

Partners, Paths, and Promise: Head Start Higher Education Work Group

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Background

- Head Start Higher Education Work Group
 - Collaboration of WSA Head Start-ECEAP, Department of Early Learning, and Region X, ACF Office of Head Start
 - 12 members
 - January to July, 2008
- Working drafts of three policy briefs and an Executive Summary of full report

Overview

- Higher Education Requirements
- Context
 - Current educational levels of HS and EHS
 - Average salaries
- Action Steps
 - Paths
 - Partnerships
 - Core Content and Quality
- Summary

National Requirements: 2008-2011

- By September 2008, all staff must report progress on professional development goals.
- By September 2010, all Early Head Start Teachers must have a minimum of CDA.
- By October 2011, all Head Start Teachers must have an AA in ECE or related field

– Source: Region X, ACF Office of Head Start

National Requirements: 2013

- 50% of Head Start Teachers nationwide must have a BA in ECE or related field
 - All Education Coordinators must have a BA in ECE or related field
 - All Teaching Assistants must have either
 - a) CDA plus enrollment in program for AA or BA in ECE or related field; or
 - b) enrolled in a CDA program to be completed in 2 years
- Source: Region X, ACF Office of Head Start

Washington State 2007 Head Start Staff Qualifications

- Out of 653 Teachers
 - 46.5% (30 Teachers) with Associate's degree
 - 30.2% (20 Teachers) with BA
 - 4.2% (28 Teachers) with advanced degree
 - Source: 2007 Washington State Head Start Program Information Report

If WA complied with national requirements:

Gap to 2010– 53.5% need Associate's degree

Gap to 2013– 29.% need BA

Context: Washington State 2007 Head Start Staff Qualifications

- Out of 27 Child Development and Education Managers,
 - 51.85% (14 Managers) have BA
 - 40.7% (11 Managers) have an advanced degree
 - Source: 2007 Washington State Head Start Program Information Report (PIR)
 - If WA complied with national requirements:
 - Gap to 2013– depending on the type of advanced degree, 8 to 48% % need a BA in ECE

Context: Washington State 2007 Head Start Staff Qualifications

- Out of 546 Assistant Teachers,
 - 24% (129 Assistant Teachers) have CDA or state equivalent
 - 15% (81 Assistant Teachers) have Associate's degree
 - 8% (41 Assistant Teachers) have BA
 - 0.4% (2 Assistant Teachers) have advanced degree
 - Source: 2007 Washington State Head Start Program Information Report (PIR)
 - If WA complied with national requirements:
 - Gap to 2013– 17% (91 Assistant Teachers) need a minimum of CDA or degree in ECE or related field

Average Salaries in WA

- Head Start
 - Asst Teachers: \$16,627
 - Teacher (AA degree): \$23,857
 - Teacher (BA degree): \$25,425
- Source: 2007 PIR

Context: Average Salaries in WA

- Early Head Start
 - Asst. Teacher: \$18,901
 - Teacher (AA): \$27,754
 - Teacher (BA): \$28,045
 - Child Development and Education Manager (AA): \$40,103
 - Child Development and Education Manager (BA): \$44,021
 - Source: 2007 PIR

Context: National Avg. Salaries

- Head Start teachers: \$24,737 in 2006
- Public and private preschool teachers: \$25,900 in 2006
- Kindergarten teachers: \$47,040

- Source: U.S. Dept. of Labor, Bureau of Labor Statistics, May 2006 National Occupation and Employment and Wage Estimates, www.bls.gov/oes/oes_data.htm

Pathways

- Ideas
 - Scholarships and loan forgiveness
 - Unified approach to articulation/ transfer from Associate's to BA
 - Consistent teacher preparation standards to link college coursework to NAEYC standards
 - Increased capacity at community/ technical colleges and four-year colleges

Pathways

- Tools
 - Region X, ACF, Office of Head Start advisory on degrees, equivalency, and compliance
 - Networking/ Information between regional higher education and Head Start/ Early Head Start
 - State map of pathways from Associate's to BA
 - Program self-assessments
 - Current staff educational levels
 - Adult learner self-assessment

Partnerships

- Head Start and College partnerships can offer:
 - Adapted coursework to increase relevancy to Head Start classrooms and children
 - Multiple modes of learning: distance, online, onsite, intensive, peer supported.
 - Support for working adult learners: child care, academic and career advisors, tutors, ELL, Mentoring.
 - Source: Pai-Samant, S., Meise, N., Caverly, S, Boller, K., Marton, K., and Rosenberg, L., (2006).

Successful Partnerships

- Communication
- Intentional and continuous planning
- Pooled resources

– Source: Pai-Samant, S., Meise, N., Caverly, S, Boller, K., Marton, K., and Rosenberg, L., (2006).

Partnerships

- Tools
 - Demonstration project
 - Brief to clarify partnership roles between higher education institutions and Head Start programs

Core Content

- Research on core content recommended by NAEYC Accreditation, Washington State P-3 endorsement, and other national accreditation programs.
- WSA Survey of directors to find missing pieces needed by classroom teachers
- Lingering question: what elements of a BA promote quality, and what is the interplay with other program support?
- Sources:
 - Bellm, D (2007).
 - Whitebook, M., (2003).
 - WSA Survey, (2008).

Summary

- Build upon existing pathways
 - Inform Head Start programs of existing courses/ college programs
 - Link staff to appropriate coursework
 - Increase capacity at two-year and four-year colleges
 - Create unified articulation/ transfer between two-year and four-year ECE programs

Summary

- Partnerships
 - Build relationships between Head Start programs and college advisors/ instructors
 - Create new modes of education
 - Provide program support
 - Seek new sources of funding– federal, state, local, private

Summary

- Core content and quality
 - Be informed on Head Start degree requirements and program review requirements
 - Base core coursework on national accreditation guidelines
 - Seek funds to improve retention

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