

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.



Project 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 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.

Project Articulation Principles

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.

Chapter 9: Higher Education and Ongoing Professional Learning



**Transforming the Workforce
for Children Birth Through Age 8:
A Unifying Foundation**

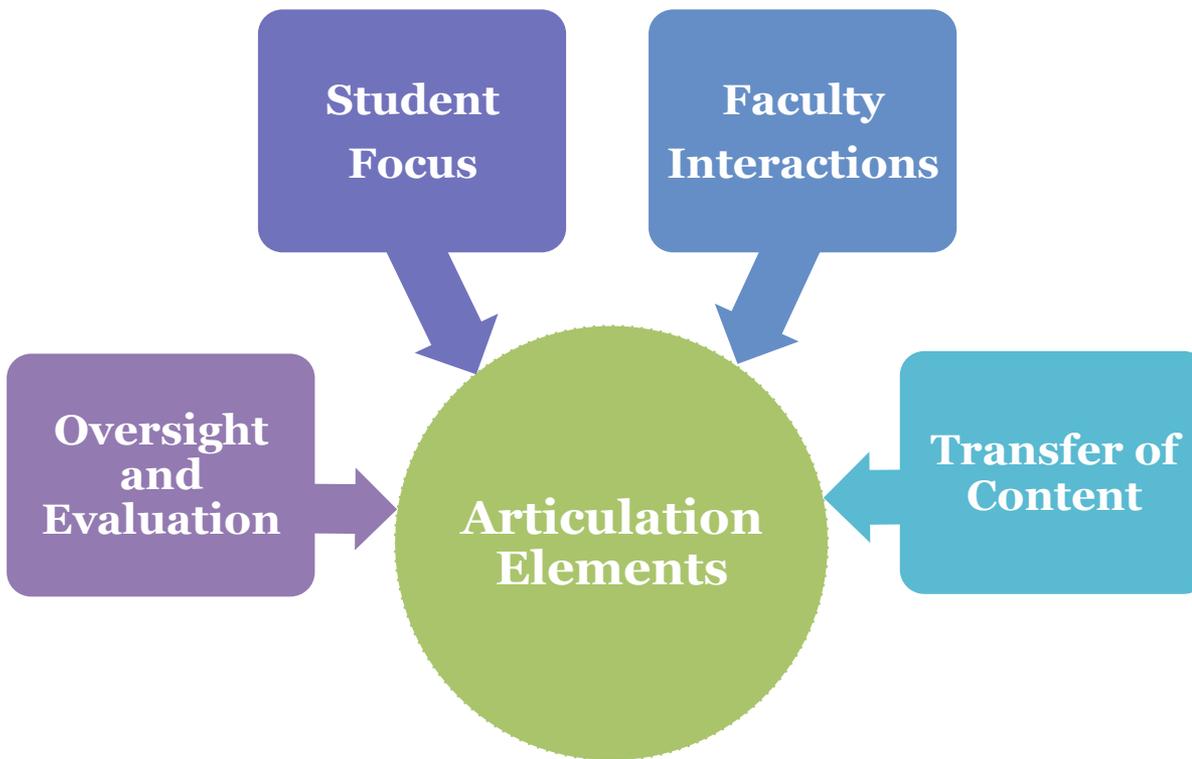
“Community colleges play a key role in preparing educators for degrees and certifications...Student teachers’ ability to transfer credits from a community college to a 4-year institution can be hampered or facilitated by the structure of articulation agreements between these two types of institutions.”

Project Objective: System Articulation

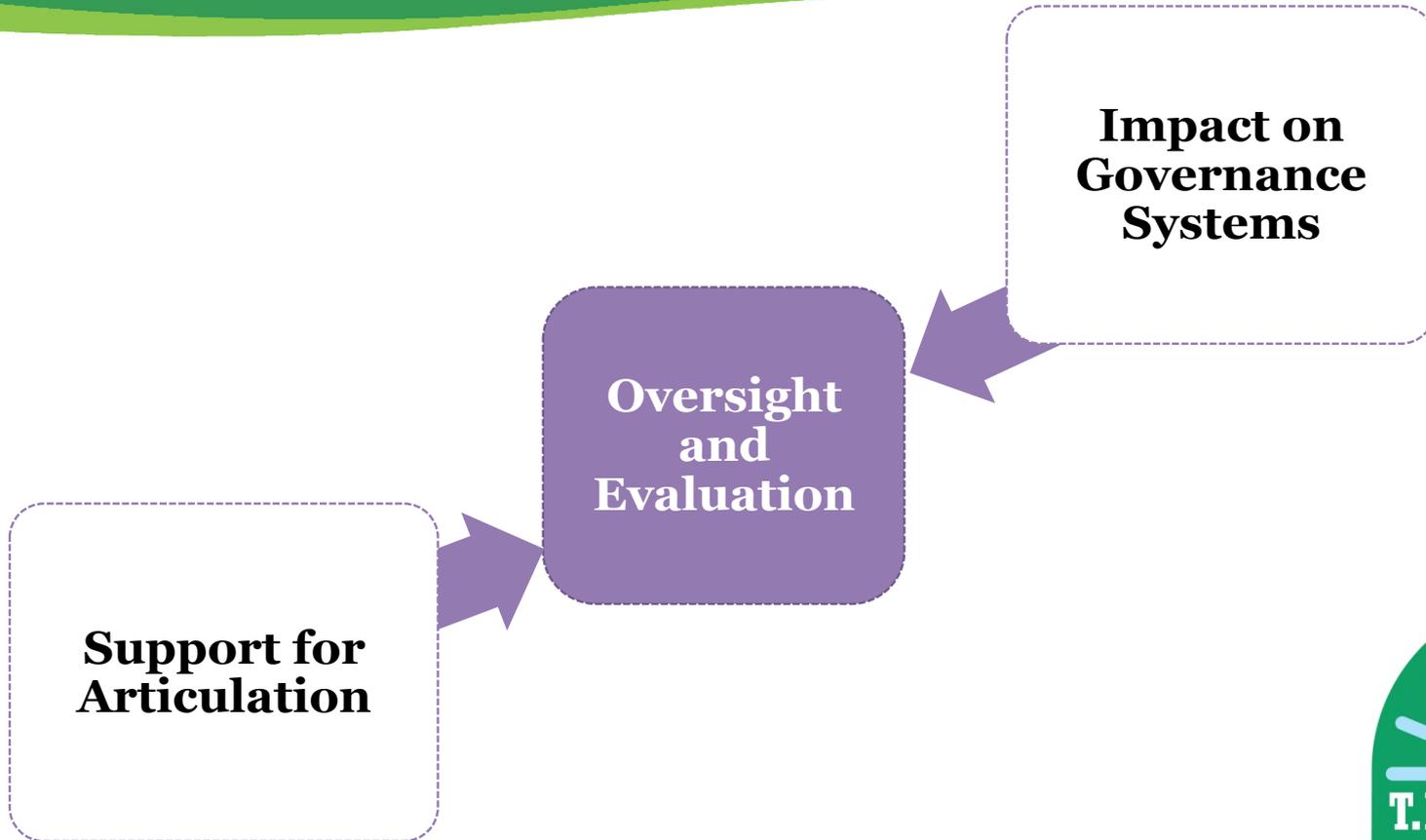
System Articulation

- 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



Higher Education System and Roles



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

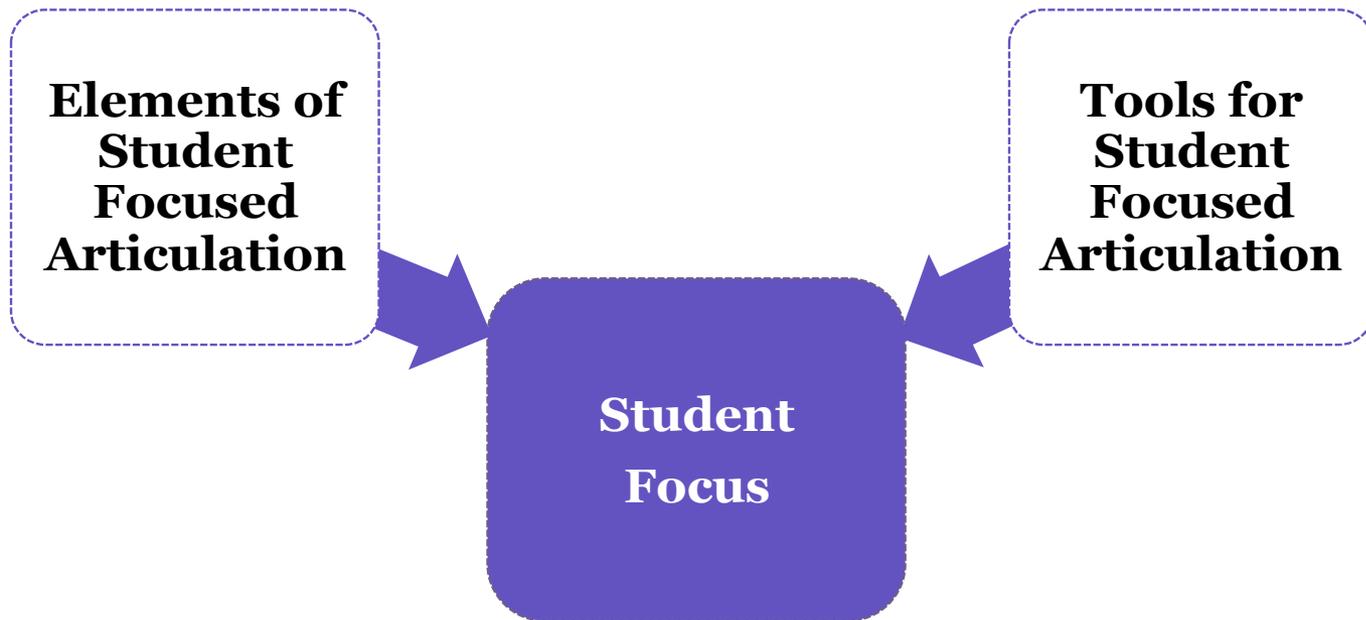


Recommendations from states

- 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



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



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.

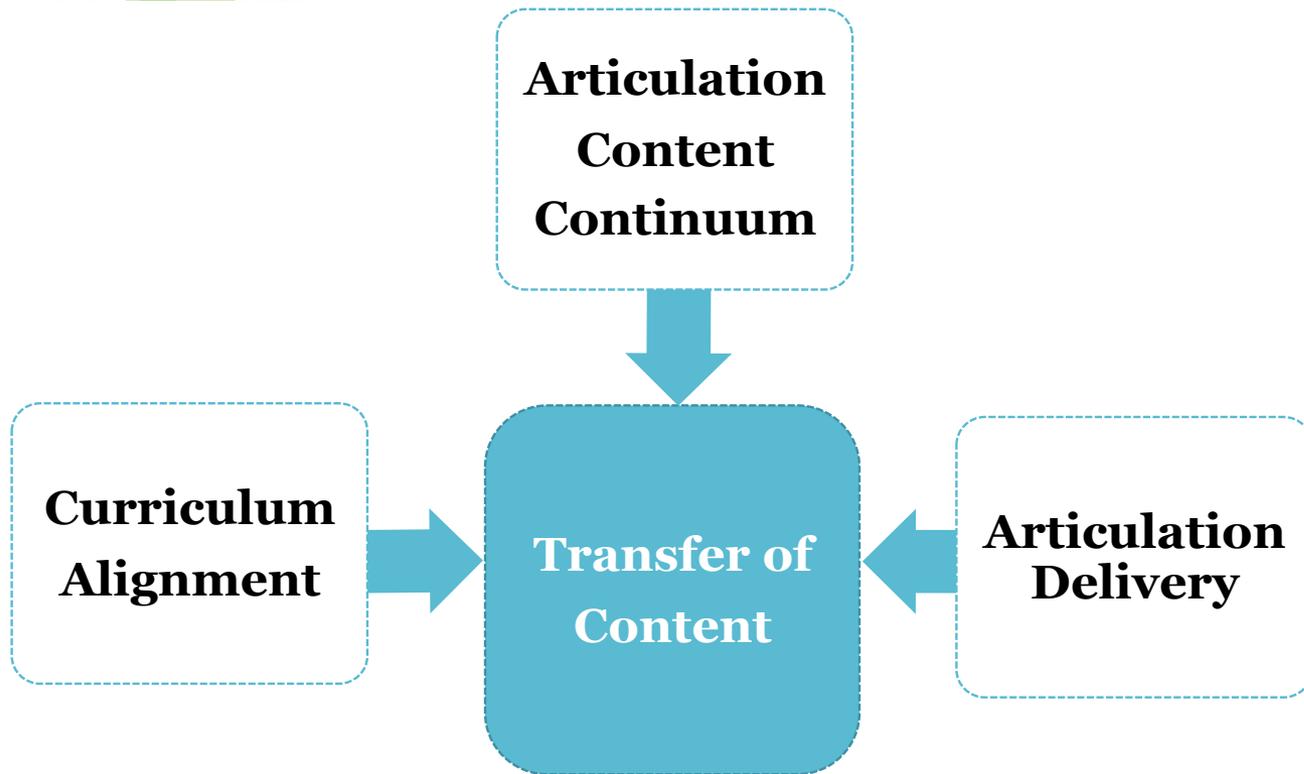


Recommendations from states

- 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



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

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Thank You

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