

Project PIECE
Promoting Inclusion in Early Childhood Educators

Pearls and Pitfalls of a Blended ECE/EI/ECSE Program

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Project PIECE

- Provides training and financial support for early childhood educators to obtain:
 - A bachelor's degree with a teaching authorization in early childhood
 - An endorsement in early intervention/early childhood special education



Overall Project Outcome

Recruit and graduate 45 scholars who complete the blended ECE/EI/ECSE licensure requirements from underrepresented backgrounds and rural areas of Oregon.



What we know about our population

Underrepresented students have lower college retention rates, take longer to complete degrees, and have lower degree completion rates than their peers!



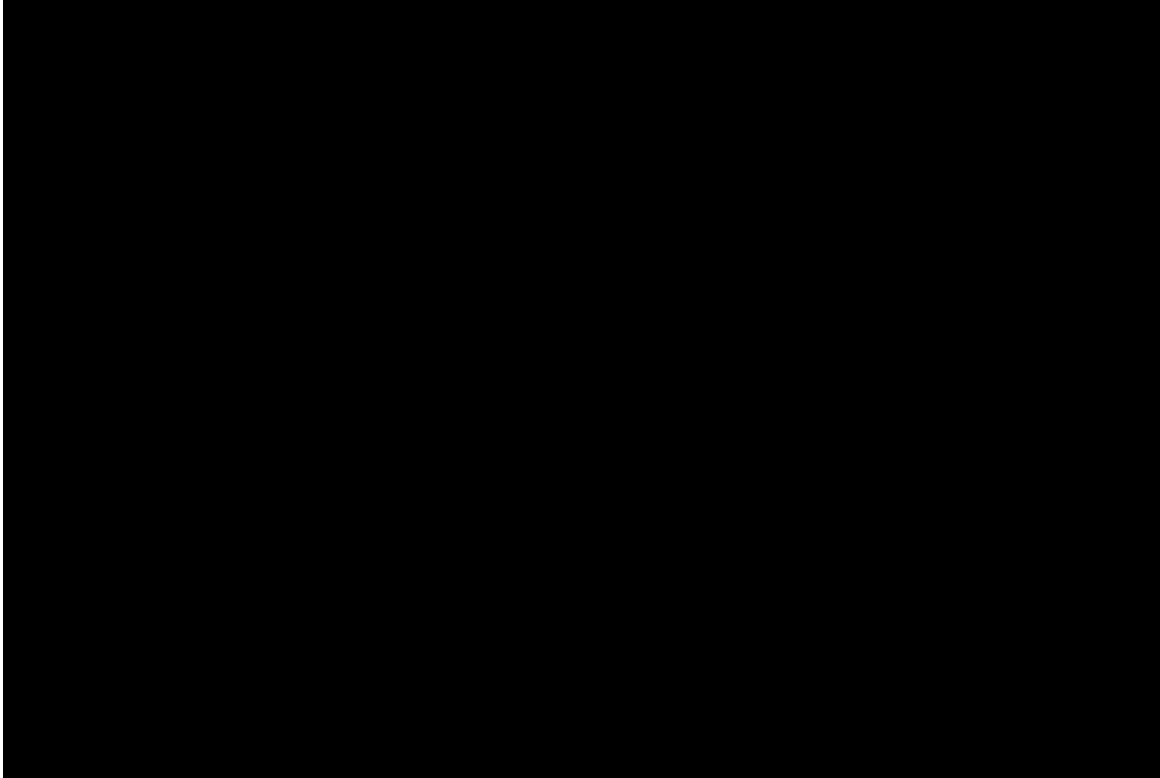
Pearls

Recruiting future stars!

Students from Head Start, Early Head Start, school teaching assistants are recruited who are highly motivated to gain their teaching license and move to the front of the class!



Video

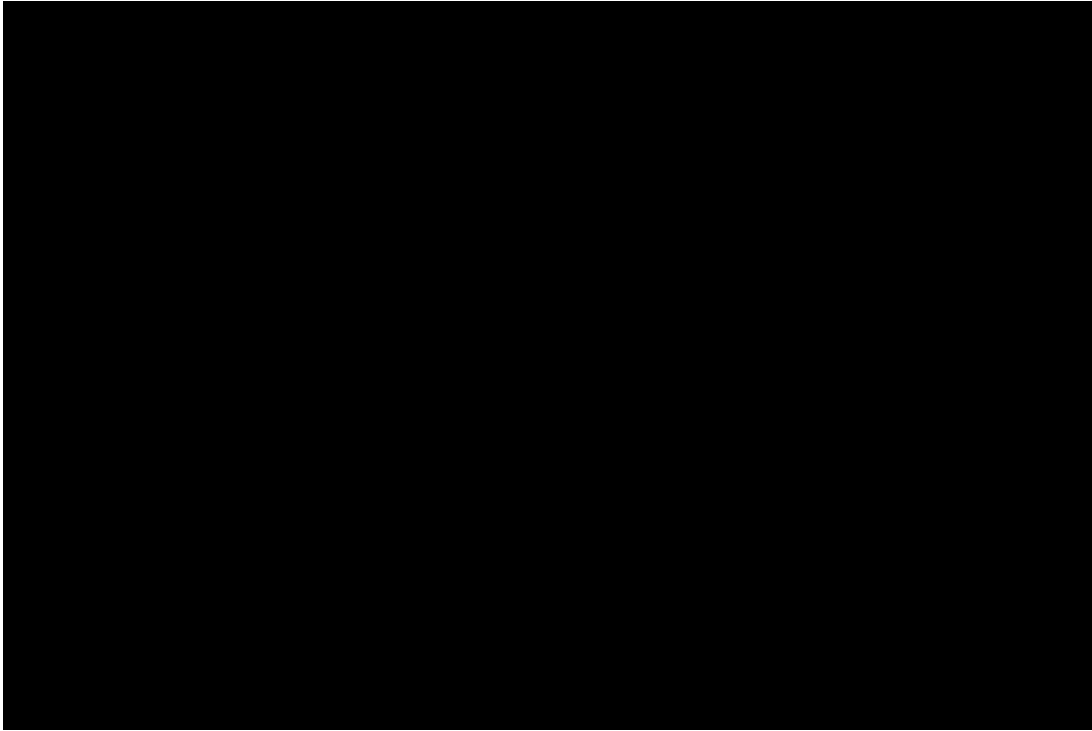


Pearls

Providing a blended program of
Early Childhood Education with
Early Intervention and Early
Childhood Special Education



Video



Pearls

- Creating a community of learners who are there for each other as they move through a cohort model
- Providing the financial as well as emotional supports to enable their success

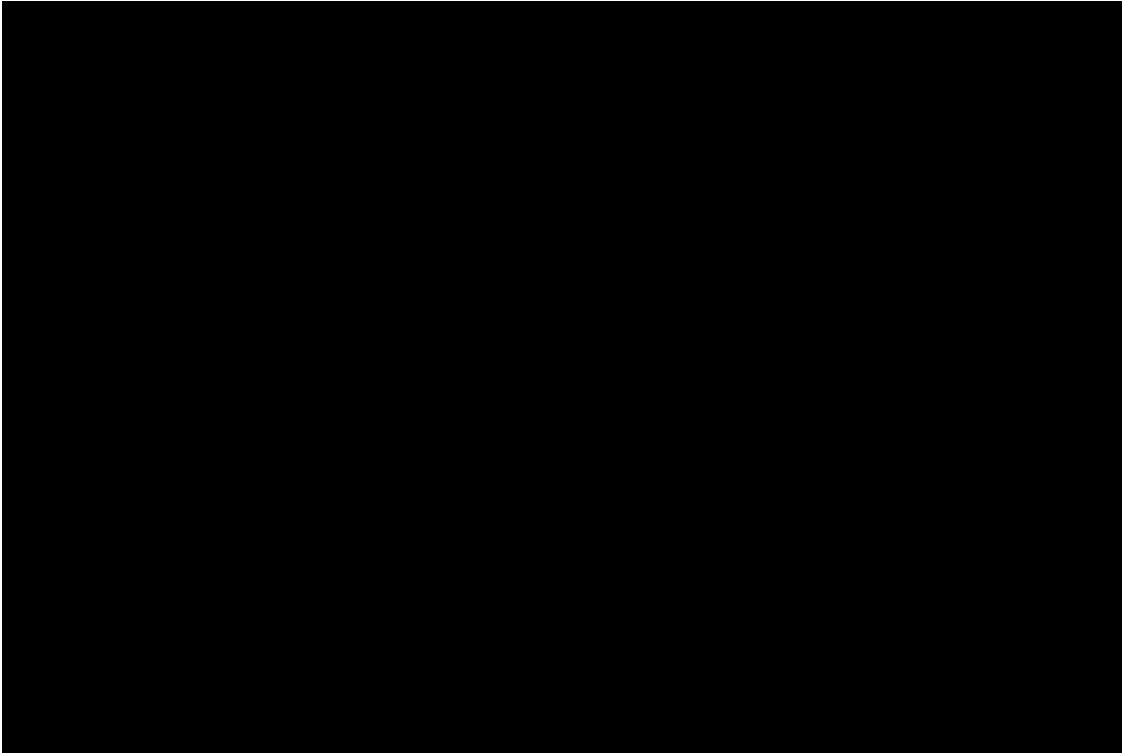


Pearls

- Use a “front load” strategy by giving more time and effort at the beginning to make sure students feel accepted and invested in the program.
 - Utilize administrative support to engage students and help them feel welcome



Video



Pitfalls

- Math and other requirements that are difficult to pass
 - Many of our students went to high school in high poverty areas and do not have the skills in math and science that children from privileged backgrounds have on entering college.



Pearls

- Resources available to students:
 - Writing Center
 - Disability Office
 - Specific cultural student groups
 - It is important to be sure your students are aware of these resources!



Pitfall

- Rigid class schedules that do not take into account students who work full time during the day.
- Faculty who do not understand under-represented students and believe that they are just not “working hard”!



Pitfalls

- Low or non-existing income
 - Finding \$\$ for gas to go to class can be a challenge
- Lack of knowledge of other financial resources and how to apply
 - Engaged Latino financial advisor who jumped through the same hoops



Pitfalls

- Attitudinal barriers
 - Internalized negative beliefs
- Future
 - Fear that they won't pass comprehensive tests and requirements
 - Fear that they won't find a job



Small Group

- Picture here
- What is happening at your college or university with underrepresented groups?



Large Group Share



Small Group

- What are some strategies or what you may want to do differently?



How can we Help?

- Provide mentoring group meetings
 - engage psychology or social work faculty and have students choose topics
 - Engage math faculty to find peer tutors
 - Provide lots of opportunities for fun and time to build cohort support



How can we Help?

- Listen!! Use active listen and do something to solve a problem.
- Encourage students to use positive thinking about themselves and each other through reflection activities in class



Applications are now being accepted for Project PIECE cohorts. To request information or an application packet, contact:

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