REVISING AND RECRUITING: REACHING OUT TO THE EARLY EDUCATION WORKFORCE

Anne McLaughlin
Danielle Holland
Community College of Baltimore County
Our Goals

- Offer the best program possible for current and future early childhood educators.
- Offer accessible coursework for educators currently working in the field of early education.
- Make meaningful changes to our program to ensure we are meeting the consumers’ needs.
Advisory Board

- Representative from Maryland State Department of Education
- Representative from Maryland Childcare Association
- A Baltimore County licensed home childcare provider
- Director of the CCBC Early Childcare Learning Center (Essex Campus)
- Former CCBC students
- Current CCBC students
- Current early education faculty
Advisory Board Meeting

- **Agenda Items:**
  - Feedback for the proficiency exam for EDTR 120 and EDTR 121 (Growth and Development in Early Childhood and Curriculum and Materials In Early Childhood Education).
  - Advisement for best practices to prepare our students for employment in the field of early education.
  - Current trends and needs in the profession.
  - Future meetings for feedback for proficiency exam for EDTR 121 and EDTR 123 (Infants and Toddlers and The School Age Child).
The Carl Perkins grant is a federal grant designed to support Career and Technology Education.

Each state determines how/why programs are eligible, but within Maryland each school system (local LEAs and community colleges) place programs on what is referred to as “List A.”

At the community college level “all programs” are eligible to be on List A, but Maryland has decided to limit the list to A.A.S programs.
Maryland uses six indicators to track the progress/success of programs and should be used in the development of funding requests. The six indicators are:

- Technical Skill attainment (getting a certification, e.g. 99 hour certification)
- Credential, certificate or degree
- Student retention or transfer
- Non-traditional completion
- Student placement (is the student working 2nd quarter after graduation)
- Non-traditional participation (males in Nursing or Early Childhood; females in Automotive)

Funds can be used for instructional supplies (non-consumable), equipment, curriculum development, professional development, tutoring, and materials to help transition students from high school programs to college programs.
Non-Traditional Participation and Completion

- **The Challenge**: Inability to transfer early childhood education continuing education credits that fulfill state credentialing requirements into college academic credits in the associate of applied science degree.

- **Improvement Activity**: Develop multiple assessment packages to enable child care providers the opportunity to receive academic credit for courses in the A.A.S. degree.
Assessment Packages

- A selective response test
- A portfolio
- An interview
- Written assignment as determined by course
- EDTR 120 and 121 – 99 clock hours
- EDTR 122 – 45 hours (infant and toddler)
- EDTR 123 – 45 hours (group leader/school age)
Non-Traditional Participation and Completion

- **The Challenge:** Increasing enrollment in the child care and support services management degree(s).

- **Activity:** Create a video to take to child care centers, child care conferences, and other childhood events in order to recruit students for the A.A.S. program as well as introduce the assessment packages.

- [CCBC Early Childhood Program](#)
The Challenge: Retention due to weak writing and study skills.

Improvement Activity: A blended (online and face-to-face) tutoring and writing center staffed by one of our faculty. Students receive training in editing and peer tutoring on course assignments including observations, management plans, handbooks, and parent newsletters.
Technical Skill Attainment

- **The Challenge:** Weak skills in technology

- **Activity:** Infuse iPad technology into instruction in courses EDTR 120 and EDTR 121.
Teacher Education Support Services

- The “Writing Guy”
- Coffee with the Coordinator
- The Writing Center