

Early Childhood News

An Electronic Publication for Early Childhood Professionals in North Carolina

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The North Carolina Institute for Early Childhood Professional Development was established in 1993.

The Institute is dedicated to defining and advocating for the implementation of a comprehensive early childhood professional development system that provides supportive, accessible, and individually appropriate education which is linked to compensation in order to ensure high quality care and education services for children and families.

Institute members are volunteers representing the early childhood workforce, agencies, organizations and institutions that provide resources and support to the state's early childhood workforce and programs serving young children.

Task groups currently include:
Compensation & Education
Educational Certification
Professional Dev. Infrastructure
Research & Policy
Outreach & Support

To learn more about the Institute or to learn how you can contribute to the work of the Institute please visit www.ncchildcare.org.



The North Carolina Institute
For Early Childhood
Professional Development

In a State of Articulation

Professional development for the early childhood workforce has been defined as one solution to improving the quality of care and education that our young children receive. To increase your understanding about the articulation of credit between 2- and 4-year degree programs in early childhood education highlights from two studies by the Early Childhood Leadership & Policy Network and a statewide survey of NC's community college early childhood programs by the NC Community College Early Childhood/Education Curriculum Improvement Project (ECE/EDU CIP) are provided below and coupled with action steps and resources.

Making Progress

The benefits of articulation are many including the creation of an educational process that is efficient and accessible to a diverse student population. Recent data about articulation of early childhood course credit between North Carolina's 2- and 4-year schools collectively demonstrate a positive trend in both the quantity of programs with bilateral agreements and most importantly, outcomes for early childhood students.

According to the 2006/07 ECE/EDU CIP survey of the state's 58 community college early childhood programs, 70% (n=52) of programs reporting have a bilateral agreement in place for the transfer of a minimum of 64 semester credit hours with at least one North Carolina university early childhood degree program. This figure is twice the number of programs with bilateral agreements in 2005 and provides welcomed news for students intending to continue their education beyond a two-year degree. CIP survey data show that of the 52 reporting colleges a total of 14 (27%) report that 11—25% of its student population transfers to a 4-year program; an additional 3 programs report that 26% - 50% of its population go on to seek higher degrees.

Data published in both 2001 and again in 2007 by the Early Childhood Leadership & Policy Network reveal the success of early childhood education students who transfer from 2-year AAS degree programs to 4-year BS or BA early childhood degree programs. Data published in 2007 indicate that transfer students from AAS degree programs in Early Childhood Education have Grade Point Averages (GPAs) comparable to the native students. The students also performed well in their transition junior year to the 4-year campus. On average, the transfer student GPA increased from 2.72 in 1999 to 2.98 in the 5-year period ending in 2005 — clearly indicating the success of community college early childhood transfer students in 4-year degree programs.

Stakeholder Strategies

- Dialogue with 2- and 4-year early childhood degree programs in your area to increase opportunities for students to continue their education .
- Share information about which universities have bilateral agreements with the early childhood workforce, community college faculty and advisors of early childhood students (see Contact Us at www.ncchildcare.org/contact.html and email the Institute Coordinator for a current list of programs)
- Encourage the development of bilateral agreements that transfer a minimum of 64 semester credit hours and require no more than 70 semester credit hours to complete a BA or BS degree.
- Provide incentives and support for 2-year early childhood programs to become accredited through funding for accreditation fees and release time of faculty to conduct the required self-study.

Resources

- North Carolina Community Colleges offering AAS Early Childhood Degree Programs <http://www.ncccs.cc.nc.us/Programs/docs/Education-Catalog/2007Chart.pdf>
- Accredited North Carolina Community Colleges: www.naeyc.org/accreditation
- North Carolina Birth-Kindergarten University Programs: <http://www.lrc.edu/home/bkconsortium/main.htm>
- *Facilitation of the Transfer of Credit Between Early Childhood Education/Child Development Departments in Two and Four Year Institutions of Higher Education in NC*, 2001. www.ncchildcare.org/pubs.html#articulation
- *Moving Beyond Barriers to Articulation: Developing Agreements among Two- and Four-Year Institutions in Early Childhood Education*, Fall 2007 www.ncchildcare.org/pubs.html