Building Equitable Pathways Through Braided ECE and English

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Presentation Overview

- Model design and unique features

- Methodology

- Outcomes and future applications

- Future directions - braided assessment and PLA

Model Design - Cohort

- GECC cohort established of early childhood learners

  - Online environment

  - Focus courses (*selected as they contribute to credentials and the ECE AAS pathway*)

    - ENGL 101, LITR 118, COMM 101, PSY 101, SOC 135

  - Student records, interviews, and surveys were utilized to study the efficacy of different cohort design features and their relationship to student success (e.g., cohort modality, theme-focus, success coaches, tutors).

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Key Questions and Data Collection

- What are the individual trajectories of learners in the GECC-ECE pathway?
- How are the features and supports in the GECC-CBE pathway associated with retention, persistence, and credential/degree completion?
  - For which learners are these features and supports most effective?
- How do the features and supports influence individual trajectories? Student persistence?

Data collection:
- Learner demographic data
- Learner academic data (e.g., credits transferred in, previous academic experience, comfort/experience with online courses, comfort/experience with technology)
- Learner success factors (e.g., GPA, courses completed)

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Model Design - Braiding

- Assessment competencies braided, where possible, across learning trajectory. Goals include:

  - Eliminating redundancies

  - Streamlining pathways

  - Supporting learners in mastering needed knowledge and skill

Braided Learning Outcomes

ENGL 101	SOC 135	CHLD 239
Practice efficient research methods by locating & organizing research materials		Identifies appropriate community resources for information and referral.
Contribute, through writing, their own ideas & opinions about a topic to an ongoing conversation in ways that are appropriate to the academic discipline or other context	Demonstrate an understanding of the connection between family upbringing and influences outside the family unit, and how these affect one's sense of self.	Selects appropriate community resources for specific needs of families and children.

Braided Outcomes & Assessment

Program Outcomes: Illinois ECE Competency	ECE Learning Outcome	ECE Assessment	ENGL 101 Outcome	ENGL 101 Assessment
PPD3: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations.	Identifies appropriate community resources for information and referral.	Based on the community in which you live or work, develop a specific resource list of contacts for the following child and family issues and challenges. For each of the 11 challenges/concerns listed, (a) give the name of the agency; (b) a brief overview of services provided, and (c) either a phone number, website or email address.	Practice efficient research methods by locating & organizing research materials Control the appropriate surface features of a text, including (but not limited to) syntax, grammar, punctuation, spelling, and documentation	Annotated Bibliography of local resources

Vision vs. Reality

General Information

- ECE AA/AAS students in GECC courses:
  - AA students performed significantly lower than AAS students
    - note this is similar in AA/AAS general comparison
  - ENGL and PSYC 101 were courses that presented the most significant challenges.

- 25 learners were included across the learning pathway.
  - 39 courses had been previously enrolled in by 18 students: these had a 74% pass rate.
    - 50% of students enrolled in GECC courses previously had passed each course
  - PSY 101 & ENGL 101 were found as courses ECE students were most likely to struggle
  - Historic pass rates for ECE ENGL 101: 53.03% for AA and 58.08% AAS
  - Historic pass rates for ECE PSY 101: 55.01% for AA and 57.16% for AAS

Results

As noted…

- 50% of students enrolled in GECC courses previously had passed each of the courses they had enrolled in.
    - Fall 2022 GECC-ECE online cohort pass rate was **87%.**
- Historic pass rates for ENGL 101 included 53.03% for AA ECE students and 58.08% percent for ECE AAS students.
    - Fall 2022 GECC-ECE online cohort pass rate was **66%.**
- Historic pass rates for PSY 101: 55.01% for AA ECE students and 57.16 for ECE AAS students.
    - Fall 2022 GECC-ECE online cohort pass rate was **84%.**

Retention data:

- overall retention rate: **73.7%**
- cohort retention rate: **88%**

Instructional Strategies and Design

- Examination and tailoring of learner supports
  - Based on unique population needs, more intensive supports for tech included at beginning of course

- Adjustments to learning environment included additional video demonstrations, intrusive supports by coach/mentor.

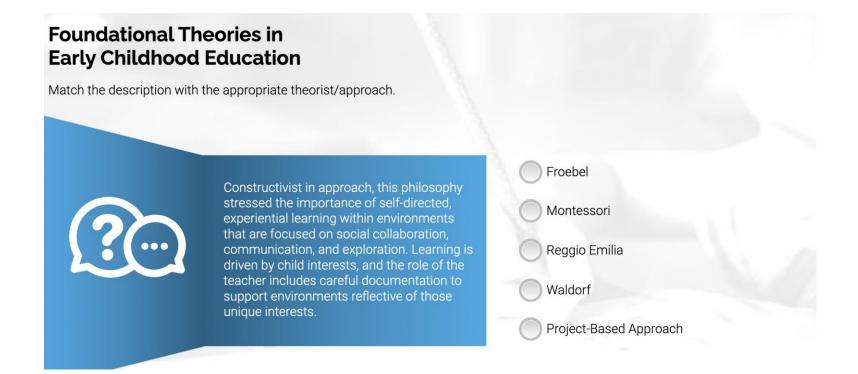- Adaptions made to assessment design

Ethics Match

Drag each term to its correct definition. Click Submit to check your answer.

Ethics	Professional Ethics	Code of Ethics	Confidentiality	Mandated Reporters
Carrying out the professional responsibilities of the field. These serve as a guide for what professionals should and should not do.	Respecting and protecting the privacy of all children and families in accordance with state and federal laws. Ensuring information sharing is limited to only those who have met privacy requirements.	The study of right vs. wrong, duty, and obligation. Involves morality and the ability to make appropriate choices within the context of relationship.	Outlines professional responsibility to society. Conveys the obligations members share in meeting responsibilities. The NAEYC Code of Ethics serves as a guide for early childhood professionals.	The responsibility all early childhood professionals share of reporting suspected abuse and neglect in accordance with state laws.

Activity One

Foundational Theories in Early Childhood Education

Match the description with the appropriate theorist/approach.

Constructivist in approach, this philosophy stressed the importance of self-directed, experiential learning within environments that are focused on social collaboration, communication, and exploration. Learning is driven by child interests, and the role of the teacher includes careful documentation to support environments reflective of those unique interests.

- ◯ Froebel
- ◯ Montessori
- ◯ Reggio Emilia
- ◯ Waldorf
- ◯ Project-Based Approach

Activity Two

Next Steps: ENGL and PLA Exploration

- Connections to Mursion

- Assessment design

- System implementation connections and potential challenges

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Assessment Design

Assessment Stage	ECE ARTIFACT	AUDIENCE	ENGL 101 Outcomes
Prep	Documented research notes	lead teacher	• Research skills • Writing process • Rhetorical awareness of audience • Genre awareness
In-Situ	Observation notes	Self	

Potential Challenges & Opportunities

- Multiple **departments** involved (Records, Advising, Curriculum, Testing, etc)
- Cross-department communication and **perspectives**
- **Evidence** and informed decision making
- Established **processes** to change & new processes to create
- Some challenges inherent to change but excitement over opportunities