



Early Childhood Articulation Project Compendium

August 2015

Funded by the W. K. Kellogg Foundation



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Introduction And Overview

What is a compendium?

Com·pen·di·um *noun* \kəm-ˈpen-dē-əm\ : a collection of things (such as photographs, stories, facts, etc.) that have been gathered together and presented as a group especially in the form of a book.
plural com·pen·di·ums or -dia \-dē-ə\ (Merriam-Webster).

The T.E.A.C.H. Early Childhood® National Center

Since 1990, T.E.A.C.H. Early Childhood® has had a goal of “creating a professional, educated, and fairly compensated early childhood workforce.” (T.E.A.C.H. Early Childhood® National Center, 2015) In the twenty-five plus years since its inception, T.E.A.C.H. has grown from a single state program with 21 recipients to a program that licenses twenty-four states and the District of Columbia to provide services to more than 126,000 scholars. As the program has grown, the three to four staff that struggled to respond to the needs of multiple states has blossomed into a national center. “The T.E.A.C.H. Early Childhood® National Center provides leadership in the early childhood education field to states across the country and to our nation’s policymakers on the critical importance and value of an educated, well-paid and stable early childhood workforce to ensure the long term success of our nation’s children in school and in life.” (T.E.A.C.H. Early Childhood® National Center, About the Center, 2015) Though the staff remains small, the focus has grown. The Center works to:

- Ensure accountability and successful outcomes for state programs;
- Provide tools, resources and strategies to support state programs while they support recipients; and finally
- Advance the dialogue about and support for the early childhood workforce. (T.E.A.C.H. Early Childhood® National Center, About the Center, 2015)

The need for comprehensive articulation resonates throughout the three goals of the Center. The Center supports each state and the District of Columbia as they work with state systems, private funders, community colleges and baccalaureate degree programs to address the problems with articulation. It is a guiding precept of the Center to ask T.E.A.C.H. programs to work to strengthen the infrastructure within their states, specifically as it applies to articulation between state higher education entities. But despite efforts within each state, the types of strong articulation that the early childhood workforce needs has been elusive. The Center applied for and received funding from the W.K. Kellogg Foundation to identify strategies, tools and pathways specifically to address articulation issues.

The Articulation Project

With the support of the W.K. Kellogg Foundation, the T.E.A.C.H. Early Childhood® National Center launched a Request for Application (RFA) process. The RFA invited T.E.A.C.H. states that were interested in making “measurable (articulation) improvement in their state by 2015” to apply to be part of a project. Funds were available to support ten states.

In order to be considered for the project states had to

- Identify an initial team of six to eight players composed of a policy maker from a state agency, faculty from associate and baccalaureate degree programs, a higher education system leader,

and a staff member from the T.E.A.C.H administrative home;

- Document the state's needs, strengths, resources, and challenges as it related to articulation;
- Provide a detailed analysis of the current state of articulation in their state; and
- Provide information about existing articulation agreements in their state.

The ten states that were selected were provided with

- Up to three thousand dollars to support their team's attendance at an initial Articulation Summit;
- A five hundred dollar stipend to support their work at home after the initial Summit;
- Ongoing technical assistance including monthly team interactions with group phone calls and webinars, semi-annual technical assistance reviews, and on site visits;
- Up to twenty-five hundred dollars to support their team's attendance at a concluding Articulation Summit-II Next Steps event; and
- Training, expert speakers, peer interactions and support which were provided at both the initial and closing summits as well as throughout the project.

This Articulation Compendium is a result of the very impressive efforts made by ten state teams to advance articulation between early childhood education associate and baccalaureate degree programs in their state. More than ninety stakeholders and T.E.A.C.H Early Childhood state program staff worked in state-based teams on this project over a two year period. These team members linked their efforts with numerous other state allies including state governments, business groups, philanthropies, higher education governing bodies, and advocacy groups. The efforts in the ten states-- Alabama, Arizona, Florida, Indiana, Iowa, Michigan, North Carolina, Ohio, West Virginia, and Wisconsin -- are very different from each other and the T.E.A.C.H. Early Childhood® National Center had no expectation that a single strategy would emerge for advancing articulation. Rather, each team judged their success by how well they met the goals they set for themselves in an individual state work plan.

Why would states devote two years to the attempt to resolve articulation issues?

The issue of articulation between associate and baccalaureate degree programs is far from resolved across all disciplines. Articulation discussions between community colleges and their baccalaureate colleagues have increased over the years as more students enter college through community college doors. More and more students see community college as their entry point but plan to transfer to senior institutions with a goal of baccalaureate degrees. This student expectation has outpaced articulation agreements among two and four-year institutions. The path to reaching a baccalaureate degree is often hampered by repeated, redundant courses, unnecessary costs and loss of student momentum. (Jenkins, 2015) In many states, legislative systems have mandated solutions that include discussions about general education articulation but do not as frequently resolve the myriad issues associated with program content, leaving those issues to faculty and administrators to resolve.

Participating states have said that early childhood programs are often not high priorities for faculty and higher education administrators to resolve. The reasons are a combination of perception and fact. There are still many in higher education that perceive early childhood teachers as baby sitters and not in need of a degree. Despite unmet needs for degreed teachers to meet pre-kindergarten, Head Start and Quality Rating and Improvement System mandates, early childhood programs are not priorities on many campuses.

Factually, early childhood staff members are drastically under paid compared to graduates of private sector programs and there is no real wage comparability between early childhood staff and their k-12 counterparts. (Whitebook, 2014) This is a problem for even willing administrators as some states have interpreted that funding sources such as Perkin's grant dollars place an emphasis on "...high growth industry sectors." (U.S. Dept of Education, Office of Vocational and Adult Education Investment, 2012). However, the pay disparity between early childhood and other disciplines does not lessen the need for high quality early childhood staff. Studies are clear that there is a need for quality settings for young children and equally as clear about the relationship between high quality programming for young children in these settings and high quality teachers.

The Institute of Medicines' (IOM) latest study, *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation* has finally declared the need for a baccalaureate degree for all those who work as lead teachers in the field of early childhood. (Institute of Medicine, 2015) This latest report cuts through a decade of back and forth deliberation about the importance of degrees versus experience and which best prepares teachers to implement high quality programs. While acknowledging that we do not have conclusive data yet to answer all of the scientific questions, the IOM report is clear that higher education is key to higher performing teachers and their impact on high quality preparation for young children. (Institute of Medicine, 2015) Further the report addresses head on a central argument that the early childhood field has avoided over time, declaring that a baccalaureate degree is essential to equitable compensation, respect, and retention of the early childhood workforce. (Institute of Medicine, 2015)

The IOM report further addresses the entire early childhood teaching workforce for children from birth through age eight. (Institute of Medicine, 2015) This report takes on the entire field and the gamut of settings in one sweep encompassing infant toddler teachers in child care settings through third grade teachers in public school settings and giving them equal importance. Thus the issues of articulation between associate and baccalaureate degree programs have become both a critical issue for the early childhood education (ECE) field as well as one that has now been articulated by one of the nation's primary scientific bodies for the wider education community.

State Processes

Action Plan

By the end of the initial summit state teams had

- Crafted a joint goal- "Participating states will improve articulation of college coursework and degrees from two year institutions to four-year institutions within the state by identifying and implementing various strategies that either directly or indirectly affect the intended goal."
- Drafted an initial state action plan that outlined their goals and activities for the two year period
- Identified an initial meeting schedule

Upon arriving home teams needed to check the reality of their plan with other stakeholders and with the environment and culture in their state. Many states initially planned that their primary goal would be to achieve state wide articulation agreements within the two-year project period. What

some of these teams quickly identified was that there was significant work that needed to be accomplished as a prelude to seeking statewide articulation. Each team was given the opportunity to review and revise their action plan. Revised action plans became the basis for the project work going forward.

Teams

State teams changed over the two-year period. The creation of a robust and diverse articulation team has emerged as one of the significant accomplishments of states. Team members left due to retirement, work assignments, and occasionally because the emerging work was not a good fit. Team members were added as states saw the advantages of expanding their team to include representatives from business, philanthropies, and other interested stakeholders.

Some allies joined teams and others created supportive relationships. Head Start Collaboration Directors are full team members in several states. Relationships with Early Learning Councils are noted in several state plans but Council members are not generally team members.

Meetings

Team meetings became problematic early in the project. Though there was no specific requirement for the number of meetings, there was a request for quarterly team interactions. Team coordinators quickly applied for the five hundred dollar stipend provided by the project to support team travel but found that the money was not sufficient to support more than one or two meetings. Equally difficult to manage were 1) scheduling time for meetings and 2) finding release time for faculty to attend meetings. As a result some teams lost some of the momentum from the initial Summit.

With some prompting, teams began to talk with each other and find new meeting strategies. Meetings began to happen online or by phone. Some teams merged their events with standing committee meetings of other groups. Still other teams merged their work with other groups who had an interest in articulation and were willing to address the action plan.

Next Steps

There were members of some state teams that initially voiced their reluctance to join “one more articulation effort.” Past experiences have led stakeholders to a heightened awareness of articulation issues and possible successes that made all of the deep discussions and pain staking processes appear to be worthwhile. Then the funding ended or other initiatives took precedence and nothing happened leaving stakeholders tired and frustrated.

At the concluding group event for state teams, the Articulation Summit II-Next Steps, the emphasis was on celebrating accomplishments and naming aloud what steps have been taken for sustaining efforts. Summit II was also billed as a working event. Teams were asked to bring materials to share with colleagues and to be prepared to work within their team and cross teams on issues related to articulation. Individual teams were also provided opportunities to review their plans and strategies with experts on the subject of articulation. Panels provided teams with current information and tools for working at articulation.

An additional portion of this event was documenting successes. Speakers and panelists were video-taped and Power Point presentations secured on T.E.A.C.H. Early Childhood® National Center website; team and cross team events were also documented on Power Points; and resources were shared in person and will also be shared via this Compendium.

Compendium Content

This Compendium is composed of this introduction and three additional sections. The first section, **Articulation Framework, Tools and Resources**, includes discussions of significant aspects of articulation efforts and resources from the states. The second section contains the **State Profiles** of the ten participating states. The final section is comprised of **Resources from T.E.A.C.H. Early Childhood® National Center**.

- The **Articulation Framework, Tools and Resources** section is built around four elements (Oversight and Evaluation, Student Focused Articulation, Faculty Relationships, and Transfer of Credit) of articulation that emerged from the work that the states were doing and that were also discussed in the literature. The four elements began as “buckets” where common issues could be discussed; resources identified; and possible solutions reviewed. Over the two-year period the four elements also became a way to encourage states to approach articulation in a balanced fashion -- building a strong base with regulatory groups, focusing on students and their needs, building faculty relationships, as well as discussing course to course, block, core curriculum and a host of other strategies that would lead to transfer of credit.
- The content of the **State Profiles** has been reviewed and approved by each state. Profiles provide a short overview, goals, challenges and next steps for each state. Contact information for state administrative units and coordinators, and team members is also provided.

Articulation Principles

Finally states were encouraged to consider a set of Articulation Principles as they initially approached articulation in their state. The principles built on earlier work done in the field but were adopted to reflect the beliefs of T.E.A.C.H. Early Childhood®. T.E.A.C.H. is committed to finding articulation solutions that mutually support high quality programming for young children and the early childhood workforce and that allow our workforce to move seamlessly from a high quality associate degree program to junior standing in a baccalaureate program without repeating coursework.

Articulation Principles

Early care and education students need and have a right to:

- Transparent, clear and easily navigated college education pathways.
- An affordable college degree.
- Articulation solutions designed specifically for early care and education degrees.
- Equal support to maximize their success whether they are “native” or transfer students.
- Articulation solutions that accommodate students with significant coursework as well as a 2- year degree.

Statewide articulation solutions should:

- Value equally the first two years of baccalaureate preparation from either 2 or 4-year degree programs.
- Require and support faculty involvement from both 2 and 4-year institutions to inform articulation solutions.
- Include private institutions in articulation discussions.
- Provide an articulation governance structure that approves and monitors the implementation of all articulation agreements. (Hezel Associates, Lumina Foundation, 2009)

Works Cited

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- Hezel Associates, Lumina Foundation. (2009). Best practices in statewide articulation and transfer systems: Research literature overview. *Western Interstate Commission for Higher Education*, (p 2).

Articulation Framework, Tools, and Resources - Overview

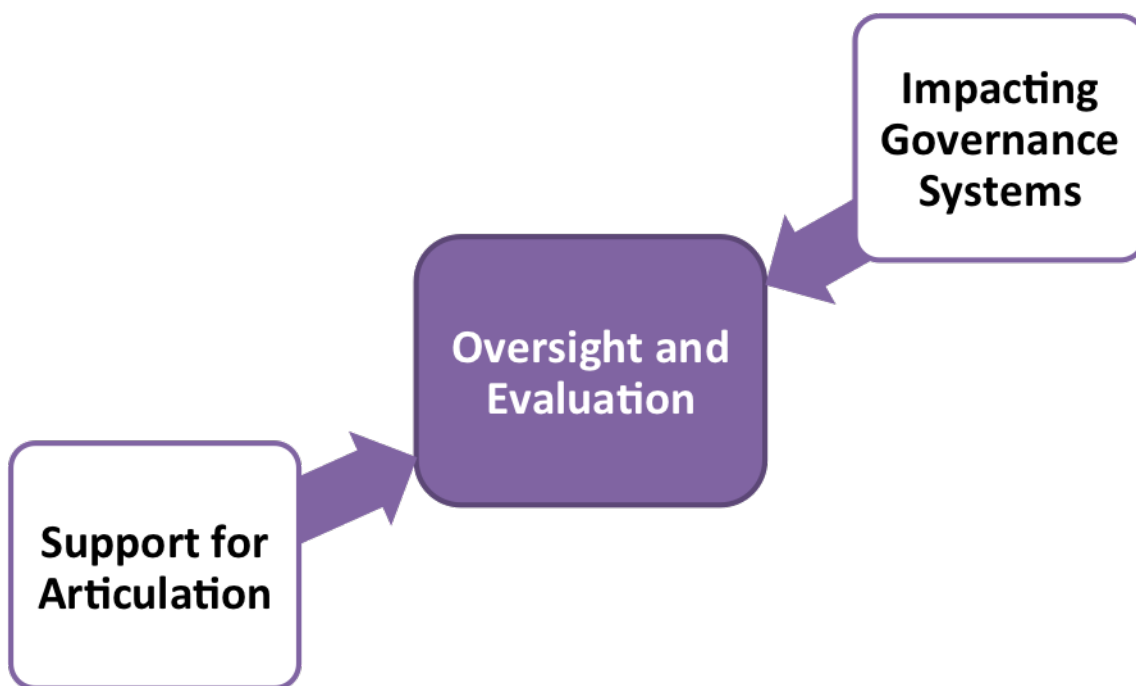
This section of the Articulation Compendium provides a conceptual framework that guided and was informed by the work of the state teams. The four elements are not addressed equally but include within each element common topics of discussion and topics that need to be discussed.

- **Oversight and Evaluation** reviews issues around building support through advocacy and impacting governance groups. This element of articulation offered a “learning opportunity” for many of our states.
- **Student Focus** considers how articulation discussion impacts students. As an organization that is focused on the workforce, this is a primary concern for T.E.A.C.H. Early Childhood®. The topic is emerging in the literature but often discusses ways to fix things for students and is less about giving students an active role.
- **Faculty Intersections and Expectations** is frequently addressed in articulation discussions. The role of faculty is vital but difficult to maintain at a meaningful level.
- **Transfer of Credit** is often the start and end of any articulation discussion. Our state teams have learned that preparation within this topic is important but preparation in the other elements eases the overall articulation discussion.

Resources are provided by both the T.E.A.C.H. Early Childhood® National Center and states. State resources reflect those that the states valued or others that states created. Resources from states are provided within element areas and by state. T.E.A.C.H. Early Childhood® National Center resources are provided at the end of this document. Academic sources are provided within each element. A separate Literature Review is provided on the T.E.A.C.H. Early Childhood® National Center website.



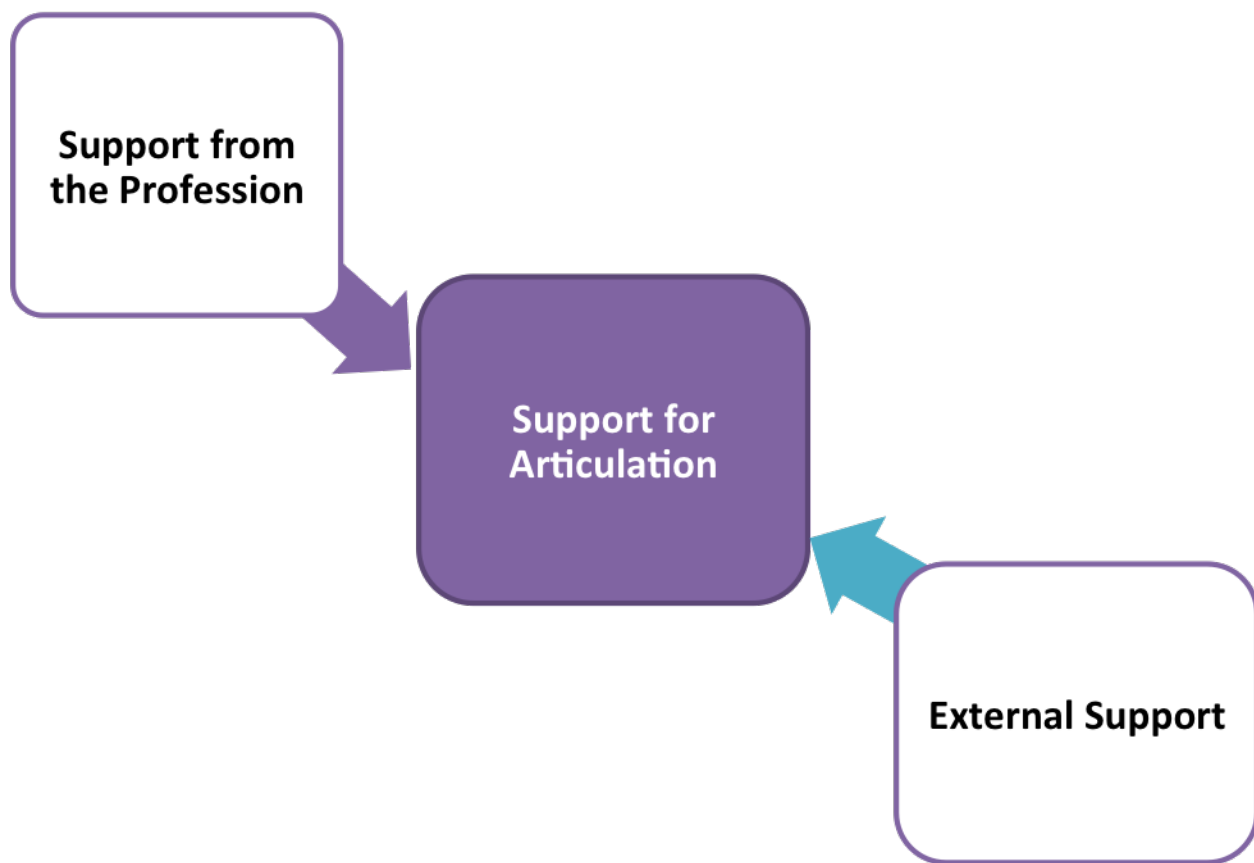
Oversight and Evaluation



Throughout the Articulation Project, the mantra for the state teams has been that articulation is, "... not an event, it is a journey." Like all journeys the articulation process has to start somewhere. State teams have been encouraged to start their journey by focusing on the systems that impact higher education in their state. States are finding that systemic changes are the key to making and maintaining the needed transformations. This initial section will look at the people and processes that have oversight and evaluation of the higher education system.

Support for Articulation-As with any advocacy effort, articulation begins with an interested group of people that have a passion for the issue and a will to make a change. The early childhood education (ECE) workforce has the passion but has not always had the knowledge or time to bring the articulation discussion from passion to reality. To address these issues, the Articulation Project states recognized that a strong and diverse articulation committee is a necessary tool. Further, as an outgrowth of diverse committees, alliances with other groups doing similar work have resulted in additional support for articulation efforts.

Impacting Governance Systems-In order to impact governance systems in higher education, states in the Articulation Project needed to peel away the multiple layers of the system. The layers are different from state to state and can include but are not limited to the governor, legislators and legislative committees, higher education governance systems at both the two and four-year levels, articulation and transfer committees at both the state and individual institution level, college and university administrators, and occasionally faculty groups. To work through these layers of the governance system, states have had to clearly define their purpose and identify ways to tailor the message. Crafting the message requires careful preparation prior to implementation.



Overview

It does not seem that it should be that difficult to reach consensus with colleagues to support the early childhood profession, but it is tougher than it sounds. The problem comes from multiple levels. First, nearly everyone who should be on an articulation committee is already way too busy, and participation is not compensated. Second, nearly everyone who should be on such a committee has already been on one or more of these committees, often with less than promising results. It is hard to generate excitement for an unpaid job that has a good chance of being unsuccessful. Another problem is that articulation work is hard. There will be complex issues to discuss and a need to try to find ways to resolve those issues. There is also a good possibility that the tasks will be frustrating and occasionally contentious and there will be disagreements among people who know and respect each other. And of course the work will be really time consuming.

Sometimes it is easier to lure participation from outside the early childhood profession. These participants come with new perspectives and fresh ideas. However, these participants will have to take the time to understand the issues and the fragmented world of early childhood. Then these participants will have to deal with all of the same issues as their early childhood education (ECE) colleagues already at the table.

Despite the difficulties, every team in the Articulation Project managed to find the support that they needed to advance articulation in their state. Every team has been willing to try again.

Support from the Profession

Identifying an Articulation Team—By far the most significant accomplishment of the Articulation Project teams has been the development of strong and diverse articulation teams. Each team initially began with two and four-year faculty, state T.E.A.C.H. staff, and members of state agencies that either funded the state's work or had a vested interest in articulation. The initial selections were good but for most states the team has grown beyond their starting composition. Sometimes teams have grown in diversity of backgrounds, sometimes in number, and sometimes both. Teams have leveraged their travel stipend and participation in national efforts into important discussions and opportunities for funding. Several states have added Head Start Collaboration staff (Office of the Administration of Children and Families, Early Childhood & Learning Center, 2015) to their team. There are representatives from the business community on some teams. Other states have representatives from their higher education governance group at the table for their team meetings.

The bonus brought by the diverse background of these articulation team members is that states are forging alliances beyond their own membership. Multiple states have relationships with Early Learning Councils (Office of the Administration of Children and Families, 2013), other professional development groups, their two-year college network, local philanthropies, and many more. One state leader said, "...finally, we have the right people at the right table, at the right time." (Kalifeh, 2014)

Sustaining a Team—A challenge for each team in the Articulation Project is to identify what they need to sustain their efforts and how to maintain their momentum once the project is over. It appears that the answers are in two general areas: support and momentum.

Three states have identified strategies and funding for hiring staff. As the articulation effort has grown in these states, teams recognized that staff support was essential for maintaining and growing efforts. The new staff members are professionals that can assist with negotiations as well as handle team logistics. Other states have identified funding or in-kind supports to help with travel and meeting space. As they look to the future, teams will need to maintain their momentum by revising and updating action plans to chart their future course. These teams will also need to identify strategies for monitoring their progress.

External Support

Alliances—The articulation teams have identified a wide range of alliances. In some cases teams have tentative plans to dissolve their own efforts and merge their efforts with one of their allies in order to continue their work. Other teams will continue as standalone efforts using alliances to advance issues they have in common. Since many of the Articulation project teams are also connected to the state affiliate of the National Association for the Education of Young Children (NAEYC) organizations, these teams will use that foundation to strengthen both efforts.

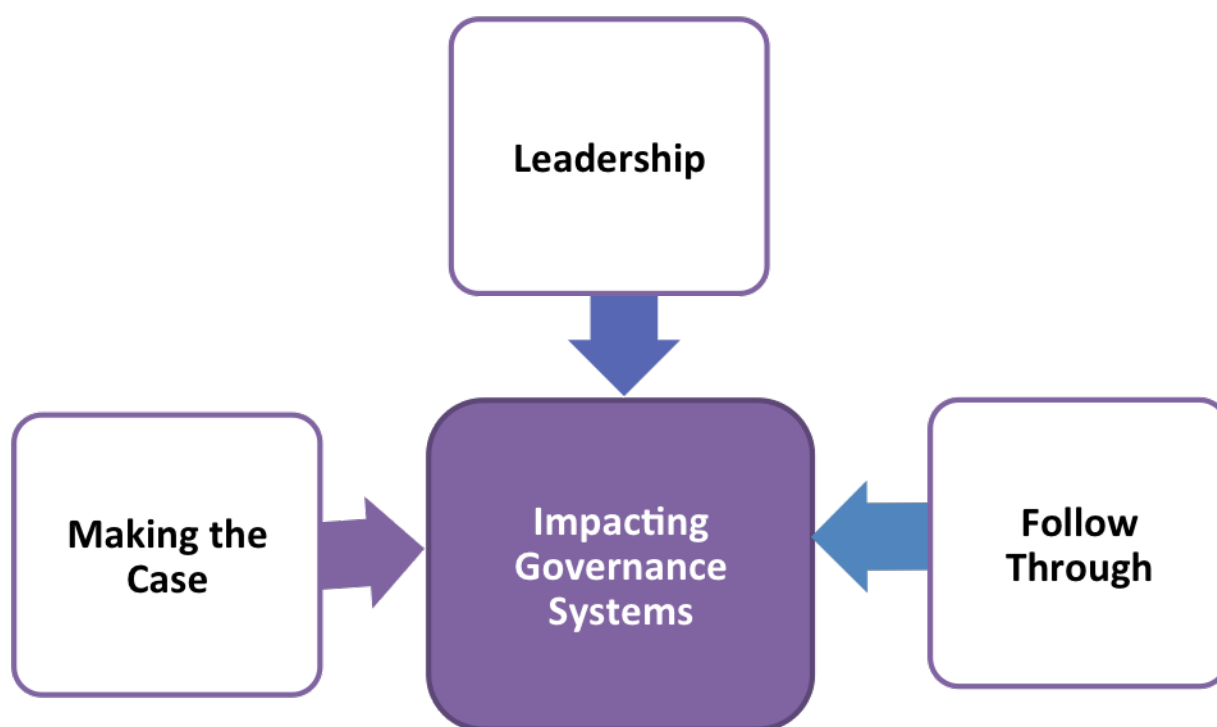
Money—It has been left to states to identify how to function without additional funds, or to find necessary funds. Every state has found ways to meet initial funding challenges. However states without designated funding are now searching for monies for their work.

Challenges

Even without funding, being part of a national project has given state teams a distinctive identity, access to new information and thinking, and structure. Without the project status, **teams will need to identify a new distinctive identity and structure and how to access needed information.**

- As teams grow and evolve, all **teams will need to identify funding** to sustain their efforts.
- Existing members have served the teams well. Future efforts may require teams to **find additional members and alliances.**





Overview

Articulation agreements that support a profession such as the ECE workforce will always be the right thing to do. However, articulation agreements are more likely to happen because they have the potential to help both states and students save time and money. It is these basic issues, time and money, that keep articulation discussions alive. State legislators and higher education administrators alike recognize the complexity of the articulation process since it must encompass the needs of the public, institutions, faculty, and ultimately students. One report notes that the process is a balancing act between “autonomy (needs of faculty) and efficiency (needs of students and public)”. (Kisker, 2011)

Statewide mandated articulation processes are seen as effective in changing both practice and increasing efficiency but they are often a last resort in the eyes of both higher education administration and legislators. The issues of academic freedom and classroom autonomy are central to higher education’s mission and faculty’s rights. Challenging faculty autonomy is a task not taken lightly by anyone that supports higher education. However that autonomy has to be balanced with the needs of the system and the needs of students. It takes time and effort to bring faculty, higher education administration, legislative bodies, and student needs into a balanced perspective. (Kisker, 2011)

For these reasons and more, many state teams in the Articulation Project moved statewide articulation agreements to a long term goal. They determined that they had preparatory work to do before they were ready to move forward on statewide agreements. This discussion will explore some of the steps that are needed for a state to move to statewide articulation discussions including:

Making the Case-In every successful articulation discussion there are “drivers.” These drivers are the reasons that decision makers will move from an articulation discussion to an articulation agreement. The overall discussion of saving money is always powerful. Respect for students time and money and improved graduation rates is also useful. However, to make the case on behalf of ECE specific articulation requires finding the unique “drivers” for the ECE profession and crafting those into a strong message. These messages may be state or locally driven and reflect issues with pre-school initiatives, Quality Rating Improvement Systems (ORIS), or the need for high quality early childhood systems to support overall economic development or the needs of a promising new employer.

There are also strong national initiatives that can help drive the message for the ECE workforce. In states that have Race to the Top Early Learning Challenge Grant (RttT), (U.S. Department of Education, Office of Early Learning, 2014), there is already a commitment to build system wide responses for early childhood. While RttT states benefit from the funding, other states can benefit from the lessons those states learn. The reauthorization of the Child Care Development Block Grant (Office of the Administration of Children and Families, Office of Child Care, 2014) will require some states to update their responses to child care services. The IOM report, **Transforming the Workforce for Children Birth to Age 8: A Unifying Foundation** (Institute of Medicine, 2015) will become a true foundational document for the profession over the next few years. Further as important as the IOM report is, past experiences show that this type of report spurs additional research and even more new evidence to support and shape strong messages.

Crafting a message that is ECE specific recognizes overall articulation discussions in the state, is respectful of the concerns and issues of two and four-year faculty, and acknowledges that the work is important but often difficult. Resolving issues between administrative entities is also challenging. It is the task of the ECE articulation effort to make the case.

Leadership- Equally important tasks for Articulation Project teams are growing leadership for the ECE articulation discussion and recognizing the leadership in the other layers of the articulation discussion. Leadership can be held by individuals, by a group of individuals that speak in concert, or by a variety of leaders that speak to specific points. From the governor to the president of the faculty senate, every level of the articulation governance structure has a voice and a position to represent. At every layer, it is important to find out who has the authority to discuss issues and identify resolutions and who ultimately will make decisions. Some leadership will not be immediately evident.

Follow Through-Many of the Articulation Project states have stories about articulation agreements forged in the past that have been (literally) lost, not recognized by new faculty because they were not part of the decision, or so many things have changed at the institutions involved that the agreement is no longer viable. A task of any articulation effort has to be regular maintenance of agreements. Agreed upon maintenance issues such as those suggested below should be written into the agreement.

- Regularly scheduled opportunities to review and update agreements must be identified. There are various time lines suggested but a review every 3-5 years would make sense and could be tied to other higher education reviews.
- Agreements should be highly visible at participating IHEs in documents and on websites for all participating institutions.
- Data collection issues should be identified as part of the articulation agreement and data collected should be shared among the partners.
- Faculty should be expected to honor agreements created at their IHE. Institutions will need to hold faculty accountable.

As long as statewide mandated agreements are the goal, every other articulation agreement should be reviewed as a way to help advocate for statewide agreements.

Challenges

There are multiple challenges for those trying to impact governance systems. As noted in a recent teleconference with the Articulation Project states, the greatest challenge is balancing the immediacy of the ECE workforces' needs with the time it takes to make change happen. Other challenges are described below.

- Despite decades of growth and development, the **ECE workforce is still not as valued** as their K-12 counterparts. Some of this lack of value is a perception; other indications are clearer cut. Despite the need in states for qualified early childhood teachers, some colleges view the low wages of the early childhood teaching workforce as a reason to not develop or strengthen ECE degree programs.
- The culture of senior higher education runs deep and issues of **mistrust of community colleges as real partners** are long held, but often based on misconceptions of community colleges today. Resolving these issues are time consuming.
- Local community college practices and philosophies may mean that **not all community college faculty members are equally prepared**.
- As a whole the **ECE profession values IHE faculty** and their contributions to the field. It is disconcerting for practitioners to find themselves at odds with individuals that they admire and respect.
- **Accessing the higher education leadership** is difficult but essential for gaining support and guidance for faculty involved in discussions.
- Political **support may change with administrations**. It is important to find solutions that will be lasting and not as likely to be challenged under a different administration.

Resources From the States

Advocacy Groups and Alliances

➡ Alabama

Alabama School Readiness Alliance

www.alabamaschoolreadiness.org

Alabama Partnership for Children

www.smartstartalabama.org

➡ Arizona

BUILD AZ- Arizona State Profile

www.buildinitiative.org/Portals/0/Uploads/Documents/ArizonaProfileFinal.pdf

First things First

www.azftf.gov/WhoWeAre/Board/Pages/ProfessionalDevelopmentWorkgroup.aspx

➡ Florida

Children's Forum

www.thechildrensforum.com

Florida Association for the Education of Young Children

www.flaeyc.org

Florida Head Start Office

www.floridaheadstart.org

Florida Association for Child Care Management

www.faccm.org

Florida Family Childcare

www.familychildcare.org

Florida Children's Movement

www.childrensmovementflorida.org

Florida Children's Council

www.flchildrenscouncil.org

➡ Indiana

Indiana Association for the Education of Young Children, Inc.

secure.iaeyc.org/public-policy

➡ Iowa

Iowa Head Start Association

www.iowaheadstart.com

Iowa Association for the Education of Young Children (IA AEYC)

www.iowaaeYC.org

Every Child Counts

www.cfpciowa.org/en/advocacy/every_child_counts/

Every Child Matters

www.everychildmatters.org/state-campaigns/iowa

Early Childhood Iowa (ECI)

www.state.ia.us/earlychildhood/

Iowa Position Statement on Articulation 2015

www.teachecnationalcenter.org/wp-content/uploads/2015/05/Articulation-White-Paper-FINAL-IA.pdf

➡ **Michigan**

Michigan Association for the Education of Young Children

www.miaeyc.org

Early Childhood Investment Corporation- Great Start to Quality

www.greatstarttoquality.org

➡ **Ohio**

Early Childhood Ohio

www.earlychildhoodohio.org

Ohio Child Care Resource and Referral Association

www.ocrra.org

Ohio Association for the Education of Young Children

www.oaeyc.org

Ohio Head Start Association

www.ohsai.org

➡ **North Carolina**

Child Care Services Association

www.childcareservices.org

Birth through Kindergarten Higher Education Consortium

teachecnationalcenter.org/wp-content/uploads/2015/05/NC-Birth-through-Kindergarten-Higher-Education-Consortium.pdf

NC Flow chart and Action

North Carolina Child Care Resource and Referral Council

www.childcarerrnc.org

➡ **West Virginia**

Early Childhood Advisory Council

www.wvearlylearning.org

➡ **Wisconsin**

Wisconsin Early Childhood Association (WECA)

www.wisconsinearlychildhood.org

Governing Bodies

➡ Alabama

Alabama Community College System

www.accs.cc

Alabama Commission on Higher Education

www.ache.state.al.us

➡ Arizona

AZ Transfer, Arizona Revised Statutes, 15-1824.

www.aztransfer.com

Arizona Board of Regents (ABOR)

www.azregents.edu

➡ Florida

Statewide Articulation Manual

www.fldoe.org/core/fileparse.php/5423/urlt/statewide-postsecondary-articulation-manual.pdf

Office of Articulation at FL-DOE

www.fldoe.org/policy/articulation

➡ Indiana

Indiana Commission of Higher Education

www.in.gov/che/

Indiana Early Learning Advisory Council

www.in.gov/fssa/carefinder/4842.htm

Indiana General Assembly

www.ncsl.org/research/education/higher-education-legislation-in-2013635247670.aspx

➡ Iowa

Early Childhood Iowa (ECI)

www.state.ia.us/earlychildhood/

Board of Educational Examiners (BOEE)

www.boee.iowa.gov/index.html

Iowa Quality Rating System (IQRS)

dhs.iowa.gov/iqrs

➡ Michigan

Michigan Department of Education- Office of Great Start

www.michigan.gov/mde/0,4615,7-140-63533---,00.html

State Funded Pre-K Teacher Licensure

www.michigan.gov/documents/mde/Classroom_Requirements_August_2014_466777_7.pdf

➡ North Carolina

North Carolina's Comprehensive Articulation Agreement (CAA)

<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa>

North Carolina Community College System

www.nccommunitycolleges.edu

North Carolina Community College Early Childhood Curriculum Standards

www.nccommunitycolleges.edu/academic-programs/curriculum-standards

NC Division of Child Development and Early Education

ncchildcare.nc.gov/general/mb_eeslpd.asp

ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_BK_Project.pdf

Teacher Licensure

ncchildcare.nc.gov/pdf_forms/NCPre-K_Requirements_NC_LateralEntry_BKlorII.pdf

➡ Ohio

Ohio Board of Regents (OBR) Articulation & Transfer website:

www.ohiohighered.org

Ohio Department of Education

www.education.ohio.gov

➡ West Virginia

www.wvhepc.edu

➡ Wisconsin

University of Wisconsin System

www.wisconsin.edu

Wisconsin Technical College System

www.wtcsystem.edu

University of Wisconsin System

www.wisconsin.edu

Wisconsin Technical College System

www.wtcsystem.edu

Wisconsin Association of Independent Colleges and Universities

www.waicu.org

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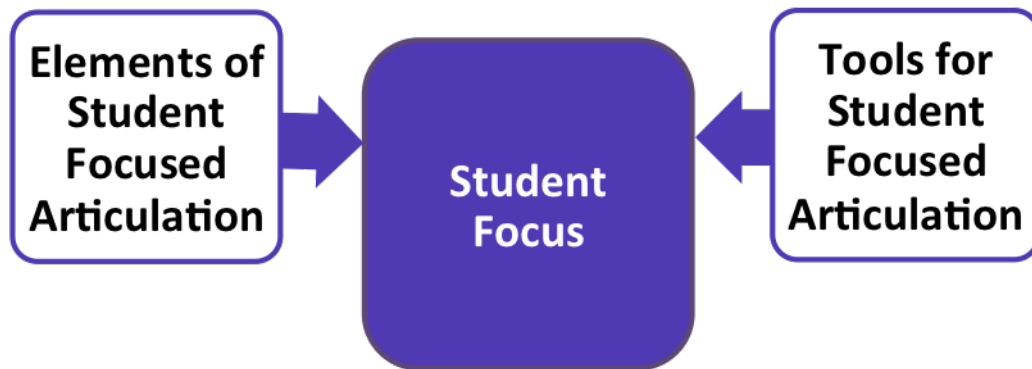
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Office of the Administration of Children and Families, Office of Child Care. (2014, November 19). *CCDF Reauthorization*. Retrieved from www.asf.hhs.gov: <http://www.acf.hhs.gov/programs/occ/ccdf-reauthorization>

U.S. Department of Education, Office of Early Learning. (2014, December 2). *Race to the Top--Early Learning Challenge*. From: www.2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html

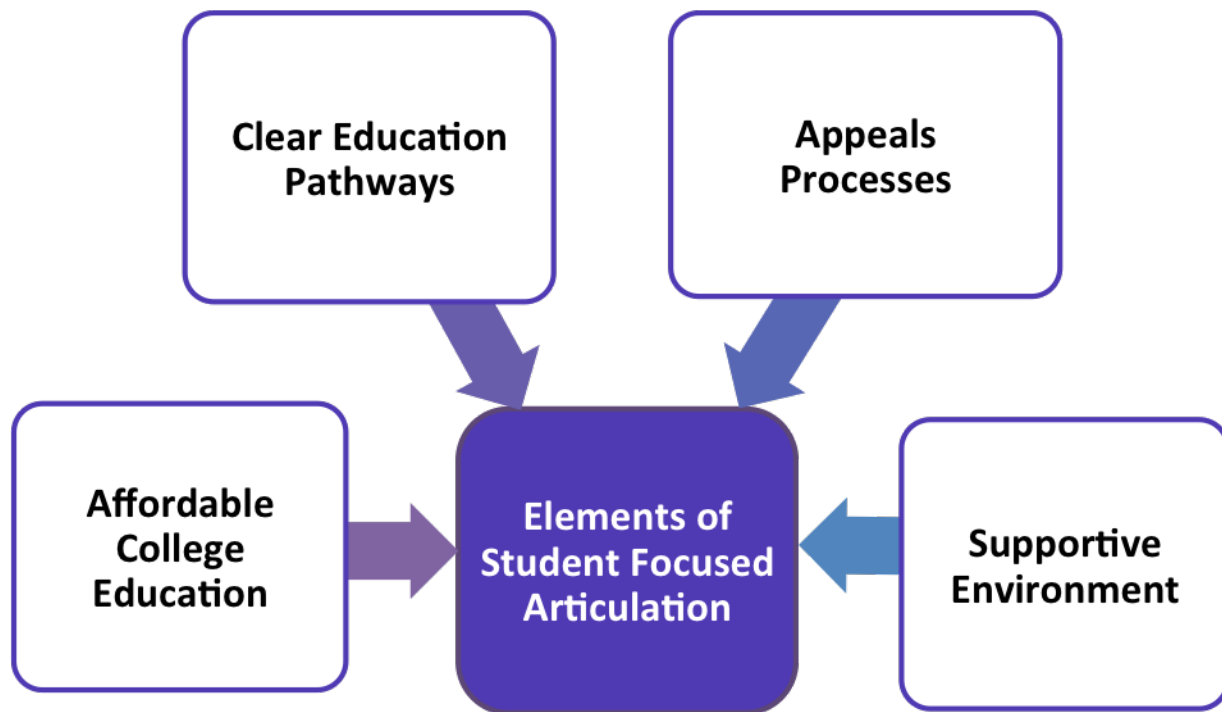


Student Focus



Horror stories abound regarding promising students who have lost credits, time and money in their quest for a higher education degree. Indeed until recently, many students have been either the benefactors of a successful articulation agreement or the victim of a failed process. While their role might have been one of passive acceptance in the past, students must now be prepared to take an active role in an articulation process that impacts their degree completion. This vision of the student role is dependent on a higher education environment that is receptive and a student population that is prepared to take on the responsibility. This review of Student Focused articulation has two components.

- **Elements of Student Focused Articulation**-Institutions of higher education (IHE) must acknowledge the student as a consumer and an active player in managing their college career. This view accepts the traditional role of colleges and universities to set high program standards and requires student mastery of challenging coursework. This view also challenges those institutions to acknowledge their responsibility to make the educational pathway transparent for the student from the beginning of their college career and to be respectful of "native" and transfer students alike. Students are also challenged in this new environment. Students need to identify their goals and needs as early as possible in their college career and take an active role in managing their progress towards those goals.
- **Tools for Student Focused Articulation**-Tools available to students and IHEs are dependent on public will and available funds. Student advising and counseling are still the most essential elements of student support. Counseling staff that can assist students in identifying goals and charting a clear path from entry to degree completion are essential. An efficient and effective means of sharing student records is another needed tool. Increasingly, degree pathways described via the college's website are a tool for all students. The information must be current and accurate for students to use it successfully. When website information for each institution is linked with other state higher education options, the benefits for students increase.



Overview

A college education is still seen as key to higher lifetime earnings in the United States. (Kearne, 2014) The goal of an affordable college education in the United States has historically been supported by federal initiatives as well as outright student financial support. The GI Bill and its modern cousin the Post 9/11 GI Bill (US Department of Veteran Affairs, 2012) support active military as they return to school, civilian life and a career. The Pell Grant system is based on the student's financial need and the cost of the student's proposed education. It does not require repayment if students meet conditions of the grant. Additionally needed professionals (health care providers, teachers and even early childhood professionals) working in underserved areas and/or in nonprofit or governmental settings have been granted loan forgiveness.

In the current student loan crisis, the federal government not only funds education but holds the tab for the greatest amount of unpaid student debt. Current information puts a 1.2 trillion dollar plus price tag on student debt in this country, a debt second only to home mortgages. (Chopra, 2013) Repayment of student loans puts pressures on the economy as it limits other consumer spending in the market place. The student debt crisis comes at a time when the United States is falling farther behind in its degree completion rates. (The White House, 2015) States, foundations and the federal government alike are looking at solutions to raise degree completion with big strategies that include a free community college education and national loan forgiveness programs.

For the early childhood workforce, this national scenario plays out at a time when studies unequivocally state (T.E.A.C.H. Early Childhood® National Center, 2015) the need for a baccalaureate degree for the ECE profession as a whole. (Institute of Medicine, 2015) States are also pursuing degreed staff to

respond to ramped up state preschool opportunities. While this recognition of the need for a professional ECE workforce is encouraging, that same workforce still suffers from low compensation and access to benefits.

This review looks at how the roles of an affordable college education, supportive environments, clear educational pathways and an effective appeals process serve as supports; they are essential for the ECE workforce in achieving articulation agreements that are student focused.

Affordable College Education-A tenet of T.E.A.C.H. Early Childhood® is that students will have access to an affordable (debt-free) college education. The T.E.A.C.H. scholarship is designed to support that goal in conjunction with early childhood program sponsors, the student's own contributions, and whatever other supports may be available. For the ECE workforce, the goal of an affordable college education is compounded by work and family commitments, low compensation and benefits, and mostly part time college attendance. Consistent with the overall community college population, the ECE workforce also has large numbers of first generation college students. (American Association of Community Colleges, 2015) These factors make the ECE workforce vulnerable as they try to understand the higher education environment, at least at the onset of their college career.

Another complication is that the ECE workforce often completes their educational goals in so called "stackable" pieces; gathering credentials, diplomas, and degrees step by step and assuming that they will be valued at the next level. In fact, without a prior-approved articulation agreement, students have no assurance that courses and competencies already acquired will be honored. Duplicated courses are wasteful of a student's time, efforts, and money and a significant barrier to an affordable college education for the ECE student.

Clear Career Pathways-The responsibility for clear pathways rests both with students and IHEs. Adult and transfer students may have clear career goals but less understanding of prerequisites and course sequences than traditional students. The role of the IHE is to clearly map out the path to a degree even if that is not the student's current goal. The pathway should include achievable benchmarks (including general education, credentials, certificates, etc) along the way. Accurate information should be provided to the student about how such benchmarks will/will not meet the ultimate goal of a degree. All of this information must be articulated as early in the student's college career as is possible. *Careers in Early Childhood Education*, either the National Directory or a state-version of that Directory, is a useful tool for counselors to use with students, because it maps out career opportunities, the education requirements for each career and the likely compensation ranges. (T.E.A.C.H. Early Childhood® National Center, 2015)

The time involved in completing a degree program can be intimidating for a student balancing school, work and family. IHEs need to be both realistic about time commitments and provide alternative sequences as needed. Because their understanding of higher education systems grows with the student's experiences with the system and exposure to course content, career pathways need to be revisited regularly. As with any student, adult students may see new opportunities as they attend classes and go deeper into their college career.

Appeals Processes-As both consumers and students, members of the ECE workforce should have the right to appeal decisions about the acceptance of prior courses towards a degree requirement. In

many institutions such an appeals request is made to faculty who lack time and access to the information needed for solid decision making. As an alternative, the entire “burden of proof” rests on the student acquiring the appropriate information to support their case. If a student asks for a decision to be appealed forward through the academic hierarchy, it is often referred to a division or department chair with less content knowledge than the faculty. Students need access to an appeals process that is transparent. Institutions need staff who can consistently implement such a process to the mutual understanding of students and the institution.

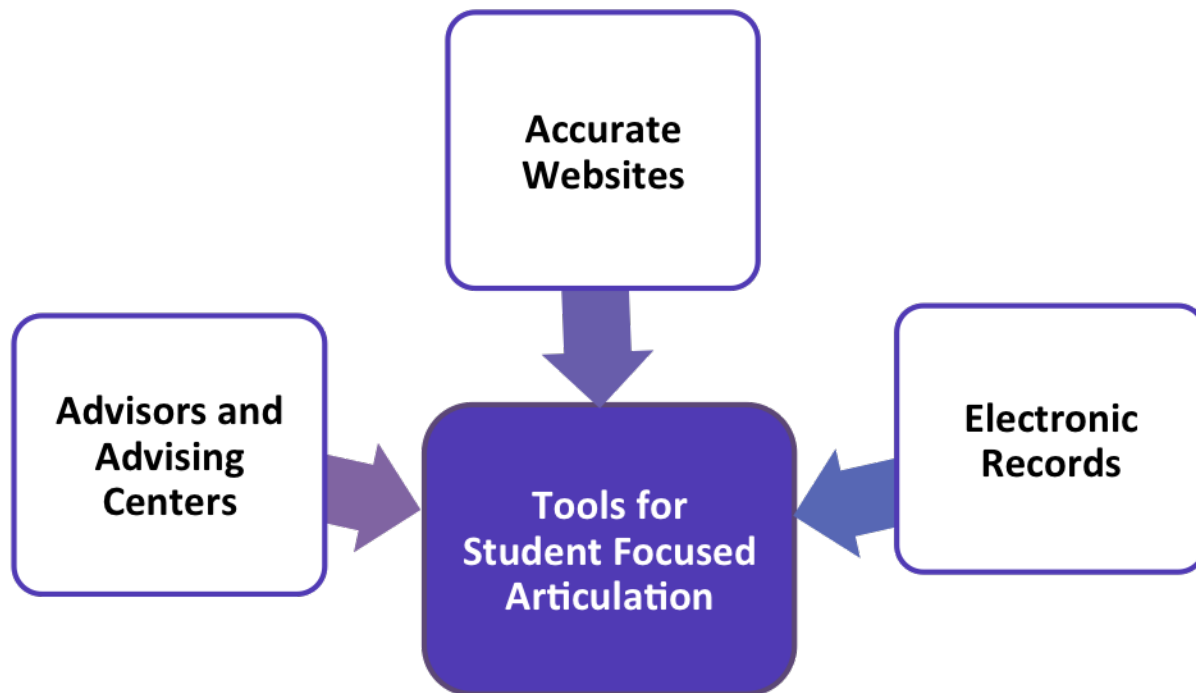
Supportive Environment—First generation students, in particular, and adult and transfer students, in general, may be lacking the cultural capital that makes college seem like the next step. These students will need to seek and obtain support from family, friends and co-workers as they complete classes and implement strategies in their early education classroom. Each T.E.A.C.H. scholarship recipient is provided with the services of a counselor who serves as a coach throughout the higher education experience. Students will need to be encouraged to use their experiences and prior life knowledge as a means of demonstrating their competence. These supports will make a difficult task doable.

The supportive environments articulated and demonstrated by their college of choice will be as important to their success. This support for the adult and/or transfer student should resonate from the administration, echo through advising and financial aid, and ring clearly in course instruction. All supports (access to resources, times for conferences with advisors and faculty, etc.) should be available to all students. Institutions that demonstrate their understanding of the needs of adult and transfer students may go a step further and seek ways to specifically acknowledge this growing group of students.

Challenges

All of the above processes signal changes in the traditional relationships between students and higher education. Overall such changes will require staff, training, and time.

- To translate an **affordable college education** from a campaign slogan to a reality requires time, money and a paradigm shift in the thinking of higher education and the entities that fund higher education.
- A strengthened **appeals process** offers students a different level of involvement than has been common in higher education.
- **Supportive environments** require an institution-wide approach that begins with the administration and is supported throughout the organization. Implementing this approach can challenge long standing organizational cultures.
- **Clear pathways** require accommodations by both students and higher education. Part time students will need a pathway that helps them project real timelines. Colleges and universities will need to create schedules, blocks of courses, and other strategies to respond to the needs identified by students.



Overview

In the not so recent past, a student registering for classes would walk away with an advising sheet. The sheet would illustrate four (for an associate degree) or eight (for a baccalaureate degree) semesters of courses identified in 15-18 course hour segments. The courses would illustrate a sequence for taking all required courses. What might not be evident to a new student is that the sequence and timeline reflect full time attendance.

Technology and electronic sources of information are becoming the tools for a vastly improved process that will eventually replace the advising sheet. Advisors or advising centers will be the key element in utilizing this technology to counsel individual students to chart a pathway to degree completion. In the future, some variation of a guided pathway system will likely be used as the advising tool that can be individualized for the students whether they are full or part time.

For a program's course of study, the pathway would rely on information available to the advisor and the student via an accurate and up-to-date website. The content of the website would be so accurate that institutions would be accountable for academic decisions made based on the information posted. The information would be complimented by comparable information from other state public (and potentially private) institutions and could be used to support transfer decisions. State institutions are also looking at electronic student record systems that respect student privacy, but could also be accessed to help students make transfer decisions.

Advisors (and Advising Centers) –These centers are the “one-stop” shop for advising students who have not declared a program major. They are staffed with trained advisors and are able to help students plan and integrate all components of their initial college experience. Advisors maintain communications with faculty, are knowledgeable regarding program level issues, and serve as the gatekeepers that admit students to classes. Some institutions assign advisors randomly to students while others assign advisors based on program content. Still other institutions use general advisors that service all students or students may be advised by faculty members. Caseloads, knowledge of programmatic requirements and availability are real issues that need to be addressed. Advisors may also need to know about the availability of courses in other colleges with whom their college has good horizontal articulation. In some cases, course availability may only happen periodically and for part-time students, completing a needed course for graduation might best be done with another institution that offers the course when and how the student needs it.

Accurate Websites–The internet and social media are tools that are already used by students. The efforts suggested here take the website usage to new levels. Website information needs to be accurate in real time and connected to advising and transfer tools. Students should be able to access information online and utilize the data to compare courses at other institutions. (Karp, 2011)

Electronic Records–While institutions have long had electronic records, newer systems provide greater accessibility and utility for faculty and staff. Electronic management systems can provide better information about student learning as well as outcomes; suggest course equivalencies; and support transfer from one institution to another. An IHE would benefit from the additional electronic data to support a deeper look at institutional outcomes. (Carrie B, 2011)

Challenges

All of the processes suggested exist in some form and are in use in most, if not all, institutions. Moving these processes to a more advanced level will take the following kinds of supports.

- Changes such as those suggested require **a public or institutional will** that acknowledges the need for the change and is willing to support the funding needed to make change. These refinements of existing systems may be seen as an unnecessary expense.
- The processes suggested will require **funding for technology, staff, and staff training**. Advising staff will remain the key element. Even though these staff members already exist, it will take training to transition to new strategies.

Resources from the States - Student Focused Articulation

Online Supports for Students

➡ Alabama

Alabama Statewide Transfer and Articulation Reporting System
stars.troy.edu

➡ Arizona

AZ Transfer Academic Advising Teams
aztransmac2.asu.edu/cgi-bin/WebObjects/ATF.woa/wa/AZRSS?AZ=AAATF

➡ Florida

Florida Virtual Campus – Online college offerings - Degree Audits
www.flvc.org
T.E.A.C.H. Early Childhood® FLORIDA degree database
www.thechildrensforum.com/degree_search.php

➡ Indiana

www.transferin.net

➡ Iowa

College Directory
www.iowaaeys.org/Directory%20of%20Early%20Childhood%20Programs%20at%20Iowa%20Colleges%20and%20Universities%202015_06.pdf
Iowa Child Care Provider Training Registry
ccmis.dhs.state.ia.us/TrainingRegistry/Home.aspx

➡ Michigan

Michigan Transfer Network
www.michigantransfernetnetwork.org
Michigan Colleges Online
www.micollegesonline.org
T.E.A.C.H. Early Childhood® MICHIGAN
www.miaeyc.org/TEACH/colleges.htm

➡ North Carolina

T.E.A.C.H. Early Childhood® National Center. (2015). *Careers in Early Childhood National Directory*. Retrieved from T.E.A.C.H. Early Childhood® National Center
teachecnationalcenter.org/wp-content/uploads/2014/10/CCSA-Careers-in-Early-Childhood-National-Directory-20151.pdf
UNC General Administration transfer website
www.northcarolina.edu/?q=content/non-traditional-transfer

➡ Ohio

Ohio Board of Regents (OBR) Articulation & Transfer website

transfercredit.ohio.gov/ap/1

College & University Directory of Early Childhood Programs

www.occrra.org/college_search.php

Career Pathways Document and Worksheet

www.occrra.org/documents/career_pathways_worksheet.pdf

➡ West Virginia

College Foundation

www.cfwv.com

T.E.A.C.H. Early Childhood® WEST VIRGINIA

www.wvearlychildhood.org/TEACH_Participating_Schools.html

West Virginia Apprenticeship for Child Development Specialists

www.wvacds.org/resources/TakingTheNextStep.pdf

➡ Wisconsin

Credit Transfer Wizard (TIS)

www.wisconsin.edu/transfer/wizards/

Collaborating Partners

www.collaboratingpartners.com/professional-guidance-career-guide.php

T.E.A.C.H. Early Childhood® WISCONSIN

wisconsinearlychildhood.org/programs/teach/

Transfer Guides

➡ Iowa

Transfer Guide

www.iowaaeyc.org/Transfer%20Guide%20Community%20College%20to%20a%204%20Year%20School%202015%20January.pdf

Transfer Iowa

www.transferiniowa.org

➡ Michigan

Michigan Transfer Agreement

www.macrao.org/Publication?MTA.asp

➡ North Carolina

Template – NC Higher Education Articulation Draft

teachecnationalcenter.org/wp-content/uploads/2015/05/TEMPLATE-NC-Higher-Education-articulation-draft-1.pdf/

➡ Ohio

Transfer Guide Template

teachecnationalcenter.org/wp-content/uploads/2015/05/Transfer-Guide-Template-7-23-14.pdf

➡ Wisconsin

T.E.A.C.H. Early Childhood® WISCONSIN

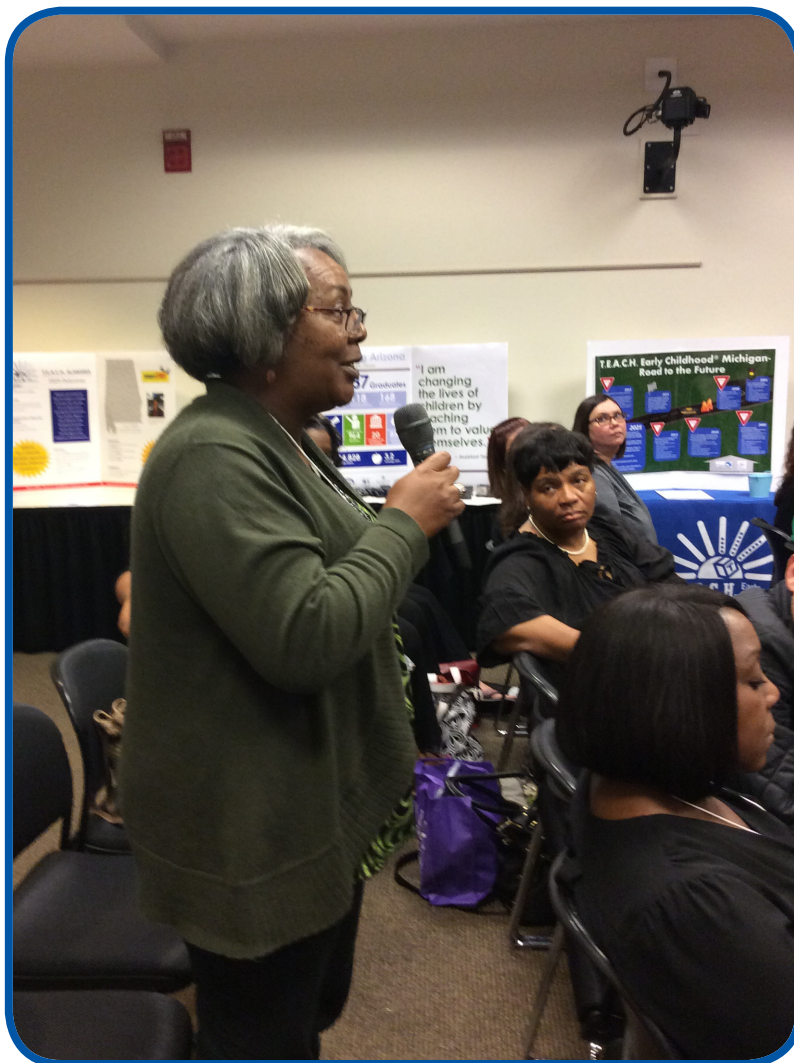
wisconsinearlychildhood.org/programs/teach

Wisconsin Universities & Colleges (from WECA)

wisconsinearlychildhood.org/programs/teach/wisconsin-universities-colleges/

Transfer Wisconsin

www.wisconsin.edu/transfer/



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Faculty Interactions



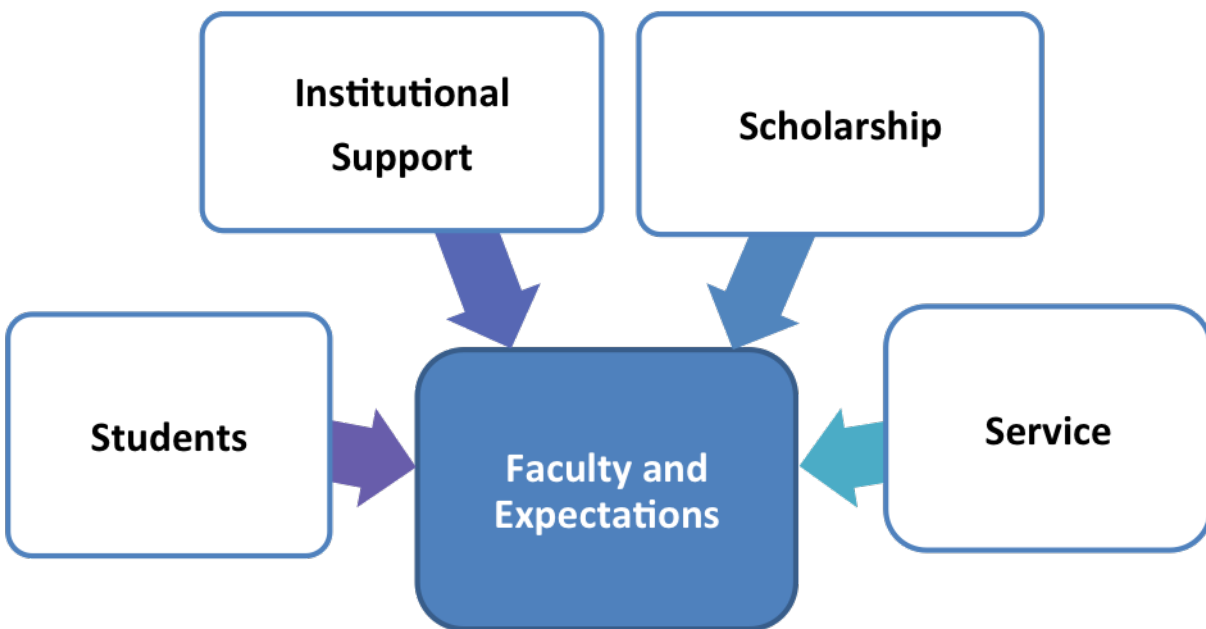
Overview

Faculty is an essential component to articulation discussions. While their involvement is necessary in the negotiation of the agreement, genuine faculty support is critical in the implementation phase. However that support must come from individuals that have diverse backgrounds and priorities. Community college faculties generally hold master's degrees while baccalaureate faculties hold advanced degrees. Community college faculties have a practitioner focus while baccalaureate faculties are more likely to be engaged in research projects.

Historically, when articulation agreements have stalled, every member of the articulation process, including two and four-year faculty, could point fingers. While articulation was considered desirable, there were always reasons for failure emanating from stakeholder groups. This paradigm has to change. The new paradigm must be that articulation is not just desirable but that it is an expectation. To support faculty involvement in articulation in this new approach consider the following components.

Faculty and Expectations-This component identifies some of the responsibilities and restraints that faculty have to consider as they become involved in articulation discussions. Some of these responsibilities include those to their students, their institutions, and to scholarship.

Creating Intersections-The primary role of a faculty member is to be in a classroom; articulation discussions most often happen elsewhere. This component looks at strategies to create intersections among two and four-year faculty and interested stakeholders. These include supporting two-year faculty groups such as ACCESS (Associate Degree Early Childhood Teacher Educators, 2014); developing opportunities for statewide four-year faculty to come together; and finally creating ongoing opportunities for two and four-year faculty and interested stakeholders to meet.



Higher education is a business and employs a large workforce to implement its mission. Higher education is also an essential element of the nation's continued efforts towards economic recovery. As an arm of state government, public higher education institutions are often utilized by governors and legislative bodies to meet and support state and local initiatives. However, as important as higher education is to state government, budgets continue to be tight and have not yet recovered from earlier pre-recession cuts. With this backdrop, higher education administrators may have additional concerns regarding initiatives, like articulation, and will be weighing the benefits and costs.

The faculty is the most visible portion of the higher education workforce. As a member of a large business, faculty members have both responsibilities and restraints that many member of the ECE workforce do not see. The time and effort that the faculty brings to each activity is accounted for within their faculty appointment. If faculty members participate in "other" non-academic activities, they must have their primary duties covered in another way, sometimes referred to as "off loaded". As with any large business, the IHE needs to be compensated for faculty time and effort. Faculty involvement can be compensated for through grants or contracts or the IHE may be willing to be "compensated" by the goodwill that faculty involvement brings to the topic and the institution.

Faculty responsibilities within higher education include:

Students-While they are individuals, students are also examples of an IHE's ability to fulfill their responsibility to their state funders, board and alumni. Faculty teach, grade, advice, register, mentor and more to support a diverse group of individuals and their needs. Responsibilities to students vary with the institution. An instructor in a community college may prepare and teach 6-8 courses per semester as well as grade student materials and maintain office hours. A full professor at a major university may only teach two courses per semester but also be responsible to serve as an advisor to advanced students and dissertation committees, as well as maintain a full research agenda. In either case, successful graduation of students is a responsibility of faculty.

Institutional support-Faculty involvement is required in many ways outside of the classroom. In community colleges, faculty may help to recruit students through speaking engagements with organizations and high schools while senior faculty at a university may help to attract doctoral candidates that will help advance university research initiatives. All faculties in both community colleges and senior institutions have responsibilities to provide documentation that supports the effectiveness of their program. They must also staff the various committees and initiatives that are part of higher education.

A significant responsibility in both community colleges and senior institutions is program accreditation. At every level accreditations are a method for programs to say that they meet high standards. Acquiring accreditation requires examination of every process within the program. Maintaining accreditation is equally as thorough a process.

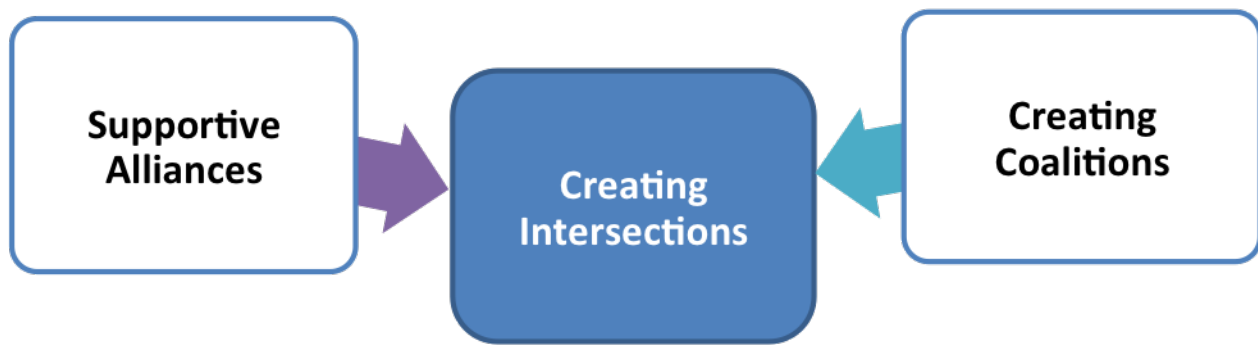
Scholarship-Faculties at all levels are required to seek new researched based knowledge and practices, maintain standards already in place, and preserve academic freedom. The academic qualities of the courses they teach are the responsibility of the faculty. The American Association of University Professors puts academic responsibility as follows: "Support measures that preserve and promote the quality of higher education....Insist on the central role of faculty in evaluating the academic integrity of transfer credits and resist federal mandates to standardize procedures." (American Association of University Professors, 2008)

Service-Participation in articulation efforts, sitting on statewide ECE committees and being involved in supporting initiatives such as QRISs (QRIS National Learning Network, 2015) are often services expected from faculty. These services can be considered as "extra" duties by the IHE or something faculty members should do as a professional contribution, potentially on their own time.

Challenges

If articulation efforts are to have the faculty involvement needed, higher education administrators must **require and support** faculty involvement.

- Administrators must **require** involvement, so that faculty members see a completed articulation agreement as important. Faculty members have often been in articulation discussions that seem to have little importance and without that motivation cannot justify extra efforts given their already demanding work load.
- Administrators must **support** articulation efforts with time, funds, and their own involvement. Faculty needs the opportunity to meet, discuss and work an articulation process through to a final agreement. Faculty needs administrative involvement that has the authority to approve negotiated agreements.



In addition to sharing a belief in education, there are other similarities between a preschool teacher and a professor; one of the most important is that they can become isolated behind their classroom door. Faculty members, like other teachers, need the opportunity to exchange ideas with other colleagues and build their understanding of the educational context outside their classroom. Those exchanges can happen between two-year faculties, between four-year faculties, and among two and four-year faculties and ECE stakeholders, including the ECE workforce.

Faculty access to the following kinds of interactions can support articulation discussions.

Supportive Alliances-Such alliances provide opportunities for faculty to meet with colleagues. Organizations such as ACCESS, a national organization of two-year ECE community colleges, provide support at state and national levels. Some states in the Articulation Project are members of ACCESS and have state chapters and others have created a state version of two-year community college groups. Likewise, many states have aligned their work with local professional development groups such as Child Care Aware (Child Care Aware, 2015) and Head Start Collaboration (Office of the Administration for Children and Families, Early Childhood & Learning Center, 2015) offices that provide ECE context. The alliances for four-year faculty are more varied than at the community college level. They are more likely to be driven by content issues or research opportunities. Regardless of the vehicle, faculty members gain opportunities to process new information. Many two and four year ECE faculty also belong to the National Association for the Education of Young Children and find opportunities to meet together at those professional meetings.

Creating Coalitions-Opportunities for faculty to meet with each other and stakeholders is essential to articulation discussions. A common strategy among the Articulation Project states is to create a meeting for higher education and stakeholders to come together. Almost always a primary purpose of such meetings has been to create an opportunity for faculty to build relationships with colleagues from other settings. As states become more efficient at creating these opportunities they are finding that relationships are built better around a common need or purpose. States have used issues such as finding quality practicum sites, pursuing accreditation, and developing common core curriculum as the focus for some of these meetings.

The purpose-based event not only justifies the meeting but also gives faculty an opportunity to discuss issues and concerns that are specific to the purpose. These discussions avoid generalizations and allow new acquaintances to develop perspectives about each other and other programs in smaller “bites”. These preliminary discussions can be useful when they happen before articulation becomes the primary discussion.

Challenges

States in the articulation process have found it easier to convince faculty and stakeholder to become involved but much more difficult to implement meetings.

- Meetings require **time and funds** for full participation. The problem is three fold, first there must be an interest and commitment for faculty and stakeholders to be involved; second, finding a mutually agreeable time is difficult when faculty have course commitments; and finally funding is necessary for travel and meeting places. Some states in the articulation process have supplemented face to face meetings with phone and internet meetings, but in general there is agreement that there must be some face to face events.
- Finding a **balance of participants** is important but difficult to achieve, at least initially. Every sector, two and four-year faculty and stakeholders, needs to be represented and in reasonably equal proportions. Balanced participation will help to generate balanced discussions.
- Finding ways to have a **balanced discussion** is also an important consideration. Faculty members are used to having the floor and leading discussions. Community college faculty and stakeholders occasionally feel intimidated by faculty from senior institutions. Also, it is not uncommon for individuals to find themselves sitting next to a former professor. Some states have found that an outside facilitator with no ties to the group is useful.



Resources from the States

Higher Education Alliances

➡ Florida

Florida Community College Early Childhood Educators Network (FCCECEN) – Facebook page – Semi annual meetings

www.fccecen.webs.com

➡ Indiana

Higher Education Forum Description

teachecnationalcenter.org/wp-content/uploads/2015/05/Indiana-Higher-Education-Forum.pdf

Higher Education Forum (Higher Ed Forum 4 9 15 Agenda)

teachecnationalcenter.org/wp-content/uploads/2015/05/Higher-Ed-Forum-4-9-15-Agenda.pdf

➡ Iowa

Iowa Community College Early Childhood Education Alliance

www.kirkwood.edu/site/index.php?p=33493

➡ North Carolina

NC ACCESS

www.accessece.org

➡ Ohio

Credit Transfer information for faculty

www.ohiohighered.org/transfer

Ohio Coalition of Associate Degree Early Childhood Education Programs

www.oc2yecp.com/about.html

State University Education Deans (SUED)

www.ohioteachered.org/SUED/

Ohio Association of Private Colleges for Teacher Education

www.oapcte.org/index.php

➡ Wisconsin

Early Childhood Professional Development Initiative in Wisconsin

ec.dpi.wi.gov/ec_ecprodev

Wisconsin Department of Public Instruction

www.collaboratingpartners.com/documents/WICSPDIdescription8-22-12.pdf

Higher Education Meetings

➡ Alabama

Pre-K Summit

teachecnationalcenter.org/wp-content/uploads/2015/05/Pre-K-Workforce-Summit-Agenda-AL.pdf

➡ Arizona

Faculty event co sponsored with AEYC

➡ Indiana

Higher Education Summit information (Higher Ed Summit Agenda 9.5.14)

teachecnationalcenter.org/wp-content/uploads/2015/05/Higher-Ed-Summit-Agenda-9.5.14.pdf

Higher Education Inventory (5.7.15.Indiana HE Inventory Report)

teachecnationalcenter.org/wp-content/uploads/2015/05/Indiana-HE-Inventory-Report-5.7.15.pdf

Higher Education Forum Description

teachecnationalcenter.org/wp-content/uploads/2015/05/Indiana-Higher-Education-Forum.pdf

Summit Materials

teachecnationalcenter.org/wp-content/uploads/2015/05/summit-agenda-8.23.13-IN.pdf

➡ Iowa

Higher Education Power Point

teachecnationalcenter.org/wp-content/uploads/2015/05/Higher-Education-Summit-PPT-IA-State-Event-2.pdf

Materials

State Event

teachecnationalcenter.org/wp-content/uploads/2015/05/Higher-Ed-Summit-IAState-Event-1.pdf

Agenda

teachecnationalcenter.org/wp-content/uploads/2015/05/Agenda-for-Higher-Education-Summit-IA.pdf

Implementation Plan

teachecnationalcenter.org/wp-content/uploads/2015/05/Articulation-summit-implementation-plan-4-24-15-IA.pdf

Implementation Plan II

teachecnationalcenter.org/wp-content/uploads/2015/05/Articulation-summit-implementation-plan-II-IA-NEXT-STEPS.pdf

Questions for Community Building

teachecnationalcenter.org/wp-content/uploads/2015/05/Questions-for-Community-Building-for-Higher-Ed-Summit-IA.pdf

Table Topics Facilitators

teachecnationalcenter.org/wp-content/uploads/2015/05/Table-Topics-Facilitators-IA-event-materials.pdf

➡ **Michigan**

Institutes of Higher Education Summit Agenda (IHE ECE Summit Final Agenda 5.28.15)
teachecnationalcenter.org/wp-content/uploads/2015/05/IHE-ECE-Summit-Final-Agenda-5.28.15.pdf

MI Action Plan for colleges

Part 1

teachecnationalcenter.org/wp-content/uploads/2015/05/Pre-K-Workforce-Summit-Agenda-AL.pdf

Part 2

teachecnationalcenter.org/wp-content/uploads/2015/05/Action-plan-pt1-MI.pdf

➡ **North Carolina**

North Carolina Association of Educators (NCAE)

www.ncae.org

➡ **West Virginia**

Summit Agenda

teachecnationalcenter.org/wp-content/uploads/2015/05/WV-Summit-Agenda.pdf

➡ **Wisconsin**

Wisconsin Articulation Summit

bpcwi.com/wp-content/uploads/2014/12/WECCP-TTA-II-Artic-May-2015-save-the-date.pdf

Photos (See Early Childhood Higher Education Articulation Summit tab)

www.facebook.com/wisconsinearlychildhood/photos_stream?tab=photos_albums

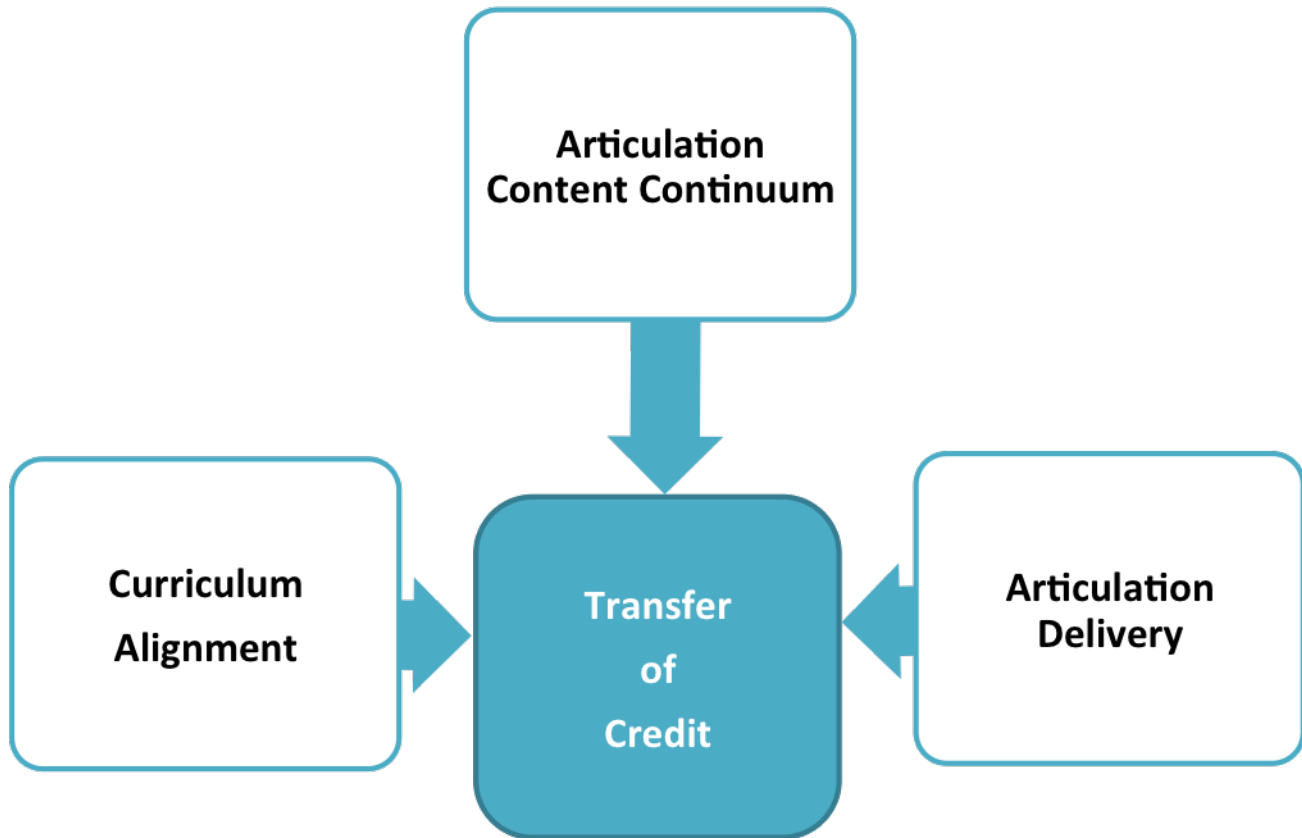
Wisconsin WTCS ECE Annual State Called Meeting

mywtcs.wtcsystem.edu/occupational-academic-excellence/calendar-events/early-childhood-education-scm

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- QRIS National Learning Network. (2015). Glossary of Terms. Retrieved from qrisnetwork.org: qrisnetwork.org/glossary

Transfer of Credit



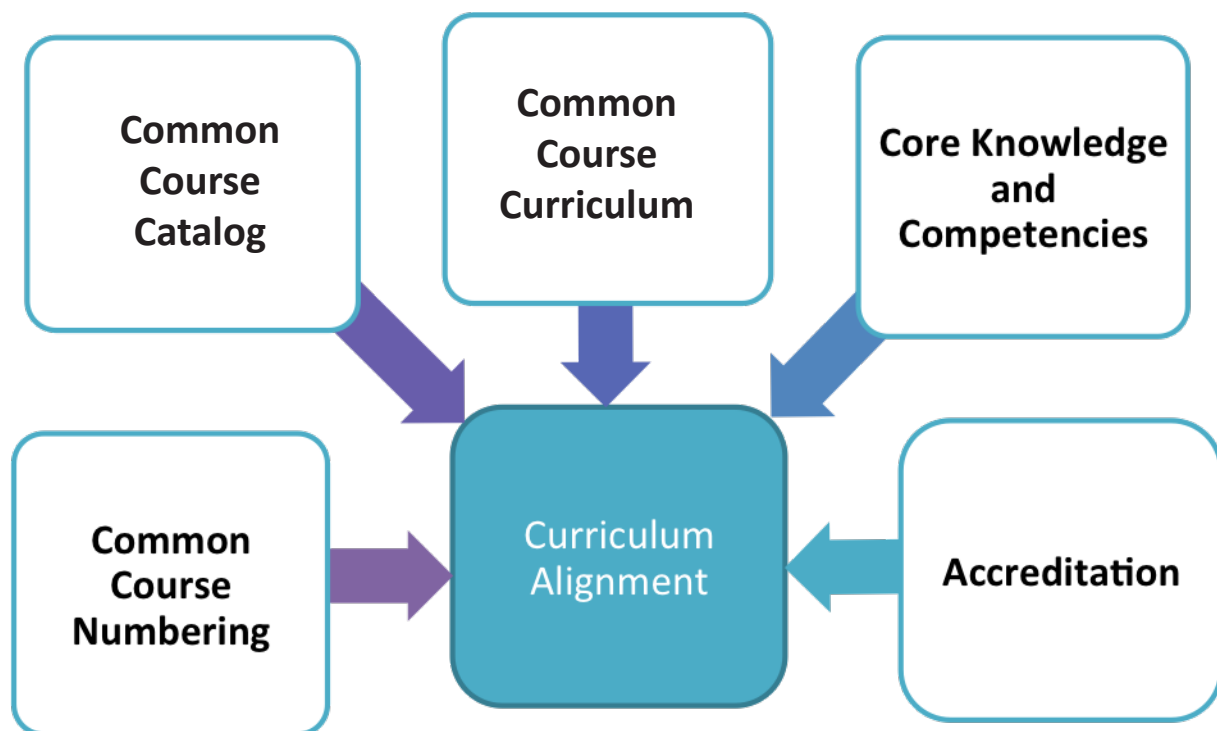
Transfer of credit appears to be the heart of most articulation discussions. Groups start here and assume that if they can induce some other group to accept for program credit their version of appropriate curriculum, the articulation task will be done. Articulation work is rarely that simple. In this discussion of articulation, the transfer of credit has been left for the end, both because it is a complex task and because the work may be simpler if preparation work not specific to it comes before. The review of Transfer of Credit has three components.

- **Curriculum Alignment**-Curriculum that spans the decades from maternal deprivation to **Neurons to Neighborhoods** (Institute of Medicine, 2000) and beyond has been through a variety of strategies to organize, codify and simplify the content. The goal is to create curriculum that has academic rigor and integrity and meets the needs of the ECE workforce today. Further the curriculum must also be organized so that it can be taught and mastered by students in approximately 120 semester credit hours and culminate in a baccalaureate degree. The discussion on Curriculum Alignment reviews the strengths and challenges of the strategies most commonly used.
- **Articulation Content Continuum**-The term career pathway is common in degree completion discussions. The early childhood profession has attempted to cobble together various training/education/professional development efforts into a cohesive path towards a degree.

The ECE environment has been such that steps were often created in isolation, with the result that although the goal and much of the content was the same, the steps have not always resulted in a coherent pathway. This discussion looks at the strategies and challenges for steps that culminate in formal recognition including credit, credentials, certificates, diplomas, and degrees.

- **Articulation Delivery**-For every state in the Articulation Project, a statewide mandated articulation agreement between state sponsored two and four-year institutions was the Holy Grail to be achieved at the end of their project work. Most states quickly abandoned the goal, noting that they were not ready for that step. However, those states have identified strategies that move them towards articulation. These include such strategies as regionally identified agreements, transfer guides, transfer of blocks of credit, and competency based transfers. These alternative strategies are important because they serve the needs of specific student groups, and secondly each type of articulation crafted creates precedents for other agreements.





Overview

In the 80's, Dr. Burton White reminded NAEYC members that early childhood as a profession was a fragile newcomer with no research base until federal funding launched Project Head Start. Early childhood, according to Dr. White, was an outgrowth of the research done for developmental psychology, maternal health and deprivation, separation anxiety, etc. Not until Head Start funding and the corresponding need to research and validate federal investments was early childhood education looked at seriously as a separate discipline. (Burton L. White, 1984) Early childhood college students at that time could find their coursework in elementary education, family studies, sociology, psychology, and home economic departments and their academic career often culminated with an "interdisciplinary" degree.

In the thirty years since, early childhood research and knowledge has grown steadily, spurred by federal and now state funding, but also by brain development research and the ever increasing demand for quality child care. Still early childhood education has its roots buried in many academic disciplines other than education. These multi-disciplinary influences remain, but coursework is mostly housed in early childhood/child development programs at community colleges and early childhood/elementary education programs at four year institutions. Early childhood's history coupled with multiple delivery systems (community colleges, vocational technical schools, baccalaureate institutions, high schools, etc.) and their varying philosophies have created a large inventory of curriculum approaches and courses.

Curriculum alignment among community colleges and then between community colleges and four-year institutions are primary tasks for beginning articulation processes. The list of alignment strategies provides a look at the many approaches utilized in the field. Systems may implement multiple strategies.

Alignment Strategies Within Higher Education Systems-Curriculum alignment in this discussion refers to any one of several strategies used by IHEs to organize, codify, or simplify course offerings within a program curriculum. Curriculum alignment is often a regularly scheduled process within higher education systems. This process allows for overall review, updates of research and practices, and may also be a quality assurance process.

- **Common Course Catalogue**-A common course catalogue identifies all of the approved courses available to colleges within the system. In general all courses offered within the system are from this approved catalogue. Depending on the number of credentials, diplomas, or degrees offered by the system, the catalogue may be more or less extensive.
- **Common Course Numbering/Prefix**-A common course prefix and numbering system is consistent within the community college system and/or a four-year institution. In addition to providing simple identification, this system identifies the theoretical or educational home discipline of the course and its level of difficulty. For example, in early childhood programs, an EDU (Education) course prefix signifying its roots in traditional education theory as opposed to a CHD (Child Development) course prefix which might identify its origins in Developmental Psychology can mark the difference between which degree tracks will accept the course. A 100 as opposed to a 200 level designation can make the difference between the ability for a course to articulate or not. (Board, 2007)
- **Common Course Curriculum**-Programs within a system offer the same courses to meet degrees, or degree tracks. Often a common course curriculum is built from previous work in developing a common course catalogue and course numbering process. Institutions may retain some flexibility to offer other courses to meet local needs or to fulfill elective opportunities.

Other Alignment Strategies-Accreditation and Core Knowledge and Competencies are strategies that may originate with stakeholders and happen with higher education systems rather than originating within higher education programs.

Accreditation-With few exceptions higher education systems are accredited by outside organizations that judge the overall excellence and needs of the system. In addition, programs within the system may be accredited by a professional organization that looks specifically at an individual program's responsiveness to current knowledge and practices within a specific discipline. This "third party" assessment of programs enhances not only the program's standing but also the institution's overall standing. Until recently, accreditation within community colleges was most often associated with the health professions and some trade organizations.

Early Childhood Associate Degree Accreditation (ECADA) provides this "third party" recognition for early childhood degree curriculum using the Professional Preparation Standards (National Association for the Education of Young Children, 2009) as the rubric to review the institution's curriculum. This review allows institutions a method for identifying that their curriculum is consistent with national criteria as well as local standards. Further, ECADA is recognized by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is the leading accrediting body for teacher education in baccalaureate degree programs. CAEP recognition is a useful argument when community colleges seek articulation agreements with four-year institutions. (Council for the Accreditation of Educator

Preparation, 2014)

While most educator preparation programs seek accreditation through CAEP, a much smaller number of programs add on Special Program Accreditation (SPA) through agreements with professional organizations such as NAEYC. The SPA process reviews the senior program's adherence to early childhood practices as set forth in NAEYC guidelines. A listing of CAEP programs with SPA recognition is available in the Resources. (Council for Accredited Educator Preparation, 2015)

- **Core Knowledge and Competencies**-Core knowledge and competencies (CKCs) have become a common strategy for early childhood stakeholders that have an interest in the curriculum delivered in early childhood degree programs. Program administrators, regulators, and other stakeholders have noted the need for coursework that responds to the needs of all staff, not just those of teachers who work with 3-5 year old children. CKCs are one strategy to build consensus among stakeholders about what knowledge and skills are needed in a variety of early childhood settings and roles; they are also shared in an organized fashion with interested parties such as professional development providers as well as higher education.

Common Elements of Early Childhood Curriculum

Community college curriculum generally revolves around similar elements.

- **General education**-The amount of English, Math, Science, and Humanities varies in Associate degree programs based on the associate degree being sought. General education generally accounts for one-fourth to one-third of the credits for an Associate for Applied Arts and half or greater of an Associate of Arts degree credits.
- **Early childhood content**-These content courses include foundation courses such as Child Growth and Development, curriculum content courses in early literacy, math and science, and courses focused on classroom environments and management.
- **Observation and practicum**-These courses may be integrated into content courses or be standalone courses.
- **Capstone experiences**-These courses may be used to assess student knowledge and ability to implement their knowledge. In some programs successful completion of a capstone experience is a requirement for successful completion of the degree program.

Baccalaureate programs likely include all of the content from an Associate of Arts or Sciences with additional coursework in the following areas:

- **Pedagogy**-This coursework is concerned with the science of teaching and may be specifically aligned with teaching practices for different ages of children. Baccalaureate degree programs may extend the age range to elementary age children.

- **Advanced early childhood content**-Curriculum may vary in the intensity and scope of the subject matter and the age range of children that the content is designed to serve.
- **Research focus**-Courses may put a greater dependency on the use of research as well as engage students in research studies.
- **Student teaching** -In teacher licensure degree programs, student teaching is generally an intense learning experience and may be a condition for successful completion of the program. Testing associated with teacher licensure requirements may be required prior to student teaching depending on the state and the institution of higher education.

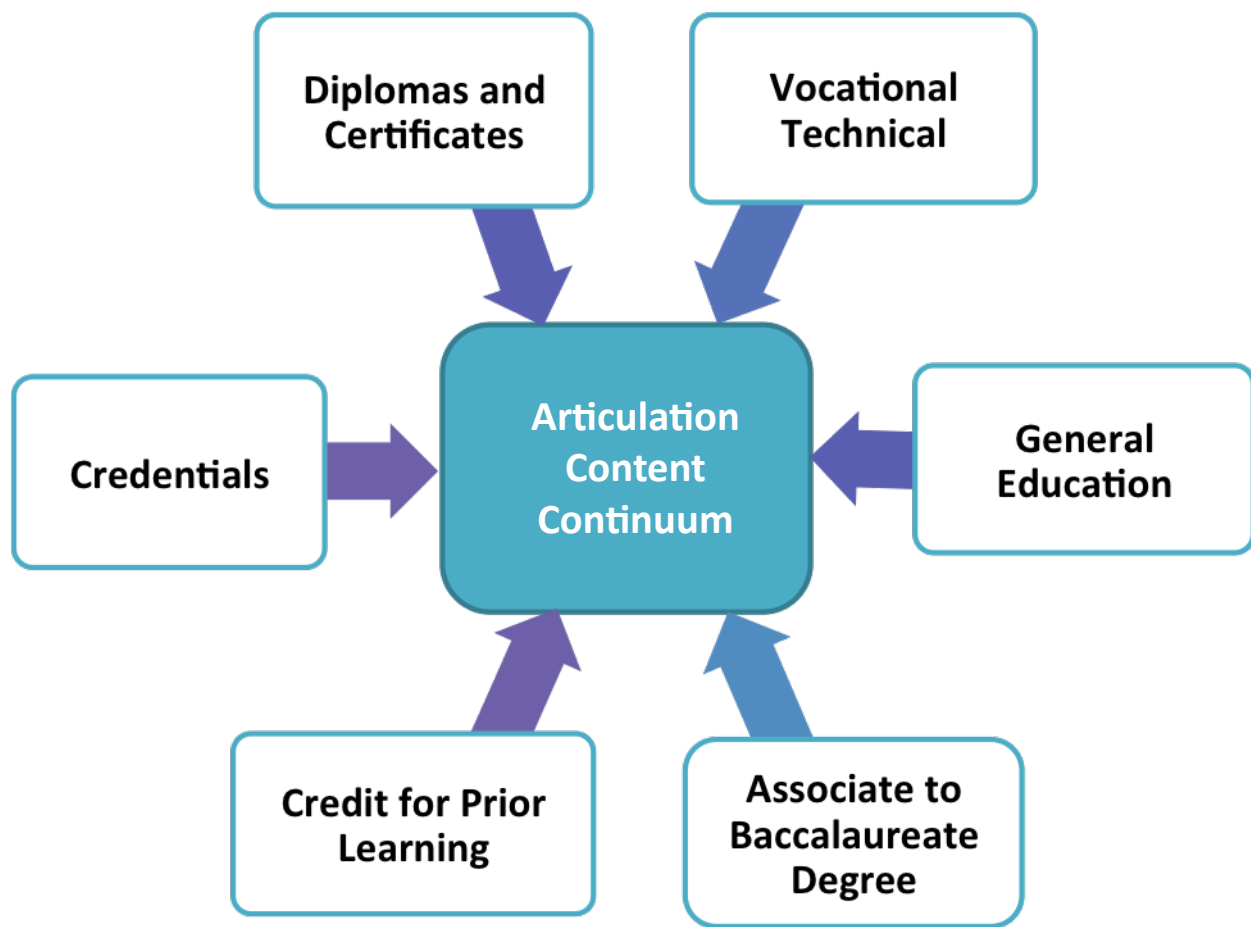
Challenges

Even with the great similarity, transfer of credit among two-year institutions and between two and four-year institutions is a challenge. Some of the reasons are cited below.

- The same competencies may exist within degrees or blocks of courses but on a course by course basis the **competencies do not match**. Institutions that try to develop transfer systems on a course by course basis are often stymied. For example, a community college course may be equal parts, health, safety, and nutrition. That knowledge base may be captured at the university level in two courses-Health and Safety with a separate course such as Nutrition of the Child. The effort of trying to establish one-to-one correspondence of courses has been so onerous that there are numerous examples of groups giving up.
- The same **course numbering and prefix systems** that provide clarity in identifying courses may also contribute to articulation challenges. A four-year institution builds the progression of content knowledge beginning with general education. General education courses and entry level content courses are defined with 100 and 200 level course numbers. Advanced content, pedagogy, and observation/practicum/student teaching courses are more often defined as 300 or 400 level courses. Two year institutions often define their most advanced courses as 200 level courses. In the paradigm of higher education course development, a 200 level course often cannot be transferred into a 400 level course at a four-year institution.
- The needs of the early childhood field have grown beyond what existed in Dr. White's time. Child development centers require trained administrators; infant toddler teachers need additional knowledge and skills beyond those offered in classes that focus on three-five year old children; and home visitors need more focus on family dynamics. In order to respond to these needs, both two and four-year institutions have added courses. Some are standalone courses while others have been bundled into certificates, tracks, or minor fields of study for baccalaureate students. This **content explosion** means that some associate degree programs now total more than 70 credit hours. These credits may or may not have counterparts at another institution.
- The early childhood field has to match its expanding needs to a higher education environment with level or even decreasing resources. **Performance based funding (PBF)** is increasingly a funding strategy for state sponsored IHE's. This strategy bases institutional income on

performance based outcomes rather than student access and enrollment. (American Association of State Colleges and Universities, 2015) One strategy associated with PBF is to reduce course hours for an associate degree to approximately 60 hours while limiting a baccalaureate degree to 120 course hours. The reduction in course hours is geared at both saving dollars and increasing graduation outcomes.

- Colleges and universities are hierarchical structures with established systems for developing, maintaining and monitoring their work. The key players in an inclusive higher education system are administrators and boards, faculty, and students. Institutions seek **meaningful input** from all three groups, but this input is time consuming to acquire. While an essential part of this project, faculties are tied to class schedules. Students in a community college are challenged by multiple roles of work, family, and school. For college administrators, this process is multiplied by the number of departments or programs that need or seek curriculum changes. Not surprisingly opportunities to significantly impact a particular program curriculum may only occur annually at best and it is not uncommon for systems to be scheduled for a biennial review.



Overview

A just released report from the Institution of Medicine/National Research Council (IOM), **Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation**, sets the educational standard for early childhood professionals unequivocally at the baccalaureate degree. Further the report speaks to a baccalaureate degree specifically focused on early childhood education for children from birth to age 8. The report standard serves two goals: 1) it prepares the workforce to meet the needs of children and families, and 2) provides the workforce with the preparation that supports professional recognition. The parameters of the IOM study did not allow the panel to address financing, but simply allowed the IOM panel to set the standard. As a profession, the study was essential to setting the baccalaureate degree standard for the ECE workforce. (Institute of Medicine, 2015)

While it does not seem that the baccalaureate standard should be such a transformational idea, it is transforming for a profession that has been working its way through decades of fragmented responses. The number of solutions along the articulation content continuum is a testament to how hard the profession has worked to find ways to advance the knowledge and skills of the ECE workforce. The previous section looked at ways that curriculum content can be aligned. Although there may be other steps in the articulation content continuum, this discussion will look at Credit for Prior Learning (CPL), credentials with the most important being the Child Development Associate (CDA), the contribution of vocational technical schools, certificates and diplomas, general education at the postsecondary level, and finally content that moves from associate to baccalaureate degrees.

The Continuum

Credit for Prior Learning-The overwhelming reason for students to seek credit for prior learning is to save time and money. Additionally ECE staff caught in a world with changing qualification requirements want reassurance that their years of experience are recognized. Acceptance of prior learning as a means of moving towards a degree is again gaining some support but comes with caveats. A concern for ECE staff is that while the CPL credit is a viable means for completing associate degree credit, some four-year institutions will not accept the same credit as the student prepares to transfer to a baccalaureate degree program.

Child Development Associate (CDA) Credential/State Credentials-The CDA is rightfully the mother of structured, non-formal professional preparation for the early childhood profession. Initially supported by federal Head Start initiatives and NAEYC, via the Council for Professional Recognition (the Council), the credential has introduced thousands of early childhood staff to the language and basic standards for providing high quality services to children and families. It is valued as an entry step as well as a strategy for introducing professionals from other fields to the early childhood knowledge base. Over time the Council has introduced formal education and testing components. However since 1975, the CDA credential has focused on core competencies and the ability of the CDA candidate to demonstrate their competence. (Council for Professional Recognition, 2014)

Some states and organizations have created their own credential in order to respond to state needs and systems. These credentials may resemble the CDA in either content, process or both. Associate degree programs may offer some credit toward degree completion for a current CDA credential or state equivalent.

Diplomas and Certificates-There exists within the field, a plethora of efforts designed to provide skills and knowledge that will support the workforce or specific groups within the workforce. Each effort requires a variety of completion strategies but most identify a range of hours for completion which can be measured in direct contact hours or credit hours.

Many associate degree programs also offer diplomas or similar programs that confirm the successful completion of approximately 30 credit hours. Degree programs may also offer certificate tracks that correspond to special topics such as Infant/Toddler, School Age, or Program Administration. Typically these tracks are also measured in successful course completion and 12-18 credit hours. This content may be aligned with and/or embedded in the corresponding associate degree.

In addition to credentials that come from within higher education, professional preparation offerings may come from state licensing organizations, child care resource and referral agencies, Head Start, and others. These offerings are measured by successful completion and contact hours. All are likely to be beneficial to participants, but without prior planning these programs will not support a degree program.

Vocational Technical-The range of vocational technical programs mirrors the overall diversity of ECE professional preparation programs. When systems are in alignment, students can emerge from the vocational technical system and advance to the community college without duplicating courses and paying fees. This is usually accomplished via dual enrollment or articulation of credit. Students

can enter an associate degree program with a substantial number of their associate degree credits completed.

General Education-The focus on general education as a major component of the degree process makes the successful completion of general education courses a significant step on the career pathway to a degree. Initially community colleges had limited numbers of general education courses, utilizing the same English, Math, and General Psychology courses to meet as many program demands as possible, to fill classes and reduce costs. The options for General Education have now grown to include Science and Humanities.

General education is the introduction of traditional liberal arts knowledge to an associate degree process that began with the goal of meeting the needs of a trade. Diploma and certificate programs may require only basic English and Math general education courses necessary for carrying out daily work transactions. Associate of Applied Science (AAS) programs require more general education courses than diploma or credential programs but less than Associate of Arts or Associate of Science degrees (AA/AS). AA and AS degrees within a community college system may put a greater focus on general education courses to support transfer to baccalaureate degree programs.

College level general education courses assume a level of mastery from previous educational experiences. Many adult students never had that level of mastery or have forgotten the knowledge and skills acquired twenty or more years prior. Most colleges have developmental or remediation departments to help students over this first hurdle to a college degree. However moving from remediation to program level general education has become a challenge for many students. Remediation efforts have become a major contributor to students dropping out of college before they reach the content level of their program. Numerous colleges have instituted processes to respond to this problem. Colleges have been joined by private foundations and advocacy groups such as Lumina, Achieving the Dream, and Complete College America as remediation efforts have reached crisis proportions.

Associate to Baccalaureate Degree-In theory the continuum between ECE associate and baccalaureate degrees should be the easiest to define and resolve. For all the reasons discussed in Curriculum Alignment and many more, it is not.

As the lynch pin, the community college must not only resolve curriculum issues, but must also develop formal learners from a diverse population of students with multiple needs and backgrounds. A community college addresses the needs of a population that includes:

- Working students
- Part time students
- First generation students
- Non English speaking students
- Students with family commitments

All of these students have needs that complicate the completion of a 60-70 credit hour associate degree program in two years.

Community colleges are locally driven with an organizational mission to meet community needs and link to community based systems. Many community colleges and their supporters envisioned the associate degree as a “terminal” degree, meeting the educational needs of work roles and trades that would support the local economy. Students’ needs for a baccalaureate degree were not anticipated; this challenged previous assumptions and expanded the role of the community college. State governance systems have intensified this view as community colleges become a low cost way for students to begin their academic career and potentially save state dollars.

This new role requires a new relationship and level of trust between community colleges and their baccalaureate degree partners. The trust begins first with accepting the overall competence of the community college faculty and the competencies that they teach. The trust must then extend to the community college’s responsibility to make decisions about what other experiences may be substituted for their own associate degree credit.

Baccalaureate degree programs struggle with accepting student experiences that they do not know and/or may not value. Baccalaureate faculties believe their professional worth and that of their institution is determined by the acceptance of their students into professional workplaces and graduate programs. Each step that takes students farther from acquiring skills and knowledge within the baccalaureate institution’s sphere of control can be cause for concern.

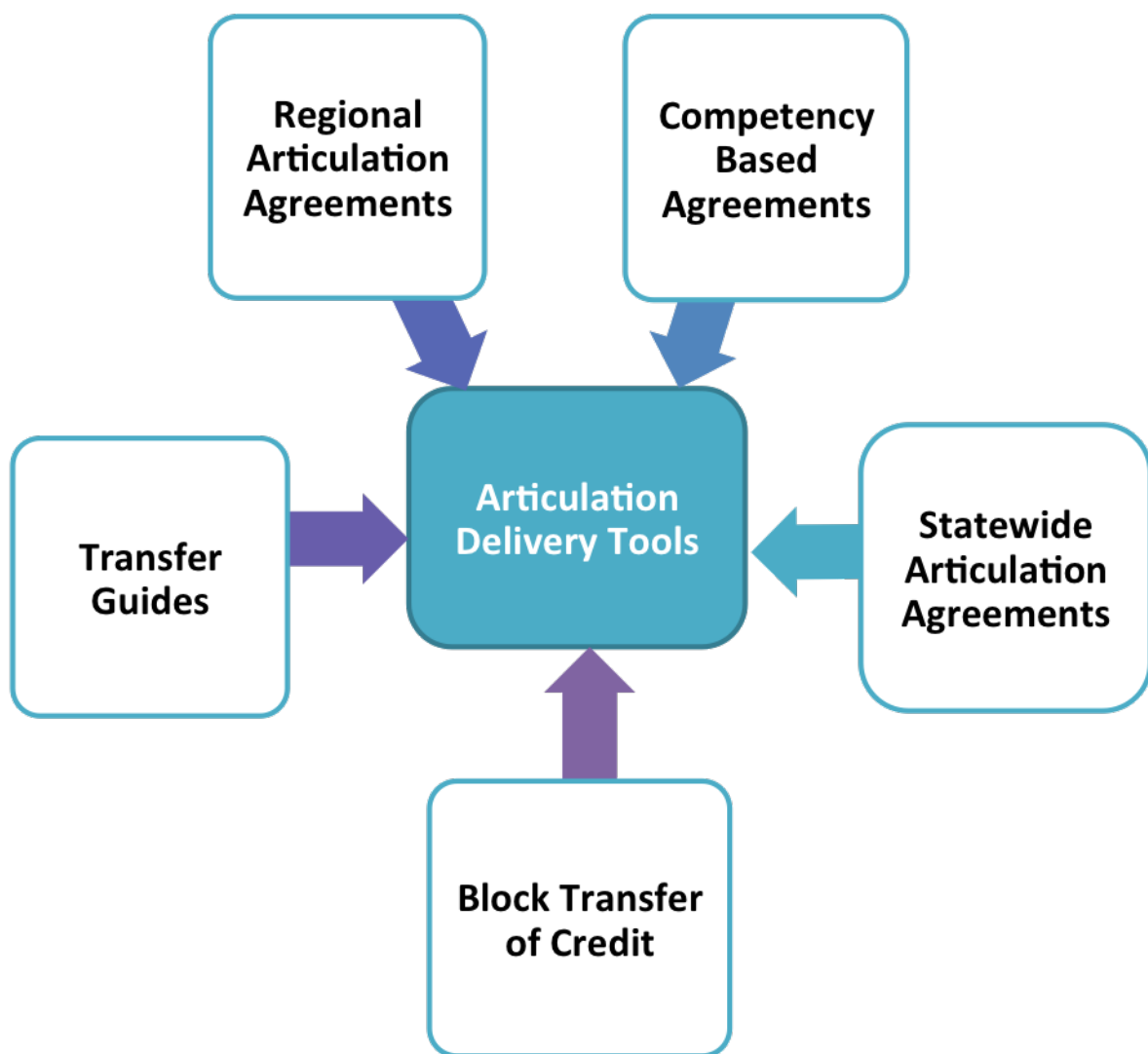
Challenges

There are multiple challenges to creating a linked articulation continuum. For the ECE workforce to move efficiently towards a degree, many of the elements (diplomas, credentials, certificates, etc.) that the profession has created must be forged into a continuum. However, even when representatives come together with the intent to “fix” the system, they may be impeded by fundamental issues. Some of these issues include:

- The integrity of the instruction provided is often judged by the **qualifications of the instructor or faculty member** delivering the material. The requirements for faculty and instructors may vary to include degrees, level of degrees, and content expertise within a degree as well as experience in the field. Each component of the continuum has different requirements.
- As these transfer programs become more common, an emerging concern has been **the preparation of vocational technical instructors**. Individual instructors often lack the specific early childhood content within their own degrees to make the courses they teach acceptable to other institutions.
- The intensity of instruction is often judged by so called “seat time”. Non-formal systems tend to count **contact (actual) hours** for their education events. Colleges count the intensity by **credit hours**, each credit hour equaling a prescribed number of contact hours.
-

- The validity of the content that is constructed around evidence-based practices and research and is organized and delivered around a series of learning objectives is likely to be very similar. The reality is that **course content and learning objectives** may be influenced by individual faculty research or philosophy, or to meet a specific set of rules, requirements, or organizational needs.
- Successful completion of instruction is judged by evaluation. Formal education systems provide **evaluation strategies** such as testing, supervised observations, and submission of written materials that measure the student's success in mastering learning objectives. Non-formal systems may put less emphasis on, or be unable to staff, structured evaluation processes. The differences in evaluation strategies may impact acceptance of a student's success in completing a learning experience.





Overview

All of the discussion about articulation end up here, in finding a strategy that will allow a student to transfer from one IHE to another with a significant body of content that does not have to be repeated at the next institution. The goal of every state in the Articulation Project was, and likely still remains, a statewide mandated articulation agreement. Those agreements are hard to achieve and even harder to maintain over time. At least two states in the project, Florida and North Carolina, have significant articulation language already approved, but implementation remains difficult.

In the absence of statewide agreements states seek alternative strategies. These strategies are intended as a substitute for statewide systemic change and/or a precedent for moving to statewide agreements.

The goal for most articulation agreements between an associate and baccalaureate degree program is what is termed a two + two agreement. In this type of agreement students would leave an associate degree program and arrive at the senior institution as a junior. In addition to junior standing, the student would arrive with 52-60 credit hours from the associate degree program that would apply specifically to required program credits in their chosen field of study. In this scenario the acceptance of associate degree credits as electives would be limited to filling available elective hours in the baccalaureate program. Failing this ideal standard, other articulation delivery methods include the following.

Block Transfer of Credits-Included in this category are two types of coursework. Across the country state legislatures and governing bodies have addressed the issues around general education courses. As previously discussed general education includes English, Mathematics, Science, Social Sciences and increasingly Humanities courses. The universal nature of these courses, particularly at the introductory level, have made it easier to reach consensus and ultimately agreement on the articulation of a body of general education courses. Often there are some choices among courses that allows for both individual interests and varying needs of programs. Secondly, in an effort to advance articulation individual institutions and some states have identified a specific body of additional program courses that are required to be accepted at the senior institution. Depending on the size of the transfer block of credits this can be a significant accomplishment. In some instances, packing the general education and the block courses together can mean a student has up to 45 credits accepted, or almost 70-75% of the degree accepted.

Transfer Guides-These tools require great efforts by faculty and other college administration staff. These can be done course by course or by total degree program. Both Michigan and Ohio develop and utilize transfer guides. Some institutions utilize this tool because it limits the legalities and legal processes of an articulation agreement. Other institutions value it for its student friendly approach.

Ohio is notable for its 70% rule. In Ohio courses do not have to match exactly. If courses have a 70% match they can be accepted at the senior institution. This approach is particularly useful to students when the entire associate degree program is matched to the baccalaureate degree program. Michigan's program is notable because there is first administrative agreement of the intent to develop the agreement, but the development of the agreement is negotiated at the program/faculty level.

Regional Articulation Agreements-Regional agreements are by far the most common type of articulation agreements. These agreements are generally developed due to the needs of local institutions and their student populations. These agreements are fostered by geographic proximity and faculty that know each other. Regional agreements may include some or all of the credits between the associate and baccalaureate programs. In addition to the value to students, regional agreements are valuable because they set precedents for future agreements. The regional agreements provide the opportunity to determine what works and what does not.

Competency Based Agreements-There is a slow movement to look at the overall competencies that a student needs to master within a degree program. This movement looks at standards such as the NAEYC Professional Preparation Standards and assesses student competency against those standards. While the skills are attained by participating in courses, it is the attainment of competency that is the driving force. This effort puts pressure on colleges and systems to identify strong competency assessments.

Statewide Articulation Agreements-As indicated in the introduction statewide agreements are the goal of most of the states in the Articulation Project. In this category state articulation agreements must accept 52-60 credits towards a baccalaureate degree and give the individual junior status. Statewide articulation agreements are most often the direct result of legislative action or may be the result of legislative direction to a higher education governing body. Usually such actions are inclusive of all programs, or a specific block of programs. The wording of such agreements is as varied as the state entities that issue them.

Challenges

Despite the varied delivery mechanisms utilized by the tools, overall the challenges to each of these processes are similar. Challenges include:

- Agreements **are dependent on the acceptance of the initial developers** of the tool. Higher education does not have as volatile a workforce as early childhood education, but both faculty and administrators move and change positions. There will be faculty and administrators that have had no role in developing the agreement that will need to implement it.
- Agreements are further **challenged by changes in policy and political administrations**. Education is a highly visible element for most state governments. The opportunity to utilize funds and policies to launch new and/or differing initiatives to meet an administration's goals is often irresistible.
- Agreements must be **regularly evaluated** to maintain their validity. A successful articulation agreement is not a culminating event; it is a step in an ongoing process. As long as knowledge evolves and new research occurs, there will be a need to review and update agreements on a regular basis. Agreements will need periodic reviews scheduled as part of the initial agreement.
- Agreements **must be monitored for appropriate use**. The use of articulation agreements must have a viable monitoring component to determine whether or not the agreement is being implemented as designed. The monitoring component will need to have recognized authority. This component will likely need an appeals provision to respond to complaints.



Resources from the States

Accredited Institutions of Higher Education-ECADA

(National Association for the Education of Young Children, 2015)

➡ Alabama

Jefferson State Community College

➡ Arizona

Central Arizona College

Paradise Valley Community College

Pima Community College

➡ Florida

Miami Dade College

Seminole State College of Florida

➡ Indiana

Ivy Tech Community College-Bloomington

Ivy Tech Community College-Central Indiana (Indianapolis)

Ivy Tech Community College-Columbus/Franklin

Ivy Tech Community College-Evansville

Ivy Tech Community College-Gary

Ivy Tech Community College-Kokomo

Ivy Tech Community College-Lafayette

Ivy Tech Community College-Muncie

Ivy Tech Community College-Northeast/Fort Wayne

Ivy Tech Community College-Richmond

Ivy Tech Community College-Southern/Sellersburg

Ivy Tech Community College-Terre Haute

➡ Iowa

www.indianhills.edu

➡ Michigan

Baker College

Delta College

Grand Rapids Community College

Kellogg Community College

Lansing Community College

Macomb Community College

Mott Community College

➡ **North Carolina**

Asheville-Buncombe Technical College
Bladen Community College
Blue Ridge Community College
Caldwell Community College and Technical Institute
Cape Fear Community College
Catawba Valley Community College
Central Piedmont Community College
Cleveland Community College
Coastal Carolina Community College
Craven Community College
Davidson County Community College
Edgecombe Community College
Fayetteville Technical Community College (full degree available online)
Forsyth Technical Community College
Gaston College
Guilford Technical Community College
Halifax Community College
Haywood Community College
Johnston Community College
Martin Community College
McDowell Technical Community College
Mitchell Community College
Nash Community College
Richmond Community College
Robeson Community College
Rockingham Community College
Rowan-Cabarrus Community College
Sampson Community College
Sandhills Community College
South Piedmont Community College
Stanly Community College
Surry Community College
Vance-Granville Community College
Wake Technical Community College
Wayne Community College
Western Piedmont Community College

➡ **Ohio**

Central Ohio Technical College
Columbus State Community College
Cuyahoga Community College
Edison Community College
Owens Community College

➡ **Wisconsin**

Milwaukee Area Technical College

Council for Accredited Educator Preparation- CAEP (formerly NCATE)
Accredited Program & Provider Search (Council for Accredited Educator Preparation, 2015)

➡ **Arizona**

Northern Arizona University

Flagstaff, AZ

Early Childhood Education

Baccalaureate

➡ **Florida**

Nova Southeastern University

North Miami Beach, FL

Prekindergarten/ Primary Education (Age 3–Grade 3) (B.S.)

Baccalaureate

Nova Southeastern University

North Miami Beach, FL

Preschool Education (Birth – Age 4) (M.S.)

Master's

➡ **Indiana**

Indiana University - Bloomington

Bloomington, IN

Early Childhood Education--Bloomington

Baccalaureate

Ball State University

Muncie, IN

Early Childhood Education

Baccalaureate

Purdue University

West Lafayette, IN

Early Childhood Education and Exceptional Needs (Generalist: Early Childhood and Exceptional Needs)

Baccalaureate

University of Southern Indiana

Evansville, IN

Early Childhood Education

Baccalaureate

Purdue University North Central

Westville, IN

Early Childhood Education

Baccalaureate

Anderson University

Anderson, IN

Early Childhood Education

Baccalaureate

➡ Michigan

Eastern Michigan University

Ypsilanti, MI

Early Childhood Education

Master's

Western Michigan University

Kalamazoo, MI

Early Childhood Education

Baccalaureate

Western Michigan University

Kalamazoo, MI

Early Childhood Education

Master's

Concordia University

Ann Arbor, MI

Early Childhood Education

Endorsement only

Saginaw Valley State University

University Center, MI

Early Childhood Education undergraduate

Baccalaureate

Saginaw Valley State University

University Center, MI

Early Childhood Education Graduate

Master's

➡ North Carolina

North Carolina Central University

Durham, NC

Early Childhood Education

Baccalaureate

North Carolina Central University

Durham, NC

Early Childhood Education

Endorsement only

Elon University

Elon, NC

Early Childhood Education

Baccalaureate

➡ Ohio

Marietta College

Marietta, OH

Early Childhood Education

Baccalaureate

Kent State University

Kent, OH

Professional Education for the Early Childhood License

Baccalaureate

Cleveland State University

Cleveland, OH

Early Childhood (License) Baccalaureate

Baccalaureate

University of Akron

Akron, OH

Early Childhood Education - Baccalaureate

Baccalaureate

Ohio University

Athens, OH

Early Childhood Undergrad

Baccalaureate

Cleveland State University

Cleveland, OH

Early Childhood Graduate

Master's

Youngstown State University

Youngstown, OH

Early Childhood Education - Advanced

Master's

Heidelberg University

Tiffin, OH

Early Childhood Education

Baccalaureate

Cleveland State University

Cleveland, OH

Early Childhood Post Baccalaureate

Post Baccalaureate

Cleveland State University

Cleveland, OH

Blended Early Childhood Intervention Specialist

Master's

Notre Dame College

South Euclid, OH

Early Childhood Education (Baccalaureate Program)

Baccalaureate

Notre Dame College

South Euclid, OH

Early Childhood Education (Post-Bacc Program)

Post Baccalaureate

Ursuline College

Pepper Pike, OH

Early Childhood UG

Baccalaureate

Ursuline College

Pepper Pike, OH

Early Childhood Education (Grad)

Master's

Muskingum University

New Concord, OH

Early Childhood Education (B)

Baccalaureate

Muskingum University

New Concord, OH

Early Childhood Education (PB)

Master's

Franciscan University of Steubenville

Steubenville, OH

Early Childhood Pre-K-3 Undergraduate

Baccalaureate

Franciscan University of Steubenville

Steubenville, OH

Early Childhood Pre-K-3 Post Baccalaureate

Master's

Malone University

Canton, OH

Early Childhood Education

Baccalaureate

Ohio Northern University

Ada, OH

Early Childhood Education

Baccalaureate

University of Cincinnati

Cincinnati, OH

Early Childhood Education

Baccalaureate

Ohio Wesleyan University

Delaware, OH

Early Childhood Education

Muskingum University

New Concord, OH

Early Childhood Education (P-3) (G-MAE)

Master's

Cedarville University

Cedarville, OH

Early Childhood Education

Baccalaureate

Walsh University

North Canton, OH

Early Childhood Education

Baccalaureate

Walsh University

North Canton, OH
Early Childhood Education
Post Baccalaureate

Baldwin Wallace University

Berea, OH
Early Childhood Education
Baccalaureate

University of Rio Grande

Rio Grande, OH
Early Childhood
Baccalaureate

Shawnee State University

Portsmouth, OH
Early Childhood Education (Grades Pre-K-3)
Baccalaureate

Mount Vernon Nazarene University

Mount Vernon, OH
Early Childhood Education – Master's
Master's

Ohio Dominican University

Columbus, OH
Early Childhood Ed
Baccalaureate

Ohio Dominican University

Columbus, OH
Early Childhood Education
Post Baccalaureate

Mount Vernon Nazarene University

Mount Vernon, OH
Early Childhood (PK-3)
Baccalaureate

University of Findlay

Findlay, OH
Early Childhood Education
Baccalaureate

University of Findlay

Findlay, OH
Early Childhood Education
Post Baccalaureate

The University of Toledo

Toledo, OH
Early Childhood Education
Baccalaureate

The University of Toledo

Toledo, OH
Early Childhood Education Graduate
Master's

The College of Wooster

Wooster, OH

Early Childhood Education

Baccalaureate

John Carroll University

University Heights, OH

Early Childhood Licensure - School-Based

Master's

John Carroll University

University Heights, OH

Early Childhood Education

Master's

John Carroll University

University Heights, OH

Early Childhood Education

Baccalaureate

John Carroll University

University Heights, OH

Early Childhood Licensure - Post Baccalaureate

Post Baccalaureate

The University of Dayton

Dayton, OH

Early Childhood/Early Intervention Specialist (P-3) (NAEYC/CEC blended)

Master's

Bowling Green State University

Bowling Green, OH

Early Childhood Education

Baccalaureate

The University of Dayton

Dayton, OH

Early Childhood Education (P-3)

Baccalaureate

The Ohio State University

Columbus, OH

Early Childhood Education

Master's

Wittenberg University

Springfield, OH

Early Childhood Education

Baccalaureate

Capital University

Columbus, OH

Early Childhood Education

Baccalaureate

Antioch University Midwest

Yellow Springs, OH

Early Childhood Ed

Master's

Antioch University Midwest

Yellow Springs, OH

Early Childhood

Baccalaureate

The University of Dayton

Dayton, OH

Transdisciplinary Early Childhood Program

Baccalaureate

Otterbein University

Westerville, OH

Early Childhood

Baccalaureate

Otterbein University

Westerville, OH

Early Childhood

Post Baccalaureate

Kent State University

Kent, OH

Early Childhood Education

Baccalaureate

Kent State University

Kent, OH

Early Childhood Education MAT

Master's

Ashland University

Ashland, OH

Early Childhood Education: Post-Baccalaureate (Grades PreK-3)

Post Baccalaureate

Ashland University

Ashland, OH

Early Childhood Education: Undergraduate (Grades PreK-3)

Baccalaureate

Ashland University

Ashland, OH

Special Education: Undergraduate (Early Childhood Intervention Specialist, Grades PreK-3)

Baccalaureate

Hiram College

Hiram, OH

Early Childhood (PreK-3)

Baccalaureate

Wright State University

Dayton, OH

Early Childhood

Baccalaureate

Youngstown State University

Youngstown, OH
Early Childhood Education
Post Baccalaureate

Youngstown State University

Youngstown, OH
Early Childhood Education
Baccalaureate

Miami University

Oxford, OH
Early Childhood
Baccalaureate

University of Mount Union

Alliance, OH
Early Childhood Education
Baccalaureate

Defiance College

Defiance, OH
Early Childhood Education
Baccalaureate

Kent State University

Kent, OH
Early Childhood Education MED
Master's

West Virginia

Concord University

Athens, WV
Pre-School Special Needs (PreK-K)
Baccalaureate

Glenville State College

Glenville, WV
Early Education and Elementary Education
Baccalaureate

West Virginia University

Morgantown, WV
Pre-School Education, Birth to Pre K
Baccalaureate

Marshall University

Huntington, WV
Early Childhood Education
Baccalaureate

West Liberty University

West Liberty, WV
Early Childhood Education
Baccalaureate



Wisconsin

University of Wisconsin At Whitewater

Whitewater, WI

Early Childhood Education (Blended)

Baccalaureate

Articulation Agreements



Alabama

Articulation Agreement University of Alabama

teachecnationalcenter.org/wp-content/uploads/2015/05/UA-AL-Community-College-System-Articulation-MOA.pdf

Brochure (ECS brochure)

teachecnationalcenter.org/wp-content/uploads/2015/05/ECS-brochure.pdf



Florida

Statewide Early Childhood Articulation – Staff Credential -AS

www.fldoe.org/core/fileparse.php/7525/urlt/EarlyChildhoodArticulation.pdf

Florida Gateway College program

catalog.fgc.edu/preview_program.php?catoid=8&poid=1005&returnto=532

State College of Florida, Manatee-Sarasota

www.scf.edu/Academics/BaccalaureateDegrees/bsece/default.asp



Indiana

Dual Credit Agreement between career and technical high schools an state wide Ivy Tech Community College

www.transferin.net/High-School-Students/Dual-Credit.aspx

The Single Articulation Plan (TSAP) between the statewide community college system and state universities.

www.in.gov/che/files/TSAP_BW_Binder_Final.pdf

www.ivytech.edu/early-childhood/index.html



Iowa

Des Moines Area Community College to Drake University Transfer Plan

www.drake.edu/media/departmentsoffices/admission/documents/transferequivalency-guide/DMAcc%20ECE%20%203-5-13%20final.pdf

Des Moines Area Community College to Iowa State University

www.hs.iastate.edu/transfer-students/dmacc/

Iowa Valley Community College to Iowa State University

www.hs.iastate.edu/transfer-students/ivccd/

Kirkwood Community College to Iowa State University

www.hs.iastate.edu/transfer-students/kcc/

Kirkwood Community College to University of Iowa

www.kirkwood.edu/pdf/uploaded/515/early_childhood_education_transfer_to_iowa.pdf

Kirkwood Community College to Upper Iowa University
www.kirkwood.edu/pdf/uploaded/515/early_childhood_education_transfer_to_upper_iowa.pdf
Marshalltown Community College to Iowa State University
www.hs.iastate.edu/transfer-students/mcc/
College Directory
www.iowaaeyc.org/Directory%20of%20Early%20Childhood%20Programs%20at%20Iowa%20Colleges%20and%20Universities%202015_06.pdf

➡ **North Carolina**

East Carolina University
www.ecu.edu/che/cdfr/aas2bk.html
Fayetteville State University
www.uncfsu.edu/Documents/enrollment-management/Sampson%20CC%20-%20Early%20Childhood%20Birth%20thru%20K.pdf
www.uncfsu.edu/Documents/ncate/Standard%206/8-4-2014/6.4.d2%20Dual%20Degree%20Agreement.pdf
Elizabeth City State University
www.ecsu.edu/academics/catalogs/undergrad/8034.htm
University of North Carolina Wilmington
uncw.edu/admissions/AA.html
Western Carolina University
www.wcu.edu/admissions/transfer-undergraduate/agreements-with-other-schools/articulation-agreements-and-distance-learning-partnerships.asp
www.wcu.edu/WebFiles/PDFs/advctr_CCC_EarlyChildhd_BK_ECConc_Mar2015.pdf
University of North Carolina Pembroke
www.uncp.edu/academics/outreach/engaged-outreach/articulation-agreements
www.uncp.edu/sites/default/files/Images_Docs/Departments/outreach/files/Signed%20Bladen_Early%20Childhood.pdf
Barton College
www.barton.edu/2011/12/birth-kindergarten-education/
Mount Olive University:
www.umo.edu/programs-of-study/adult/early-childhood-education
University of North Carolina Greensboro:
admissions.uncg.edu/students-2plus.php
www.uncg.edu/hdf/BK%20Program/BKProgram.htm

➡ **Ohio**

Transfer Guide Template
teachecnationalcenter.org/wp-content/uploads/2015/05/Transfer-Guide-Template-7-23-14.pdf
Ohio Professional Registry
login.occrra.org
Early Childhood Ohio
www.earlychildhoodohio.org

Curriculum Alignment

➡ Florida

Curriculum Frameworks

www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2015-16-frameworks/edu-training.shtml

➡ Iowa

Iowa Community Colleges Core Courses

www.kirkwood.edu/site/index.php?p=33507

➡ Wisconsin

Wisconsin Technical College System Wide Curriculum in ECE:

mywtcs.wtcsystem.edu/wtcsinternal/cmspages/getdocumentfile.aspx?nodeguid=9d95a3d5-19ad-48ce-b549-eeda7c9eb770

Core Knowledge and Competencies

➡ Florida

Core Competencies

www.floridaearlylearning.com/core_competencies.aspx

➡ Indiana

Indiana Core Knowledge Core Competencies

www.in.gov/fssa/files/Indiana_Core_Knowledge_and_Compentencies_First_Edition_4_13.pdf

➡ Iowa

Iowa Task Force on Professional Levels and Competencies

www.earlychildhoodiowa.org/files/state_system/professional_development/PLC_Task_Force_Final_Report_Final.pdf

Iowa Program Administrator Competencies

www.earlychildhoodiowa.org/files/state_system/professional_development/ProgramAdminCompetencies_10-08-12.pdf

Iowa Adult Educator Competencies

www.earlychildhoodiowa.org/files/state_system/professional_development/IowaAdultEducatorCompetenciesFINAL_08-2013.pdf

➡ Michigan

Core Knowledge and Competencies

www.michigan.gov/documents/mde/MI_CKCC_10-13-14R_471355_7.pdf

➡ Ohio

Ohio's Core Knowledge & Competencies Document

earlychildhoodohio.org/files/resources/CoreKnowledge.pdf

➡ Wisconsin

Wisconsin Core Competencies in ECE

www.collaboratingpartners.com/professional-guidance-wi-core-competencies.php

Professional Development

➡ Alabama

Needs Assessment (PD Assessment Final)

teachecnationalcenter.org/wp-content/uploads/2015/05/PD-Assessment.pdf

➡ Arizona

BUILD AZ- Professional Development Brief

buildaz.files.wordpress.com/2013/09/az-professional-development.pdf

➡ Indiana

ipdn.org

➡ Iowa

A Policy Framework for an Early Childhood Iowa Professional System Development

www.earlychildhoodiowa.org/files/state_system/professional_development/ECI_Legislative_Framework.pdf

Professional Development Approval Framework

www.earlychildhoodiowa.org/files/state_system/professional_development/ProfessionalDevelopmentApprovalFramework.pdf

Early Childhood Iowa (ECI) Professional Development

www.state.ia.us/earlychildhood/state_system/ECI_comp_wrkgrps/pro_dev/index.html

Iowa Early Care and Education Knowledge and Competency Framework For Teaching Roles (Teaching Roles Career Pathways)

www.earlychildhoodiowa.org/files/state_system/professional_development/Nov2013IowaECE_FrameworkForTeachingRoles.pdf

Iowa Early Care and Education Knowledge and Competency Framework For Program Administration Roles (Program Administrator Career Pathways)

www.earlychildhoodiowa.org/files/state_system/professional_development/Nov2013IowaECECareerPathwayForProgramAdminRoles.pdf

➡ Michigan

Great Start Professional Development Work Group

teachecnationalcenter.org/wp-content/uploads/2015/05/Professional-Development-Work-Group-MI.pdf

➡ **North Carolina**

Institute for Child Development Professionals

www.ncicdp.org

CCR&R

www.childcarerrnc.org/s.php?subpage=Mission

NC Association of Educators

www.ncae.org

NC Flow chart and Action Steps

teachechnationalcenter.org/wp-content/uploads/2015/05/NC-flow-chart-and-Action-Steps.pdf

➡ **Ohio**

Ohio Professional Registry

login.occrra.org

Early Childhood Ohio

www.earlychildhoodohio.org

➡ **Wisconsin**

Articulation Toolkit (WI Toolkit Articulation)

teachechnationalcenter.org/wp-content/uploads/2015/05/WI-Toolkit-Articulation.pdf

Professional Development Counseling Service

wisconsinearlychildhood.org/programs/youngstar/professional-development-for-wisconsin-s-early-childhood-workforce/

T.E.A.C.H. Early Childhood® WISCONSIN

wisconsinearlychildhood.org/programs/teach/

The Registry

www.the-registry.org/Credentials/Overview.aspx

Program Standards

➡ Iowa

Iowa Early Learning Standards

www.state.ia.us/earlychildhood/EC_resources/early_learning_standards.html

➡ Michigan

www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf

➡ North Carolina

NC Flow chart and Action Steps

teachecnationalcenter.org/wp-content/uploads/2015/05/NC-Flow-chart-and-Action-Steps.pdf

➡ Ohio

Ohio's Early Learning & Development Standards

earlychildhoodohio.org/elds.php

➡ Wisconsin

YoungStar - Department of Children and Families Statewide Rating System

dcf.wisconsin.gov/youngstar/default.htm

Wisconsin Model Early Learning Standards (WMELS)

www.collaboratingpartners.com/wmels-documents.php



Works Cited

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- Council for the Accreditation of Educator Preparation. (2014). *Programs to be Submitted for SPA Review*. www.caepnet.org/accreditation/program-review/policies-and-guidelines/programs-to-be-submitted-for-spa-review/
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- Institute of Medicine. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academies Press.
- Institute of Medicine. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Washington, DC: National Academies Press.

State Profiles - Overview

The following Section provides profiles of the articulation work in each of the ten participating states. Look closely at not only the goals and challenges, but at the group of individuals involved in the work across the ten states. There is strong participation across the states from the expected stakeholders including faculty from both associate and baccalaureate degree programs. State agencies are expected participants and are represented in most groups. As states explored what they knew and what they thought they knew, they learned that they needed to know more. Through participation in state teams, they were able to gather essential information. The need to build alliances resulted in collaborations with other professional development groups. And as the project moved towards its conclusion more states reached out to the governing bodies of their higher education systems asking for at least awareness of their work and in some cases gaining participation from those governing bodies.

In reviewing the team goals and challenges, it should be noted that there is not universal success and in many cases states revised both their goals and their expectations. Articulation discussions are hard work and time consuming. The simplest task, finding the time and resources to bring groups together to meet and discuss issues was often one of the most complex issues to resolve. The number of states that completed a Higher Education Forum/Summit/Meeting (or have such meetings scheduled yet this year) is testimony to how crucial states felt this face to face task to be.

Also worth special note are the steps each team has set for themselves for moving forward, after the completion of this project. It should be no surprise that the issue of finding funding or keeping funding will show up in many next steps statements. States are finding that for the work to really advance there is a need for dedicated efforts to keep the momentum going.

Alabama

Agency: Alabama Partnership for Children
Executive Director: Gail Piggott
Project Director: Michelle Raybon

Articulation Project Team Members

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Introduction

Alabama has been gifted with a challenge that is also a driver for articulation, a legislated preschool effort that will be funded state-wide through 2023. The state of Alabama will need to recruit new preschool teachers with degrees at an astounding rate, but the current graduation rate for preschool teachers will not be sufficient to meet the demand. A great deal of work must be done to move articulation efforts forward at the state level to correspond to the need of the new legislated program.

The Alabama Articulation Project Team has initiated many contacts and has a variety of efforts started. Loss of members, revised work assignments, and difficulty in getting members released to attend meetings as well as travel costs has kept the Alabama team from making all of the progress that they would like. Despite these disruptions, incremental progress is being made in Alabama.

Articulation Project Team Goals

The initial action plan for the Alabama Articulation Project Team was completed at the Higher Education Summit. Alabama reviewed the goals upon returning home and refocused their efforts in some areas and deleted other goals.

Goals and Progress To Date

1. The number of 4-year baccalaureate programs with articulation agreements will increase by 2.

Pilot articulation agreements are underway with the University of South Alabama (USA) and three of the state's two year associate degree programs. These agreements offer two-year students sixteen (16) course credit hours following their associate degree program toward a baccalaureate program at USA. These sixteen hours when added to the accepted general education courses could provide up to 46 course hours. USA has offered, at least initially, to take these sixteen hours as elective courses.

While the Alabama team celebrates this initial success with articulation

Strategic Alliances

Alabama School Readiness Alliance

Stories and Quotes

The videos accessed at the following links show two students who have benefited from the articulation agreement between Jefferson State Community College and the University of Alabama. These testimonies show the importance of our work to strengthen articulation and build educational pathways for working students. Both students benefited from the support received from college faculty and the college's commitment to meet the needs of working students.

Gwen Simonetti
<http://youtu.be/iUtwWdHnAgc>

Sarah Kelsey
<http://youtu.be/eSO7FAgNx4M>

Kathi Wales
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"....As I have said so many times, they (my students) are my heroes.They are studying to learn how to do better what most of them are already doing with no real promise of a pay increase YET!! But for whatever reason, they have come to understand how vastly important it is to know how to work with the youngest children during their most formative time of growth and development. Why would anyone want to throw a roadblock to further education for these heroes?"

- agreements, they recognize that they need to continue to negotiate for as many program level courses as possible in the future. The team will try to negotiate future articulation agreement that will provide students with the possibility of transferring 52-60 hours of program level courses towards a baccalaureate degree.
-
- Further, the team is reviewing a long standing articulation agreement with the University of Alabama and looking for strategies that will help them to build additional agreements with other state universities.

2. Alabama will have legislation to foster the development of ECE Articulation agreements

- The Alabama team reviewed this goal upon their return from the Summit and determined that they were not ready to pursue legislative mandates. Issues such as clearly identifying what the team would want legislation to do or identifying a strong stakeholder group had not been done yet. Upon reflection the team decided that they had a great deal of readiness work to do before moving towards legislation.

3. Alabama will have at least one Institution of Higher Education (IHE) with both Human Development Family Sciences (HDFS) and Preschool to Third (P-3) degrees that has a common set of Early Childhood/Child Development courses with the same content and titles for a portion of both degrees.

- Conversations are underway with Auburn University to respond to this goal. Auburn is interested in attracting working students and being responsive to the upcoming needs for preschool teachers in Alabama. Currently Auburn's programs are developed for the full time traditional student. Auburn has agreed to review their delivery structure with the needs of the working student in mind; these needs include: evening and online courses, attempting to match the content of their courses with the two year-community college courses, and reducing their five-year HDFS/ECE program to four years. If possible they plan to begin adding some of these options in the Fall of 2016. Articulation discussions may follow these initial changes.

- **Challenges**

- The challenges below may not be all inclusive but do provide a series of steps to surmount. Meeting the following challenges could assist
- the Alabama team in their articulation efforts.

- **A consistent two-year community college curriculum is not identified.** Alabama has a common course catalogue for community colleges that allows individual campuses more curriculum flexibility. A negative result of a common course catalogue is that it is more difficult for associate degree students to graduate with a consistent body of knowledge. Alabama also

does not actively participate in the Early Childhood Associate Degree Accreditation (ECADA) processes and has not developed a Core Knowledge and Competencies framework.

- **Mechanisms need to be identified that will support faculty interaction.** Two-year faculties need opportunities to meet together; four-year faculties should have the same opportunities. Additionally, two and four-year faculty need opportunities to interact with their colleagues on a consistent basis. Providing time and support for meetings and travel is essential.
- **Additional members are needed for the articulation committee.** Members not exclusively from the early childhood community need to be added as they offer varied viewpoints and perspectives.
- **The Alabama Articulation Project work could be enhanced by interactions with the governing bodies for higher education.** Work can happen without approval of the governing bodies, but it is often much easier to get support for faculty involvement with the involvement of their governing groups.

Next Steps

At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:

Team members met one-on-one with national experts in the field during Articulation Summit II-Next Steps. With the assistance of these national experts, Alabama's team members developed the following next steps:

- **Research a legislative resolution.**
- **Find a champion** who can guide us towards legislation that will encourage the need for articulation.
- **Seek assistance from the Alabama Community College Association** and inform them of the team's efforts.

Arizona

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Introduction

- Arizona has approached their articulation efforts through a series of partnerships that link to existing state efforts. Early childhood advocates asked that the Arizona team's efforts be integrated into existing articulation activities to avoid duplication, save time, and maximize the impact. These existing state efforts and perspectives are driven by Arizona's Articulation Task Force (ATF). As Arizona's team looks to the future, they anticipate working through the ATF.

- The team's goals emphasize the need to build faculty relationships. They believe that faculty members are isolated and potentially unaware of the many articulation discussions. There is a need for faculty-to-faculty interactions among two-year and four-year faculties as well as interactions across faculties at two and four-year institutions. The Arizona team believes that relationship building is crucial to developing trust and cooperation among faculty members. The team believes that these successful relationships are the first step to the development of articulation agreements.

Articulation Project Team Goals

- The initial action plan for the Arizona Articulation Project Team was completed at the Higher Education Summit. Minimal adjustments have been made to the plan during the project.

Goals and Progress To Date

- **1. Faculty will demonstrate collegial interactions to advance common core standards and articulation efforts.**

- Team members have worked to identify a number of events where they could interject opportunities for faculty to meet and interact. These have ranged from "mixer" activities where the sole purpose was for faculty to meet in social situations to an event where Rhian Evans, NAEYC Executive Director, specifically addressed the need for articulation. The team is working to create a list serve that will be updated 2-3 times annually to keep articulation information and issues available and in the forefront of ongoing discussions.

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Strategic Alliances

Arizona Association for the Education of
Young Children

Articulation Task Force

Professional Development System Build-
ing-BUILD Arizona

2. Articulation Task Force will meet early childhood needs.

The Arizona Articulation Task Force (ATF) is organized by Arizona's academic leaders to support successful transfer of credits and degree completion. This committee has regularly scheduled meetings only once or twice a year. The Arizona team is working with other interested agencies to raise the awareness of early childhood needs with this group. Members of Arizona's Articulation Project Team who participate in the ATF meetings provide regular updates to advocate for the needs of the field.

The Arizona team in partnership with other colleagues is also supporting a model for an Associate of Arts articulation. This model was created through the Professional Development Workgroup, a subcommittee of BUILD Arizona. Members of the Arizona Team participate in this workgroup. This model is ready for pilot implementation pending approval from the institutions involved. Three community colleges have agreed to participate and the University of Arizona has agreed to accept the whole associate degree program. This would give students at the participating institutions an opportunity to enter their baccalaureate degree program with junior status.

Challenges

- **Arizona is one of several states that report that past articulation efforts are a deterrent to the current initiative.** Past efforts that resulted in a perception of failure have discouraged faculty involvement. The team reports that Arizona has a faculty workforce that appears to be transitioning with active faculty members retiring. New faculty may not have the time or knowledge to participate.
- **Funding has been a significant challenge for Arizona.** Attendance at team meetings has been limited due to lack of travel funds. Some meetings have been canceled due to lack of attendance. The team has switched to every other month meetings to boost attendance and also invited members to attend via conference call. The team has received interest from stakeholders for a Higher Education Summit but are unable to begin planning due to lack of funding.

Next Steps

At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:

- **Arizona will continue to advance articulation** through the work of the Professional Development Workgroup and the Articulation Task Force.
- **Arizona will build collaborative relationships** among NAEYC Accredited Institutions.

Florida

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Introduction

Florida has a history of having everything in place for effective two to four-year articulation agreements that meet student needs. But the evolution of the early childhood field, changes in the political environment and stagnant funding have created a new list of tasks for the Florida articulation team and a need for renewed efforts. The team has been working with their funding agency to identify the potential for a budget increase and funding for an updated web source to support student information needs. They are also pursuing a renewed interest in articulation by the Florida Network, a two-year faculty group. A new focus of the team is to build the learning continuum for entry level participants by identifying a statewide articulation agreement for the Child Development Associate (CDA) or state sponsored equivalent certificate with community colleges.

Articulation Project Team Goals

The initial action plan for the Florida Articulation Project Team was completed at the T.E.A.C.H. Early Childhood® National Articulation Summit. Some adjustments and additions were made to the plan during the project to reflect changes in the Florida political and academic environments.

Goals and Progress To Date

1. **The Florida Virtual Campus (FVC) will be student friendly and provide accessible, accurate tools for the early childhood field.**

The FVC was dismantled and a new system is nearing completion. MyCareerShines is the new online system that is designed to replace <https://www.facts.org>. The team will continue to work with the Florida Department of Education as it prepares for the launch of the newly designed resource in the fall, 2015.

2. **Florida associate and baccalaureate early childhood faculty will create a collaborative workgroup to support articulation.**

The team has focused its efforts on interactions with the Florida Network, a group that meets regularly, but not frequently. The team

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Stories and Quotes

"One of the most important pieces of getting this work off the ground was assembling all of the right people and having them commit to the mission. In particular, being able to include the Director of the Office of Articulation at the Florida Department of Education was key. His knowledge and his expertise have proved invaluable."

Phyllis Kalifeh
Executive Director
Children's Forum

made an initial presentation to the Network and secured their support for articulation efforts. The Network is represented on the Articulation Project Team and these representatives keep the Network informed.

Florida has a number of community colleges that have expanded their role to provide baccalaureate programs. These state colleges may provide a resource for students seeking a smooth transition from two-year to four-year degrees in the future.

3. Create a continuum of respect within the ECE field, funders and the general public for credit based education from entry level through baccalaureate degree.

After several years of T.E.A.C.H. funding, there was interest in adding a baccalaureate scholarship model. Initially the T.E.A.C.H. staff felt that there was resistance from their primary funding agency to this effort. The articulation team supported T.E.A.C.H. efforts to add the new baccalaureate scholarship model. The result was the funder agreed to support a \$1.5 million increase in the state budget for this new scholarship. This funding was approved and appropriated in late June, 2015.

The team also supported a statewide articulation of the Child Development Associate Credential (CDA,) or the state equivalent credential, with two-year colleges. This step appears to have nearly final approval and is likely to be implemented in the next year.

The team is investigating the possibility of targeting colleges and universities that are most supportive and that provide geographic accessibility that meets student needs. The use of a regional approach might support students and create momentum.

Challenges

The Florida team has identified the following issues as roadblocks that they plan to address.

- **Florida has statewide processes in place for articulation but lacks consistent implementation.** Florida has statutory authority for articulation processes but articulation does not always happen in practice. There is guaranteed placement from associate degrees to four-year institutions but no assurances for acceptance of credit into a specific program. Currently, two institutions provide for seamless articulation from 2-year to 4-year degrees. The team will continue to pursue this model with other institutions in the next year.
- **State focused initiatives on high impact/high wage jobs could threaten early childhood initiatives.** The team is investigating how to get early childhood jobs listed on a Targeted Occupations list.

- **Florida has funding needs.** While the team sought and received funding for baccalaureate scholarships, it also needs funding for team meetings to supplement involvement in the Network, and to implement a statewide meeting of higher education faculty and other stakeholders and to allow them to meet regularly.

Next Steps

At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:

- **A new position has been created** within T.E.A.C.H to coordinate outreach activities. A specific goal of the new position is to maximize the momentum from our added funding to support articulation from associate to baccalaureate degrees.
- **T.E.A.C.H. Florida will also continue discussions with state colleges to share models** of existing systems that streamline the articulation process. These models support both the institution and the students as they progress from associate to bachelor degrees.

Indiana

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Introduction

Since 1998, T.E.A.C.H. Early Childhood® INDIANA Project, a program of Indiana Association for the Education of Young Children (IAEYC), has served as an umbrella for a variety of scholarship opportunities. The project is instrumental in building higher education infrastructure and articulation systems for its recipients.

1. In 2007, IAEYC announced the Indiana Higher Education Forum with a goal to increase articulation and credit transfer across public and private two-year and four-year institutions of higher education (IHE) that have approved early childhood education and family and consumer sciences degrees. Indiana has more than twenty IHE agreements recorded.
2. In 2009, the Indiana Early Childhood Articulation Summit held by the Indiana Early Childhood Education Forum adopted the NAEYC Standards for Early Childhood Professional Preparation Programs.
3. In Indiana, developing and maintaining transfer of credits and articulation agreements is successful for several reasons, including: the willingness of regional Ivy Tech Community College and regional 4-year college/universities to annually discuss course content, objectives, and philosophy; each institution knowing their particular strength; tuned-in advisors who put the student first and institutional "territory" to the side; and respect for the student's time and money.
4. In the last three years, the Indiana General Assembly has passed legislation increasing the support of credit transfer and articulation agreements. Indiana AEYC/T.E.A.C.H. Early Childhood® INDIANA and the Indiana Early Childhood Higher Education Forum advocated for increased articulation.
5. Indiana Ivy Tech Community College is the nation's largest single-accredited statewide community college system. As a state wide system, Ivy Tech Community College has facilitated articulation agreements with 11 four-year Indiana colleges and universities.

Articulation Project Team Goals

The initial action plan for the Indiana Articulation Project Team was

Strategic Alliances

Indianan Commission of Higher Education

Indiana Early Learning Advisory Council

Indiana Education Roundtable

Stories and Quotes

Indiana AEYC/T.E.A.H. Early Childhood®
INDIANA has

- Supported 26 Career and Technical Vocational High School Students to obtain their Child Development Associate (CDA) in 2014.
- Supported over 70 recipients in obtaining their bachelors through Indiana's on-line offerings.

Since 2005, over 260 bachelor degree recipients have benefited from articulation and transfer efforts in Indiana.

Marica Mitchell, Director
Higher Education Accreditation
National Association for the Education of
Young Children
September 5, 2014

"It is so refreshing to come to Indiana and hear about how the state is exceeding national percentages on accredited higher education programs and the number of articulation agreements"

Dianna Wallace, Executive Director
Indiana Association for the Education of
Young Children

The Higher Education Forum "is an effort that is inclusive and focused and did not need to be convened just for this (Articulation Team Project) effort? The work serves and honors faculty at all levels"

"T.E.A.C.H. programs should use their purchasing power to help leverage change to support student needs."

- completed at the T.E.A.C.H. Early Childhood® National Articulation Summit in April 2013. Some adjustments and additions were made to the plan during the project to reflect political and academic environments in Indiana.

Goals and Progress To Date

1. **Document what is needed in the proposed Rules for Educator Preparation and Accountability (REPA).**

- At the time of the initial meeting of the team in 2013, proposed changes for the Rules for Educator Preparation and Accountability (REPA) appeared to have the potential to threaten previous advances made for the Indiana's early childhood teacher's license. The team, with the direction of IAEYC, prepared and delivered talking points illustrating research based evidence on best practices related to early childhood teachers preparation standards and training.

2. **Maintain continuum of early childhood education/child development articulation agreements between two and four-year institutions of higher education.**

- Although Indiana's initiatives to support articulation were ongoing, participation in this national project has given existing work additional momentum and focus. Many team members were involved in prior activities to support articulation and used knowledge gained to support work for Articulation Team Project. Their work was delivered through the Indiana Early Childhood Higher Education Forum Planning Committee since 2007.

- Indiana's efforts demonstrate a steady growth of articulation efforts over time with each step supporting other steps. One such step has been NAEYC Accreditation of all but one of the state's two year community college campuses. The development of cross sector Core Knowledge and Competencies for two year institutions was another important step. Indiana developed its Core Knowledge and Competencies to build a common knowledge base but it has also built new levels of consensus about the need for articulation from credential level to associate degree then to bachelor's degree and beyond.

- The collaboration among T.E.A.C.H. Early Childhood® INDIANA, Head Start, and Ball State University helped to support the development of an online completion bachelor's degree at Ball State University. The online degree articulates with the statewide community college system, Indiana Ivy Tech Community College. As the momentum around articulation continued, discussions began with Purdue University, Indiana University-East and Indiana Wesleyan University to establish new bachelors' degrees in early childhood education. Further discussions are supporting an articulation agreement between Purdue University and the statewide community college system. All of these steps are

-
- culminating in the support of a statewide single pathway and competencies based articulation agreement among the two year statewide community college system and state universities. Such an agreement will negate the need for more individually negotiated agreements. *UP-DATE: The statewide articulation agreement was signed May 1, 2015.*
-

3. Enable vocational students to access Child Development Associate (CDA) Assessment funding.

-
- At the same time that the team has been involved in supporting two to four-year articulation, the need for greater support for students in career and technical/vocational high schools was recognized. Information was disseminated and the T.E.A.C.H. Early Childhood®INDIANA CDA Assessment Scholarship for Career and Technical/Vocational High Schools students has been awarded.
-
- CDA scholarships offered a new opportunity and highlighted some challenges. Many vocational instructors had the necessary master's degrees but not the number of core courses required to offer dual credit instruction. Team members supported discussions with Purdue University to develop a curriculum that would help vocational instructors meet CDA requirements. Funding is now being sought to make the eighteen hours of coursework available.
-

4. Implement the Higher Education Inventory in Indiana

-
- Indiana AEYC has entered in a contract with the Center for the Study of Child Care Employment at the University of California, Berkeley to complete an Indiana Higher Education Inventory. The Inventory is scheduled for completion in Indiana by September 2015.
-

● Challenges

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- Articulation efforts have had success in Indiana, but the team is also aware of new and continued funding challenges. These include the need for funding the kind of systemic work that has supported articulation efforts thus far, as well as funding for vocational instructor coursework. Other discussions include:
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- - How to equate CDA with national vocational assessments;
 - How to respond to an aging workforce;
 - How to build new and diverse leadership;
 - How to provide appropriately prepared infant and toddler instructors;
 - How to build the recognition that the early childhood workforce needs degrees to provide quality care ; and
 - How to ensure that a better trained early childhood workforce is adequately compensated.
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Next Steps

At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:

- **Indiana has adopted a single articulation pathway from an Indiana community college to a corresponding baccalaureate without a loss of credit hours.** The Indiana Articulation Team with the Indiana Higher Education Forum will evaluate the implementation process over the next year.
- **The final report on the Indiana Early Childhood Education Inventory will be received by the Higher Education Forum.** The Forum, which includes the Indiana Articulation team, will provide recommendations and actions based on the inventory report.

Iowa

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Introduction

Iowa began their planning for a Higher Education Summit with a dual focus. Their two pronged effort sought to provide an opportunity for the development of faculty relationships and to explore a common need for access to high quality practicum and student teaching sites. Much of the team's work has had a similar approach, linking relationship building with other efforts including a planned position paper on advocacy; asking faculty to present new programs at T.E.A.C.H. Advisory meetings; and working with the Iowa Board of Education Examiners (BOEE) on new endorsements for early childhood teacher licenses.

Articulation Project Team Goals

The initial action plan for the Iowa Articulation Project Team was completed at the T.E.A.C.H. Early Childhood® National Articulation Summit. Some adjustments and additions were made to the articulation planning team and Iowa's efforts.

Goals and Progress To Date

1. Strengthen relationships and trust among stakeholders, including key IHE leadership, to address the needs of students and children.

Connections are continually being made and facilitated between higher education faculty at different institutions and with state partners. A distribution list has been created and materials will be shared approximately twice a month with the higher education early childhood faculty and others who attended the Summit.

New programs are emerging to support early childhood education degrees at the baccalaureate level. New state university programs can augment private universities to help meet the accessibility issues for T.E.A.C.H. participants. Iowa State University is awaiting Board of Regents approval for a new online program, while the University of Iowa and University of Northern Iowa are starting new early childhood endorsement programs in 2015.

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Strategic Alliances

Early Childhood Iowa, especially the Professional Development Component group

Iowa Department of Education

Head Start State Collaboration Office & Iowa Head Start Association

Iowa Board of Education Examiners

Early Childhood Community College Alliance

Iowa Department of Public Health

Child Care Resource & Referral

2. Identify and design pathways based on standards, benchmarks, and competencies to best address the needs of the early childhood workforce and children.

A data collection plan is underway. Data is needed to assess needs and identify gaps in systems that serve both young children and the early childhood workforce. The results of the survey will help support the position paper that the team is now drafting. An Articulation Public Policy statement is also underway.

3. Ensure pathways are sustainable through systems development and legislation.

The Iowa team is supporting work on user friendly documents that will help the early childhood workforce better understand the existing career pathways. The team is working with the BOEE on changes to the early childhood teaching license endorsements. Currently there are four EC endorsements, resulting in a lack of continuity and confusion. Recommendations have been suggested but the workgroup is awaiting an alignment between Division of Exceptional Children and NAEYC standards.

4. Strengthen and enhance the capacity of higher education institutions to prepare the early childhood workforce

The Iowa professional development leadership has chosen to look at the broad needs of the early childhood profession.

- Core courses have been identified for the family support workforce. These endorsements require the involvement of the Iowa Department of Public Health. Additional funding is needed for course development.
- The team is also working to identify funds for online coursework that will meet requirements for both the Iowa Paraeducator as well as the Child Development Credential.
- There is new interest in the Early Childhood Associate Degree Accreditation (ECADA). The Iowa team is exploring funding options to support colleges considering accreditation.

Challenges

The Iowa team has made some significant steps forward in the area of articulation. The progress has also highlighted some the major challenges still facing articulation.

- **Lack of awareness of articulation needs:** At a recent meeting, faculty from a public university presented information about a new degree program. To the dismay of the group, when the faculty was questioned about articulation, they indicated that it had not been discussed and was not likely to be considered,

Stories and Quotes

Evaluation Comments from Iowa Higher Education Summit.

"This is a wonderful opportunity to bring us together to work toward a common goal, quality field experience placements for our students."

"We all agree that recommended and research-based early childhood education teacher practices are unique and need to be valued for what they are, and promoted in early education."

"As higher education ECE faculty, we must show a commitment to the child and to the future teacher."

"I was surprised by a lot of the negativity that some attendees expressed around the topic (of articulation), and that tells me that this has been an issue for far too long. This of course does not reflect directly on the summit, but I commend whoever decided to bring us all together."

Upper Iowa University and Des Moines Area Community College, as well as Mount Mercy University and Kirkwood Community College, have supported our (T.E.A.C.H.) recipients in taking some classes at both institutions at the same time, all which will "count" towards the bachelor degree requirements. This promotes flexibility and communication early in the associate degree process.

Our newest T.E.A.C.H. Counselor, Tarah Widaman, a former assistant director/preschool teacher, has a long articulation journey including starting with a CDA utilizing training rather than credit, moving to the associate degree level in a general education core for a 2+2 transfer, having the university discontinue its early childhood 2+2 in her geographical location, having to move to an elementary education teaching degree not supported by T.E.A.C.H., and then coming back to T.E.A.C.H. for her EC teaching licensure endorsement.

at least in the early stages of this program's implementation.

- **Accessibility:** Iowa's public universities with early childhood programs are centrally placed within the state. This leaves many students with an interest in transferring credits at a geographic disadvantage. The team hopes to promote an online/blended ECE licensure program to meet the needs of those who are in rural parts of the state.
- **Quality of online programs needs enhancement:** In a state where accessibility is a concern, the online programs need to be of high quality and easily utilized. The team has identified concerns from students about the quality of some of the online programs.
- **Math and Praxis support:** Students may complete their entire associate program but fail to graduate due to their inability to pass required math courses. The Praxis exam creates similar problems for students ready to seek admittance to a teacher licensure track program.

Next Steps

At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:

The Iowa team has created a plan for the next few years with the support the T.E.A.C.H./WAGES advisory committee and the Early Childhood Iowa professional development component group. The group created goals recognizing the impact of CCDBG reauthorization and the IOM study would have on state and national initiatives and funding.

The Iowa team intends to explore the following possibilities.

- **Utilize the Early Ed U curriculums** to provide more opportunities for high quality online courses linked to degree completion.
- **Work with the BUILD learning table** on equity in professional development, and address barriers for first generation, non-English speakers, and teachers of color as they seek higher education.
- **Explore the possibility of another higher education summit**, and potentially creating a four-year faculty alliance using the IOM study as a base for discussion.
- **Expand on cost-benefit analysis** of articulation work done in other states.
- **Create a pilot to promote ECADA accreditation and the new NAEYC recognition program** for four-year college EC programs with the support of NAEYC.
- **Seek funding for staff support** for these and other efforts.

Michigan

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Introduction

The Michigan team will have funding to help move their articulation efforts forward; as an Early Learning Challenge Fund, Race to the Top (RttT) state, Michigan will be able to purchase staff assistance for team efforts. Staff supports with an active team and state plan will give Michigan opportunities to make a difference. Michigan's emphasis on preschool education provides an additional driver since there are greater employment options for degreed staff.

Articulation Project Team Goals

The initial action plan for the Michigan Articulation Project Team was completed at the T.E.A.C.H. Early Childhood® National Articulation Summit. Some adjustments and additions were made to the plan during the project to reflect their involvement with the RttT activities.

Goals and Progress To Date

1. Align associate degree coursework statewide with recognized third party standards.

The Michigan team has identified one strategy to support course alignment. RttT includes funding for 6 new community college accreditations and renewal for 3 currently accreditations, as well as training from NAEYC staff. As part of the preparation for accreditation, the team worked with Michigan ACCESS to review barriers for community colleges seeking accreditation. The most consistent barrier in associate degree programs is the lack of a single full time faculty member, with lack of funding following closely.

2. The status (current, honored by all parties as written, etc) and quality (number of hours, types of hours, etc) of articulation agreements will be available for all interested parties as well as T.E.A.C.H. scholars.

The team will utilize the regular T.E.A.C.H. processes to continue to survey existing articulation agreements. The team is also reviewing the current Michigan Directory of degree programs.

Stories and Quotes

Erica Willard
T.E.A.C.H. Director

"One of the 4-year programs on our articulation team has many articulation options with a variety of different community colleges in the state. As we have been meeting and discussing our project, another 4-year program faculty realized that potential students were driving right through her campus to get to the other campus program because they had the agreements in place. This helped that faculty member make the case to expand and improve their articulation agreements."

"As we have been working with the community colleges, and sharing the information about the project, it seems as though colleges are excited about the opportunity and the "push" from a state-level perspective to help move this forward. Often times they operate in isolation across the state and many are excited to have this work being done to support their efforts."

(Associate degree faculty)

"Our students have more opportunities because of the new articulation agreements we have in place now! It has opened more doors and possibilities for the next step in their educational journey."

- A regionally-based articulation agreement evolved as some team members recognized an opportunity within their own campuses. An agreement is being completed between Central Michigan University and Mott Community College and West Shore Community College.
- Once completed, these agreements provide a possible model and impetus for other regional agreements.
- Consistent with most of the states in this effort, the team has been gathering information and strategies to implement a higher education meeting. There are naturally occurring meetings of Michigan ACCESS and some four-year faculty meet twice annually. RttT funding provides an opportunity for the Michigan team to move forward with at least two faculty meetings. The first summit was held in May of 2015, with a follow-up meeting being planned in November of 2015, and then annually thereafter.

Challenges

- Race to the Top funding has provided many opportunities for the Michigan team, but also identified some remaining challenges.
 - **Team Representation-** The Michigan team is representative of state government and two and four-year faculty. The team could, however, benefit from members beyond the early childhood community. A group that includes business members, governing body representatives, and other stakeholders can help anticipate barriers outside of normal early childhood scenarios. Such members may enhance sustainability and help anticipate future needs.
 - **Regional Articulations-** In the absence of state wide articulation mandates, building multiple regional agreements has proved useful in other states. The Michigan team could identify and target other IHEs that might be ready to move to articulation.

Next Steps

- At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:
 - **Evaluate, share feedback from Spring 2015 IHE Summit** Evaluations were submitted to attendees at the Spring summit, initial anecdotal feedback about the summit was very positive. The goals of the spring summit were to build relationships, and begin the articulation conversation.
 - **Plan for Fall 2015 IHE Summit** Based on feedback from Spring summit, plan agenda, topics, speakers, etc. for Fall 2015 IHE summit. The goal of the summit will be to dig deeper into the block transfer articulation strategy from accredited colleges to universities.
 - **Plan regular NAEYC Accreditation trainings** with community college faculty to support colleges pursuing accreditation.

North Carolina

Agency: Child Care Services Association
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Introduction

As the home of T.E.A.C.H. Early Childhood® established in 1990, North Carolina recognized the importance of articulation for the advancement of the early childhood workforce early on. As the state's workforce moved from mandated credentialing to certificates, to associate degrees, there was a need for bachelor's degrees in early childhood, birth-to-kindergarten, or a closely related field of education. In essence, the early childhood workforce needed higher education degrees in order to become more skillful in their classroom and also to meet the mandates required of them. Transitioning from the junior to senior institutions, however, proved difficult as college students lost credits in the transfer process. This transition caused the workforce to become stalled in their pursuit of higher education. Articulation agreements between the junior and senior institutions were needed. Responding to the call was North Carolina's T.E.A.C.H. program, which created an initiative to support articulation efforts in the state.

At the beginning of the initiative, a team was identified that would lead the charge in putting new life into North Carolina's articulation efforts. In that, Child Care Services Association was awarded funding to support a staff position which would lead intense efforts in assisting with the development of articulation agreements between the junior and senior institutions in the state. This project was identified as the North Carolina Articulation Initiative.

Articulation Project Team Goals

The initial action plan for the North Carolina Articulation Project Team was completed at the T.E.A.C.H. Early Childhood® National Articulation Summit. Adjustments were made to the plan during the project to respond to new opportunities. Additional adjustments will be ongoing, as needed.

Goals and Progress To Date

1. **Develop an oversight committee that can be sustained and that will advance articulation in North Carolina.**

Initially, the oversight committee was comprised of state team mem-

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Strategic Alliances

Blue Ridge Community College has been awarded the Growing Greatness Grant

The North Carolina Community College System

Stories and Quotes

Amy Duffy, NC Articulation Oversight Committee Member Manager
T.E.A.C.H. Early Childhood® North Carolina

"The early care and education workforce has many challenges to overcome in order to provide quality care for children and families. The consensus of researchers and advocates agree that the education of the workforce is a key component towards achieving high quality care. Because the 2-year degree remains the most accessible starting point towards higher education for the early care and education workforce, it is critical that articulation from 2-year degree programs to 4-year Bachelor degree programs be explored and improved. Better articulation promises to remove barriers that may discourage or prevent the workforce from achieving the higher goal of earning a 4-year college degree. By extension, improved articulation promises to ensure higher quality care for children as early care and education professionals benefit from the learning and knowledge that comes from attaining 4-year college degrees."

- bers who attended the T.E.A.C.H. Early Childhood® National Articulation Summit. These individuals made their first task to identify a larger advisory team who would review suggested strategies and make additional recommendations based upon state demographics and needs.
- North Carolina is a large state with great diversity in settings and needs. For a discussion of North Carolina, see http://www.newsobserver.com/2013/01/26/2633050_in-nc-poverty-pervades-as-we.html?rh=1.

- The full advisory group reflects this diversity and includes public and private participants, two and four-year faculty, as well as a diverse group of stakeholders. Members were solicited who could offer multiple perspectives and who agreed to be active members. The oversight group has now established subgroups, one of which is an articulation leadership team, which meets regularly and as needed in person and by phone. The larger advisory group, the Articulation Oversight Committee (AOC), meets less regularly but is informed via email and other communications as needed.

2. A BA/BS degree with licensure will be available to the North Carolina early childhood workforce and to T.E.A.C.H. scholars.

- The North Carolina oversight team agreed that addressing issues in obtaining the Birth-Kindergarten (B-K) license would be one focus for the team's work. In addition, the North Carolina team is working to find solutions to issues such as aligning coursework from the community college with the senior institutions as well as finding optimal field placement sites.

- The second focus for the team was to seek funds to provide dedicated staffing to the articulation effort. The oversight committee was successful in negotiating with North Carolina's Early Learning Challenge Fund, Race to the Top (RttT) initiative to fund a position to support articulation.

- The position, funded by the North Carolina Community College System, specifically addressed articulation with 8-10 community colleges and interested colleges and universities. The effort "...seeks to improve Early Childhood Education (ECE) by providing opportunities for North Carolina community colleges to increase access to and the quality of ECE programs by:

- Reducing barriers to learning;
- Strengthening the early foundations of lifelong learning; and
- Enhancing resources and capacities."

- The position will also address the team's broader articulation efforts.

- The team was successful in filling the position and work has started on identifying potential community colleges and universities and colleges

Mary Olvera, Lead Instructor
Surry Community College
NC Community College System

"As an early childhood lead instructor at Surry Community College, I see the need for articulation agreements which not only accept, but value, the degree and knowledge of the students who have graduated from associate degree programs across the state. Many students often leave the field of early education because they became discouraged while trying to matriculate from the community college to the university early childhood/birth-kindergarten programs. I am ecstatic that there is a state initiative which is committed to serving the students in our state, but most importantly, one that will ultimately prepare young children to be ready to learn."

- interested in articulation agreements. The new staff member will also be working to analyze the survey sent to community colleges and universities to identify ways to meet B-K licensure requirements.

Challenges

- Dedicated staffing will renew North Carolina's articulation efforts. The team notes at least two processes they want to impact.
 - **Clear and transparent pathway for students-** The North Carolina team would like to have a clear pathway identified for the early childhood workforce that could identify the steps from entry to the field through the baccalaureate level. The current system still needs to be interpreted and sometimes negotiated for each student.
 - **NAEYC Accreditation-** North Carolina currently has 26 community colleges accredited by NAEYC. In addition, there are ten colleges in the process of being accredited in spring 2015, and an additional 5 for fall 2015. The team hopes that this increased number will be a tipping point that will encourage other North Carolina community colleges to enter the process and strengthen their articulation efforts.

Next Steps

- At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:
 - **An articulation template will be used to match and create course equivalencies** for transfer. (The template may also be used as an informal student transfer advisory form.)
 - **A cost benefits analysis document/tool is being developed** to inform policymakers and influence IHE decision making.
 - **North Carolina will maintain meetings** to prepare for the college negotiations.
 - **Making Official Standard Alignment (MOSA) group community college faculty will continue to align courses** with state and national teaching standards.
 - **Seek additional funding** to sustain this work.

Ohio

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Introduction

The Ohio team has worked on systemic issues to set the stage for its current efforts and to prepare for the future. Ohio has community colleges, universities, and private institutions of higher education, and each group has affiliations and/or governing bodies. The team has worked among and between these groups to advance articulation discussions. The need to proceed systemically is heightened as the Ohio legislature has mandated Performance Based Funding for state sponsored institutions of higher education. Some impacts of the new funding strategy include reduced funding for some institutions; program closings; and a credit hour limit of 60 credit hours for associate degree programs and 120 credit hours for baccalaureate degrees.

Articulation Project Team Goals

The initial action plan for the Ohio Articulation Project Team was completed at the T.E.A.C.H. Early Childhood® National Articulation Summit. Minimal changes were made to the plan during the project.

Goals and Progress To Date

1. Increase awareness and use of common standards among associate and baccalaureate degree programs.

Ohio has been working on a family of Core Knowledge and Competency (CKC) materials for several years. Changes in the state departments governing the use of the CKC documents led to revisions. The Ohio team in conjunction with the Ohio Professional Development Network (OPDN) has worked to move the document to formal approval by the Ohio Board of Education.

The team has worked to disseminate the completed document to community colleges and to support its use while waiting approval. Dissemination and acceptance of the CKC by four-year faculty is a greater challenge but is also underway by the team. A luncheon invitation for faculty that coincided with the Ohio AEYC conference was an opportunity to present this information to a joint two and four-year faculty audience.

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Strategic Alliances

Ohio Association for the Education of Young Children

State University Deans of Education (SUED)

Ohio Association of Private Colleges of Teacher Education (OAPCTE)

Ohio Coalition of Associate Degree Early Childhood Programs

Ohio Board of Regents

Stories and Quotes

Leslie Moss

Assistant Director

Workforce Development

Ohio Child Care Resource and Referral

"In early December members of Ohio's APT had the opportunity to meet with representatives of the Ohio Board of Regents (OBR). The purpose of the meeting was to engage in a dialog with them about the best way to create a clear educational pathway for individuals who teach and/or support the education of children from birth to age five. ...Our goal was to get a commitment from OBR to support the work we are doing and for them to continue to address articulation issues for early education students. ...Their response was that they would likely be able to involve at least one, and possibly two of

- The team identified key governing groups and presented information about the Core Knowledge and Competencies and the need for articulation. Groups included the two-year Community College Coalition, the State Universities Education Deans (SUED), and the Ohio Association of Private Colleges-Teacher Education (OAPCTE). This series of meetings provided an opportunity for a formal presentation to the Ohio Board of Regents (OBR) staff which resulted in a commitment from OBR to have a staff member assigned to the Ohio Articulation team and an offer for continued support of their articulation efforts.

- **2. A professional development continuum will provide all early childhood and T.E.A.C.H. scholars with accurate information to reach career goals.**

- This goal has led the Ohio team in multiple directions. The team struggled with a mission/vision statement that they came to believe was too narrow and did not encompass the multiple career paths within early childhood. A final statement evolved that responded to the needs of their ally, OPDN, as well as articulation efforts.

- Consistent with many other project states, the team also felt that it was necessary to have the professional development continuum include the entry level Child Development Associate (CDA) credential.

- A transfer guide developed by the University of Cincinnati currently links some associate degree programs with a baccalaureate degree at the university. While not an articulation agreement, the transfer guide serves many of the same functions. The guide has the further advantage of providing students at both the two and four-year institutions a clear and transparent pathway for gaining a bachelor's degree.

Challenges

- Some of Ohio's articulated challenges include:

- **Funding-** The Ohio team needs funding to move their efforts forward. The recognition and support from Ohio Board of Regents is an important step, but does not offer funding opportunities. Funding for expenses associated with team meetings is a basic need. Funding to support the facilitation of a future Higher Education Summit is also needed.
- **Team Representation-** The team has a core group of committed volunteers and now representation from the Ohio Board of Regents. The team could benefit from inviting others from beyond the ECE community. Members from the business community, philanthropies and stakeholders could strengthen Ohio's efforts.
- **Finding a home for articulation efforts-** The Ohio team has been looking for an entity to house the work done by the articulation team. Their original choice is no longer in existence

their staff in our work. We also shared that our next step is to plan a Higher Education Articulation Summit for Spring 2015. ...The response we received from them was very positive and we will share several dates with them to be certain that we select a date that is most convenient for them. ...The meeting was very productive and opened the door to future conversations."

Tina was a preschool teacher at a YMCA child care program when she began her educational journey by earning her CDA in 2008. After experiencing this success, she was encouraged to pursue her AAS degree in early childhood education, graduating from Stark State College in December of 2010. Because of the relationship that Stark State Community College had with the University of Cincinnati (UC), Tina was able to continue her education, with the assistance of a T.E.A.C.H. Early Childhood® OHIO Scholarship, and earned her Bachelor's degree through UC's online program in 2014. Tina is continuing her education by pursuing her Master's degree in early childhood at Malone College.

and the team is searching for a home that will both have an interest in the work and offer opportunities for additional collaboration.

Next Steps

At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:

- Ohio is planning an **Early Childhood Higher Education Summit for September 25, 2015**. A presentation of the revised CKC will be included on the agenda. The Articulation Project Team is serving as the core planning group for the event. The Ohio Board of Regents is supporting the event, demonstrated by the commitment of two Vice Chancellors agreeing to be featured speakers. Both the Ohio Department of Education and the Ohio Coalition of Associate Degree Early Childhood Programs have committed funds to support the Summit.
- **The Ohio team is still seeking a home for future articulation work.** With the disbanding of the Ohio Professional Development Network, there is a need to identify another agency/organization. Preliminary discussions have occurred with the Ohio Coalition of Associate Degree Early Childhood Programs and the Ohio Association for the Education of Young Children.

West Virginia

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Strategic Alliances

West Virginia Early Childhood
Advisory Council - Higher Education Sub
Committee

Introduction

As with other project states, West Virginia has had a number of articulation efforts initiated over the years. Groups were identified; some materials were created and/or some success experienced. Then funding or deliverables changed and the group and its work moved to the background as new priorities emerged. Nonetheless, West Virginia needs a sustainable articulation effort. The West Virginia Articulation team is attempting to merge prior successes with new work and create a continuum of efforts that meet current needs and validates past work.

Articulation Project Team Goals

The initial action plan for the West Virginia Articulation Project Team was completed at the T.E.A.C.H. Early Childhood® National Articulation Summit. Some adjustments and additions were made to the plan during the project.

Goals and Progress To Date

1. Identify strategies to meet goals.

The West Virginia team initially struggled with meeting attendance. Lack of funding was only one of the factors that limited attendance. Multiple weather issues have affected team attendance both in person and via technology. The team now aligns its work with the Higher Education Subcommittee of West Virginia's Early Childhood Advisory Council (ECAC). The alliance with the ECAC has given momentum to the efforts of the articulation team. The joint goals include:

- Creating a Common Course Catalogue,
- Completing early childhood content work for the Common Course Catalogue, and
- Building an Associate of Applied Science (AAS) degree using the new Common Course Catalogue,

Another strategy to support West Virginia's efforts was facilitating a WV Higher Education Summit. This event provided a forum to initiate the work of the articulation team. The team viewed the event as successful and continues to follow up on the work started.

Stories and Quotes

"My name is Megan and I graduated from Bridge Valley Community Technical College in 2014. While I was a student at the community college I wasn't really sure if I could continue my education. After questioning my advisor on where all my credits would transfer I found that the only option was two and a half hours away. With a full time job, it really wasn't an option. If I chose any other school I would have to start all over again.

During my last semester my advisor told me that my college might be signing a contract with West Virginia University-Parkersburg and that all my credits would transfer. While she was giving me the details I was thinking that the news would be wonderful for anyone else but I still wouldn't be able to drive that far. After I expressed my concerns she laughed and said that it would all be online! What a relief it was! I was going to be able to get my bachelor degree and not have to worry about schedules!

I am now in my second semester. I have to admit that online classes are a bit more of a challenge but I'm making the adjustment."

2. A common course curriculum will be available to community colleges.

Work on a common course curriculum began with a previous articulation effort. The work from the current West Virginia team is building on those earlier efforts. The curriculum outline is complete and the majority of the courses have been finished. The team hopes that the curriculum will be ready for implementation in 2015.

While the common course curriculum is an achievement by itself, it is also being used in the development of an Associate of Applied Science degree that will articulate to a Bachelor of Applied Science (BAS)-non licensure track. The curriculum will encompass West Virginia's long-standing Apprenticeship model.

While the work continues on the curriculum development, team members are assessing how the articulation will be viewed by institutions that offer the Regent's Bachelors of Arts (RBA)-General Education degree. The RBA degree often gives credit for work experience. The team values the RBA but is hopeful that the BAS option will encourage more community colleges to provide an AAS degree in early childhood. The team is attempting to gather support and resolve objections to the BAS option.

Challenges

The West Virginia team is focused on making incremental progress towards articulation. While those efforts are continuing, the team recognizes that there are substantive issues that will impact significant growth in West Virginia. Some of those issues include:

- **Lack of a driving force for early childhood initiatives**-West Virginia has a legislated Quality Rating and Improvement System (QRIS) that could support higher qualified teachers. Unfortunately the QRIS system has yet to be funded. The preschool initiative in WV prefers licensed teachers in collaborative classrooms, but is not a requirement.
- **Capacity Concerns**-As a rural state, access to community colleges and particularly access to four-year institutions can be challenging. Online systems still need more accessible internet systems to be consistently helpful. Some areas are also hampered by community college faculty that lacks the appropriate credentials to support articulation discussions.

Next Steps

At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:

Wisconsin

Agency: Wisconsin Early Childhood Association
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Introduction

The Wisconsin team recognized early that funds would be needed to respond to the identified goals. As a result, the team has pursued a variety of funding opportunities. They have used these opportunities to seek funds and to involve colleagues in articulation discussions. The funding activities have not always been successful but the team has learned from each application about how to refine their effort and build more involvement. Continuing to build their funding expertise has resulted in the acquisition of blended funding from four unique sources that will drive their articulation efforts.

Articulation Project Team Goals

The initial action plan for the Wisconsin Articulation Project Team was completed at the T.E.A.C.H. Early Childhood® National Articulation Summit. Some adjustments and additions were made to the wording of the plan goals. A specific goal devoted to the Wisconsin Articulation Summit was expanded.

Goals and Progress To Date

1. Establish coordinated articulation efforts.

Wisconsin has articulation agreements on file. The Wisconsin Technical College System has had a statewide curriculum in place since 2001. In theory, Wisconsin's higher education is an integrated system and an articulation agreement with one campus should be honored at other settings. Students do not always find this to be so. The articulation team found that some agreements were outdated and convoluted. They also found that there is no central template or place where agreements are housed. Consequently, the reality of articulation efforts is not clear for students.

2. Acquire mandated authority to establish a coordinated early childhood articulation system.

The Wisconsin team began with the need to reestablish existing committees and to revisit their purpose and vision to match with the Wisconsin team's goals. The team used their relationships with such

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- groups as the revisited IHE Steering committee, the Wisconsin Articulation Action Team, and the Wisconsin Professional Development Initiative to garner the attention of the Wisconsin Early Childhood Advisory Council (ECAC) and gather their support. While the ECAC does not endorse efforts, they did provide support to the team as they sought funding.

● 3. Garner funding to support articulation work.

- The team's first funding effort was an ambitious effort within the University of Wisconsin (UW) system, a Growth Agenda grant. The grant was developed with the support of UW faculty and would have specifically supported the development of articulation agreements and a Wisconsin Higher Education Summit. The proposal was denied, but the team gathered feedback to help with future submissions. The team plans to resubmit in 2015.

- Using the feedback from the Growth Agenda grant the team has successfully secured funding that will support 10 regional Articulation Improvement partnerships across Institutions of Higher Education as well as fund a statewide Articulation Summit.

● 4. Provide statewide information on articulation that is easily accessible, user friendly, and current.

- There is an existing system called a "transfer wizard". The wizard works well in some places and not at all in other places. Links appear broken or incomplete. The Wisconsin team has identified needs in this area but is not yet ready to address them. This work is slated for 2015.

● Challenges

- The Wisconsin team identifies the following as some of the challenges that remain:
 - A statewide initiative on Credit for Prior Learning will likely impact all articulation discussions. Continued funding will be necessary. The team intends to resubmit for the Growth Agenda grant in 2015 pending the Wisconsin state budget impact on continuing provision of these grants
 - Dedicated staff is needed to continue this work. The team is working with partners to identify an existing position that can help support articulation. WECA experienced staff turnover in the Higher Education Liaison, who is responsible for facilitating articulation efforts.
 - Communication strategies with the media need to be developed to announce efforts and gain awareness.

Stories and Quotes

"You and all others on this project/task/passion have been exemplary at inclusion. Thank you for that."

Windy Wink

Ashley already held a BA degree in anthropology, but found her job possibilities were limited. She spent several years serving as a substitute teacher in public schools, teaching in an after-school program, and eventually finding her niche teaching one-year olds at Ripon Children's Learning Center! Knowing that her first degree did not prepare her for her new job, she took the initiative to explore her educational options. The result: she completed an Associate's degree in one year while working!

In three semesters on T.E.A.C.H. scholarship, Ashley was able to complete requirements and have her credits for prior learning partially paid for as well. Moraine Park College

- *Reviewed Ashley's prior transcripts and accepted 95% of her "general education" courses.*
- *Awarded her 18 credits towards the AA program utilizing the 6 years of early childhood documentation she submitted.*
- *Allowed her to "test out" of computer literacy.*
- *Allowed her to do her final practicum in her classroom with her director as supervisor.*

Ashley attributes her success to her center director who pointed her to T.E.A.C.H., her "fantastic" T.E.A.C.H. counselor, and her advisors at Moraine Park Technical College who took the time to individualize her needs. Her advice to ECE professionals: keep all your paperwork and document what you do.

Next Steps

At the completion of the Articulation Summit II-Next Steps in May 2015 participating states were asked to identify what was needed to keep articulation moving forward. The response was as follows:

- **The Regional Articulation Improvement Grant RFP applications were mailed to all public and private associate and baccalaureate programs. The RFP offered awards of up to \$25,000 for regional partnerships to develop and improve credit articulation agreements and support non-traditional learners.** The RFP announced "...an initiative to increase opportunities for accessible and affordable college options that provide effective and efficient educational pathways for Early Childhood Education students. Funding will support Wisconsin Regional Articulation Improvement Grant collaborative efforts to advance credit articulation between 2-year and 4-year higher education institutions, including Wisconsin Technical College System (WTCS), University of Wisconsin System (UWS) as well as Wisconsin private higher education institutions."
- **The Wisconsin Articulation Summit was held in Green Lake, Wisconsin with over 90 people in attendance.** Summit attendance included statewide agency and technical providers, and faculty from state affiliated associate and baccalaureate programs, private colleges, and two tribal colleges. Dr. Deb Cassidy a four year college faculty member at UNC –Greensboro was our keynote speaker.

Conclusion

Participating states will improve articulation of college coursework and degrees from two year institutions to four-year institutions within the state by identifying and implementing various strategies that either directly or indirectly affect the intended goal.

The Articulation Project's goal, as stated above, was to improve articulation efforts within their states. Within that simple goal, an amazing amount of work has been accomplished by the ten states in the project, with much of it focused on the preliminary activities needed to get to an actual articulation agreement discussion. Recognizing that every state environment and culture is so different, states in the Articulation Project judged their success by completion of their own work plan. However as a part of the final reporting, states were asked to identify accomplishments that they made that were common across the states. Some of the targets and accomplishments reported across states include the following:

- **Created partnerships with state higher education systems**-This was not an original goal for most states. However by the end of the project eight states indicated that it was a goal that they had met. Notable was Ohio's formal meeting with the Ohio Board of Regents (OBR) and the resulting promise of support from OBR. Multiple states had representation from either the two or four-year systems on their state teams. North Carolina had representation from both groups.
- **Developed new funds**-Wisconsin initially identified a goal to seek funding as part of their state plan. After the first funding request was denied, Wisconsin used information garnered from their denial to develop other requests. Wisconsin found funding and is now funding similar projects within the state. Seven other states found funding for articulation efforts. Three states, in addition to Wisconsin, have used those funds to support staff positions. Funds frequently support higher education meetings.
- **Created an ongoing structure for advancing articulation**-Every state has acknowledged the importance of their Articulation Project Team as essential to their efforts. Over the two years teams have lost members, gathered replacements and added essential team members to support their work. States also have created alliances with other groups. Florida Executive Director, Phyllis Kalifeh said it first, "...it feels like we have the right people at the right table at the right time."
- **Developed student transfer guides**-Transfer guides differ from state to state and are a perfect example of an articulation tool that has to have context to have meaning. They vary from online or printed tools that let students know which courses have already been approved for transfer to the systems. In both Michigan and Ohio, transfer guides are a program wide tool that can substitute for an articulation agreement. At least six states indicate that they have transfer guides. One state's guide is still in development.
- **Improved interactions between two and four-year faculty**-Every team had faculty interaction as a goal and every team would agree that this goal is ongoing. At least 8 teams feel that they have been successful. Strategic to this goal is the opportunity for faculty to meet face to face, something that most states found was not a naturally occurring event for two and four-year faculty. For this reason at least 7 states have hosted some sort of higher education faculty meeting. One state has an event scheduled for mid September. Iowa's early successful event became a model for several other colleagues. Other states have follow up events scheduled. Indiana has had an annual event for many years.
- **Curriculum alignment strategies**-Many states had already completed various strategies to align curriculum and the work was done prior to the Articulation project. At least four states made curriculum

alignment a significant part of their work; Michigan, Ohio, North Carolina and West Virginia all worked on curriculum alignment projects and several are waiting on final approvals from multiple different sources. West Virginia in particular used this work to build an alliance with the Early Learning Council and to pull in a number of strategic partners.

- **Raised the priority of ECADA (accreditation)**-Two states, Indiana and North Carolina, began the project with strong participation in the NAEYC accreditation. Most of the other states felt it was not an option for them. Since the project has moved towards completion, one other state has initiated a state level push for accreditation and three other states are considering accreditation efforts. The Center has encouraged accreditation since it appears to support articulation efforts.
- **Enacted regional articulation agreements**-The point of the project was for states to move towards articulation agreements. From the beginning, all states desired a statewide articulation agreement but soon recognized that they had a lot of work to do to get to that goal. Colleagues from Pennsylvania shared via webinar a strategy for regional articulation efforts that eventually led to a statewide agreement. Regional articulation agreements became another strategy for states in the Articulation Project and several have evolved. Listed below are regional articulation agreements completed during the project. While all agreements are valuable, not all are equal. Some of the agreements listed below are full “2+2” agreements that allow a student to move from an associate program to junior standing in a senior institution, some articulate a few courses.
 - Alabama-3
 - Michigan -2
 - North Carolina-3 enhanced agreements

Enacted statewide articulation agreements- Three states claim statewide articulation agreements. Each path to articulation is different and points out some of the issues in articulation systems.

- Indiana has a single system community college, Ivy Tech Community College of Indiana. On May 1, while states were participating in Articulation Summit II-Next Steps, the Ivy Tech system officially created a single pathway articulation with Indiana’s state universities.
- In North Carolina, there had been an existing agreement that had literally been lost. The articulation committee found and revived it. In this agreement, the University of North Carolina-Greensboro has an articulation agreement with all community colleges.
- The State of Florida has long claimed that articulation was solved due to existing legislation. However when the Articulation Project tried to work with community colleges and universities, the resolution appeared to be only on paper. The Florida Articulation Project now claims a statewide articulation based on their efforts to bring the legislation to reality between state colleges and universities. The team is working through relationships with several institutes of higher education with copies of the legislation as part of the discussion.

Other Targets-At least two states successfully worked on articulating state credentials and high school tech certificates into associate degree credit; another state is finishing the Higher Education Inventory, and still another state has written a position paper to use with their legislature. Finally several states are working to develop or improve online tools that will support students with current information on transfer, articulation, and career pathways.

Final thoughts from the States

The concluding event for the ten states was an Articulation Summit in May 2015. Through a series of presentations, focus groups and team meetings the teams distilled their two years of experiences as follows.

Challenges Lead to Recommendations

With all that the state teams learned and the progress that they made, the biggest challenges still revolve around curriculum. Curriculum challenges that were discussed at the Articulation Summit II gave rise to the following recommendations from the states. The consensus from the Summit was that states must identify:

- Systematic strategies to bring Credit for Prior Learning (CPL) to articulation discussions.
- Processes for changing and adapting new content in existing courses, degree requirements and articulation agreements. Articulation agreements cannot be static.
- Course requirements and articulation pathways between early childhood degrees with or without teacher licensure that do not create barriers.
- Common curriculum and/or competencies for the baccalaureate degree.

Lessons Learned

Finally from the Summit and two years of interactions the state teams demonstrated the following “lessons learned.”

- Each state’s system and starting point are different.
- A robust and diverse group of faculty and key stakeholders is essential.
- Cross-state team fertilization helps advance strategies and outcomes.
- Leadership and advocacy are required.
- Resources are needed and can make a difference.
- Faculty is a critical and valuable resource, but has real situational limitations.
- Articulation is not a onetime event.

Resources from the T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® National Center Power Points (from Webinars)

Complete College America: Game Changers

teachecnationalcenter.org/wp-content/uploads/2015/05/Complete-College-America-Presentation-for-T.E.A.C.H..pdf

Online Degree Programs: Ball State University

teachecnationalcenter.org/wp-content/uploads/2015/05/Online-Degree-Programs-Ball-State-University.pdf

Online Learning: A Higher Education Discussion

teachecnationalcenter.org/wp-content/uploads/2015/05/Online-Learning-Higher-Ed-Discussion-Feb-2015-Piedmont-CC-NC.pdf

The Texas Story

teachecnationalcenter.org/wp-content/uploads/2015/05/The-Texas-Story.pdf

Presentations

2013 National Articulation Summit

[Action-Plan-Template](#)

[Resources on Articulation \(article list\)](#)

[2013 National Articulation Summit Presenter Bios](#)

Presentations

[Articulation in the 2013 Context: What Does It Mean and Why It Matters](#), by Deborah Cassidy

[Oh What a Difference it Can Make, Articulation in New Mexico's Early Childhood System](#), by Dan Haggard

[Essential Elements for Moving, Leadership and Partnership](#), by Carla Goble

[Program Quality and Integrity: The Foundation for Articulation](#), by Alison Lutton

[Essential Elements for Moving Articulation Forward: Workforce Continuity and how it Benefits Children](#), by Carol Brunson Day

Tools

[Articulation Principles and Elements](#)

[Higher Education Checklist](#)

[Transfer Guides for Student Focused Articulation](#)

Webinars

Accreditation: A Strategic Link for Articulation held December 6, 2013

[Q & A Sheet](#)

[NAEYC Standards and Accreditation Systems: A Strategic Link for Articulation](#), Presentation by Marica Cox Mitchell

Articulation Made Easy: Using Transfer Guides to Support Student Success held September 17, 2014

[Full Webinar Recording](#)

[Articulation Made Easy Worksheet](#)

[Student Focused Articulation-Final](#)

[APT Webinar-Articulation Made Easy-Stark State](#)

Common Course Curricula

teachecnationalcenter.org/wp-content/uploads/2015/05/Articulation-Project-Common-Course-Curricula-FINAL-2-19-14.pdf

Head Start University for T.E.A.C.H. Early Childhood Projects held May 21, 2014

[Full Webinar Recording](#)

If video does not play, VLC Player may be needed. Download at www.videolan.org/vlc

Moving Articulation in States

teachecnationalcenter.org/wp-content/uploads/2015/05/Moving-Articulation-in-States.pdf

Designing A Higher Education Summit Webinar

teachecnationalcenter.org/wp-content/uploads/2015/05/Articulation-Project-Webinar-IA-Higher-Ed-Summit.pdf