Using Higher Education Data to Inform Practice, Policy, and Advocacy

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Elevating State Policies For and With the Early Education Profession: Taking Stock, Moving Forward

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Milwaukee, Wisconsin

Center for the Study of Child Care Employment
University of California, Berkeley
Overview of Today’s Presentation

- Introduction to the *Early Childhood Higher Education Inventory* and data gathered through *Inventory* studies
- Additional sources of higher education data
- Examples of higher education data used in states:
  - Rhode Island
  - Oregon
  - Nebraska
- Discussion and questions
Early Childhood Higher Education Inventory

- Developed in response to the BA debate
- Captures variation in program & faculty characteristics
- Describes higher ed landscape at a moment in time
- Customizable to state needs, context, & interests
Inventory Work To Date

In-depth reports on ECE higher education content in 13 states

Cross-state policy briefs on topics like early math content and supporting dual language learners

1 study of principal preparation programs

Understanding Many Languages
Preparing Early Educators to Teach Dual Language Learners
By Abby Copeman Petig, Ph.D., Lea J.E. Austin, Ed.D., and Allyson Dean, Ed.D.

A Critical Calculation
Supporting the Inclusion of Math in Early Childhood Degree Programs
By Abby Copeman Petig, Ph.D., Lea J.E. Austin, Ed.D., Marcy Whitebook, Ph.D., and Allyson Dean, Ed.D.

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Process and Components

- MAPPING MODULE
- SURVEY REVISION
- SAMPLE OUTREACH
- PROGRAM MODULE
- FACULTY MODULE
- ANALYSIS
- FINAL REPORT(S)

faculty interviews
Section 1. Early Childhood Education Program Content

• Child development and learning

• Teaching diverse child populations

• Teaching dual language learners

• Teaching and curriculum

• Teaching skills in early childhood settings

• Family and community engagement

• Teaching children math skills and supporting mathematical understanding

• Administration and leadership
Figure 3: Child Development Theory and Its Relationship to Teaching: Required Age-Group Focus of Programs Participating in Washington Early Childhood Higher Education Inventory, by Degree Level

Age-Group Focus of Required Curriculum: Washington
Rhode Island: Alignment with Work Standards

Figure 16: Rhode Island Early Childhood Higher Education Degree Alignment with the State's Workforce Knowledge and Competencies for Early Educators: Family Engagement

- Creating respectful, reciprocal relationships with families
  - Approved new course content: 1
  - New content in planning phase: 1
  - Currently covered/no changes planned: 3

- Engaging families in their children's development and learning
  - Approved new course content: 1
  - New content in planning phase: 1
  - Currently covered/no changes planned: 3

- Utilizing community resources to support families
  - Approved new course content: 1
  - New content in planning phase: 1
  - Currently covered/no changes planned: 3

N=5
Rhode Island: Alignment with Work Standards

**Figure 20:** Rhode Island Early Childhood Higher Education Degree Alignment with the State’s Workforce Knowledge and Competencies for Early Educators: Professionalism

- **Foundations:** Identifying and involving oneself with the early care and education profession
  - Approved new course content: 1
  - New content in planning phase: 1
  - Currently covered/no changes planned: 2
  - Not covered/no changes planned: 1

- **Ethical standards and professional guidelines**
  - Approved new course content: 1
  - New content in planning phase: 3
  - Currently covered/no changes planned: 4
  - Not covered/no changes planned: 1

- **Valuing diversity**
  - Approved new course content: 1
  - New content in planning phase: 4
  - Currently covered/no changes planned: 4
  - Not covered/no changes planned: 1

- **Advocating for children, families and the profession**
  - Approved new course content: 1
  - New content in planning phase: 1
  - Currently covered/no changes planned: 3
  - Not covered/no changes planned: 1

- **Commitment to ongoing professional development**
  - Approved new course content: 1
  - New content in planning phase: 1
  - Currently covered/no changes planned: 4
  - Not covered/no changes planned: 4

N=5
Nebraska: Articulation

- Associate degree programs with articulation agreements: 67%
- Bachelor’s degree programs with articulation agreements: 75%

38% associate degree programs noted challenges with inconsistent articulation.
Section 2. Clinical Experiences for Students

- Type of field-based experience(s)
- Criteria for site selection
- Supervision of students
- Required elements/experiences

Section 3. Institutional Support

- Enrollment & graduation stats
- Support services tailored for ECE students
- Challenges
  - Lack of resources/support
  - Need for additional faculty expertise

- Infants and toddlers
- Dual language learners
- Children with disabilities
- Scaffolding math development
- Using assessment
- Working with families
Figure D-1: Challenges Facing Mississippi Early Childhood Degree Programs Related to Lack of Resources and/or Support

- Difficulty recruiting or retaining students related to the low pay of the ECE field
- Lack of articulation between 2-year and 4-year college early childhood degree programs
- Faculty administrative responsibilities that interfere with time with students
  - Lack of opportunities for non-traditional/working students to complete clinical experiences
  - Lack of opportunities for non-traditional/working students to complete coursework
FACULTY MODULE

Part 1. Employment and Expertise
Part 2. Current Teaching Experience
Part 3. Professional Development
Part 4. The Early Childhood Degree Program
Part 5. Faculty Information
Part 6. Demographic information
Figure 10. Scaffolding Children’s Mathematical Development: Capability of Preparing Teachers Working with Children of Various Ages, as Reported by Faculty Members Participating in Florida Early Childhood Higher Education Inventory, by Degree Level
Arkansas
Table C-12: Participation in Professional Development Related to Early Mathematical Development in Past Three Years

<table>
<thead>
<tr>
<th>Professional Development Topic</th>
<th>All Degree Faculty (N=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching practitioners to implement instructional strategies that support mathematical understanding in children from birth through age 2</td>
<td>38%</td>
</tr>
<tr>
<td>Teaching practitioners to implement instructional strategies that support mathematical understanding in children ages 3 and 4 (Pre-K)</td>
<td>46%</td>
</tr>
<tr>
<td>Teaching practitioners to implement instructional strategies that support mathematical understanding in children in Kindergarten through grade 3 or higher</td>
<td>27%</td>
</tr>
<tr>
<td>Teaching practitioners how to effectively use assessment to inform and individualize their mathematical instruction</td>
<td>31%</td>
</tr>
<tr>
<td>Strategies to help practitioners who struggle with mathematics build confidence in their ability to facilitate children’s mathematical understanding and skill</td>
<td>35%</td>
</tr>
<tr>
<td>None of the above</td>
<td>50%</td>
</tr>
</tbody>
</table>
Arkansas:
Table C-15: Interest in Professional Development Topics Related to Adult Learners

<table>
<thead>
<tr>
<th>Professional Development Topic</th>
<th>1- Not interested</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5- Very Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Degree Faculty (N=26)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies and techniques for mentoring/coaching adult students</td>
<td>4%</td>
<td>4%</td>
<td>23%</td>
<td>12%</td>
<td>58%</td>
</tr>
<tr>
<td>Strategies to supervise adult students in clinical/field experiences</td>
<td>8%</td>
<td>0%</td>
<td>15%</td>
<td>19%</td>
<td>58%</td>
</tr>
<tr>
<td>Strategies to provide quality academic/career advising to adult students</td>
<td>8%</td>
<td>4%</td>
<td>19%</td>
<td>12%</td>
<td>58%</td>
</tr>
<tr>
<td>Using technology to promote adult learning</td>
<td>4%</td>
<td>8%</td>
<td>19%</td>
<td>19%</td>
<td>50%</td>
</tr>
<tr>
<td>Teaching adult students who are English-language learners</td>
<td>0%</td>
<td>4%</td>
<td>35%</td>
<td>23%</td>
<td>38%</td>
</tr>
<tr>
<td>Teaching culturally and ethnically diverse college students</td>
<td>0%</td>
<td>4%</td>
<td>31%</td>
<td>12%</td>
<td>54%</td>
</tr>
<tr>
<td>Teaching economically diverse college students</td>
<td>4%</td>
<td>0%</td>
<td>31%</td>
<td>8%</td>
<td>58%</td>
</tr>
</tbody>
</table>
How can Inventory data be useful to you and your state?

1. Understand program, institution, and state contexts
2. Identify challenges facing programs, students, and faculty
3. Allow for programmatic adjustments
4. Support policy recommendations
5. Provide evidence for advocacy efforts
# Additional Sources of Higher Education Data...

**T.E.A.C.H. Barriers to Access and Success**

<table>
<thead>
<tr>
<th>States</th>
<th>AL, CO, DC, DE, FL, IN, IA, MI, MN, MO, NE, NV, NC, OH, PA, RI, SC, TX, UT, VT, WI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>61 Counselors</td>
</tr>
<tr>
<td></td>
<td>2,071 Scholars</td>
</tr>
<tr>
<td></td>
<td>170 Higher Ed Faculty</td>
</tr>
<tr>
<td>Highlights</td>
<td>★Alignment of identification of top barriers for student success</td>
</tr>
<tr>
<td></td>
<td>★ELLs face significant barriers/needs for support</td>
</tr>
</tbody>
</table>

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Figure 2: Perceptions of Missing Services for English Language Learners

Tasks Rated as Very Difficult/Difficult for ELLs

- Complete required ESL coursework
- Find peers who speak their native language and can help them navigate
- Find a college advisor or counselor who can speak to them in their native language
- Find textbooks and readings in their native language
- Find college courses that are taught in their native language
- Find in-class translation services

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Thank You!

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