Building Student Focused ECE Career Pathways

Welcome
Webinar begins at 1:30 EST. All participants will be on mute. Please use Chat Box for questions. Thank you for joining us today!
Building Student Focused ECE Career Pathways

A Critical Link in Building Career Pathways for the Early Childhood Profession

September 28, 2016
Presentation Agenda

Career Pathways-Introduction
  • How does the ECE profession make pathways respectful of student’s time and resources
  • The T.E.A.C.H. Vision

Student Focused Career Pathways
  • The Student Perspective
  • Responsibilities of the Profession
  • System Responses

Reflections, Questions and Next Steps
Every child in an early childhood setting has a teacher who is well educated and well compensated. Every early childhood teacher has access to affordable college education, workforce supports and continuing professional development on a pathway to valued, sustained employment.
Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor’s degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.
"...Highlight the importance of building a progression of professional development and education opportunities for the early childhood workforce, making it understandable to all stakeholders as a key strategy to expanding high quality early childhood education for all children from birth;"
The ECE workforce are less students that work and more working adults that need an education to succeed.
Presenters

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Some pathways

...are clear showing the rocks and obstacles ahead
Other pathways are confusing and require more understanding to move forward.
Presenter

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A Student-Centered Education Pathway
ACF: A Career Pathway

Includes......

- Establishing clearly defined roles (such as teacher assistant, lead teacher, assistant director, director) and common terminology across settings and sectors;

- Setting qualification targets for degrees for early childhood educators, with reasonable timeframes to meet requirements;

- Establishing an agreed-upon sequence of the credentials that reflects increasing levels of knowledge and competence, grounded in the science of child development and in effective, developmentally appropriate teaching practices and program leadership;

- Aligning financial and other resources with the policy targets across relevant initiatives and agencies both for individuals to have the resources to progress forward on the pathway and become better compensated and for the professional development system to operate efficiently and effectively;

- Creating clarity about different career choices and how to achieve them, regardless of the point at which the individual enters the pathway;

- Reducing barriers to training and education by providing coursework in the native language of the providers, courses and training available during nonstandard hours, and support for technology to take advantage of online trainings; and

- Tracking the progress of individuals as they enter and at each step in the pathway, with attention to diversity of the workforce at each step of the pathway.
...the important criterion is not that the degree itself be in a specified major but that to be qualified to practice as a care and education professional, a candidate both have a bachelor’s degree and complete a formally defined, accredited course of study in child development, early learning and instruction.”
- IOM report 2015, p 12-29

Building on guidelines, frameworks and standards that currently operate across programs, organizations and states, this initiative aims to establish a shared framework of career pathways, knowledge and competencies, qualifications, standards, and compensation that unifies the entire profession, which will lead to a comprehensive policy and financing strategy for their systemic adoption and implementation.
Is there cognitive dissonance?

**Higher Ed Culture**
- Academic freedom
- Course content driven by faculty
- Many layers of decision-making
- Assumptions
  - Students can figure out how to navigate the institution
  - Students should adapt to the institution’s course schedules
  - Students’ studies are first and primary priority in their lives

**Features of a Profession**
- Common set of knowledge and competencies
- Common sequence in learning the knowledge and competencies
- Clear education pathway to achieve knowledge and competencies
- A common set of expectations/requirements for entry into the profession
The Work at the Institutional Level

Proportion of students who are increasing is

- Working while enrolled
- In need of financial aid
- First generation
- Attending school part-time
- Non-White racial background
- In need of wrap-around supports

Moving our Supports From Equality To Equity
Who attends community college?

*Community college students come from a broad range of backgrounds.*

Undergraduates in community colleges by demographic characteristic


http://www.aacc.nche.edu/Publications/datapoints/Documents/WhoAttendsCC_1_MD.pdf
Figure K: Distribution of Undergraduate Enrollment by Sector and Race/Ethnicity: Fall 2013

Percent of U.S. Resident Undergraduates

- White
- Black
- Hispanic
- Asian
- Pacific Islander
- American Indian/Alaska Native
- Two or More Races

Figure 6. First-Year Persistence and Retention Rates for Students Who Started College in Two-Year Public Institutions

Note: Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this Snapshot Report can be downloaded from the National Student Clearinghouse Research Center website at https://nscresearchcenter.org/snapshotreport-persistenceretention22.
Figure 3. First-Year Persistence and Retention Rates for Students Who Started College in Four-Year Public Institutions

Note: Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this Snapshot Report can be downloaded from the National Student Clearinghouse Research Center website at https://nscresearchcenter.org/snapshotreport-persistence-retention22
The Work at the Institutional Level

- Using Labor Market Information (LMI) in program design
- Recruitment/Connection
- Entry
- Progress
- Completion
- Graduate outcomes

Who are our students? What happens to them on our pathways?

How do we keep students engaged on the pathways?

What does this mean for institutional/program redesign?
Ask the questions......ask the inverse of the questions

• Who is completing and why? Who isn’t completing and why?

• Who is coming to our program? Who isn’t coming to our program?

• Who is transferring and why? Who isn’t transferring and why?
What data is meaningful to your program?

- How often do you candidates receive advising from ECE faculty?
- Do your students typically need to take developmental education courses? How long do they spend in dev ed?
- How do your students learn about the institution’s early childhood program?
- When do students most typically drop out of the program? Why?
- Which course(s) are most challenging for candidates?
- How do transfer students perform (GPA, Key Assessments, Licensure pass rates, etc.) compared to non-transfer students in your B.A. programs?
Borrow Generously from All the Good Happening in Higher Ed and Adapt It to Your ECE Program

- Incorporate Wrap-Around Supports - WSSN, CLASP, etc.
- Amp up Advising – IPASS, etc.
- Tap into Student Success Centers (at the state level and institutional level)
- Tap into Institution-wide/National Initiatives – Achieving the Dream, Completion by Design, Re-imagining the First Year (AASCU), etc.
- Look at data on student engagement – CCSSE, NSSE, Gallup, etc.
Distribution of Time from Associate to Bachelor’s Degree

- 1 year or less: 4.5%
- >1-2 years: 25.7%
- >2-3 years: 35.9%
- >3-4 years: 18.5%
- >4-5 years: 10.1%
- >5-6 years: 5.3%

Note: Time from associate to bachelor’s degree was calculated by determining the number of days between the associate award date and bachelor’s award date and dividing by 365.25.
From the National Student Clearinghouse Research Center

Percentage of Students Completing Degrees at Four-Year Institutions Who Previously Enrolled at Two-Year Institutions*

*Students were considered enrolled at two-year institutions if they had at least one full-time or part-time enrollment at a two-year institution prior to the four-year completion date.

Note: The state shown is the state in which the degree was awarded. The prior two-year enrollments may have occurred in any state. The institution levels are based on 2013 IPEDS institutional characteristics, with the Florida College System being the only exception. The 28 schools in that system offer four-year degrees, but all are categorized as two-year institutions for this analysis, meaning their enrollments are counted as contributing to four-year awards elsewhere, but their own awards are not counted in the denominator. This is in keeping with their traditional role as a primary point of access to higher education.
From the National Student Clearinghouse Research Center

Percentage of Bachelor’s Degree Earners Who Subsequently Enrolled in Two-Year Institutions, by Bachelor’s Field of Study
(within two years of receiving bachelor’s degree)

Academic Year of Bachelor’s Degree
(with count of bachelor’s degrees reported to the Clearinghouse in that year)

Two-year enrollments are weighted to account for growth in the Clearinghouse’s coverage of these institutions over time. The fields of study shown above are the 10 most commonly reported to the Clearinghouse for bachelor’s degree recipients since 2000-01. Fields of study correspond to NCES Classification of Instructional Program codes (two-digit CIP family codes). CIP codes were reported (or imputed by the Clearinghouse) for 85 percent of all bachelor’s degrees in the dataset.
A Sample of States Tackling ECE transfer/articulation articulation

Other models and resources

• Maricopa to ASU Pathways Program (MAPP)
• Early Educator Central
• T.E.A.C.H. Articulation Initiative
Fast Facts about NAEYC Higher Education

Accreditation System

• 176 institutions with accredited programs
• 209 accredited programs
• 33 states with accredited programs

NAEYC’s Accreditation System is meant to promote articulation between degree programs and improve access to professional credentials for diverse and nontraditional students.

NAEYC’s Professional Preparation Standards Are learner-centered standards (competency-based) for student performance

National Recognition System

• 258 institutions with nationally recognized programs
• 373 nationally recognized programs
• 39 states with nationally recognized programs

NAEYC Accreditation of Early Childhood Higher Education Programs
Leverage and Connect the Professional Organizations

Affiliates/Chapters

T.E.A.C.H. Early Childhood® National Center
Creating a professional, educated, and fairly compensated early childhood education workforce

NAEYC Accreditation of Early Childhood Higher Education Programs
1. How can students leverage their group power to make changes to the systems that guide career pathways?

2. What is the profession’s role in the change process?
As time permits we invite questions and thoughts from the audience. (Please use the Chat Box.)
What are the 2-3 thoughts that you hope that today’s participants might promote that will put students at the forefront of the career pathways discussion?
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