

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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**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

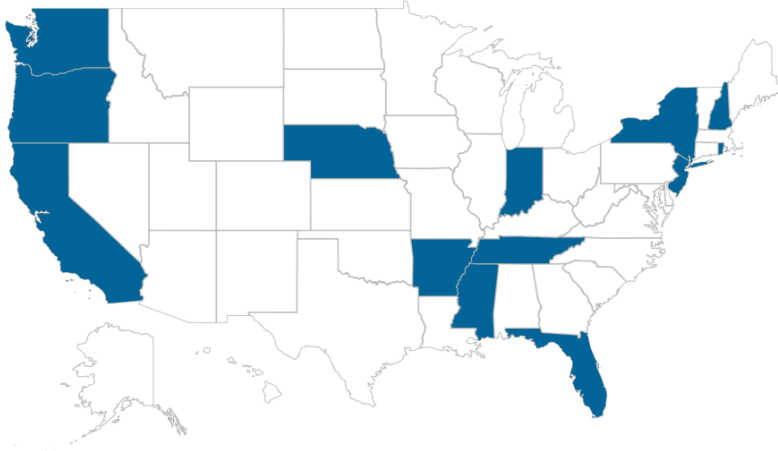
Developed in response to the BA debate

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

BRIEF

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.

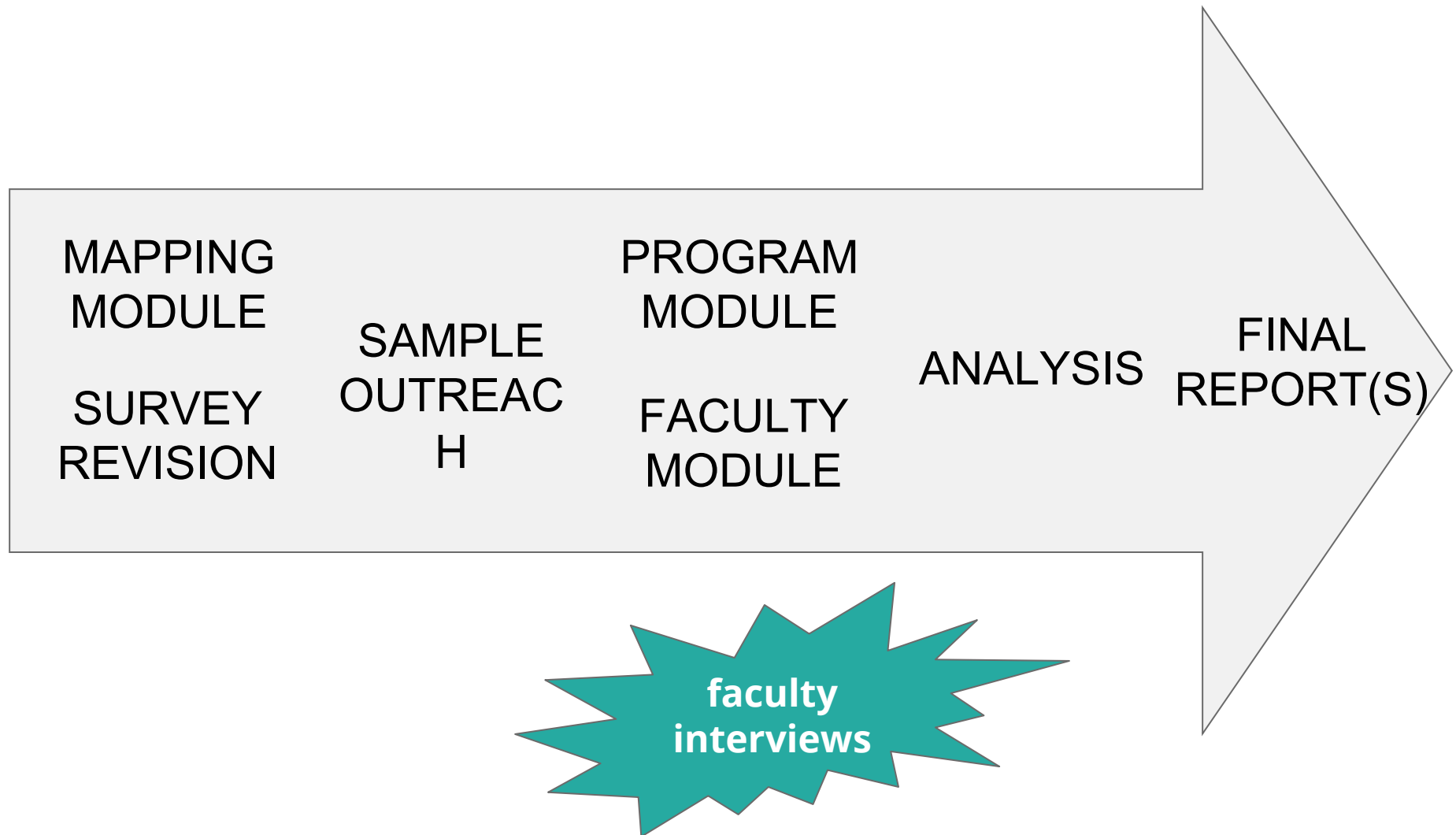
BRIEF

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.

Process and Components



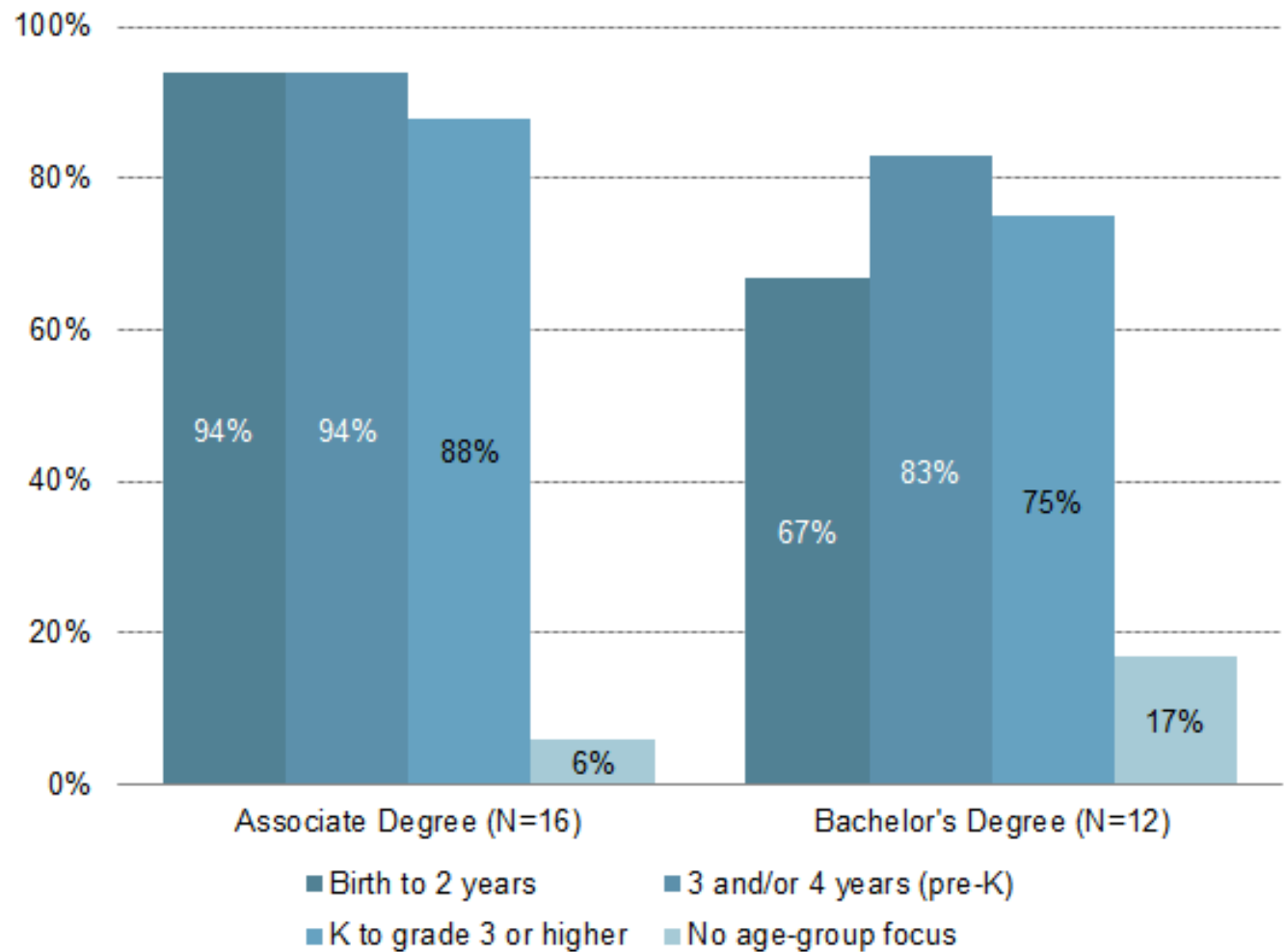
PROGRAM MODULE

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

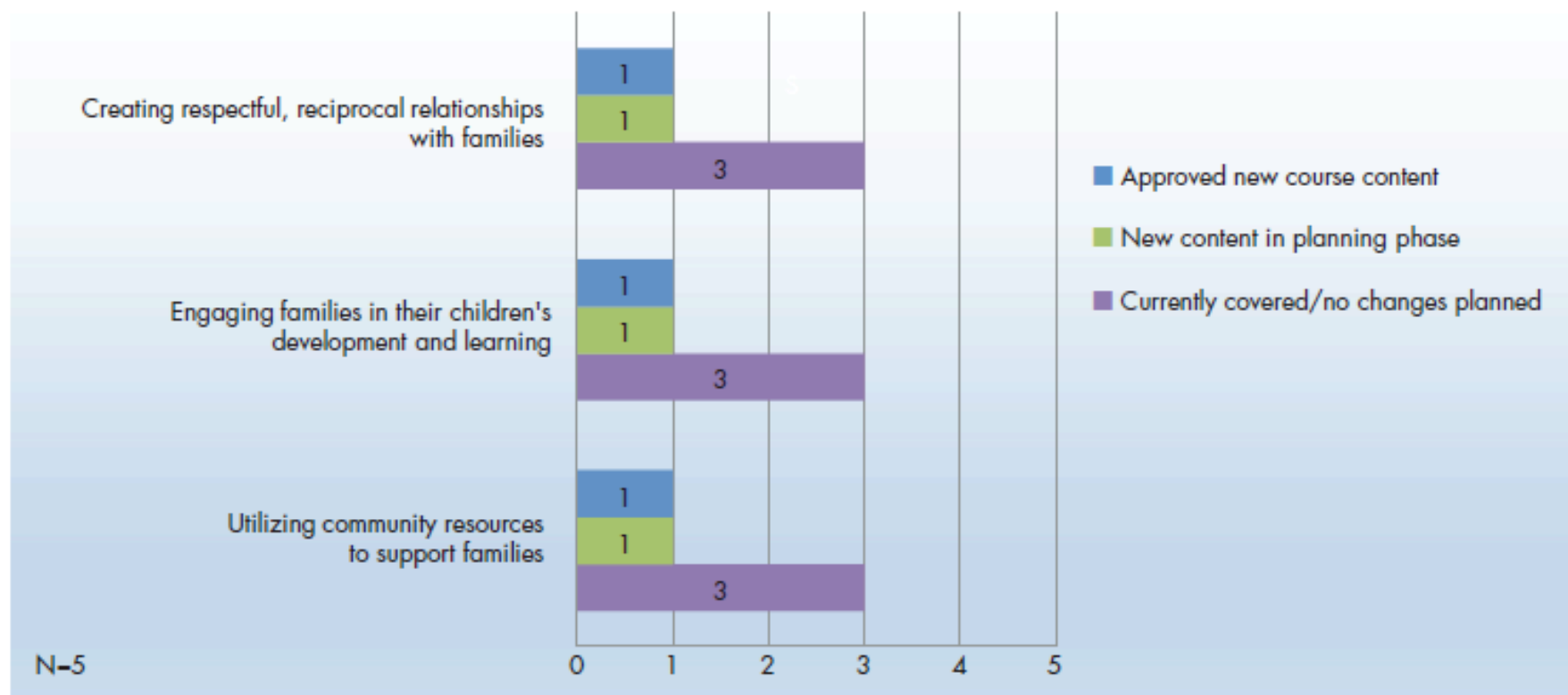
Age-Group Focus of Required Curriculum: Washington

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



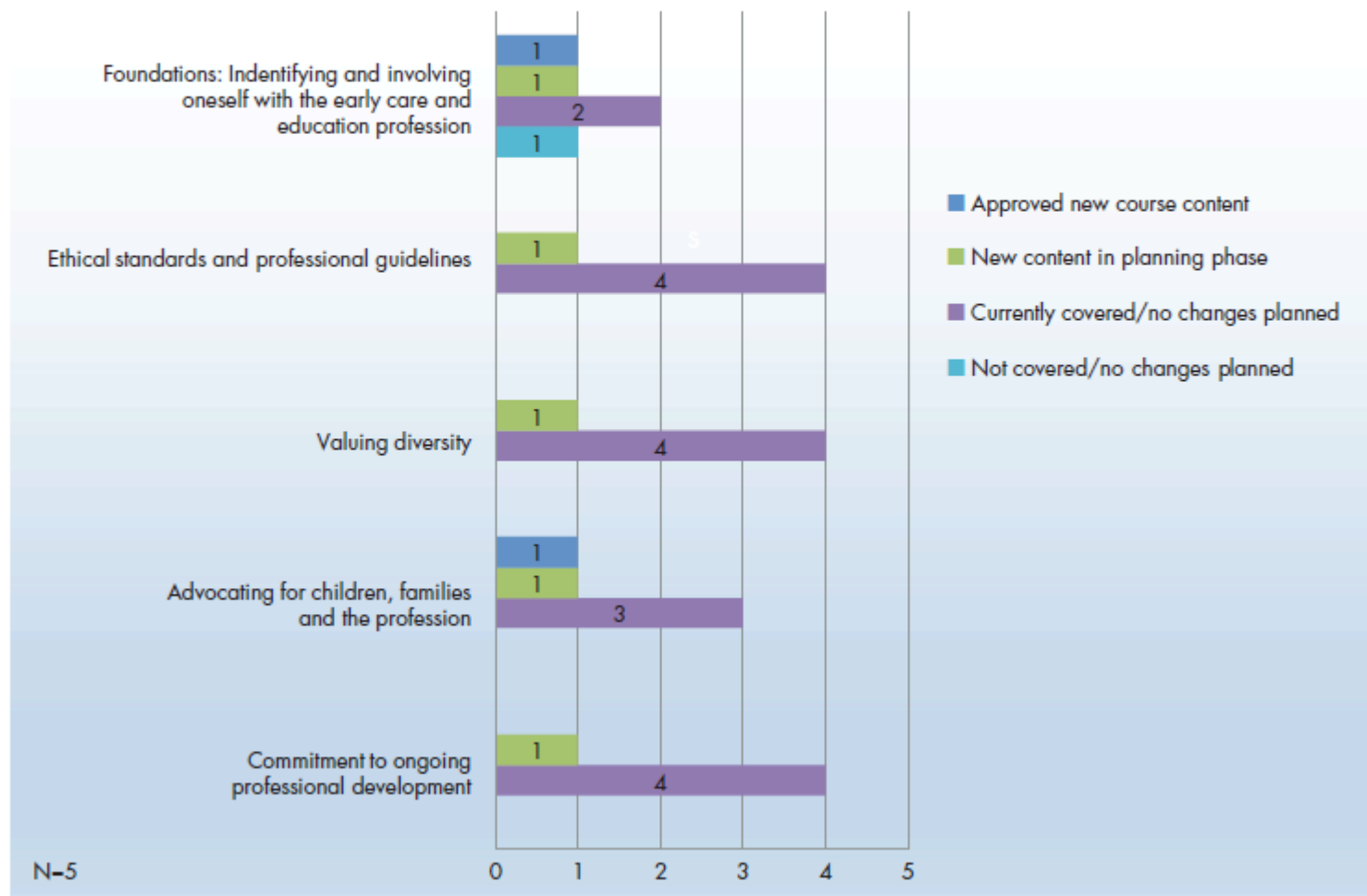
Rhode Island: Alignment with Work Standards

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

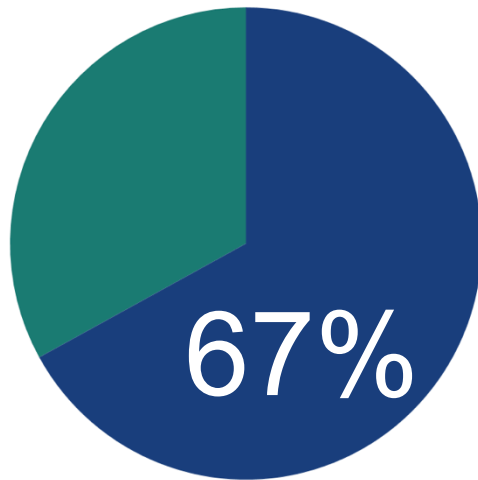


Rhode Island: Alignment with Work Standards

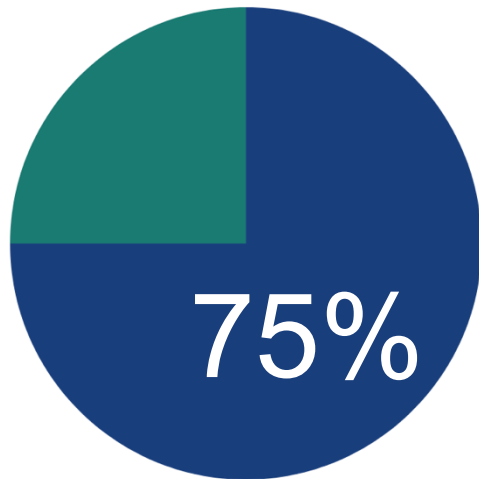
Figure 20: Rhode Island Early Childhood Higher Education Degree Alignment with the State's Workforce Knowledge and Competencies for Early Educators: Professionalism



Nebraska: Articulation



associate degree programs with articulation agreements



bachelor's degree programs with articulation agreements

38%

associate degree programs noted challenges with inconsistent articulation

PROGRAM MODULE

Section 2. Clinical Experiences for Students

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

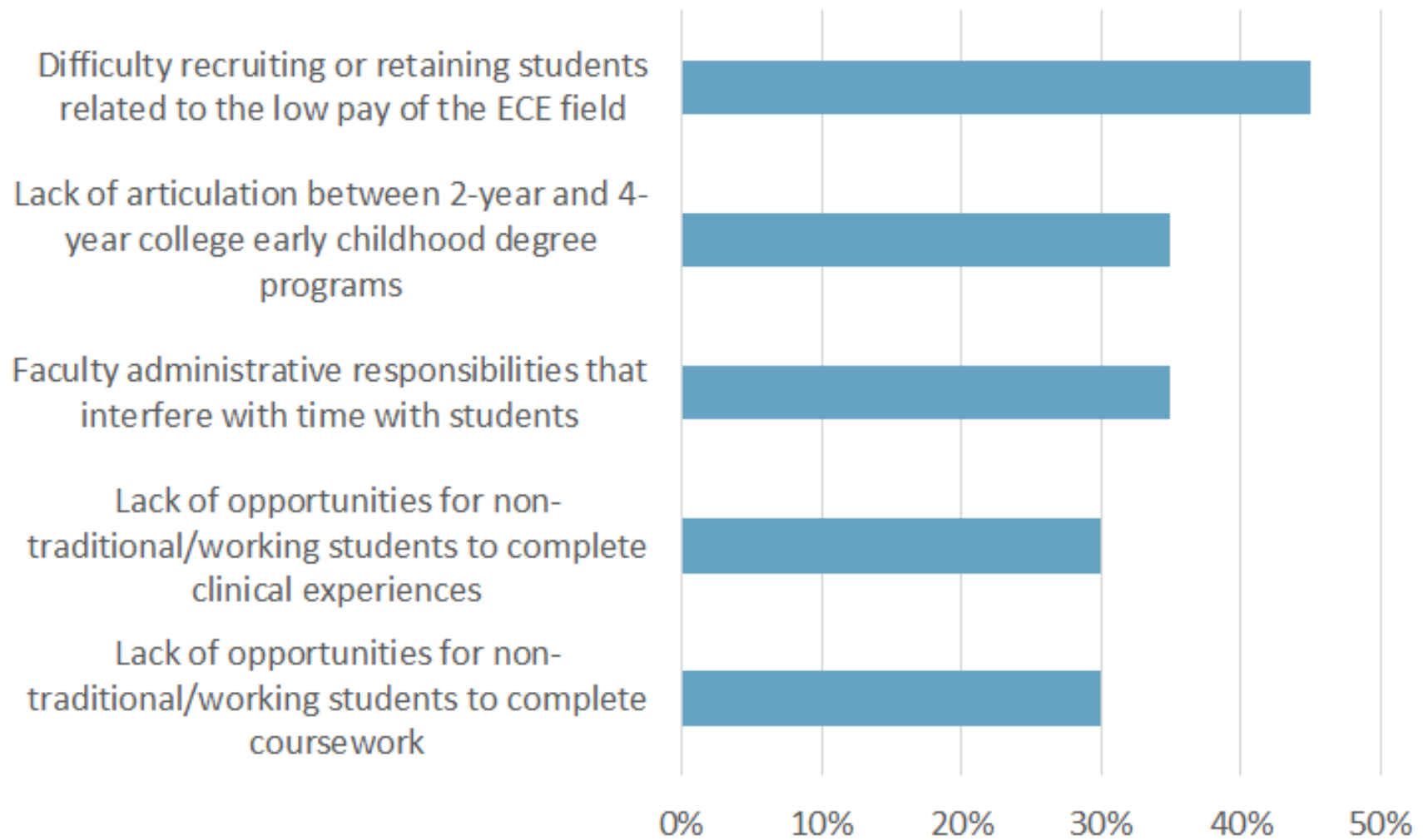
- infants and toddlers
- dual language learners
- children with disabilities

- scaffolding math development
- using assessment
- working with families

Section 3. Institutional Support

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

Figure D-1: Challenges Facing Mississippi Early Childhood Degree Programs Related to Lack of Resources and/or Support



FACULTY MODULE

Part 1. Employment and Expertise

Part 2. Current Teaching Experience

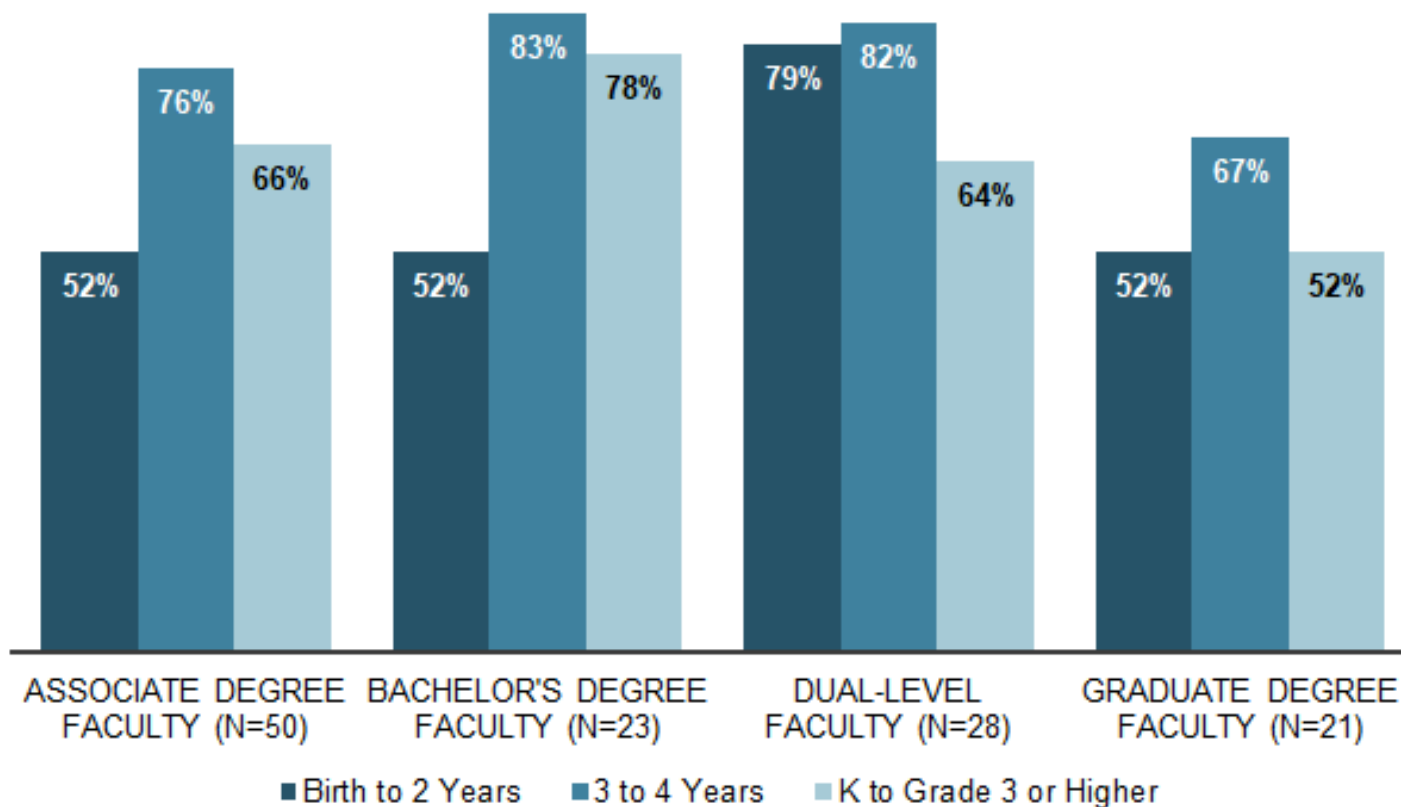
Part 3. Professional Development

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

Professional Development Topic	All Degree Faculty (N=26)
Teaching practitioners to implement instructional strategies that support mathematical understanding in children from birth through age 2	38%
Teaching practitioners to implement instructional strategies that support mathematical understanding in children ages 3 and 4 (Pre-K)	46%
Teaching practitioners to implement instructional strategies that support mathematical understanding in children in Kindergarten through grade 3 or higher	27%
Teaching practitioners how to effectively use assessment to inform and individualize their mathematical instruction	31%
Strategies to help practitioners who struggle with mathematics build confidence in their ability to facilitate children's mathematical understanding and skill	35%
None of the above	50%

Arkansas:

Table C-15: Interest in Professional Development Topics Related to Adult Learners

Professional Development Topic	1- Not interested	2	3	4	5- Very Interested
All Degree Faculty (N=26)					
Strategies and techniques for mentoring/ coaching adult students	4%	4%	23%	12%	58%
Strategies to supervise adult students in clinical/field experiences	8%	0%	15%	19%	58%
Strategies to provide quality academic/ career advising to adult students	8%	4%	19%	12%	58%
Using technology to promote adult learning	4%	8%	19%	19%	50%
Teaching adult students who are English-language learners	0%	4%	35%	23%	38%
Teaching culturally and ethnically diverse college students	0%	4%	31%	12%	54%
Teaching economically diverse college students	4%	0%	31%	8%	58%

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

States

21 = AL, CO, DC, DE, FL, IN, IA,
MI, MN, MO, NE, NV, NC, OH,
PA, RI, SC, TX, UT, VT, WI

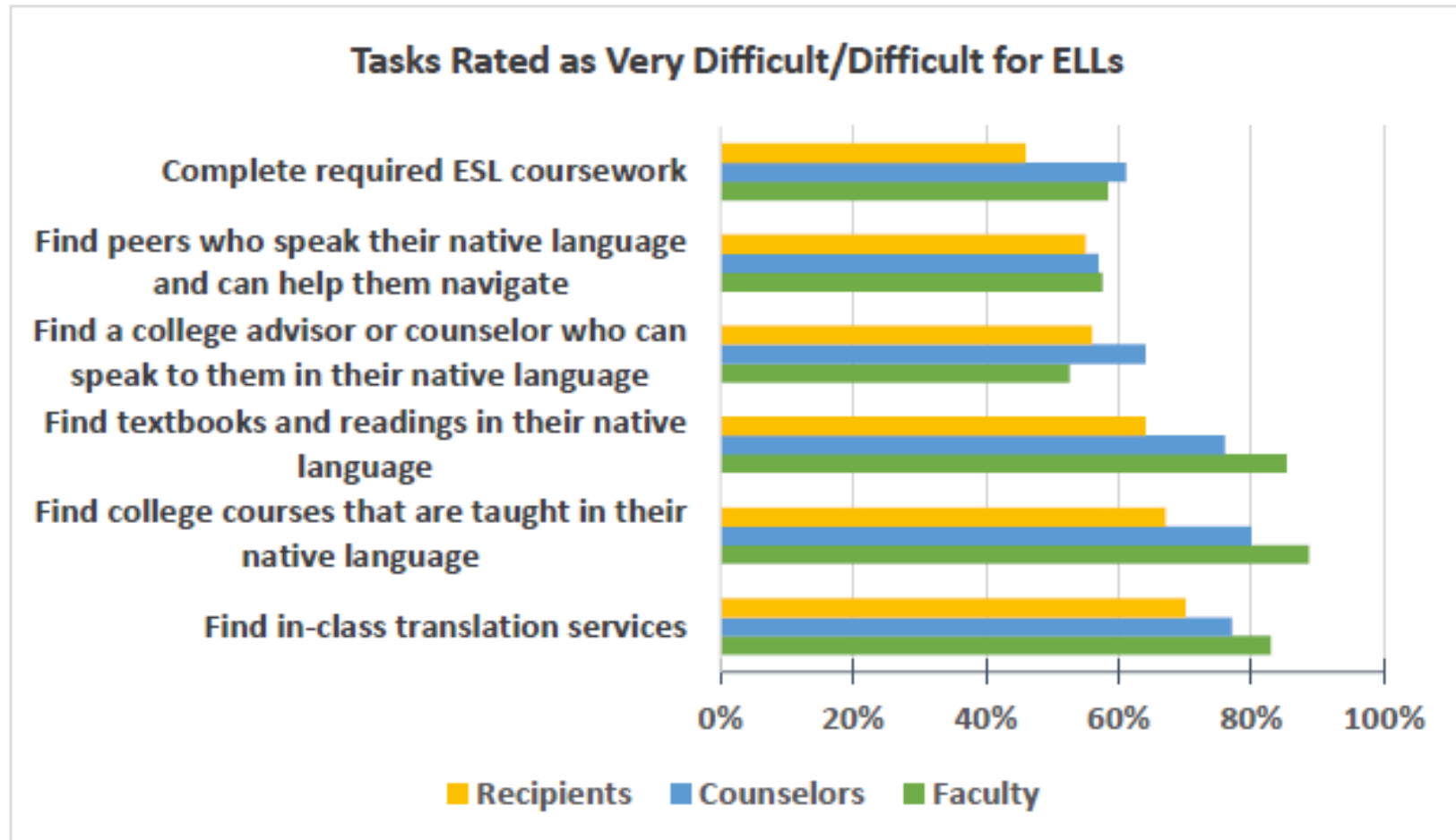
Participants

61 Counselors
2,071 Scholars
170 Higher Ed Faculty

Highlights

- ★ Alignment of identification of top barriers for student success
- ★ ELLs face significant barriers/needs for support

Figure 2: Perceptions of Missing Services for English Language Learners



Thank You!



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