



Workforce Policy Web Seminar #2: *Focus on Articulation*



**NAEYC Early Childhood Workforce Systems Initiative
April 1, 2009**

Introduction



- ☆ Sarah LeMoine
- ☆ NAEYC Director, Early Childhood Workforce Systems Initiative

Welcome

- ★ Thank you
- ★ Meeting reminders
- ★ Agenda
 - ☆ Overview
 - ☆ National perspective on articulation
 - ☆ State example: California
 - ☆ State example: Connecticut
 - ☆ Questions and comments

Workforce Designs: A Policy Blueprint for State Professional Development Systems

- ★ Product of NAEYC's Early Childhood Workforce Systems Initiative
- ★ Sponsored by the Birth to Five Policy Alliance and Cornerstones for Kids
- ★ On the web at www.naeyc.org/policy/ecwsi

Integrated early childhood professional development system

- ★ A comprehensive system of preparation and ongoing development and support for *all* early childhood education professionals working with and on behalf of young children.



Policy Blueprint: **Essential Policy Areas**

- ★ Professional Standards
- ★ Career Pathways
- ★ Articulation
- ★ Advisory Structure
- ★ Data
- ★ Financing



Policy Blueprint: **Essential Policy Area Focus**

★ Articulation

- ★ The transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits.

Range of Articulation

- ★ Non-credit to credit
- ★ From institution to institution (at the same degree level)
- ★ From one degree level to the next
- ★ Between and among state systems and higher education

Policy Blueprint: **Principles for Policy-Making**

- ★ Does this policy increase **integration among the sectors?**
- ★ Does it include **quality assurances?**
- ★ Does it support **diversity, inclusion, and access?**
- ★ Does it increase **compensation parity?**

National Perspective



- ☆ Alison Lutton
- ☆ NAEYC Senior Director, Higher Education Accreditation and Program Support

Articulation from a National View



NAEYC's national professional preparation standards support the state workforce policy blueprint:

- ★ Aligning programs & integrating sectors
- ★ Assuring quality of training & education
- ★ Building diversity, inclusion & improved access (structure & relationships)
- ★ Designing for compensation parity

Blueprint Principle #1

Align programs to *increase integration among sectors*

- ★ Across training & degree programs, across levels of degree programs (sectors of the professional development systems)
- ★ Across child care, Head Start and primary education (sectors of the early childhood delivery systems)
- ★ Across states

Align state and national professional standards

Blueprint Principle #2

Include *quality assurances*: Assure quality of training & education for workforce through

- ★ Internal processes in training agencies & IHEs
- ★ State processes, e.g. degree program accreditation, state approval, trainer registries

Align with national standards & use accreditation to support articulation

Blueprint Principle #3

Support *diversity, inclusion and access* through

- ★ Context specific structural responses
- ★ Measurable goals
- ★ Attention to relationships

Use national standards as a common framework for local and state innovation

Blueprint Principle #4

Support *compensation parity* through

- ★ Expectations that are aligned with higher paid sectors of early childhood workforce (public school and IHE based teachers)
- ★ Attention to relationship building across all sectors – we’re all “in the field” and all benefit from compensation parity
- ★ Understanding role of community colleges in teacher education
- ★ Designing associate degrees that are substantive enough to improve practice *AND* will transfer

Design articulation agreements for parity

State Example: California



- ☆ Marcy Whitebook
- ☆ Director of the Center for the Study of Child Care Employment, at the University of California at Berkeley

California Community College Curriculum Alignment Project

- ★ Engaged faculty across the state to develop a lower-division program of study (8 courses) for ECE teacher preparation
- ★ Goal to be offered consistently throughout the CA Community College EC/CD programs (103)
- ★ Began in 2005 through CA Community College Early Childhood Educators, supported by West ED E-3 Institute and the David and Lucile Packard Foundation

California Community College Curriculum Alignment Project

- ★ 32 faculty representatives (4 CSU 28 Community College) worked on 8 3-unit courses
- ★ Advisory Council to engage other stakeholders
- ★ Technical Assistance Leads for Alignment Verification Process completed last year
- ★ 76/103 colleges have submitted Statement of Intent to align
- ★ More information: Nancy Brown, Project Director, bdooner@sbcglobal.net



CSU Baccalaureate Pathways in
Early Care and Education (BPECE)

California Community College
Early-Child Curriculum Alignment Project (CCCECAP)

BPECE Baccalaureate Pathways in Early Care and Education

- ★ California State University (CSU) child development/human development faculty seeking to streamlining an educational pathway in collaboration with our California Community College colleagues.
 - ☆ To coordinate the educational pathways within and across systems
 - ☆ To advocate for the integration of child development and early education, so that all domains of development are viewed as inseparable
 - ☆ To promote the CSU's role in preparing early care and education professionals
- ★ Funded by the David and Lucile Packard Foundation
- ★ 18 participating CSUs

Supporting Access

★ Targeted Delivery

- ☆ Student cohorts / Learning communities
- ☆ Classes for English language learners

★ Advising and Counseling

- ☆ Academic, Career, Personal

★ Financial Support

- ☆ Financial aid, child care, transportation, books/supplies

★ Skill-Based Support

- ☆ Tutoring, computer training

★ Access-Based Support

- ☆ Classes/services at nontraditional hours & in accessible locations
- ☆ Online or distance learning

Advising and Counseling

- ★ Every Child Counts, First 5 of Alameda County
- ★ E-3 Institute, Santa Clara County
- ★ Dual focus on assisting the workforce articulate and fulfill professional goals and helping the higher education system adapt and expand to meet evolving needs.

Advising and Counseling

- ★ *Professional Development Coordinators*
- ★ *ECE Career Advocates*
- ★ *College Representatives*
- ★ *Web-based ECE Professional Development Plans at Community Colleges*
- ★ *Programs for English Language Learners*
 - ☆ Spanish-speaking student cohorts, hiring bilingual staff, offering Spanish-language or bilingual classes, and providing neighborhood-based classes and mentoring as bridges toward college attendance.

Lessons Learned

- ★ Shared community vision and regular forums to facilitate communication
- ★ Creating systems to guide students onto a more intentional and planned path

For more information:

Chutes or Ladders? Creating Support Services to Help Early Childhood Students Succeed in Higher Education

http://www.irle.berkeley.edu/cscce/pdf/chutes_ladders07.pdf

Kara Dukakis, Dan Bellm, Natalie Seer, and Yuna Lee

Clearing a Career Path: Lessons from Two Communities in Promoting Higher Education Access for the Early Care and Education Workforce Alameda and Santa Clara Counties, California

Kara Dukakis and Dan Bellm

http://www.irle.berkeley.edu/cscce/pdf/clearing_careerpath06.pdf

Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education Year 1 Report

Marcy Whitebook, Laura Sakai, Fran Kipnis, Mirella Almaraz, & Dan Bellm

http://www.irle.berkeley.edu/cscce/pdf/learning_together08.pdf

State Example: Connecticut



- ☆ Darlene Ragozzine, Executive Director, Connecticut Charts-A-Course
- ☆ Carlota Schechter, Senior Associate, Early Childhood Education, Connecticut Department of Higher Education

Legislative Mandate

Cross-agency and Cross-sector

- ★ **17b-733 Department designated lead agency for child day care services.**

“...develop and implement with the assistance of the ...Departments of **Public Health, Social Services, Education, Higher Education**...a sate-wide coordinated child day care and early childhood education training system...for providers and staff in **child day care centers, group day care homes and family day care homes**...that makes available...scholarship assistance, career counseling and training, advancement in career ladders...through **seamless articulation** of levels of training...”

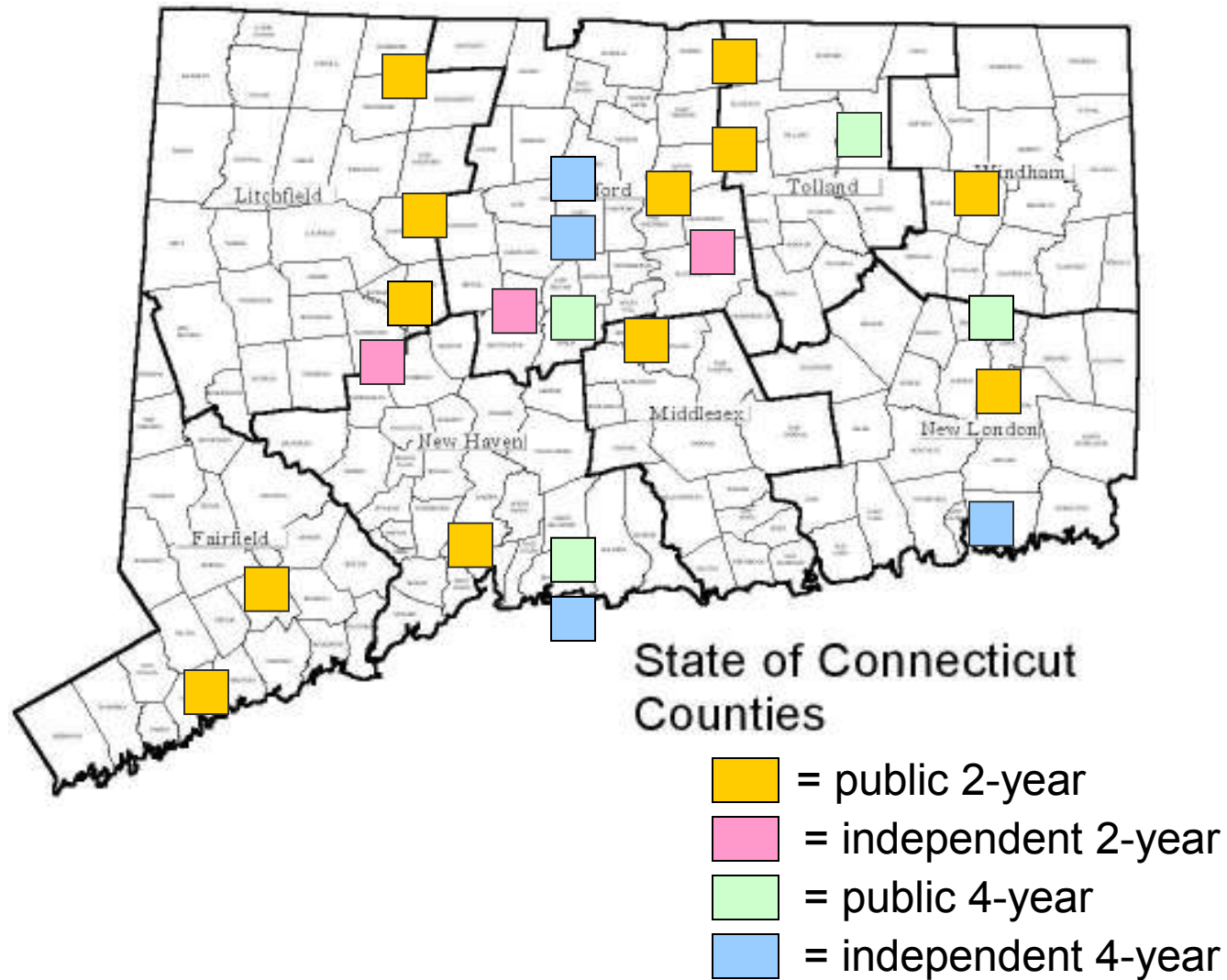
Aspects of Articulation

- ★ Articulation for non-credit based training
- ★ Transfer
 - ☆ One College ⇨ Another College
 - ☆ 2-year College ⇨ 4-year College
- ★ Alignment of state system requirements with higher education system

Credit for Training

- ★ Training Program in Child Development
CCAC approved training (150 hours) that meets the requirement for a CDA.
- ★ Pathways exams - Converts TPCD and/or knowledge and experience into ECE credits
 - Intro to ECE Early Language/Literacy
 - Child Growth/Dev Infant/Toddler
- ★ Standardized credit for CDA into assoc degrees

Connecticut Colleges with ECE Programs



ECE Programs

- ★ CDA and AS in ECE
 - ☆ 12 Community Colleges
 - ☆ 4 Independent colleges
- ★ Bachelor level EC teacher certification
 - ☆ 2 Connecticut State Universities
 - ☆ 4 Independent colleges
- ★ Bachelor's level non-cert EC programs
 - ☆ 2 public (including a college without walls)
 - ☆ 2 independent

College-to-College Transfer

- ★ Alignment of EC associate's programs at 12 Community Colleges
 - ★ Core courses in common
 - ★ Common course numbering
 - ★ NAEYC Accreditation
- ★ 4-year programs are all very different
 - ★ Decisions made at each institution

2- to 4-year Transfer

Articulation Agreement

★ Developed in 1990s

- ★ 3 colleges offer EC Teacher Certification
- ★ 7 Community colleges with AS in EC
- ★ Program-to-program
- ★ Common outcomes (5 NAEYC areas)
- ★ No loss of credits

Students who complete AS in ECE are awarded:

- ★ 18 credits of ECE including a practicum
- ★ 30 credits of general education
- ★ Up to 15 credits in growth and dev.

Agreement Revisited

- ★ 2002: Associate programs approved
 - ☆ Impetus: certification competency based
 - ☆ Faculty team aligns agreement to competencies
 - ☆ 2-year & 4-year content negotiated
 - ☆ 4-year team “approved” AS programs
- ★ 2005: Articulation agreement challenged
 - ☆ Impetus: SDE concerned about 18 credits & practicum
- ★ 2008: Current revision
 - ☆ 18 EC credits if AS program is NAEYC accredited
 - ☆ AS practicum no longer serves as PK student teaching

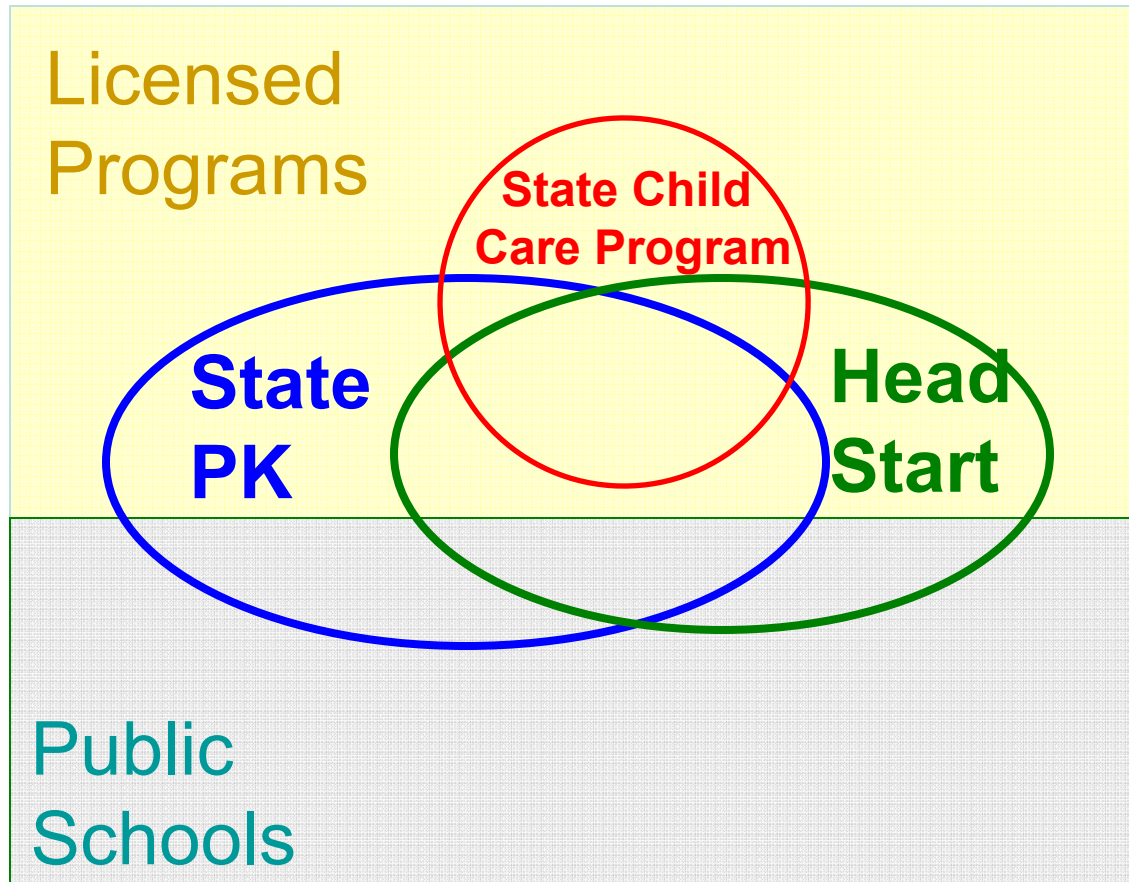
What makes it work?

- ★ Coordinated community college system
 - ☆ All 12 campuses now have ECE programs
 - ☆ Strong coordinators' network supported by Connecticut-Charts-A-Course
 - ☆ System wide alignment of courses
 - ☆ Common course numbers/outlines
 - ☆ Programs are 80% alike
 - ☆ System wide initiative to acquire NAEYC Associate Degree Accreditation.

Challenges

- ★ Challenges for the agreement
 - ☆ Requirements change on campuses
 - ☆ State requirements change
 - ☆ Faculty and state administrators change
- ★ Challenges for students
 - ☆ Meeting entrance criteria
 - ☆ Programs not friendly to working students
- ★ Agreement is necessary, not sufficient

Multiple Requirements



Alignment of Teacher Requirements

- ★ Licensing: CDA or 12 ECE credits
- ★ State PK: CDA & 12 ECE credits*
- ★ Head Start: CDA or Associate in ECE*
- ★ NAEYC: CDA or Associate in ECE*
- ★ Public Schools: Teacher certification

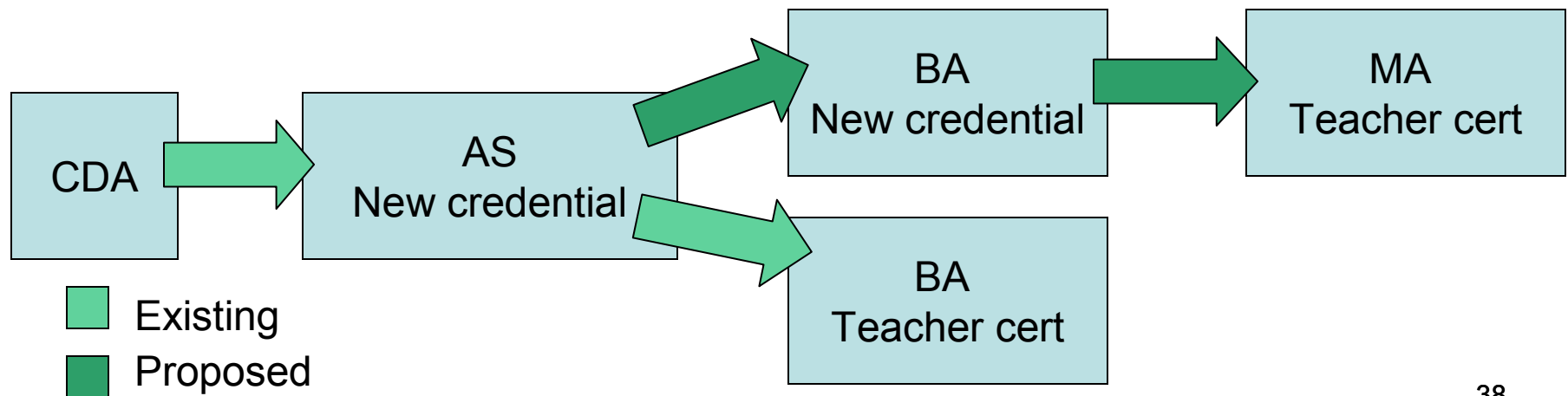
* Changing

Alignment needed: 12 ECE credits & ECE degree

New Initiative

- ★ New EC Teacher Credential (AS or BA)
NOT state teacher certification
- ★ Plan to develop new BA programs

Articulations



Policy Implications

- ★ Legislative policy is necessary, but not sufficient
 - ★ Need to have signed agreements
 - ★ Need to keep it alive as policies and people change
 - ★ Ultimately, it's all about the people

Questions and Comments



☆ From participants

Policy Blueprint: **Related Resources & Assistance**

- ★ Online state policy database
- ★ Summary and additional tools
- ★ National Summit: 3rd Annual State PD Professional Development Leadership Team Work Day
- ★ Collaborative consultation via resources and Web seminars
- ★ www.naeyc.org/policy/ecwsi

Workforce Policy Web Seminar #3

★ *Focus on Data*

★ April 7, 2009

★ 2:00 – 3:00 pm EDT

Thank you!

★ Please contact Sarah LeMoine
for additional information

★ NAEYC

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