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 ECE Career Pathways-The Development of a Scholar

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

December 1, 2016
The T.E.A.C.H. Vision

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.
“...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;”
Recommendation 2

Develop and implement comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels 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.
Presentation Goals

Identify why supports are essential to the ECE Career Pathway
Acknowledge available financial supports
Discuss social and academic supports
Consider questions and reflections from our panelists and audience
Discuss Next Steps
• Women, most often with children
• Racially, ethnically and linguistically diverse
• Without two and four year degrees in early care and education or child development
• Low wages
• Few workplace benefits
• High turnover
A Culture of Support

Mary Graham
Executive Director
Children’s Village
maryg@childrensvillagephila.org
A Long Term Investment

• Large substitute “pool”

• Half of staff moved from substitutes to assistant teachers

• Substitutes/assistants provide diversity to match children’s needs

“Assistant teachers are the backbone of the child care industry”—M. Graham
Setting Expectations
From the beginning-

• Staff must meet 18 hour PA Stars expectation

• Lead teachers will have/acquire a BA;

• Assistant teachers will have/acquire associates degree

• Salary increases match with credentials

• There will be support from the Center
A Community of Learners

• We are educators and we are learners
• Eighty percent of staff are in class
• 30 staff members have utilized T.E.A.C.H. over the years
“Nobody told me I was smart.”

• Help to fill out applications
• Encourage staff to take the developmental work first
• Encourage staff to take as much time as they need for academic advancement
• Be flexible about when classes are taken
• Be individual in support of staff
• Use counselors from T.E.A.C.H. and the college
• Talk to other staff-(get others to read papers; help with instructor selection; etc)
• Encourage staff cohorts
• As administrator “plant the seed and then nurture it.”
Co-Remediation

Rebecca S. Carothers
Early Childhood Endowed Chair/Development Director
Ivy Tech Community College Northeast
rcarother@ivytech.edu
Co-Requisites: What are they?

Ivy Tech Community College of Indiana
Rebecca S. Carothers
ECED Endowed Chair/Development Director
Two Classes That Work Together

FOR STUDENT SUCCESS
Program Level Course (ENGL 111)

- Open enrollment college—Qualifying assessment scores required for program level placement
- Uses ENGL 111 COR
- Should contain 20 pages of polished student writing
- Should have 4 major writing assignments & an annotated bibliography
- Should have a final exam which requires writing an essay
## 0 Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Course Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 063</td>
<td>Focus is on reading skills</td>
<td>Use ENGL 063 COR</td>
</tr>
<tr>
<td>ENGL 073</td>
<td>Focus is on writing skills</td>
<td>Use ENGL 073 COR</td>
</tr>
<tr>
<td>ENGL 075</td>
<td>Focus on reading and writing skills</td>
<td>Use ENGL 075 COR</td>
</tr>
</tbody>
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Program Level Course
(ENGL 111)

Contains 1/2 program ready students and 1/2 co-requisite students

Is a regular program level course

• Assignments
• Pace of course
• Expectations of behavior
• Policies and procedures

Has benefit of another instructor to help students succeed
0 Level Course (ENGL 063, 073, 075, Math 080)

- Contains students that are not program ready, but that are also enrolled in a program level course
- Supplies guidance, assignments and instruction that helps students succeed in program level course
- Breaks down assignments and skills from program level course
- Has benefit of another instructor to help students succeed
Program Level Course
& 0 Level Course

MATH 080 and MATH 123 or 136

• Prereq for MATH 080 includes demonstrated Math competency through appropriate assessment and demonstrated reading competency or ENGL 063.

• Direct instruction plus individualized instruction through Math lab exercises in computer lab.

• Requires some instruction in college expectations, study strategies, various instructional platforms and academic policies and procedures.

• Should have contact information for
  • Disability Services
  • TRiO
  • Center of Academic Excellence (CAE)
Students

Benefits

- Larger Support System
- Different Instructor/Student Dynamic
- Easier to Stay on Track

Challenges

- Instructor Differences
- Differentiating Between the Two Courses
Counseling

Edith Locke,
Child Care Services Association
DVP, Professional Development Initiatives
edithl@childcareservices.org
• 26% of recipients have dependent children
• 56% began T.E.A.C.H. with only high school
• 52% of recipients came from families with NO college graduates
• 46% of recipients were people of color or of Hispanic origin

$10.46 hourly earnings, teachers
Risk Factors for Being a College Non-completer

• Works full-time while enrolled
• Attends part time
• Is first generation college student
• Delays college entry after high school
• Has dependent children
• Is single parent
• Is financially independent from parent
• Needs financial assistance (low income)
Factors that Impact Student Success

• Academic achievement and aptitude
• Full time job
• Circumstances
• Personal variables
• Employer engagement and support
• Higher education institutional variables
Barriers

**Individual Barriers**
- Economic
- Motivational
- Familial
- Educational
- Language Cultural
- Location
- Time

**Employer Barriers**
- Economic
- Educational
- Leadership
- Environmental
- Structural
Barriers
Higher Education Institutions

• Limited support for student success
• Limited accessibility of higher education resources
• Inconsistent quality of coursework
• No or poor articulation for prior learning, coursework and/or degrees
T.E.A.C.H. Scholarship Components

- College Education
- Compensation
- Counselor
- Comprehensive Scholarship
- Commitment

5 Cs
T.E.A.C.H. Scholarship Counselor

All T.E.A.C.H. scholarship recipients are assigned a scholarship counselor who supports them in their educational and scholarship journey. Scholarship counselors help recipients

• Juggle work, family and school,
• Complete the necessary paperwork and receive and make required payments,
• Set academic goals, and
• Stay on the right educational pathways to achieve success.
Supporting Early Educators Succeeding in College

**Academic Supports**
- Identify campus academic resources
- Establish academic goals
- Develop an individual plan

**Economic Supports**
- Define financial plan for degree completion
- Utilize financial advisors to avoid to decrease probability of loan debt
- Explore all financial resources such as tuition and book reimbursement

**Social Supports**
- Use knowledgeable counselors, coaches, mentors who know higher education and early childhood
- Identify study groups, communities of learners-virtual and real time
- Access non academic supports such as child care
1. What do you see as the “return on investment” for employers, higher education, and community stakeholders when they provide developmental and/or social supports for the ECE workforce?

2. When students utilize co-remediation to complete their academic program what have you seen about their ability to continue academic pathways through to a baccalaureate degree and beyond?

3. What are 2-3 messages that you hope that today’s participants might embrace that will increase the use of a wide range of developmental and social supports for ECE scholars?
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