to stay outside of classroom spaces and home visits are not considered safe. Our

students are understandably confused. In the near future, research currently underway will help us understand lessons learned from this period in our history and how best to meet children's needs. Our curriculum will need to reflect this newfound knowledge.

5. Resource Implications

Collaboration:

We have taken steps to work with other programs to streamline our program. Collaboration across the UHCC system has allowed us to offer most class 1xper year without slowing down graduation. It has allowed us to meet some of the needs of Outreach students.

We also collaborate with HSER to provide courses that is used by both ECED and HSER majors. Before last year, the HSER program offered our common course, HSERV 110 every semester but it was limiting the electives their program could offer without hiring lecturers. The ECED program now accepts Social Work 200 (offered in the spring) in place of HSER 110. This also supports HSER students planning to enter the BSW program.

We are working with UH Mānoa in support of a competitive grant. The authors of the grant have included tuition support and planning money to increase the early childhood administrative workforce.

Resource request: 3 credits assigned time for work towards self-study and coordination of Reviewer team for NAEYC re-accreditation.

Our self-study report is due Sept. 30, 2021. It requires a tremendous amount of work including providing evidence of assessing students across 6 Standards with multiple elements as found in the Assessment section of this document. All Elements of all Standards must be assessed 2 times. We need to redesign our Conceptual Framework collaborating with multiple stakeholders including students and our advisory committee. In spring 2022, we expect three reviewers to come to Maui from the Mainland for three days. Arrangements need to be made for their time including housing, transportation, visits to field experience sites, and meetings with students, faculty, administrators, and advisory committee members.