Leveraging Data to Be Change Agents in Higher Education

Addressing Barriers in Higher Education for the Early Childhood Workforce Webinar
March 20, 2020
Presentation Overview

• Review findings from Study of Perceived Barriers to Access and Success in Higher Education
• Review resources currently available to address some of the top barriers
• Discuss various strategies T.E.A.C.H. states can use to leverage improvements or strategies to address these and other barriers
• Questions
Why Should We Care About Barriers?

- Purchase courses at a large number of higher education institutions
- Buy a lot of college credit hours
- Serve an at-risk college student population
- Can’t waste time and/or money
- Need to learn about and disseminate promising practices to leverage change for our recipients
What Were Our Key Research Questions?

• What do counselors perceive as the key barriers facing T.E.A.C.H. scholars?
• What do T.E.A.C.H. scholars perceive as the key barriers they face?
• What do college and university faculty perceive as the key barriers facing T.E.A.C.H. scholars?
• Where do these 3 groups identify similar and different barriers?
• Can we identify promising practices that address some of the barriers identified?
3 Perception Surveys

Phase 1:  T.E.A.C.H. Scholarship Counselors and Coordinators

Phase 2:  T.E.A.C.H. Associate and Bachelor’s Degree Recipients

Phase 3:  Faculty in IHE that Educate T.E.A.C.H. recipients
Number of Items Identified by 30% or More Scholars as Difficult/Extremely Difficult

1. College Application Process – 1/6
2. T.E.A.C.H. Scholarship Application Process – 0/8
3. Ability to Meet College Expectations – 2/9
4. Services for English Language Learners – 6/6
5. Access/Completion Barriers – 4/9
6. Work/School/Life Balance – 2/11
## Tasks Perceived as Challenging by High Percent of Recipients, Counselors and Faculty

<table>
<thead>
<tr>
<th>TASK</th>
<th>Recipients</th>
<th>Counselors</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Application Process</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having past student loan or specific college debt</td>
<td>43%</td>
<td>53%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Meet College Expectations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass the basic math proficiency exam upon admission</td>
<td>41%</td>
<td>81%</td>
<td>78%</td>
</tr>
<tr>
<td>Pass an required math remedial courses</td>
<td>39%</td>
<td>75%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Other College Barriers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirement student teaching can't be done in current workplace</td>
<td>39%</td>
<td>78%</td>
<td>61%</td>
</tr>
<tr>
<td>Successfully passing the Praxis I</td>
<td>32%</td>
<td>63%</td>
<td>80%</td>
</tr>
<tr>
<td>Successfully passing the Praxis II</td>
<td>33%</td>
<td>61%</td>
<td>65%</td>
</tr>
<tr>
<td>Finding desired courses offered on weekends</td>
<td>38%</td>
<td>58%</td>
<td>74%</td>
</tr>
<tr>
<td><strong>Work/Life Balance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juggling school responsibilities with work responsibilities</td>
<td>40%</td>
<td>63%</td>
<td>71%</td>
</tr>
<tr>
<td>Juggling school responsibilities with family responsibilities</td>
<td>43%</td>
<td>70%</td>
<td>75%</td>
</tr>
</tbody>
</table>
## Rank Order of Tasks Perceived as Challenging by High Percent of Recipients, Counselors and Faculty

<table>
<thead>
<tr>
<th>TASK</th>
<th>Recipients</th>
<th>Counselors</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having past student loan or specific college debt</td>
<td>1</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Juggling school responsibilities with family responsibilities</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Pass the basic math proficiency exam upon admission</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Juggling school responsibilities with work responsibilities</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Pass an required math remedial courses</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Student teaching not allowed in current workplace</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Finding desired courses offered on weekends</td>
<td>7</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Successfully passing the Praxis II</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Successfully passing the Praxis I</td>
<td>9</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

[https://teachecnationalcenter.org/center-initiatives-and-resources/center-initiatives/higher-education/](https://teachecnationalcenter.org/center-initiatives-and-resources/center-initiatives/higher-education/)
Perceived as Challenging for ELL Learners by High Percent of Recipients, Counselors and Faculty

<table>
<thead>
<tr>
<th>TASK</th>
<th>Recipients</th>
<th>Counselors</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find in-class translation services</td>
<td>70%</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>Find college courses that are taught in their native language</td>
<td>67%</td>
<td>80%</td>
<td>89%</td>
</tr>
<tr>
<td>Find textbooks and readings in their native language</td>
<td>64%</td>
<td>76%</td>
<td>85%</td>
</tr>
<tr>
<td>Find a college advisor or counselor who can speak to them in their native language</td>
<td>56%</td>
<td>64%</td>
<td>53%</td>
</tr>
<tr>
<td>Find peers who speak their native language and can help them navigate</td>
<td>55%</td>
<td>57%</td>
<td>58%</td>
</tr>
<tr>
<td>Complete required ESL coursework</td>
<td>46%</td>
<td>61%</td>
<td>58%</td>
</tr>
</tbody>
</table>
Comparison of Top 9 Barriers as Perceived by Recipients with Perceptions of Counselors and Higher Education Faculty

- Successfully passing the Praxis I
- Successfully passing the Praxis II
- Finding desired courses offered on weekends
- Requirement student teaching can't be done in current workplace
- Pass an required math remedial courses
- Juggling school responsibilities with work responsibilities
- Pass the basic math proficiency exam upon admission
- Juggling school responsibilities with family responsibilities
- Having past student loan or specific college debt
ISSUE BRIEFS And RESOURCE LISTS

- Math Barriers
- Dual Language Learners
- Practicum/Student Teaching
- Praxis Exams
- Student Debt
- Weekend Courses
- Juggling Work, Family and College
QUESTIONS?
HOW CAN WE BEGIN TO LEVERAGE CHANGE

Share information on the issues

– Share the Issue Briefs using your state’s recipient data with your funders, your community colleges and universities, state ACCESS chapter, etc.

– Write a op-ed about the challenges our student population faces as they go to college to become better teachers

– Create a webinar on this study and invite college faculty and administrators to attend

– Identify some students who can talk about these issues and tell their stories...along with the data

– Get a reporter to do a story on the challenges the EC educator faces when going back to school

https://teachecnationalcenter.org/center-initiatives-and-resources/center-initiatives/higher-education/
Use all the data you have to leverage change

– Data on your T.E.A.C.H. scholars and graduates—demographics, credits/contract, GPA, % gains in compensation and retention

– Data on your market share of those participating in ECE higher education programs and the numbers of participating institutions

– Data on your T.E.A.C.H. evaluations by recipients and sponsors

– Data on pilot efforts in one college to leverage additional changes/solutions in other colleges

https://teachecnationalcenter.org/center-initiatives-and-resources/center-initiatives/higher-education/
Identify issue champions

- Identify some college faculty willing to talk about an issue you want to tackle
- Identify a counselor who can talk about the challenge of the issue
- Identify a few students who can be spokespeople on an issue
- Set up appointments with key decisionmakers around the issue and bring a counselor, recipients and faculty member with you to those meetings
HOW CAN WE BEGIN TO LEVERAGE CHANGE

Hold a virtual or in-person Summit to talk about issue and solutions

– Identify and invite key decision makers at each college/university

– Create an agenda that include presentations on the issue, engaging recipients, faculty and counselors in sharing the problem

– Share some promising practices from other states

– Create opportunities for participants to work together to identify some solutions
Create a cohort to test a solution

- Create a BA cohort and negotiate with one of your universities to allow students in the cohort to break up their student teaching in 2 semesters
- Ask a local child care program to host a weekend cohort program for their early childhood educators and others
- Create a cohort for recipients for whom English is their second language
- Leverage recipients and scholarships for the development of Infant Toddler Coursework
HOW CAN WE BEGIN TO LEVERAGE CHANGE

Create a “T.E.A.C.H.” solution

– Offer a T.E.A.C.H. scholarship that addresses students who have to do their student teaching in a site other than their own.

– Create a T.E.A.C.H. scholarship to help pay for both the Praxis 1 and 2 but also for online tutorials as part of the BA degree.

– Add a child care stipend to your T.E.A.C.H. AA or BA program for T.E.A.C.H. scholars attending the weekend cohort program.
HOW CAN WE SUSTAIN THE CHANGE

• Keep collecting and sharing data
  – Collect data on “strategy” participants and results
  – Collect data on participants’ satisfaction with the strategy
  – Collect stories from the participants in your strategy...scholars, higher education faculty, employers
  – Publish and disseminate the findings of your intervention to all stakeholders
  – Replicate a successful initiative
QUESTIONS?
Contact Information

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