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

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T.E.A.C.H. Early Childhood® National 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

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<th>Standards</th>
<th>States Meeting</th>
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<tr>
<td>Directors must have BA degree in ECE</td>
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<tr>
<td>Lead teachers must have CDA Credential or Associate Degree in ECE</td>
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<td>Lead teachers must have initial health &amp; safety training, plus one staff member certified in CPR and first aid</td>
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<td>Lead teachers must have 24 hours of annual training</td>
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<td>Background checks require fingerprints for state and federal checks plus checks of state child abuse and sex offender registries</td>
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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?
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. They need YOU.
Thank you

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