

T.E.A.C.H. Early Childhood® and Child
Care WAGE\$® National Professional
Development Symposium

What T.E.A.C.H. and
WAGE\$ Participants Need
To Be Successful in College



April 2, 2014

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Center

Agenda

- Welcome and Introductions
- Part 1 – Framing and discussing the issues
 - Reflections on our educational journeys
 - Workforce profile and risk factors for college non completion
 - Predictors of and strategies to facilitate student success
 - Barriers to student success



Agenda

- Part 2 – Naming the Solutions
 - Traits and attributes of highly effective counselors
 - Measuring counselor effectiveness
 - Scholarships and supplements in aid of student success
 - Tools and resources in your ‘toolkit’
 - Group activity



Framing the Workshop

- Why are we discussing what T.E.A.C.H. and WAGE\$ participants need to be successful in college?
 - We have a lot to offer
 - Solutions
 - Supports
 - Resources



Reflections on our educational journeys

- Did you struggle?
 - Did you work? Balance family/work/school?
- What made a difference in your success?
 - What was in place to assist in your success?
- How does this translate to recipients?



Workforce profile

- Women, most often with children
- Racially, ethnically and linguistically diverse
- Without two and four year degrees in ece
- Low wages
- Few workplace benefits
- High turnover



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)



Predictors of and strategies to facilitate student success

- Academic achievement and aptitude
- Circumstances
- Personal variables
- Higher education institutional variables



Barriers to Building and Sustaining the Workforce our Young Children Need



Personal

- Economic
 - Limited financial resources
 - Dependent children
- Time
 - Competing demands of work, family and professional development needs
 - Unsupportive work environment
- Educational
 - Limited academic skills
 - Unfamiliar with professional development options
 - No, limited or negative college experience
 - No familial precedent with college
 - Limited computer or technology experience
 - English as second language
 - Poor reading, writing and/or math skills



Employer

- Poorly educated administrators
- Employer policies that fail to support/require professional development
- Unavailable wage/career ladder
- No time to support teacher learning and practice in center
- No paid release time available
- No reliable peer support
- Limited resources to help with cost of college or to reward education earned



Higher Education Institutions

- Limited support for student success
 - High counseling/student advisement caseloads
 - Mismatch between faculty & student demographics
 - Lack of faculty and institutional understanding of needs of working student
 - Disconnected and unsupported remedial coursework
- Limited accessibility of higher education resources
 - Cumbersome admissions & enrollment processes
 - High cost of tuition and books
 - Inflexible access related to issues of language, time & place of courses and modality used
- Inconsistent quality of coursework
- No or poor articulation for prior learning, coursework and/or degrees



Early Education System

- Unavailability of relevant credentials & degrees
- Inadequacy of comprehensive scholarships to support workforce returning to school
- Insufficient accreditation of ECE programs in community colleges
- Lack of nationally recognized credentials, other than CDA Credential
- Lack of systemic compensation structures tied to maintaining an educated workforce
- Inadequate funding to support program quality
- Lack of targeted financing mechanism for professional development
- Undervalued priority for educated & compensated workforce
- Low pre-service and in-service workforce standards





Professional Development Standards

Standards	States Meeting
Directors must have BA degree in ECE	5
Lead teachers must have CDA Credential or Associate Degree in ECE	7
Lead teachers must have initial health & safety training, plus one staff member certified in CPR and first aid	40
Lead teachers must have 24 hours of annual training	15
Background checks require fingerprints for state and federal checks plus checks of state child abuse and sex offender registries	23

Part 2



The role of T.E.A.C.H. and WAGE\$ counselors

- Paper Pusher
- Mind Reader
- Interventionist
- Cheerleader
- Academic Advisor
- Career Advisor
- Referral Specialist
- Customer Service Provider



Traits and attributes of highly effective counselors

- From your experience as a counselor, what is the skill set a counselor needs to successfully support students with a variety of barriers?
- Considering your evolution over time, what has changed that impacts what you need and what you offer recipients?
- What ownership do you have for enhancing the supports you provide?
- What disposition is needed to provide effective counseling and what does that look like?



Measuring counselor effectiveness

- What do you use to measure your effectiveness?
- What tells you that you have been effective?
- How does your employer support you in offering supports to recipients?



Tools and resources in your counselor 'toolkit'

- Disposition
- Knowledge
- Database
- Resources
- Group activity
 - Tips for supporting student success



What do T.E.A.C.H. and WAGE\$ recipients need to be successful in college?



They need YOU

Highly effective counselors who are reflective and supportive, understand barriers and challenges to student success and have a toolkit of resources to support student success.



Thank you

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