



Ed2Career Summit

May 7, 2015

Education Matters, But Is It Enough??

- o Consistency in educational expectations - that is a Bachelor's degree would go a long way toward improving professional practice. However, it must be implemented while considering other workforce issues!!
- o Recommendation #4: Build an interdisciplinary foundation in higher education for child development

Factors in Quality Professional

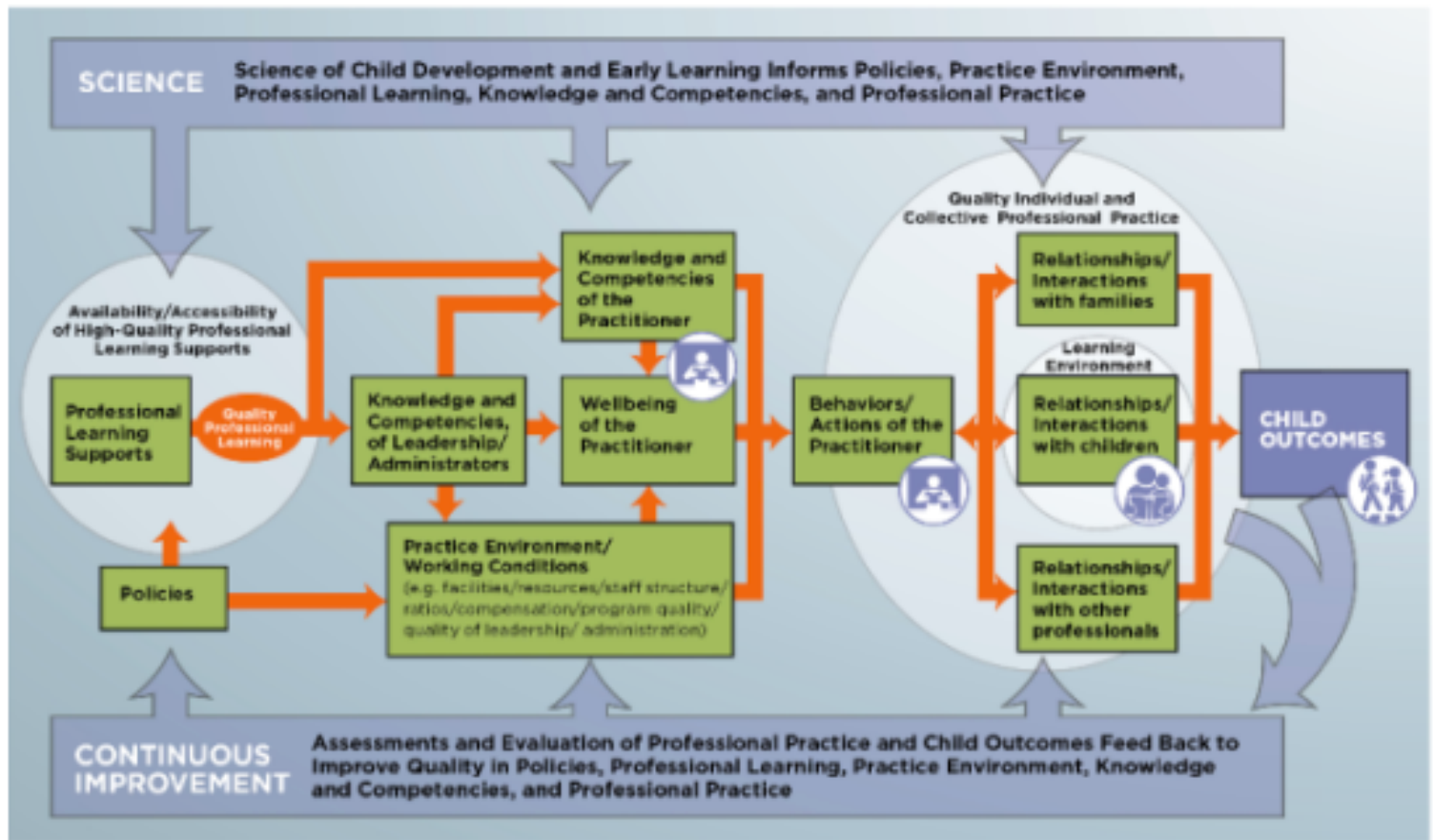


FIGURE 8-1 Factors that contribute to quality professional practice and ultimately to improving child outcomes.

LaRue Allen & Bridget B. Kelly, Editors; Institute of Medicine (IOM) and National Research Council (NRC). 2015. *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: The National Academies Press.

- o Hestenes, et al., (2014) – NC study – 97 preschool classrooms
 - o Teachers' education level was significantly related to ECERS-R, ECERS-E, CLASS Emotional Support & Classroom Organization, & C5 positive affect
 - o Teacher education negatively related to experience - indicating that teachers with higher levels of education tended to be newer to the field

2. Articulation is a Continuing Barrier

- Need for Teachers—enrollment in Teacher Education continues to plummet while need increases; Accreditation requirements increase—3.0 GPA; SAT & ACT requirements
- Use NAEYC program competencies to create statewide PROGRAM by PROGRAM agreements; not course by course; accreditation of 2-year programs

Community College Students

o 82 percent of students who had transferred all of their credits graduated within six years versus 42 percent those who had only some of their credits transferred (Doyle, 2006)

UNC Greensboro Transfer Students

- 56% of transfer students at UNCG B-K licensure & non-licensure in 2014 were from diverse backgrounds
- 45% of native students were from diverse backgrounds
- Over a 5- year period the average GPA for senior transfer students was 3.27 and for native students 3.35
- These data are very similar to earlier data from 1995 to 1998 indicating identical GPAs of 3.22 for transfer and native students at UNCG

Potential Savings of Better Articulation Agreements

Savings	Over 2 years (based on enrollment at Comm. College instead of 4-year program) per student	Projected Savings for 1,000 ECE transfer students (1/2 the # that transfer yearly)
Student	\$10,346.54	\$10,346,540
State of NC	\$6,188.75	\$6,188,750
Total (2-year enrollment)	\$16,535.29	\$16,535,290