Moving the Needle on Articulation

Progress from a Ten State Project

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Project Overview

- Participating states
- Project goals and principles
- Project parameters and supports
- Critical elements – barriers and strategies
  - Oversight and Evaluation
  - Student Focus
  - Faculty Interactions
  - Transfer of Content
- Outcomes, Lessons Learned and Next Steps
About the Project

• Ten tremendous state teams
  AZ, AL, FL, IN, IA, MI, NC, OH, WV and WI
• Two national Summits
• Travel expenses to Summits, $500 mini grants and action plans
• Two years to make a difference
• Ongoing technical assistance including one site visit
• Funding from the W.K. Kellogg Foundation
Project Goal

Participating states will improve articulation of college coursework and early childhood education 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.
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 childhood education degrees,
- Equal support to maximize their success whether they are “native” or transfer students, and
- Articulation solutions that accommodate students with significant coursework as well as a two-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, and

• Provide an articulation governance structure that approves and monitors the implementation of all articulation agreements.
Community colleges play a key role in preparing educators for degrees and certifications...Student teachers’ ability to transfer credits from a community college to a 4-year institution can be hampered or facilitated by the structure of articulation agreements between these two types of institutions.”
Project Objective: System Articulation

System Articulation

- Builds dynamic alliances/committees/efforts
- Recognizes student-focused articulation
- Creates meaningful relationships with faculty and other stakeholders
- Utilizes strategic processes for transfer of content
Articulation Elements

- Student Focus
- Faculty Interactions
- Oversight and Evaluation
- Transfer of Content
Higher Education System and Roles

Support for Articulation → Oversight and Evaluation → Impact on Governance Systems

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Oversight and Evaluation: *Strategies*

- Created Articulation Committees that included higher education and key stakeholders
- Built alliances with Head Start, Early Learning Councils, governance systems and other key early childhood organizations
- Used external stakeholders to be the equity and social justice voice for students
Oversight and Evaluation: Challenges

- Articulation often happens at the college level, not the system level.
- There are no real monitoring systems to hold colleges accountable to either regional or statewide agreements.
- Early childhood education is not a highly valued field of study.
Recommendations from states

- Create a transparent list of competencies for degrees across IHEs
- Develop statewide pathways where all IHEs are invited to participate
- Create common articulation steering committees and processes for all IHE systems
Students’ Rights in an Articulation Discussion

- Elements of Student Focused Articulation
- Tools for Student Focused Articulation
- Student Focus
Student Focus: Strategies

- Developed accurate websites that provide clear pathways to degrees
- Created Transfer Guides that are easily accessible and usable for students
- Educated the student as informed and empowered consumer
- Leveraged T.E.A.C.H. scholarships to ensure the availability of good articulation agreements
Student Focus: Challenges

- Affordable education that graduates students without debt is hard to find.
- Students do not have clear education pathways.
- There are often no appeals processes.
- Often transfer, nontraditional students are met with unsupportive higher education environments.
Recommendations from states

- Empower students as consumers
- Improve advising and academic coaching, both face to face and electronically
- Create a student success culture for transfer students
Faculty Relationships in Articulation

Expectations of Faculty → Faculty Interactions → Intersection Opportunities
Faculty Interactions: Strategies

- Built alliances with early childhood associate degree professional groups like ACCESS
- Held state or regional higher education meetings, summits or forums
- Had special meetings on topics such as practicum sites and common course curriculum
Faculty Interactions: Challenges

- Funding for higher education in states is inadequate and has been cut.
- Opportunities for face to face meetings are limited.
- There is a lack of administrative mandates and support.
- There continue to be conflicting priorities among associate and baccalaureate degree programs.
Recommendations from states

• Allocate time and require faculty participation

• Create venues where faculty from two- and four-year institutions and key stakeholders can successfully work together

• Secure administrative leadership and support
Transfer of Content

Articulation Content Continuum

Curriculum Alignment  Transfer of Content  Articulation Delivery
Transfer of Content: Strategies

- Developed pilot projects
- Created whole degree transfer guides instead of agreements
- Established regional articulation agreements
- Implemented statewide articulation agreements
Transfer of Content: Challenges

- Creating a cross-system mechanism for credit for prior learning is very difficult.

- There is an ongoing need for processes for adapting new content in existing courses, degree requirements and articulation agreements.

- Different course requirements and articulation pathways between early childhood degrees with or without teacher licensure.

- There is a lack of common curriculum and/or competencies at baccalaureate degree.
Recommendations from states

- Create a uniform Credit for Prior Learning (CPL) process at the two and four year levels
- Create common curriculum at the associate and baccalaureate degree level
- Identify strategies that allow for review and updating without undoing previous agreements
Project Outcomes To Date

• Improved interactions between two- and four-year faculty: 10
• Partnerships with state system office: 6
• Development of student transfer guides: 2
• Regional articulation agreements: 3
• Statewide articulation agreements: 2
• New funds to support articulation efforts: 6
• Advances in ECADA: 3
• Common course curriculum: 1
• Ongoing articulation structure: 10
Lessons Learned: To Date

• 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 helped advance strategies and outcomes.
• Leadership and advocacy are required.
• Resources are needed and can make a difference.
• Faculty are a critical and valuable resource, but have real situational limitations.
• Articulation is not a one time event.
Next Steps

Available mid-summer on the T.E.A.C.H. Early Childhood® National Center website:

• Fact Sheets
• Final Reports
• Presentations
• Early Childhood Articulation Compendium
Research and Resources

Center for Community College Student Engagement. (2010). *The Heart of Student of Success: Teaching, Learning, and College Completion (2010 CCCSE Findings)*. Austin, TX: The University of Texas, at Austin, Community College Leadership Program.


Research and Resources


Thank You

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