

# Chutes or ladders? Creating support services to help early childhood students succeed in higher education <sup>[1]</sup>

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## AVAILABILITY

Report in pdf <sup>[2]</sup>

### Excerpts from the report:

This report explores efforts in California to support nontraditional students generally, and ECE nontraditional students in particular. We recommend that institutions of higher education and local planners work together to assess the needs of nontraditional students in their ECE programs, the adequacy of existing supports on campus, and the ability of staff and faculty to make referrals to these supports. We also recommend, based on our findings, that institutions and localities make an investment in targeted supports for ECE students in order to improve their success in school and beyond. Finally, although evaluative research on the effectiveness of student support services has not been extensive, we reference several recent studies, and recommend further research in this area.

**Region:** United States <sup>[3]</sup>

**Tags:** staff <sup>[4]</sup>

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**Source URL (modified on 27 Jan 2022):** <https://childcarecanada.org/documents/research-policy-practice/07/08/chutes-or-ladders-creating-support-services-help-early>

### Links

[1] <https://childcarecanada.org/documents/research-policy-practice/07/08/chutes-or-ladders-creating-support-services-help-early> <sup>[2]</sup>

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