

TITLE: Consideration of iteach-Hawai'i Letter of Intent to Plan Initial License and Add a Teaching Field Programs in Early Childhood Education

The Hawai'i Teacher Standards Board (HTSB) accepts the attached Letter of Intent from iteach-Hawai'i to plan Initial License and Add a Teaching Field P-3 programs in Early Childhood Education (ECE).

iteach-Hawai'i plans are to offer the following:

- Initial Licensure in ECE P-3 for pre-service teachers.
- Add a Teaching Field Licensure Pathway in ECE P-3 for existing HTSB license holders.

The HTSB Executive Director, or her designee, will collaborate with the iteach-Hawai'i staff to complete the program reviews. All required evidence for the initial license and add a teaching field programs must be submitted within two years of the acceptance of the Letter of Intent. The review must be conducted within three months after all evidence has been received by HTSB staff.

iteach-Hawai'i may not advertise these Hawai'i licensure programs until such time that Provisional Approval is granted by the HTSB.

Rationale/Background:

Iteach-Hawai'i will be the first HTSB-approved provider authorized to offer a post-baccalaureate initial licensure program in ECE P-3. The Add a Teaching Field pathway will allow current HTSB-licensed educators to expand their professional knowledge, skills, and dispositions in early childhood education. In conjunction with existing HTSB-approved ECE programs, these iteach-Hawai'i programs are intended to support statewide workforce needs by increasing the number of qualified educators serving preschool classrooms within the Hawai'i Department of Education and Hawai'i Public Charter Schools.

HTSB staff will collaborate with iteach-Hawai'i staff to ensure all program requirements are met as outlined in the [Hawaii Administrative Rules](#) §8-54-20 to §8-54-26 and [New Business Item 25-17](#) Guidance and Sample Evidence for Submission for SATEP Compliance and Program Modifications of Changes.

Cost:

Program Reviewers \$500 each X 3 = \$1,500
Meeting Room \$157.07 X 3 = \$471.21
Virtual Meetings (no cost)

Submitted by: Kristi Miyamae

Referred to: Teacher Education Committee



HAWAI'I TEACHER
STANDARDS BOARD

Educator Preparation Provider Letter of Intent Application

(Revised 01/2024)

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Program Information

Institution Name	iteach Hawai'i
Mailing Address*	P.O. Box 1626, Denton, Texas 76202
Public URL/Website	iteach.net/hawaii
*If your institution does not have a physical presence in Hawai'i, explain how teacher candidates will receive prompt in-person support (§16-255-2).	iteach Hawai'i candidates are supported by iteach Hawai'i Program Director Michelle Brady, Hawai'i based and remote faculty, and iteach advisors. Ms. Brady visits the islands at least quarterly to meet with current and prospective candidates and P-12 and community partners. iteach currently employs six Hawai'i-based adjunct field supervisors (Hawai'i Island, O'ahu, Maui, and Kaua'i) who are available for in-person support, and one remote field supervisor. One additional Hawai'i-based field supervisor will be added for Fall 2026, with plans to add 2-3 more Hawai'i-based field supervisors in the next year. All iteach faculty and staff are available via phone, email, and chat. Candidates also have 24/7 access to their online candidate portal and online learning management system. Together, these structures ensure timely access to both virtual and in-person support in alignment with §16-255-2.

Institution Administrator	Andrew Rozell
Title	President
Email Address	andrew.rozell@iteach.net
Phone Number	940-383-8100

EPP Administrator Name (if different from Institution Administrator)	Michelle Brady
Position	Program Director
Phone	602-899-6825
Email	michelle.brady@iteach.net

EPP Liaison for HTSB Communication	
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Name	Michelle Brady
Position	Program Director
Phone	602-899-6825
Email	michelle.brady@iteach.net

Mark an X next to the option that best describes your institution.	
Institution of Higher Education, Public College or University	
Institution of Higher Education, Private/Independent	
Alternative Certification Pathway, For-profit	X
Alternative Certification Pathway, Non-profit (501/503c)	

Provide your institution's vision, mission, and goals.

Our mission is to be a trusted partner that stands alongside teachers and school leaders to achieve positive student impact, reignite joy in the classroom, and prepare educators for a career filled with success and growth.

Our vision is that every day and everywhere, all K12 school leaders, teachers and students have the resources and support they need to thrive and perform at their best.

iteach Hawai'i's goals are to expand the educator workforce, provide flexible pathways to licensure, prepare highly effective teachers through rigorous coursework and clinical experience, and support schools in meeting staffing needs across the state.

Describe the history and development of your EPP to help the reviewers understand the context of your institution. Include information about the age, history, and distinguishing features (1000 words).

iteachU.S. (iteach) is a private educator preparation provider with more than 20 years of experience delivering non-traditional teacher preparation programs designed to expand access to the teaching profession and address workforce needs. iteach is a subsidiary of Learners Edge, LLC (doing business as K12 Coalition) and is headquartered in Denton, Texas. The organization operates within a governance structure that ensures oversight, accountability, and alignment to its mission and is led by iteach President Andrew Rozell. iteach is accredited by the Council for the Accreditation of Educator Preparation (CAEP), demonstrating that the program meets rigorous national standards for educator preparation and continuous improvement.

Founded in Texas in 2003, iteach was designed to provide an affordable, flexible, and accessible pathway to teacher certification for qualified individuals who already hold a bachelor's degree. iteach Hawai'i was approved by the Hawai'i Teacher Standards Board (HTSB) in 2012 to support the state's need for qualified teachers and to provide an alternative pathway to licensure aligned with the Hawai'i State Approved Educator Preparation Program (SATEP) standards. Since that time, iteach

Hawai'i has focused on licensure-only preparation pathways that allow candidates to complete program requirements while working in school settings as Emergency Hire Teachers.

Since 2012, iteach Hawai'i has prepared over 380 program completers, many of whom serve in schools across the islands, contributing to the state's teacher workforce in elementary, secondary, and special education settings. iteach Hawai'i is currently approved by the HTSB to offer licensure-only pathways in the following initial licensure fields and grade levels:

- Elementary Education (K-6)
- English (6-12)
- Health (K-6, 6-12, K-12)
- Mathematics (6-8) NBI 22-70
- Mathematics (6-12)
 - Algebra 1 NBI 22-61
 - Geometry NBI 22-61
- Physical Education (K-6, 6-12, K-12)
- Science (6-8, 6-12) NBI 24-25 and 24-26
 - Earth and Space Sciences
 - Biology
 - Chemistry
 - Physics
 - Physical Science
- Special Education (P-3, K-6, 6-8, 6-12, K-12, P-12)
- TESOL (P-3, K-6, 6-8, 6-12, K-12)
- World Languages (6-12)

In 2024, Program Director Michelle Brady assumed leadership of the iteach Hawai'i program. Ms. Brady has 25 years of experience in education and holds a bachelor's degree in business administration, a master's degree in curriculum and instruction, and a master's degree in educational leadership.

iteach Hawai'i initial licensure programs operate within a structured framework that ensures consistency in program quality while allowing for adaptation to local context. The self-paced coursework is delivered fully online, enabling candidates to demonstrate mastery of instructional practices while working in school settings. Structured clinical supervision is provided throughout a two-semester teaching experience, a defining feature of the iteach initial licensure program model. Candidates meet HTSB clinical experience requirements as Emergency Hire Teachers in a Hawai'i Department of Education (HIDOE) or Hawai'i Public Charter School (HIPCS) classroom or as a classroom teacher in an accredited private school. This approach ensures that candidates develop practical instructional skills that are immediately relevant to their classrooms and students.

Candidate support is a central component of the program. Coursework is facilitated by experienced instructors and instructional coaches with K–12 expertise, who provide individualized assessment feedback to candidates. Each candidate is additionally supported by a coordinated team that includes program staff and advisors available via phone, email, and chat. During clinical experience, initial licensure candidates are assigned to a Field Supervisor who coordinates closely with the candidate's school-based mentor teacher and campus administrator. Together, these individuals

provide aligned guidance, consistent communication, and ongoing, actionable feedback throughout the candidate's preparation.

Program leadership regularly reviews candidate performance, employer feedback, and state outcomes to inform continuous improvement efforts and ensure alignment with HTSB standards and expectations, as well as ongoing compliance with CAEP accreditation requirements.

Through its focus on accessibility, flexibility, and high-quality preparation, iteach Hawai'i provides pathways that support both entry into the teaching profession and the ongoing development of educators. The program's combination of online, competency-based coursework and job-embedded practice supports the preparation of effective educators who are equipped to meet the needs of diverse learners across Hawai'i.

Are you an approved EPP in other U.S. states or jurisdictions? If yes, please include the states, approved licensure fields, and grade span.

iteach was initially approved as an educator preparation program provider in Texas by the Texas State Board for Educator Certification in 2003. Currently, iteach is an approved educator preparation program provider in the following states: Alabama, Arkansas, Arizona, Florida, Hawai'i, Indiana, Kentucky, Louisiana, Mississippi, Nevada, New Jersey, North Carolina, Texas, Virginia, and West Virginia. iteach also operates state-recognized out-of-state pathways to teacher certification in Nebraska and Tennessee.

Across these states, iteach offers preparation for a range of licensure fields designed to address state workforce needs. Grade spans for licensure programs follow the grade band structures established by each state's licensing agency.

In most states, iteach is approved to offer programs leading to licensure in Elementary Education, Secondary Education content areas (e.g. English Language Arts, Mathematics, Science, and Social Studies), K-12 fields (e.g. fine arts, health and physical education, and world languages), and specialized areas such as Special Education fields and Teaching English as a Second Language (TESOL). In several states, iteach is additionally approved to offer programs leading to licensure in Career and Technical Education (CTE) fields.

iteach is approved to offer programs leading to licensure in Early Childhood Education in Alabama (P-3), Florida (PK-3), and Louisiana (P-3). Elementary Education licensure fields in some states – Kentucky (P-5), Texas (EC-6), and Virginia (P-6) – also include early childhood education.

In Louisiana, Indiana, and Virginia, iteach is approved to offer programs leading to an additional license or endorsement in special education for individuals already holding a teaching license in another field. In Virginia, iteach is also approved to offer a program leading to an additional license in elementary education.

Provide a summary of the demographics (e.g., enrollment, diversity, full-time, part-time) of students and faculty in your EPP (300 words).

During the 2024–25 academic year, iteach Hawai‘i served 154 part-time teacher candidates. The candidate population reflects a diverse group of educators. By race/ethnicity, 44% identify as White, 16% Asian, 15% Native Hawaiian or other Pacific Islander, 7% Hispanic/Latino, 3% Black or African American, 6% Two or More Races, and 10% not reported. By gender, 71% identify as female and 29% as male. This diversity aligns with the program’s commitment to expanding access to the profession and preparing educators to serve Hawai‘i’s diverse communities.

Faculty includes course instructors who are experienced educators and school leaders and field supervisors who provide clinical support. All faculty serve in part-time or adjunct roles. This staffing model allows the program to leverage experienced practitioners while maintaining the flexibility to respond to demand.

In 2024–2025, seven course instructors, each with 10–29 years of experience, supported candidates’ coursework. Additionally, seven field supervisors supported 45 candidates serving as Emergency Hire Teachers in 2024-25. Six supervisors were based in Hawai‘i and conducted in-person supervision: two on Hawai‘i Island, two on Maui, one on O‘ahu, and one on Kaua‘i. One additional supervisor provided virtual supervision after relocating to the mainland following a career in Hawai‘i schools. Supervisors typically support 10–15 candidates, and additional supervisors are recruited as enrollment grows to maintain strong candidate support. iteach Hawai‘i has added another locally based field supervisor (Island of Hawai‘i/O‘ahu) for Fall 2026 and is actively recruiting 2-3 additional Hawai‘i-based supervisors, with the goal of ensuring all candidates can be supported through in-person supervision.

For the proposed ECE program, iteach Hawai‘i will prioritize recruiting locally based field supervisors with early childhood education expertise for in-person supervision of clinical experiences.

Please read the following prompts and mark an X in the Yes or No column.	YES	NO
Is your institution approved by the Council for Higher Education Association?		X
Is your institution registered with the Hawai'i Post-secondary Education Authorized Program?		X
Is your IHE or Alternative Certification Program (ACP) currently approved by the HTSB?	X	
Does a United States regional accreditor approve your institution? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		X
Does a U.S. teacher educator program accreditor approve your educator preparation program? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.	X	
Are any of your programs accredited by the Distance Education Accrediting Commission? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		X
Is any of your programs accredited by other U.S. accreditors not listed above? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		X
Has your program received approval as a Hawai'i Department of Education (HIDOE) Affiliate Program to place teacher candidates in its school? If yes, please attach a copy of your HIDOE Educator Affiliation Agreement.	X	

Program Intent

Mark an X next to one of the licensure programs for which you plan to submit a program review application.

Licensure Program	Select One
<p>Initial Licensure – IHE Traditional Route Teacher candidates will earn an academic degree from an accredited IHE and be recommended for a teaching license upon successfully completing the EPP. Teacher candidates will earn college credits.</p>	
<p>Initial Licensure - IHE Alternative Route Teacher candidates have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon successfully completing the program. Teacher candidates will earn college credits.</p>	
<p>Initial Licensure – ACP Teacher candidates enrolled in an ACP program. They have earned an undergraduate degree from an accredited IHE and will be recommended for a teaching license upon completing the ACP. Teacher candidates do not earn college credits.</p>	X
<p>Add A Field Program - IHE Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon successfully completing the program, they will receive a recommendation for a specific licensure field. Teacher candidates earn college credits.</p>	
<p>Add A Field Program - ACP Teacher candidates hold a valid teaching license from the Hawai'i Teacher Standards Board. Upon successfully completing the ACP, they will receive a recommendation for a specific licensure field. Teacher candidates do not earn college credits.</p>	

List the licensure field for approval. List of HTSB-approved licensure fields	List the grade level span for the licensure field.	If IHE, list the academic degree or certificate the completers will earn. Write N/A if needed.
Early Childhood Education	P-K, P-3	N/A

Read the following prompts and mark an X in the Yes or No column if you anticipate implementing your program using the instructional delivery modes.	YES	NO
Face-to-face: in-person at a physical location		X
Blended: face-to-face and online learning		X
Online: synchronous learning		X
Online: asynchronous learning	X	
Online Hybrid: synchronous and asynchronous		X
Other (please describe): <i>Performance-based assessments graded by iteach course instructors. Personalized virtual support from iteach Program Director, course instructors, and advisors. In-person classroom observations and post-conferences during clinical experiences, where practicable.</i>	X	

Program Justification

Briefly describe your proposed program, licensure program, and grade level span (300 words maximum).

iteach Hawai'i proposes to develop an alternative certification program in Early Childhood Education (P–K and P–3) leading to initial licensure. The program will prepare and recommend candidates for a Hawai'i teaching license in Early Childhood Education (P–K or P–3).

The proposed program is designed to prepare licensed educators to meet the standards established by the Hawai'i Teacher Standards Board (HTSB) while addressing the state's increasing need for licensed early childhood educators. The P–K and P–3 grade spans were selected to align with Hawai'i's licensure structure and the state's expansion of early learning opportunities, including preschool through early elementary grades, where demand for qualified teachers continues to grow.

The proposed program will be designed to prepare candidates to meet the standards established by the Hawai'i Teacher Standards Board while addressing the state's increasing workforce needs in early learning settings. Candidates will complete self-paced online coursework and complete a supervised clinical experience while working as an Emergency Hire Teacher in Hawai'i Department of Education (HIDOE) public school or Hawai'i Public Charter Schools (HICPS) school, or as a classroom teacher in an accredited private school, allowing for job-embedded practice as they progress toward licensure.

Coursework, assessments, and clinical experiences in the Early Childhood Education (P-K, P-3) program will be aligned to the Hawai'i Administrative Rules, HTSB's New Business Items (as applicable), Hawai'i Teacher Performance Standards, the National Association for the Education of Young Children (NAEYC) 2019 Professional Standards and Competencies for Early Childhood Educators, and the Model Code of Ethics for Educators. Candidates will demonstrate proficiency and preparedness for licensure through aligned program assessments, successful completion of supervised clinical experience requirements, and meeting all HTSB licensure requirements, including passing required licensure examinations. Successful program completers will be recommended to the HTSB for initial licensure.

Through continuous enrollment and flexible, self-paced online learning, candidates can progress efficiently while receiving structured support. Most iteach Hawai'i candidates complete the initial licensure program within 18-24 months. The addition of an initial licensure program in Early Childhood Education to iteach Hawai'i's program offerings will provide an accelerated and accessible pathway into the early childhood educator workforce in Hawai'i for individuals who already hold a bachelor's degree or higher.

Describe how your proposed program will address the HIDOE and HIPCS educational needs and strategic plans. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

In 2020, the Hawai'i State Legislature enacted Act 46, establishing a statewide goal to provide access to preschool for all three- and four-year-olds by 2032. This policy, operationalized through the Ready Keiki initiative and funded through Act 257 (2022), represents a significant expansion of Hawai'i's early learning system across HIDOE, HIPCS, and community-based providers. As part of this effort, the state has opened more than 100 classrooms, with additional classrooms underway. Current estimates indicate Hawai'i will need 400 additional classrooms to meet the 2032 goal, signaling sustained growth in demand for early childhood educators (Ready Keiki, n.d.).

At the same time, statewide educator workforce data indicate persistent staffing shortages across licensure areas. The Hawai'i Teacher Standards Board reports a significant increase in Emergency Hire Permits—issued when no licensed teacher is available—from 838 in 2022–2023 to 1,178 in 2023–2024, and 1,566 in the most recent reporting year (HTSB, 2025; 2026). This trend reflects growing reliance on unlicensed educators or educators who are not licensed in the appropriate field to fill critical positions

In early childhood education, shortages are both persistent and intensifying. HTSB data indicate approximately five emergency hires per month in early childhood roles in spring 2024 (HTSB, 2025). More recent data from the HTSB Executive Director's Report (March 13, 2026) show a substantial increase, with monthly early childhood emergency hires ranging from 17 to 25 between August 2025 and January 2026. This sharp rise coincides with recent preschool expansion efforts, suggesting that demand for licensed educators in early childhood education is accelerating faster than the current preparation pipeline can supply.

The Hawai'i Early Childhood State Plan (2025–2030), developed with educators, community partners, and more than 300 families, reinforces these priorities by identifying workforce development and expanded access as central to the state's strategy (Executive Office on Early Learning [EOEL], 2025). Building Block 5 calls for expanding access across Hawai'i's mixed-delivery system, while Building Block 4 emphasizes stabilizing and strengthening the workforce through expanded preparation pathways and research-based professional learning.

Similarly, the Hawai'i public education Joint Strategic Plan prioritizes recruiting, supporting, and retaining a high-quality educator workforce as a central driver of student success (Hawai'i State Board of Education [BOE], n.d.). The proposed iteach Hawai'i initial licensure program in Early Childhood Education directly advances this priority—particularly Strategic Goal 2.1, “All students are taught by effective teachers who are committed to quality teaching and learning for all”—by expanding access, strengthening the workforce, and improving outcomes for Hawai'i's youngest learners.

With continuous enrollment and fully online coursework, the program expands access for paraprofessionals, career changers, and community members—groups critical to diversifying the educator workforce. Through its job-embedded design, candidates work as Emergency Hire Teachers

while completing licensure requirements, helping schools address immediate staffing needs. Finally, the program strengthens the long-term pipeline by supporting candidates in earning licensure and developing the knowledge and skills needed to remain in the profession.

Explain how your proposed licensure field program will complement and address any challenges with existing Hawai'i approved programs. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

Hawai'i's early childhood expansion efforts are occurring alongside persistent workforce shortages, highlighting the need for additional and more accessible pathways into the profession. This need is especially urgent given that teacher quality is one of the most significant school-based factors influencing student outcomes, particularly in early childhood settings (Darling-Hammond, 2000).

Hawai'i's existing State-Approved Teacher Education Programs (SATEPs) play a critical role in preparing educators and maintaining high standards for the profession; however, there is not currently a state-approved post-baccalaureate, licensure-only Early Childhood Education program in Hawai'i. As a result, individuals who already hold a bachelor's degree and seek to enter the profession must enroll in a full degree program. National research highlights that traditional preparation pathways can create barriers due to cost, time, and inflexible structures, particularly for working adults. Studies also emphasize the importance of supporting existing early childhood educators in earning credentials through accessible, employment-compatible pathways as a key strategy for addressing workforce shortages (RAND Corporation, 2023).

There are currently two SATEPs offering initial licensure in Early Childhood Education: Chaminade University and the University of Hawai'i at Mānoa. Chaminade offers the P–K program at the bachelor's and master's level and the P–3 program at the master's level, with 34 combined completers over the past five years (HTSB, 2026). The University of Hawai'i at Mānoa offers two bachelor's-level programs, including a dual licensure track in ECE (P–3) and Early Childhood Special Education (P–3), and a standalone ECE P–3 track; admission alternates between these programs in odd and even years. The university reports 129 ECE completers over the past five years (HTSB, 2026). While these programs are essential to the educator pipeline, their combined output remains insufficient to meet the scale of demand reflected in emergency hiring trends.

The proposed iteach Hawai'i Early Childhood Education program complements these programs by addressing this gap through a flexible post-baccalaureate pathway. Candidates may enroll year-round and begin coursework immediately, enabling individuals—including paraprofessionals, career changers, and community members—to pursue licensure while remaining employed.

The program's job-embedded structure allows candidates to work as Emergency Hire Teachers while completing clinical and coursework requirements, supporting immediate workforce needs while maintaining rigorous preparation aligned to Hawai'i Teacher Standards Board expectations.

By offering a licensure-only pathway that does not currently exist in Hawai'i, iteach Hawai'i expands access without duplicating existing programs. The program strengthens the educator pipeline, supports HODOE and HIPCS early childhood expansion efforts, and complements existing preparation programs to better serve keiki and 'ohana across the state.

If you are an EPP, explain how this licensure program will enhance your existing licensure programs and not compete with similar licensure programs being implemented. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

The addition of an initial licensure program in Early Childhood Education (PK-K, P-3), alongside a complementary Add a Teaching Field (ATF) pathway, would enhance iteach Hawai'i's existing portfolio of licensure offerings by expanding preparation into a critical and currently unmet area. While iteach Hawai'i offers multiple initial licensure pathways across elementary, secondary, special education, and English language development, including P-3 Special Education and P-3 TESOL, it does not currently offer a general education Early Childhood Education licensure pathway. Unlike the specialized licensure areas of special education and TESOL, which prepare candidates for targeted instructional roles in grades P-3, a general education ECE pathway will serve as a primary entry point into the profession for prospective teachers interested in working with young children.

Because iteach Hawai'i operates on a continuous enrollment model rather than fixed cohorts, candidates may enter the program at any time, ensuring that program availability is not dependent on cohort size and that prospective candidates are not limited by enrollment constraints across licensure areas. This model allows multiple licensure pathways to operate simultaneously without competition for limited seats, ensuring that the addition of an Early Childhood Education pathway expands overall capacity rather than shifting enrollment from existing programs.

The addition of a general early childhood education program also aligns with Hawai'i's increasing need for licensed early childhood educators as access to preschool and early learning programs continues to expand across the state. As HODOE and HIPCS add new early childhood classrooms through the Ready Keiki initiative, demand for educators prepared specifically for general education early childhood roles is growing (Ready Keiki, n.d.). By introducing both, an initial licensure pathway and an add-a-field pathway in Early Childhood Education, iteach Hawai'i strengthens its overall program portfolio while addressing a critical workforce need. The program expands access to the profession, supports the state's early learning expansion efforts, and complements existing licensure offerings by providing a foundational pathway into teaching without duplicating current programs.

Describe how you plan to select, prepare, evaluate, support, and retain partnership schools (300 words maximum).

iteach Hawai'i has an established history of collaborating with schools across the state. In 2025–2026, iteach Hawai'i teacher candidates are completing supervised clinical experiences in approximately 60 schools statewide, supported by Hawai'i-based field supervisors located across Hawai'i Island, Maui, O'ahu, and Kaua'i. This statewide presence provides a strong foundation for expanding partnerships into early childhood education settings.

Partnership schools are identified through a candidate-centered, job-embedded model. Candidates are employed as Emergency Hire Teachers in their licensure area at a HIDOE or HIPCS school, or as classroom teachers in accredited private schools. The iteach Hawai'i Program Director verifies that each placement provides appropriate grade-level alignment, access to qualified mentor teachers, and a supportive instructional environment.

Partnership schools are prepared through clear communication and ongoing collaboration. Once a candidate is assigned, the field supervisor—typically based on the same island—initiates contact with the candidate, mentor teacher, and school administrator to introduce their role and outline expectations and supports. Principals also receive welcome communication, and school leaders are invited to quarterly meetings to strengthen alignment and share updates.

Partnerships are evaluated through continuous monitoring of clinical experience. The majority of supervision is conducted in-person, with observations followed by a debrief to provide targeted feedback and identify action steps for growth. Written feedback is shared with school leaders, and supervisors maintain ongoing communication with administrators to address candidate support needs. In many cases, supervisors collaborate directly with administrators and mentors through co-observations.

Ongoing support is provided through consistent engagement between Hawai'i-based field supervisors and school partners via in-person, phone, and email communication. At the conclusion of the clinical experience, field supervisors and administrators meet to assess candidate readiness and determine successful completion. These practices reflect iteach Hawai'i's sustained presence and commitment to supporting schools and candidates across the islands.

If you do not have existing partnerships with the HIDOE or HIPCS, what is your plan to establish these partnerships? (300 words maximum).

iteach Hawai'i's model is based on job-embedded preparation, in which candidates are employed as teachers of record in HIDOE and HIPCS schools while completing program requirements. As a result, partnerships are established through candidate employment rather than traditional placement agreements.

Through this model, iteach Hawai'i already collaborates with a wide network of HIDOE and HIPCS schools, as candidates are hired directly in classrooms where they are needed most. With the addition of the proposed Early Childhood Education program, these partnerships will be further strengthened as iteach is able to support schools in filling critical early childhood teaching positions

with candidates who are actively working toward licensure. By helping schools meet immediate staffing needs while providing structured preparation and support, the program creates a mutually beneficial partnership.

Provide a list of existing HIDOE or HIPCS partnerships. Write none if you do not have any partnerships.

Island	Complex Area	School Name
Hawai'i	<ul style="list-style-type: none"> ● Charter School ● Charter School ● Hilo ● Kealakehe ● Kealakehe ● Kealakehe ● Kealakehe ● Kealakehe ● Kohala 	<ul style="list-style-type: none"> ● Hawaii Academy of Arts and Science ● Laupahoehoe Community PCS ● Hilo Intermediate ● Kahakai Elementary ● Kaleiopuu Elementary School ● Kealakehe High ● Kealakehe Intermediate ● Waikoloa Elementary/Middle ● Kohala High
Kaua'i	<ul style="list-style-type: none"> ● Kapaa ● Kauai ● Waimea 	<ul style="list-style-type: none"> ● Kapaa Elementary ● Kauai High School ● Waimea Middle School
Lāna'i	<ul style="list-style-type: none"> ● Hāna–Lahainaluna–Lāna'i–Moloka'i 	<ul style="list-style-type: none"> ● Lana'i High & Elementary School
Maui	<ul style="list-style-type: none"> ● Baldwin ● Baldwin ● Charter School ● Kekaulike ● Lahainaluna ● Lahainaluna ● Maui ● Private 	<ul style="list-style-type: none"> ● Kalama Interm ● Wailuku Elementary ● Kihei Charter School ● Kulanihako'i High ● Lahaina Intermediate ● Lahainaluna High ● Maui High School ● Maui Preparatory Academy
Moloka'i	None	None
O'ahu	<ul style="list-style-type: none"> ● Campbell ● Campbell ● Campbell ● Campbell ● Campbell ● Castle ● Charter School ● Charter School ● Charter School ● Charter School ● Farrington ● Kahuku ● Kahuku ● Kahuku ● Kailua ● Kailua ● Kaimuki ● Kaiser ● Kalaheo ● Leilehua ● McKinley 	<ul style="list-style-type: none"> ● Campbell Kopolei Complex ● Ewa Beach ● Honouliuli Middle School ● Ilima Intermediate ● James Campbell High School ● Waiahole Elementary ● Hawaii Technology Academy PCS ● Connections PCS ● Kapolei Charter School ● Voyager Public Charter ● Farrington High School ● Hauula Elementary ● Kahuku High ● Laie Elementary ● Blanche Pope Elementary ● Kailua Elementary ● Palolo Elementary ● Hahaione Elementary School ● Kalaheo High School ● Wahiawa Middle ● Kauluwela Elementary

	<ul style="list-style-type: none">● Mililani● Mililani● Mililani● Moanalua● Moanalua● Private● Radford● Radford● State School Waipahu	<ul style="list-style-type: none">● Mililani High● Mililani Uke Elementary● Mililani Waena Elementary● Moanalua High School● Salt Lake Elementary● Le Jardin Academy● Alvah Scott Elementary● Hickman Elementary● Hawaii School for the Deaf Waipahu Intermediate
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If you are a Hawaii-approved program, please provide quantitative data on the number of program completers who have received a teacher license from the HTSB within the past six years and are currently teachers in the HIDOE or HIPCS.			
Completer Year	Number of program completers	Number of teachers currently employed in the HIDOE	Number of teachers currently employed in the HIPCS
SY 2019-2020	51	28	--
SY 2020-2021	54	32	--
SY 2021-2022	50	27	--
SY 2022-2023	57	24	--
SY 2023-2024	42	18	--
SY 2024-2025	42	33	--

Program completer data by licensure field and grade span are reported in the HTSB *iTeach Educator Preparation Program Annual Highlights (2024–2025)* (Appendix F), which includes annual completer counts by approved licensure field from SY 2020–2021 through SY 2024–2025.

The table above provides a six-year summary of total program completers and the number currently employed in Hawai'i Department of Education (HIDOE) schools. Employment data were compiled from the [Hawai'i State Department of Education public directory](#).

Additional employment outcomes, including employment in Hawai'i Public Charter Schools (HIPCS), are also reported in the HTSB Annual Highlights. Based on self-reported data from 156 completers between 2005 and 2025, 121 (78%) are employed in HIDOE and 15 (10%) are employed in HIPCS.

Describe how you plan to select, prepare, evaluate, support, and retain cooperating/mentor teachers to ensure teacher candidates are developing in their licensure field (300 words maximum).
<p>iteach Hawai'i collaborates with school leaders to identify and confirm qualified mentor teacher assignments at the time of employment. Candidates working as Emergency Hire Teachers with fewer than two years of teaching experience may receive mentors through the Hawai'i Teacher Induction Program. For candidates in their third year of teaching who are no longer served by the induction program, iteach Hawai'i continues to require that schools assign a qualified mentor teacher. School leaders are encouraged to select mentors who are licensed in the candidate's field, have at least three years of experience, demonstrate instructional effectiveness, and have the capacity to support adult learners. Field supervisors verify mentor assignments and communicate expectations to ensure alignment with program and state guidance.</p>

iteach Hawai'i provides mentor teachers with the iteach Mentor Teacher Handbook, which outlines roles, evidence-based mentoring strategies, and tools for coaching and feedback. Mentors also receive ongoing guidance from field supervisors to support alignment with program expectations and candidate development.

Mentor effectiveness is monitored through candidate performance data, feedback, and ongoing communication with field supervisors and school leadership. Field supervisors assess the quality of mentoring through interactions with both the mentor and candidate, enabling the program to identify strengths and address concerns.

Mentors are part of a coordinated support team that includes field supervisors and instructional coaches, ensuring aligned, high-quality feedback for candidates. iteach Hawai'i supports mentor retention through strong school partnerships, clear expectations, and structured support that enhances the mentoring experience while building teacher leadership capacity.

How will your cooperating/mentor teachers be compensated (e.g., financial, professional development courses)? (300 words maximum)

iteach Hawai'i does not provide direct financial compensation to cooperating/mentor teachers. However, the program seeks to support and recognize mentor teachers through non-monetary resources and professional learning opportunities aligned to their role. These currently include the iteach Mentor Handbook, which outlines expectations and provides research-based strategies for supporting candidate development. Additional training opportunities for mentors are currently under development.

Mentors assigned via the Hawai'i Teacher Induction Program may be compensated through funds allocated by the HDOE.

Program Startup

How many months do you anticipate a teacher candidate will need to complete your licensure program?

The iteach Hawai'i early childhood education initial licensure program offers continuous enrollment and self-paced online learning, allowing candidates to progress at an individualized pace. Candidates may complete program requirements, including supervised clinical experience, in as little as one school year; however, we anticipate that most candidates will require 18-24 months to complete the program.

What are the anticipated costs a teacher candidate will pay annually and the total cost upon program completion?

The total cost of the iteach Hawai'i program is \$5,449. Candidates who choose the monthly payment plan receive a \$500 discount, for a total cost of \$4,949. Because the program is self-paced, annual costs vary based on candidate progression and payment schedule. There are no additional fees associated with the program.

Will this licensure program provide tuition assistance for teacher candidates? If yes, please explain the funding source, requirements to receive funding, and any payback obligations (e.g., teaching for specified years or exiting the program without successful completion).

iteach Hawai'i does not participate in federal or state financial aid programs; therefore, candidates are not eligible for financial aid, grants, or loans through these programs.

Candidates may be eligible for external funding opportunities, such as employer-based support, scholarships, or state or local workforce initiatives, depending on availability. Because the program does not administer tuition assistance directly, there are no program-specific funding requirements or payback obligations.

What professional liability insurance do you anticipate teacher candidates will need to obtain throughout the program?

iteach Hawai'i candidates will complete supervised clinical experience requirements as a HIDPS or HIPCS employee, working as an Emergency Hire Teacher, or as a classroom teacher employed by an accredited private school, therefore liability insurance is not required.

What anticipated recruitment strategies do you anticipate using to enroll teacher candidates in the program?

iteach Hawai'i will implement a targeted, locally grounded recruitment strategy focused on expanding the early childhood educator workforce across the state. Building on iteach Hawai'i's established presence since 2012 and existing school and community partnerships, recruitment efforts will prioritize attracting prospective candidates already working in early learning settings and communities with the greatest workforce needs.

School and Early Learning Partnerships: iteach Hawai'i will collaborate with HDOE schools, Hawai'i public charter schools, and community-based early learning providers to identify degreed paraprofessionals, long-term substitutes, instructional aides, and preschool staff who are well-positioned to pursue licensure. These partnerships will be particularly important as schools and providers expand access to preschool and early learning programs.

Community-Based Recruitment: Recruitment efforts will extend to local organizations and workforce initiatives focused on early childhood education, including engagement with community partners, early learning networks, and organizations supporting Hawai'i's early childhood system. These efforts will help reach individuals already working with young children who are seeking a pathway into licensed teaching roles.

Targeted Digital Outreach: iteach Hawai'i will utilize digital marketing strategies to reach career changers, recent graduates, and individuals interested in working with young children, with messaging tailored to early childhood education and Hawai'i-specific workforce needs.

Information Sessions and Local Engagement: Virtual and in-person information sessions will provide prospective candidates with clear information about licensure pathways, program expectations, and opportunities to serve in early childhood classrooms across Hawai'i.

Together, these strategies support the development of a diverse, locally rooted pipeline of early childhood educators prepared to serve Hawai'i's keiki and 'ohana.

What time of the year do you anticipate candidates can apply to the program? What time of the year will teacher candidates start the program?

iteach Hawai'i operates on a continuous enrollment model with self-paced online coursework. As a result, candidates may apply to the program year-round and begin coursework upon acceptance. There are no fixed start dates, allowing candidates to enter the program at any time rather than waiting for traditional academic semesters.

How many candidates do you anticipate enrolling in your licensure program in its first year of operation?

iteach Hawai'i anticipates enrolling 10–15 candidates in the first year of the Early Childhood Education licensure program. This initial enrollment reflects a measured approach that aligns with current workforce demand, candidate availability, and the program's capacity to provide high-quality supervision and support during program implementation.

Explain the current employment outlook and how your proposed licensure program will support completers in the job market upon exiting your program and sustaining itself for the next 3-5 years. Cite data and academic research to support your response (300 words maximum).

Hawai'i's early childhood workforce continues to face high demand driven by existing shortages and expansion of early learning programs. The Hawai'i Early Childhood State Plan (2025–2030) identifies staffing gaps, low wages, and high turnover as persistent challenges (EOEL, 2025). Compensation across the sector—often \$13–\$17 per hour—continues to limit recruitment and retention, particularly for individuals who may not pursue licensure without accessible pathways. Research indicates that supporting early childhood educators in obtaining licensure expands the supply of qualified teachers and strengthens retention by creating clearer career pathways and opportunities for increased compensation (RAND Corporation, 2023).

As Hawai'i expands access to preschool through the Ready Keiki initiative, the need for licensed early childhood educators will continue to grow. Hawai'i Teacher Standards Board data show continued reliance on Emergency Hire Permits, indicating demand exceeds the supply of licensed teachers (HTSB, 2025; 2026).

The proposed iteach Hawai'i Early Childhood Education licensure program supports this outlook by providing a flexible, job-embedded pathway. Candidates complete licensure requirements while employed as Emergency Hire Teachers, reducing financial barriers and increasing retention.

Completers exit with a Hawai'i teaching license and classroom experience, positioning them for continued employment in HODOE, HIPCS, and community-based programs. Because candidates are already employed during preparation, many are expected to remain in their roles beyond completion.

The program is designed for long-term sustainability by aligning with statewide expansion and workforce priorities. Continued public investment, combined with persistent shortages, is expected to sustain demand. By expanding access to licensure and supporting candidates in entering and remaining in the field, iteach Hawai'i contributes to a stable early childhood workforce pipeline.

List of Appendices

Appendix A: iteach Organizational Chart

Appendix B: CAEP Accreditation Documentation

Appendix C: HIDOE Affiliate Program Verification

Appendix D: Data Sources and Dates Collected

Appendix E: Reference of Academic Literature

Appendix F: iteach EPP Annual Highlights 2024-2025

Educator Preparation Provider Verification

Preparer's Information

Name	Dauida Gatlin
Position	Director of Community and Government Relations
Telephone Number	952-222-4076
Email	Dauida.gatlin@iteach.net

Contact person should there be any questions about the application.

Name	Dauida Gatlin
Position	Director of Community and Government Relations
Telephone Number	952-222-4076
Email	Dauida.gatlin@iteach.net

I verify that the contents of this application are complete, accurate, and approved by the institution/organization administrator. Please use an ink or digitally stamped signature.

Name	<i>Dauida Gatlin</i>
Date	April 15, 2026



HAWAI'I TEACHER
STANDARDS BOARD

**Educator Preparation Provider
Letter of Intent Application:
Add a Teaching Field**

(Updated 03/23/26)

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Program Information

Institution Name	iteach Hawai'i
Mailing Address*	P.O. Box 1626, Denton, Texas 76202
Public URL/Website	iteach.net/hawaii
*If your institution does not have a physical presence in Hawai'i, explain how HTSB licensed teachers will receive prompt in-person support (§16-255-2).	iteach Hawai'i candidates are supported by iteach Hawai'i Program Director Michelle Brady, Hawai'i based and remote faculty, and iteach advisors. Ms. Brady visits the islands at least quarterly to meet with current and prospective candidates and P-12 and community partners. iteach currently employs six Hawai'i-based adjunct field supervisors (Hawai'i Island, O'ahu, Maui, and Kaua'i) who are available for in-person support, and one remote field supervisor. One additional Hawai'i-based field supervisor will be added for Fall 2026, with plans to add 2-3 more Hawai'i-based field supervisors in the next year. All iteach faculty and staff are available via phone, email, and chat. Candidates also have 24/7 access to their online candidate portal and online learning management system. Together, these structures ensure timely access to both virtual and in-person support in alignment with §16-255-2.

Institution Administrator	Andrew Rozell
Title	President
Email Address	andrew.rozell@iteach.net
Phone Number	940-383-8100

EPP Administrator Name (if different from Institution Administrator)	Michelle Brady
Position	Program Director
Phone	602-899-6825
Email	michelle.brady@iteach.net

EPP Liaison for HTSB Communication	
Name	Michelle Brady
Position	Program Director
Phone	602-899-6825

Email	michelle.brady@iteach.net
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Mark an X next to the option that best describes your institution.	
Institution of Higher Education, Public College, or University	
Institution of Higher Education, Private/Independent	
Alternative Certification Pathway, For-profit	X
Alternative Certification Pathway, Non-profit (501/503c)	

Provide your institution's vision, mission, and goals.
<p>Our mission is to be a trusted partner that stands alongside teachers and school leaders to achieve positive student impact, reignite joy in the classroom, and prepare educators for a career filled with success and growth.</p> <p>Our vision is that every day and everywhere, all K12 school leaders, teachers and students have the resources and support they need to thrive and perform at their best.</p> <p>iteach Hawai'i's goals are to expand the educator workforce, provide flexible pathways to licensure, prepare highly effective teachers through rigorous coursework and clinical experience, and support schools in meeting staffing needs across the state.</p>

Describe the history and development of your EPP to help the reviewers understand the context of your institution. Include information about the age, history, and distinguishing features (1000 words).
<p>iteachU.S. (iteach) is a private educator preparation provider with more than 20 years of experience delivering non-traditional teacher preparation programs designed to expand access to the teaching profession and address workforce needs. iteach is a subsidiary of Learners Edge, LLC (doing business as K12 Coalition) and is headquartered in Denton, Texas. The organization operates within a governance structure that ensures oversight, accountability, and alignment to its mission and is led by iteach President Andrew Rozell. iteach is accredited by the Council for the Accreditation of Educator Preparation (CAEP), demonstrating that the program meets rigorous national standards for educator preparation and continuous improvement.</p> <p>Founded in Texas in 2003, iteach was designed to provide an affordable, flexible, and accessible pathway to teacher certification for qualified individuals who already hold a bachelor's degree. iteach Hawai'i was approved by the Hawai'i Teacher Standards Board (HTSB) in 2012 to support the state's need for qualified teachers and to provide an alternative pathway to licensure aligned with the Hawai'i State Approved Educator Preparation Program (SATEP) standards. Since that time, iteach</p>

Hawai'i has focused on licensure-only preparation pathways that allow candidates to complete program requirements while working in school settings as Emergency Hire Teachers.

Since 2012, iteach Hawai'i has prepared over 380 program completers, many of whom serve in schools across the islands, contributing to the state's teacher workforce in elementary, secondary, and special education settings. iteach Hawai'i is currently approved by the HTSB to offer licensure-only pathways in the following initial licensure fields and grade levels:

- Elementary Education (K-6)
- English (6-12)
- Health (K-6, 6-12, K-12)
- Mathematics (6-8) *NBI 22-70*
- Mathematics (6-12)
 - Algebra 1 *NBI 22-61*
 - Geometry *NBI 22-61*
- Physical Education (K-6, 6-12, K-12)
- Science (6-8, 6-12) *NBI 24-25 and 24-26*
 - Earth and Space Sciences
 - Biology
 - Chemistry
 - Physics
 - Physical Science
- Special Education (P-3, K-6, 6-8, 6-12, K-12, P-12)
- TESOL (P-3, K-6, 6-8, 6-12, K-12)
- World Languages (6-12)

In 2024, Program Director Michelle Brady assumed leadership of the iteach Hawai'i program. Ms. Brady has 25 years of experience in education and holds a bachelor's degree in business administration, a master's degree in curriculum and instruction, and a master's degree in educational leadership.

iteach Hawai'i initial licensure programs operate within a structured framework that ensures consistency in program quality while allowing for adaptation to local context. The self-paced coursework is delivered fully online, enabling candidates to demonstrate mastery of instructional practices while working in school settings. Structured clinical supervision is provided throughout a two-semester teaching experience, a defining feature of the iteach initial licensure program model. Candidates meet HTSB clinical experience requirements as Emergency Hire Teachers in a Hawai'i Department of Education (HIDOE) or Hawai'i Public Charter School (HIPCS) classroom or as a classroom teacher in an accredited private school. This approach ensures that candidates develop practical instructional skills that are immediately relevant to their classrooms and students.

Candidate support is a central component of the program. Coursework is facilitated by experienced instructors and instructional coaches with K–12 expertise, who provide individualized assessment feedback to candidates. Each candidate is additionally supported by a coordinated team that includes program staff and advisors available via phone, email, and chat. During the clinical

experience, initial licensure candidates are assigned to a field supervisor who coordinates closely with the candidate's school-based mentor teacher and campus administrator. Together, these individuals provide aligned guidance, consistent communication, and ongoing, actionable feedback throughout the candidate's preparation.

Program leadership regularly reviews candidate performance, employer feedback, and state outcomes to inform continuous improvement efforts and ensure alignment with HTSB standards and expectations, as well as ongoing compliance with CAEP accreditation requirements.

Through its focus on accessibility, flexibility, and high-quality preparation, iteach Hawai'i provides pathways that support both entry into the teaching profession and the ongoing development of educators. The program's combination of online, competency-based coursework and job-embedded practice supports the preparation of effective educators who are equipped to meet the needs of diverse learners across Hawai'i.

Are you an approved EPP in other U.S. states or jurisdictions? If yes, please list the states, all approved teacher licensure fields and grade span.

iteach was initially approved as an educator preparation program provider in Texas by the Texas State Board for Educator Certification in 2003. Currently, iteach is an approved educator preparation program provider in the following states: Alabama, Arkansas, Arizona, Florida, Hawai'i, Indiana, Kentucky, Louisiana, Mississippi, Nevada, New Jersey, North Carolina, Texas, Virginia, and West Virginia. iteach also operates state-recognized out-of-state pathways to teacher certification in Nebraska and Tennessee.

Across these states, iteach offers preparation for a range of licensure fields designed to address state workforce needs. Grade spans for licensure programs follow the grade band structures established by each state's licensing agency.

In most states, iteach is approved to offer programs leading to licensure in Elementary Education, Secondary Education content areas (e.g. English Language Arts, Mathematics, Science, and Social Studies), K-12 fields (e.g. fine arts, health and physical education, and world languages), and specialized areas such as Special Education fields and Teaching English as a Second Language (TESOL). In several states, iteach is additionally approved to offer programs leading to licensure in Career and Technical Education (CTE) fields.

iteach is approved to offer programs leading to licensure in Early Childhood Education in Alabama (P-3), Florida (PK-3), and Louisiana (P-3). Elementary Education licensure fields in some states – Kentucky (P-5), Texas (EC-6), and Virginia (P-6) – also include early childhood education.

In Louisiana, Indiana, and Virginia, iteach is approved to offer programs leading to an additional license or endorsement in special education for individuals already holding a teaching license in

another field. In Virginia, iteach is also approved to offer a program leading to an additional license in elementary education.

Provide a summary of students and faculty demographics (e.g., enrollment, diversity, full-time, part-time) in your EPP (300 words).

During the 2024–25 academic year, iteach Hawai‘i served 154 part-time teacher candidates. The candidate population reflects a diverse group of educators. By race/ethnicity, 44% identify as White, 16% Asian, 15% Native Hawaiian or other Pacific Islander, 7% Hispanic/Latino, 3% Black or African American, 6% Two or More Races, and 10% not reported. By gender, 71% identify as female and 29% as male. This diversity aligns with the program’s commitment to expanding access to the profession and preparing educators to serve Hawai‘i’s diverse communities.

Faculty includes course instructors who are experienced educators and school leaders and field supervisors who provide clinical support. All faculty serve in part-time or adjunct roles. This staffing model allows the program to leverage experienced practitioners while maintaining the flexibility to respond to demand.

In 2024–2025, seven course instructors, each with 10–29 years of experience, supported candidates’ coursework. Additionally, seven field supervisors supported 45 candidates serving as Emergency Hire Teachers in 2024-25. Six supervisors are Hawai‘i-based (two on Hawai‘i Island, two on Maui, one on O‘ahu, and one on Kaua‘i) and five provide in-person supervision. One additional supervisor provided virtual supervision after relocating to the mainland following a career in Hawai‘i schools. Supervisors typically support 10–15 candidates, and additional supervisors are recruited as enrollment grows to maintain strong candidate support. iteach Hawai‘i has added another locally-based field supervisor (Hawai‘i Island/O‘ahu split) for Fall 2026 and is actively recruiting 2-3 additional Hawai‘i-based supervisors, with the goal of ensuring all candidates can be supported through in-person supervision.

For the proposed initial-level ECE program, iteach will prioritize recruiting locally based field supervisors with early childhood education expertise. While the proposed ATF program does not include formal clinical experiences, Hawai‘i-based supervisors will be available for in-person candidate support.

Please read the following prompts and mark an X in the Yes or No column.	YES	NO
Is your institution approved by the Council for Higher Education Association?		X

Please read the following prompts and mark an X in the Yes or No column.	YES	NO
Is your institution registered with the Hawai'i Post-secondary Education Authorized Program ?		X
Is your institution currently approved by the HTSB?	X	
Does a United States regional accreditor approve your institution? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		X
Does a US teacher educator program accreditor approve your educator preparation program ? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.	X	
Are any of your programs accredited by the Distance Education Accrediting Commission? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		X
Are any of your programs accredited by other US accreditors not listed above? If yes, attach a copy of the institution's current accreditation letter, including status and expiration date.		X
Has your program received approval as a Hawai'i Department of Education (HIDOE) Affiliate Program to place teacher candidates or HTSB licensed teachers in its school? If yes, please attach a copy of your HIDOE Educator Affiliation Agreement.	X	

Program Intent

Mark X next to the proposed ATF licensure program.

Licensure Program	Select One
Add A Field Program - IHE Enrolled students hold a valid teaching license from the HTSB. Upon successfully completing the program, they will receive a recommendation for a specific licensure field. Enrolled students earn college credits.	
Add A Field Program - ACP Enrolled students hold a valid teaching license from the HTSB. Upon successfully completing the ACP, they will receive a recommendation for a specific licensure field. Enrolled students do not earn college credits.	X

List the ATF teacher license field requested for approval. List of HTSB-approved licensure fields	List the grade level span for the licensure field.	If IHE, list the academic degree or certificate the completers will earn. Write N/A if needed.
Early Childhood Education	P-K, P-3	N/A

Read the following prompts and mark an X in the Yes or No column if you anticipate implementing your program using the instructional delivery modes.	YES	NO
Face-to-face: in-person at a physical location		X
Blended: face-to-face and online learning		X
Online: synchronous learning		X
Online: asynchronous learning	X	
Online Hybrid: synchronous and asynchronous		X
Other (please describe): <i>Performance-based assessments graded by iteach course instructors. Personalized virtual support from iteach Program Director, course instructors, and advisors. In-person touchpoints and support offered by iteach Hawai'i field supervisors</i>	X	

Program Justification

Briefly describe your proposed ATF licensure program and why the targeting teaching field and grade level is selected (300 words maximum).

iteach Hawai'i proposes to develop an Add a Teaching Field (ATF) program in Early Childhood Education (P–K and P–3). The program will prepare currently licensed teachers who are seeking to add the field of Early Childhood Education (P–K or P–3) to their Hawai'i teaching license. To ensure that candidates have an appropriate foundation in child development and early learning, iteach Hawai'i will enroll candidates who are licensed in Elementary Education or hold a license in a different field with a P–3, K–6, P–12, or K–12 grade span. This approach ensures that all admitted candidates have prior preparation and field experience that includes exposure to early or elementary grade levels.

The proposed program is designed to prepare licensed educators to meet the standards established by the Hawai'i Teacher Standards Board (HTSB) while addressing the state's increasing need for appropriately licensed early childhood educators. The P–K and P–3 grade spans were selected to align with Hawai'i's licensure structure and the state's expansion of early learning opportunities, where demand for qualified teachers continues to grow.

iteach Hawai'i's ATF program will be competency-based, enabling candidates to demonstrate the knowledge, skills, and professional dispositions required for effective teaching in early childhood settings. Coursework and assessments will be aligned to the Hawai'i Administrative Rules, HTSB's New Business Items, Hawai'i Teacher Performance Standards, the National Association for the Education of Young Children (NAEYC) 2019 Professional Standards and Competencies for Early Childhood Educators, and the Model Code of Ethics for Educators. Candidates demonstrate competency in early childhood standards through performance-based assessments connected to practice with age-appropriate learners.

Through continuous enrollment and flexible, self-paced online learning, candidates can begin at any time and progress while remaining in the classroom. Most will complete the program within 6–8 months. This ATF pathway provides an accelerated, accessible option to expand certification and supports Hawai'i's efforts to increase the number of qualified early childhood educators.

Describe how the proposed ATF licensure program will address the HODOE and HIPCS educational needs and strategic plans. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

In 2020, the Hawai'i State Legislature enacted Act 46, establishing a statewide goal to provide access to preschool for all three- and four-year-olds by 2032. This policy, operationalized through the Ready Keiki initiative and funded through Act 257 (2022), represents a significant expansion of Hawai'i's early learning system across HIDOE, HIPCS, and community-based providers. As part of this effort, the state has opened more than 100 classrooms, with additional classrooms underway. Current estimates indicate Hawai'i will need 400 additional classrooms to meet the 2032 goal, signaling sustained growth in demand for early childhood educators (Ready Keiki, n.d.).

At the same time, statewide educator workforce data indicate persistent staffing shortages across licensure areas. The HTSB reports that Emergency Hire Permits—issued when no licensed teacher is available—increased significantly from 838 in 2022–2023 to 1,178 in 2023–2024, and 1,566 in 2024–2025 (Annual Reports, 2025; 2026). This trend reflects growing reliance on unlicensed educators or educators who are not licensed in the appropriate field to fill critical positions.

In early childhood education, shortages are both persistent and intensifying. HTSB reported five emergency hires per month in early childhood roles in spring 2024 (Annual Report, 2025). More recent data from the HTSB Executive Director's Report (March 13, 2026) show a substantial increase, with monthly early childhood emergency hires ranging from 17 to 25 between August 2025 and January 2026. This sharp rise coincides with recent preschool expansion efforts, suggesting that demand for licensed educators in early childhood education is accelerating faster than the current preparation pipeline can supply.

The Hawai'i Early Childhood State Plan (2025–2030), developed with educators, community partners, and more than 300 families, reinforces these priorities by identifying workforce development and expanded access as central to the state's strategy (Executive Office on Early Learning [EOEL], 2025). Building Block 5 calls for expanding access across Hawai'i's mixed-delivery system, while Building Block 4 emphasizes stabilizing and strengthening the workforce through expanded preparation pathways and research-based professional learning.

Similarly, the Hawai'i public education Joint Strategic Plan prioritizes recruiting, supporting, and retaining a high-quality educator workforce as a central driver of student success (Hawai'i State Board of Education [BOE], n.d.). The proposed iteach Hawai'i Add a Teaching Field (ATF) program in Early Childhood Education directly advances this priority—particularly Strategic Goal 2.1, “All students are taught by effective teachers who are committed to quality teaching and learning for all”—by expanding access to licensure pathways for currently licensed teachers and strengthening the alignment of educator credentials with workforce needs.

The ATF program leverages Hawai'i's existing licensed educator workforce by providing an accelerated and accessible pathway for teachers to add Early Childhood Education (P–K or P–3) to their license and transition into early childhood roles. Through flexible, online coursework and job-embedded application, the program enables licensed teachers to upskill while remaining employed, allowing schools to more quickly place appropriately licensed educators in early childhood classrooms. By supporting licensed teachers in earning an additional field, the program helps reduce

reliance on emergency hires and strengthens the long-term stability and effectiveness of Hawai'i's early childhood workforce.

Explain how the proposed ATF licensure program will complement and address any challenges with existing Hawai'i approved programs. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

Hawai'i's early childhood expansion efforts are occurring alongside persistent workforce shortages, highlighting the need for additional and more accessible pathways for licensed teachers to add Early Childhood Education to their credentials. This need is especially urgent given that teacher quality is one of the most significant school-based factors influencing student outcomes, particularly in early childhood settings (Darling-Hammond, 2000).

Hawai'i's existing State-Approved Teacher Education Programs (SATEPs) play a critical role in preparing educators and maintaining high standards for the profession. However, current pathways for adding an Early Childhood Education credential are extremely limited. At present, there is only one HTSB-approved Add a Teaching Field (ATF) program in Early Childhood Education: the University of Hawai'i at Mānoa's Early Childhood Education Graduate Certificate (P-3). Admission to the 18-credit hour program is offered in the fall of even numbered years only. The program is completed over 18 months and requires attendance at 2-3 in-person Saturday sessions per semester on the island of O'ahu. Barriers of time commitment, cost, and accessibility are reflected in program output: Only two candidates completed this program over the five-year period from SY 2020-21 through SY 2024-25 (HTSB Annual Report, 2026).

Traditional program structures and limited availability also restrict responsiveness to workforce needs. Fixed academic calendars and sequenced coursework can delay teachers' ability to transition into early childhood roles, even when schools have immediate staffing needs. National research reinforces this challenge, finding that traditional preparation pathways often create barriers for working educators due to cost, time, and inflexible design, and highlighting the need for more accessible, employment-compatible pathways to support credential attainment and address workforce shortages (RAND Corporation, 2023).

The proposed iteach Hawai'i Add a Teaching Field (ATF) program in Early Childhood Education complements the existing program landscape by addressing this gap through a flexible, competency-based, licensure-only pathway. The program is specifically designed for currently licensed teachers seeking to add the Early Childhood Education (P-K or P-3) field without pursuing a graduate certificate. With continuous enrollment and fully online coursework, teachers may begin the

program at any time and progress at an individualized pace while remaining employed in the classroom.

This design expands access for licensed teachers who may not be able to participate in traditional graduate programs, including those balancing full-time teaching responsibilities or working in rural or neighbor island communities with limited access to in-person coursework. By providing a more accessible and efficient pathway to add an ECE credential, the program increases the number of appropriately licensed teachers available to serve in early childhood settings.

Importantly, the proposed program is designed to complement—not compete with—existing SATEPs. The University of Hawai‘i at Mānoa’s graduate certificate program will continue to serve candidates seeking a degree-aligned, university-based pathway, while the iteach Hawai‘i ATF program offers an alternative pathway focused on flexibility, accessibility, and workforce responsiveness. Together, these pathways strengthen Hawai‘i’s educator preparation system by providing multiple entry points for licensed teachers to meet the growing demand for qualified early childhood educators.

If you are an EPP, explain how this ATF licensure program will enhance your existing licensure programs **and** not compete with similar licensure programs being implemented. Cite quantitative and qualitative data and academic research to support your response (500 words maximum).

The addition of an Add a Teaching Field (ATF) licensure program in Early Childhood Education (P–K, P–3), alongside a new initial licensure pathway in the same field, will enhance iteach Hawai‘i’s existing portfolio of licensure offerings by expanding preparation into a critical and currently unmet area. While iteach Hawai‘i offers multiple initial licensure pathways across elementary, secondary, special education, and English language development—including P–3 Special Education and P–3 TESOL—it does not currently offer a general education Early Childhood Education licensure pathway. The addition of both initial and add-a-field pathways in Early Childhood Education creates a comprehensive program structure that supports both new entrants to the profession and currently licensed teachers seeking to expand their certification.

The ATF pathway is specifically designed for currently licensed teachers seeking to add Early Childhood Education (P–K or P–3) to their existing license, allowing experienced educators to extend their practice into early childhood settings without re-entering a full initial licensure program. This distinguishes it from iteach Hawai‘i’s initial licensure programs, which serve individuals entering the teaching profession. By serving a different candidate population, the ATF pathway enhances rather than competes with existing program offerings and creates an additional avenue for workforce expansion by upskilling the current educator workforce.

Because iteach Hawai‘i operates on a continuous enrollment model rather than fixed cohorts, candidates may enter the program at any time. This structure ensures that program availability is not dependent on cohort size and that prospective candidates are not limited by enrollment constraints across licensure areas. Multiple licensure pathways can operate simultaneously without

competing for limited seats, allowing the addition of Early Childhood Education pathways to expand overall program capacity rather than shift enrollment from existing programs.

By introducing both initial and add-a-field pathways in Early Childhood Education, iteach Hawai'i enhances its program portfolio while supporting a more responsive and comprehensive approach to educator preparation. This dual-pathway model expands access to the profession, strengthens the existing workforce, and aligns with Hawai'i's strategic efforts to increase the number of qualified early childhood educators across the state.

Please summarize your institutional/organization data designed and collected to identify this needed ATF licensure program. Provide a copy of the data method/s, year implemented, number of responses, and participant demographics (e.g., faculty, staff, students, educators) that your institution used (500 words maximum).

iteach Hawai'i identified the need for the proposed Add a Teaching Field (ATF) program in Early Childhood Education through a comprehensive review of publicly available state-level data, workforce reports, and strategic planning documents, supplemented by ongoing stakeholder engagement.

Key data sources included Hawai'i Teacher Standards Board (HTSB) Annual Reports and Executive Director Reports, the Hawai'i Early Childhood State Plan (2025–2030) developed by the Executive Office on Early Learning (EOEL), and workforce and expansion data associated with the Ready Keiki initiative led by the Office of the Lieutenant Governor. These sources were reviewed in 2025–2026 as part of program design and justification.

Collectively, these data identify a significant and growing demand for licensed early childhood educators driven by the state's goal of universal preschool access by 2032. Ready Keiki initiative data and EOEL planning documents highlight the need to expand access to early learning through the addition of hundreds of classrooms, while simultaneously identifying workforce capacity as a key constraint. HTSB data further indicate increasing reliance on Emergency Hire Permits, demonstrating that current educator preparation pathways are not producing enough licensed teachers to meet demand.

In addition to quantitative data, iteach Hawai'i incorporated qualitative insights from ongoing engagement with state stakeholders, including HTSB staff, school leaders, and educator preparation partners. These conversations consistently emphasized the need for flexible, employment-compatible pathways that allow currently licensed teachers to add Early Childhood Education to their credentials.

Because the need for the program was identified through analysis of statewide data sources and stakeholder input rather than a formal institutional survey or study, there are no internal data collection instruments, response counts, or participant demographic data to report.

Who are the targeted educators you anticipate enrolling in the ATF licensure program? (300 words maximum)

The proposed Add a Teaching Field (ATF) program in Early Childhood Education is designed to serve currently licensed teachers in Hawai'i who are seeking to expand their certification to include Early Childhood Education (P–K or P–3). The program will enroll educators who are licensed in Elementary Education or hold a P–3, K–6, P–12, or K–12 grade span. This ensures that candidates have prior preparation and field experience that includes exposure to early learners.

The targeted population includes licensed educators working in HIDOE, HIPCS, and private or community-based early learning settings who are not yet licensed in Early Childhood Education. This includes teachers seeking to transition into early childhood roles, as well as those already serving in preschool classrooms who need to add the appropriate licensure field. The program also serves experienced educators seeking to expand their certification in response to evolving workforce needs within their schools or communities.

Given the expansion of preschool access through the Ready Keiki initiative, there is a growing need for licensed teachers who are specifically prepared to work with young children. By focusing on currently licensed teachers with relevant grade span preparation, the ATF program leverages an existing pool of educators who can transition efficiently into early childhood roles. This approach supports both individual career advancement and system-level workforce stability by increasing the number of appropriately licensed teachers available to serve Hawai'i's youngest learners.

Clinical Experience

<p>Explain if you anticipate having a field experience/clinical experience in this ATF licensure program (300 words maximum).</p>
<p>As an Add a Teaching Field (ATF) program for currently licensed teachers, the proposed Early Childhood Education program will not require formal field or clinical experiences. Candidates already hold a Hawai'i license in Elementary Education (K-6) or a different field with a P-3, K-6, P-12, or K-12 grade span, ensuring that all participants enter the program with prior preparation that includes exposure to young learners.</p> <p>Within the program candidates will demonstrate competency in early childhood standards through performance-based assessments connected to practice, including work with age-appropriate learners where practicable. Candidates will also have access to the Teaching Channel's library of over 2,000 videos of authentic teaching practice, including video from early childhood classrooms, to support the connection between theory and practice.</p>

If the proposed ATF program will have a clinical experience, please answer the following prompts.

<p>Describe how you plan to select, prepare, evaluate, support, and retain partnership schools (300 words maximum).</p>
<p>n/a</p>

<p>If you do not have existing partnerships with the HODOE or HIPCS, what is your plan to establish these partnerships? (300 words maximum).</p>
<p>n/a</p>

If you are a Hawaii-approved program, please provide quantitative data on the number of program completers who have received a teacher license from the HTSB within the past six years and are currently teachers in the HIDOE or HIPCS. All approved license fields and grade level spans must be reported. If your EPP has different degree pathways, such as an undergraduate, post-baccalaureate, or master's degree program, these teaching fields and grade level spans are required. Add more rows if needed.

Completer Year	Number of program completers	Number of teachers currently employed in the HIDOE	Number of teachers currently employed in the HIPCS
SY 2019-2020	51	28	–
SY 2020-2021	54	32	–
SY 2021-2022	50	27	–
SY 2022-2023	57	24	–
SY 2023-2024	42	18	–
SY 2024-2025	42	33	–

Program completer data by licensure field and grade span are reported in the HTSB *iTeach Educator Preparation Program Annual Highlights (2024–2025)* (Appendix G), which includes annual completer counts by approved licensure field from SY 2020–2021 through SY 2024–2025.

The table above provides a six-year summary of total program completers and the number currently employed in Hawai'i Department of Education (HIDOE) schools. Employment data were compiled from the [Hawai'i State Department of Education public directory](#).

Additional employment outcomes, including employment in Hawai'i Public Charter Schools (HIPCS), are also reported in the HTSB Annual Highlights. Based on self-reported data from 156 completers between 2005 and 2025, 121 (78%) are employed in HIDOE and 15 (10%) are employed in HIPCS.

Program Startup

How many months do you anticipate an enrolled student will need to complete your licensure program?

The iteach Hawai'i early childhood education add-a-field licensure program offers continuous enrollment and self-paced online learning, allowing candidates to progress at an individualized pace. We expect that most candidates will complete the ATF program within 6-12 months.

What are the anticipated costs an enrolled student will pay annually and the total cost upon program completion?

The approximate anticipated cost of the iteach Hawai'i add-a-field program in Early Childhood Education is \$3,000. The program cost will be finalized as the program is developed. Because the program is self-paced, annual costs vary based on candidate progression and payment schedule. There are no additional fees associated with the program.

Will this licensure program provide tuition assistance for enrolled students? If yes, please explain the funding source, requirements to receive funding, and any payback obligations (e.g., teaching for specified years or exiting the program without successful completion).

iteach Hawai'i does not participate in federal or state financial aid programs; therefore, candidates are not eligible for financial aid, grants, or loans through these programs.

Candidates may be eligible for external funding opportunities, such as employer-based support, scholarships, or state or local workforce initiatives, depending on availability. Because the program does not administer tuition assistance directly, there are no program-specific funding requirements or payback obligations.

Will enrolled students be required to obtain professional liability insurance in this program?

No professional liability insurance will be required as all candidates are licensed educators and will not be engaged in formal field/clinical experience as a part of the program.

What anticipated recruitment strategies do you anticipate using to enroll potential students in the program?

iteach Hawai'i will implement a targeted, locally grounded recruitment strategy focused on expanding the number of currently licensed teachers in Hawai'i who hold an Early Childhood Education (P–K or P–3) credential. Building on iteach Hawai'i's established presence since 2012 and existing school and community partnerships, recruitment efforts will prioritize engaging licensed educators seeking to expand their certification to meet evolving workforce needs.

School and Early Learning Partnerships: iteach Hawai'i will collaborate with HIDOE schools, Hawai'i public charter schools, and community-based early learning providers to identify currently licensed teachers who are well-positioned to add an Early Childhood Education field. This includes teachers interested in transitioning into early childhood roles and those already working in preschool or early learning classrooms who need to add the appropriate licensure area. These partnerships will be particularly important as schools and providers expand access to preschool and early learning programs.

Employer Engagement: iteach Hawai'i will work with Department of Education, public charter school, and independent school system leaders to identify workforce needs and promote the program as a strategy for upskilling existing staff. This includes outreach to school leaders seeking to staff new ECE classrooms, align teacher licensure with classroom assignments, and reduce reliance on emergency hires.

Targeted Digital Outreach: iteach Hawai'i will utilize digital marketing strategies to reach currently licensed teachers across Hawai'i, with messaging focused on adding a teaching field, career advancement opportunities, and pathways to transition into early childhood education.

Information Sessions and Local Engagement: Virtual and in-person information sessions will provide licensed educators with clear information about the add-a-field pathway, program expectations, and opportunities to expand their certification while remaining employed.

Together, these strategies support the development of a flexible and responsive pathway for licensed teachers to expand their credentials, strengthening Hawai'i's early childhood workforce and increasing the number of appropriately licensed educators serving Hawai'i's keiki and 'ohana.

What time of the year do you anticipate potential students can apply to the program? What time of the year will the program start (e.g., fall, spring, specific month)?

iteach Hawai'i operates on a continuous enrollment model with self-paced online coursework. As a result, candidates may apply to the program year-round and begin coursework upon acceptance. There are no fixed start dates, allowing candidates to enter the program at any time rather than waiting for traditional academic semesters.

How many enrolled students does the EPP anticipate in the ATF licensure program in its first year of operation?

iteach Hawai'i anticipates enrolling 5–10 candidates in the first year of the Early Childhood Education Add a Teaching Field (ATF) licensure program. This initial enrollment reflects a measured approach that aligns with workforce demand, the pool of currently licensed educators seeking to add an Early Childhood Education field, and the program's capacity to provide high-quality support during implementation. The program is designed with a flexible staffing and instructional model that allows for expansion if demand exceeds initial projections. As awareness of the program grows and schools continue to expand early childhood classrooms, enrollment is expected to increase in subsequent years.

Explain the current employment outlook and how the proposed ATF licensure program will support completers in the job market upon exiting your program and sustaining itself for the next 3-5 years. Cite data and academic research to support your response (300 words maximum).

Hawai'i's early childhood workforce continues to face high demand driven by existing shortages and expansion of early learning programs. The Hawai'i Early Childhood State Plan (2025–2030) identifies staffing gaps, low wages, and high turnover as persistent challenges (EOEL, 2025). As Hawai'i expands access to preschool through the Ready Keiki initiative, the need for licensed early childhood educators will continue to grow. HTBS Annual Reports (2025; 2026) show ongoing reliance on Emergency Hire Permits, indicating demand exceeds the supply of appropriately licensed teachers.

The addition of an Add a Teaching Field (ATF) pathway in Early Childhood Education aligns directly with this need by providing a more immediate and scalable strategy. As HIDEOE and HIPCS add new classrooms, demand for educators prepared for general education early childhood roles is increasing (Ready Keiki, n.d.). Research emphasizes that supporting educators in obtaining additional credentials through accessible pathways is an effective strategy for addressing shortages and strengthening workforce capacity (RAND Corporation, 2023).

The proposed iteach Hawai'i ATF program supports this outlook by providing a flexible pathway for licensed teachers to add Early Childhood Education (P–K or P–3) while remaining employed. This reduces barriers and allows educators to align credentials with workforce needs without leaving the classroom.

Completers exit with an additional licensure field and classroom experience, positioning them for continued or expanded employment in HIDEOE, HIPCS, and community-based programs. Because candidates are already licensed, many are expected to transition directly into early childhood roles or remain in positions requiring the additional credential.

List of Appendices

Appendix A: iteach Organizational Chart

Appendix B: CAEP Accreditation Documentation

Appendix C: HIDOE Affiliate Program Verification

Appendix D: Data Sources and Dates Collected

Appendix E: Institutional Data Collection Methods

Appendix F: Reference of Academic Literature

Appendix H: iteach EPP Annual Highlights 2024-2025

Educator Preparation Provider Verification

Preparer's Information

Name	Dauida Gatlin
Position	Director of Community and Government Relations
Telephone Number	952-222-4076
Email	Dauida.gatlin@iteach.net

Contact Person should there be any questions about the application.

Name	Dauida Gatlin
Position	Director of Community and Government Relations
Telephone Number	952-222-4076
Email	Dauida.gatlin@iteach.net

I verify that the contents of this adding a teaching field program application are complete, accurate, and approved by the institution/organization administrator.

I verify that all documents needed to support this application will be provided by my institution/organization.

I verify that acceptance of this application does not guarantee HTSB EPP Approval.

Please use ink or digitally stamped signature.

Name	<i>Dauida Gatlin</i>
Date	April 15, 2026