Teaching the Teachers of our Youngest Children:
The State of Early Childhood Higher Education in New York, 2015

Center for the Study of Child Care Employment
University of California, Berkeley

A Brief History

- National Context – Whitebook, et al as partners

- Original plan – Federal Early Learning Challenge Grant

- Funding Opportunity

- Institute of Medicine Report

Study Design

Participants

- Programs
  - 27 associates degree programs
  - 29 bachelor's degree programs
  - 58 master's degree programs
- Faculty
  - 74 community college faculty members
  - 194 bachelor's and graduate degree faculty members

Procedure

- CSCCE Researchers implemented the Early Childhood Higher Education Inventory
  - Mapping of population of higher education programs within the state
  - Online program survey for degree program leaders
 - Online faculty survey

Response Rate

Table 1.1 Population of Institutions of Higher Education (IHE) in New York Offering Early Childhood Education Degrees[1]				
Program Type	**Number of IHE Identified as Offering ECE Degree[1]**	**Number of IHE Agreeing to Participate in the Inventory**	**Number/Percentage of IHE that Completed at Least One Survey**	
			Number	**Percentage**
Associate	28	25	22	88%
Bachelor's	40	34	23	68%
Master's	50	42	36	86%
Doctoral	3	2	2	100%
[1]Duplicated count, as colleges and universities may offer multiple program types.				

Map of New York's Programs

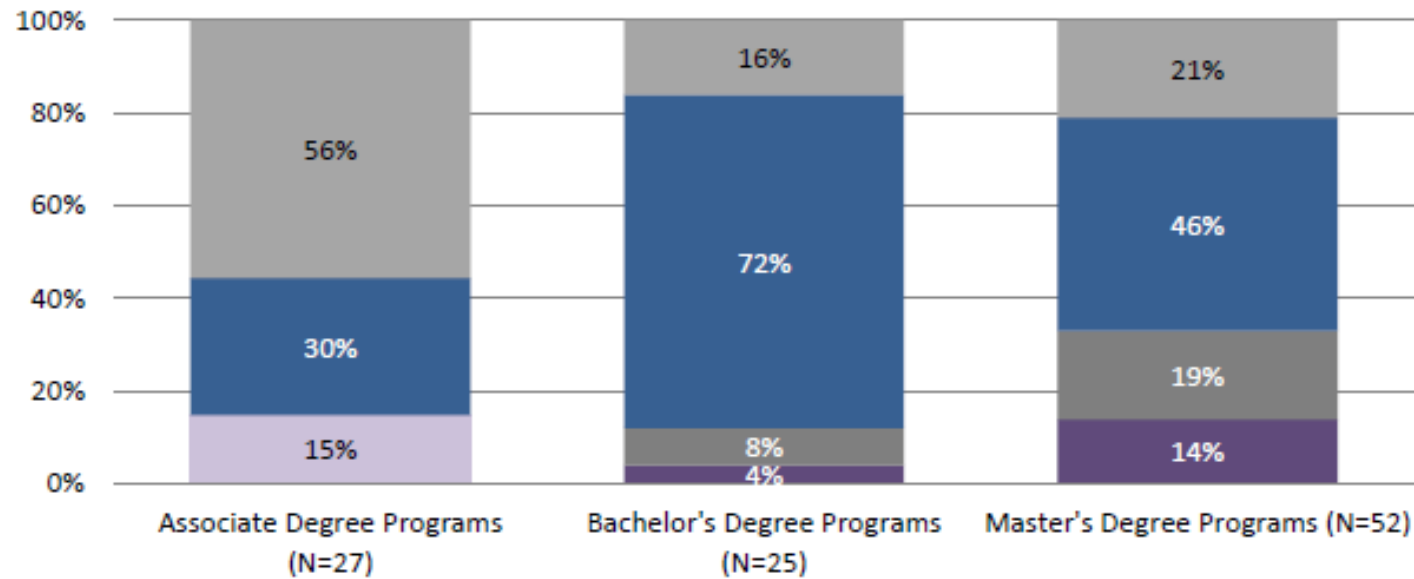

Distribution of New York Institutions of Higher Education Offering Early Childhood Degree Programs[1]
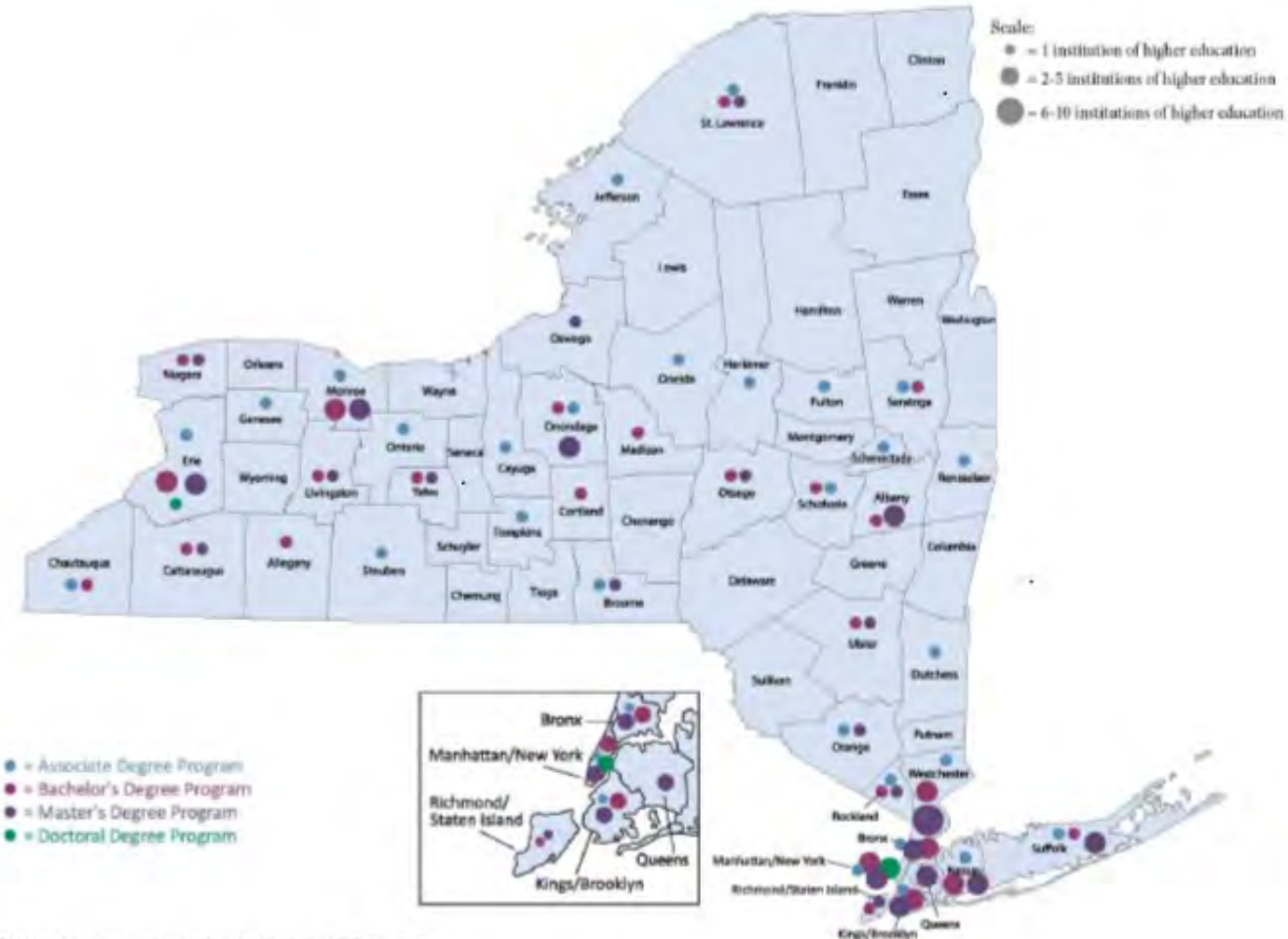
Purpose of Programs


Figure 1. Primary Goal of New York's Early Childhood Higher Education Degree Programs, by Program

- To prepare students for multiple roles involving young children, working in many types of settings

- To prepare students for teaching and/or administrative roles in early childhood (birth to grade 2) or early childhood/elementary settings (birth to grade 6)

- To prepare students for teaching and/or administrative roles - only in early childhood education settings for children birth to five

- To prepare students for the roles of early interventionists or early childhood special educators

- Other

Focus on Dual Language Learners

Figure 2: Development of Dual Language Learners: Age-Group Focus of Programs Participating in the New York Early Childhood Higher Education Inventory, Selected Topics
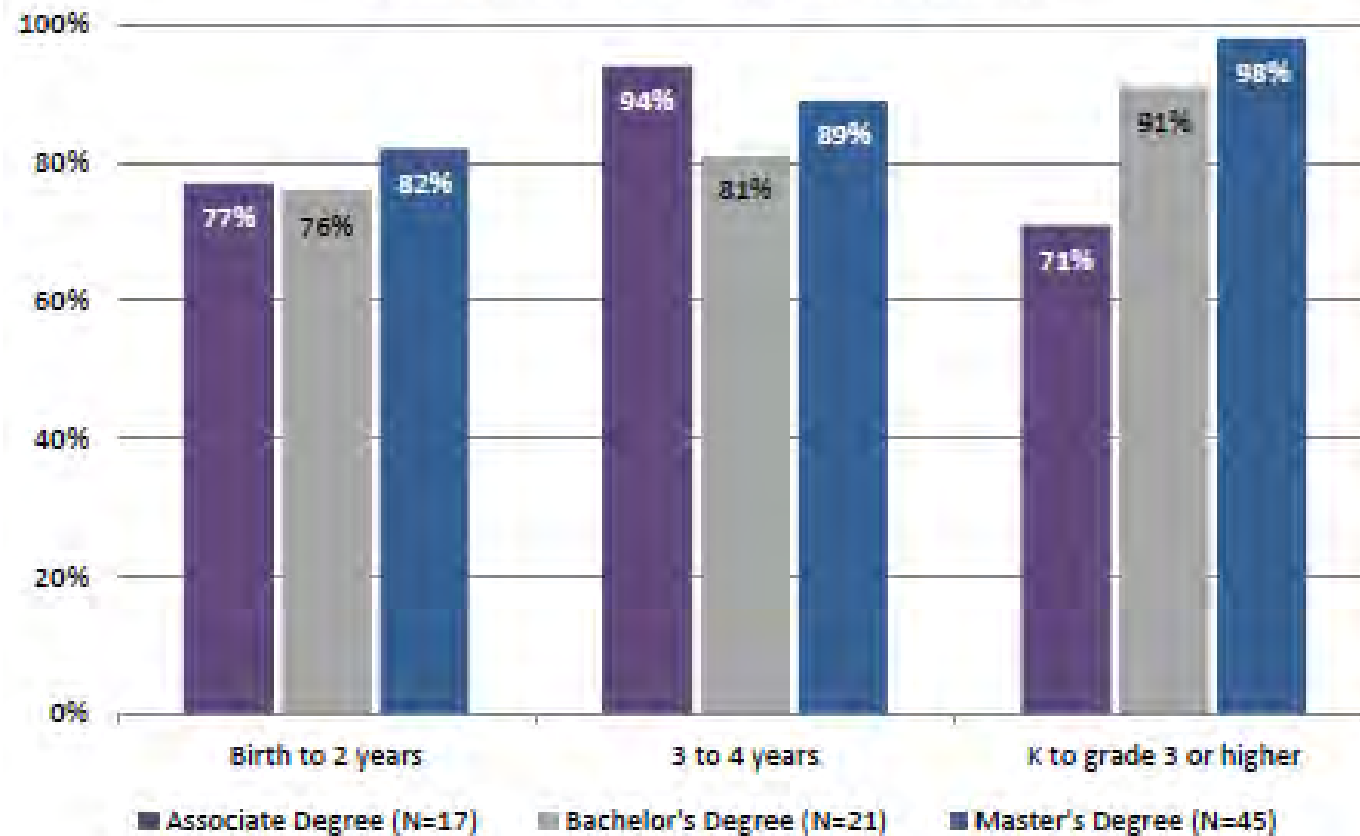
Field Experience

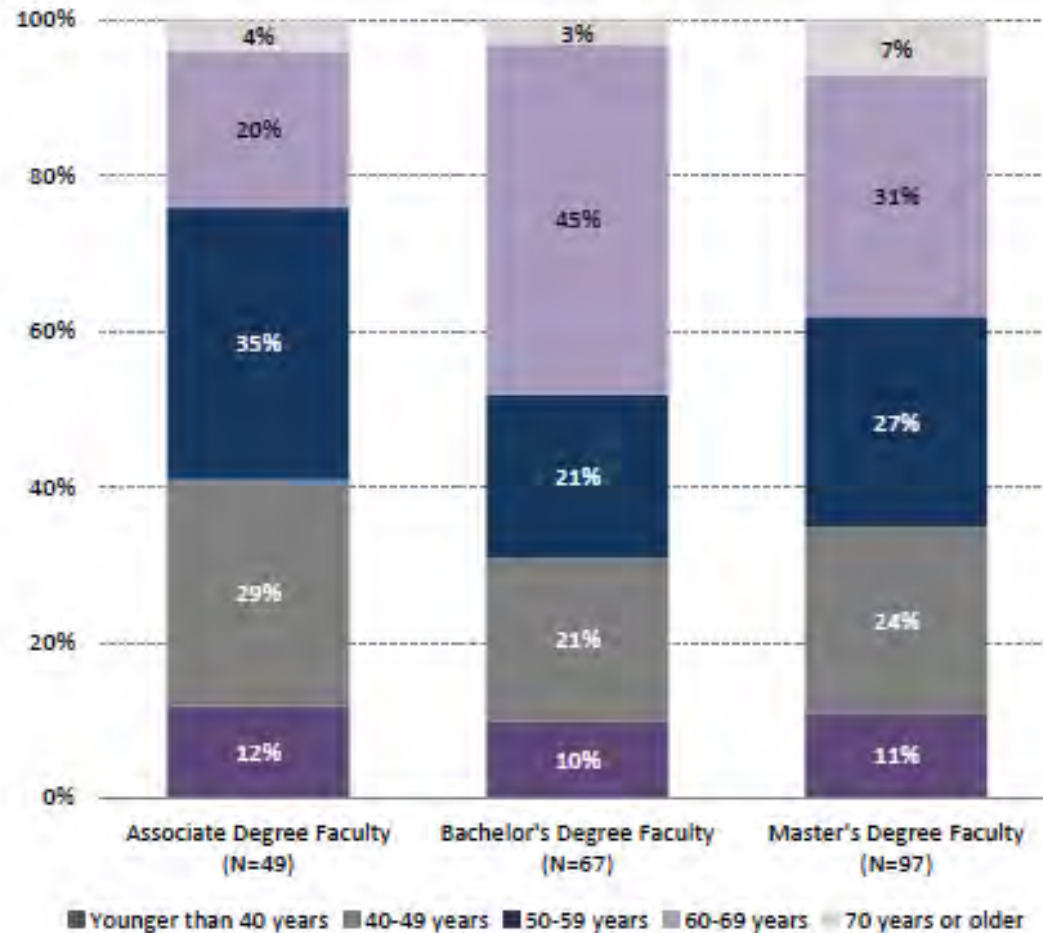| Table 2. Number and Mean Hours of Practica Required by Programs Participating in the New York Early Childhood Higher Education Inventory					
Program Type	One practicum required	Two practica required	Three practica required	Four or more practica required	Mean number of hours typically required for completing a practicum course
Associate Degree (n=23)	35%	35%	17%	13%	99
Bachelor's Degree (n=19)	16%	21%	42%	21%	99
Master's Degree (n=32)	19%	44%	19%	18%	60

Faculty in NY – Race and Ethnicity

Figure 4: Race/Ethnicity of Faculty Participating in the New York Early Childhood Higher Education Inventory, by Degree Program
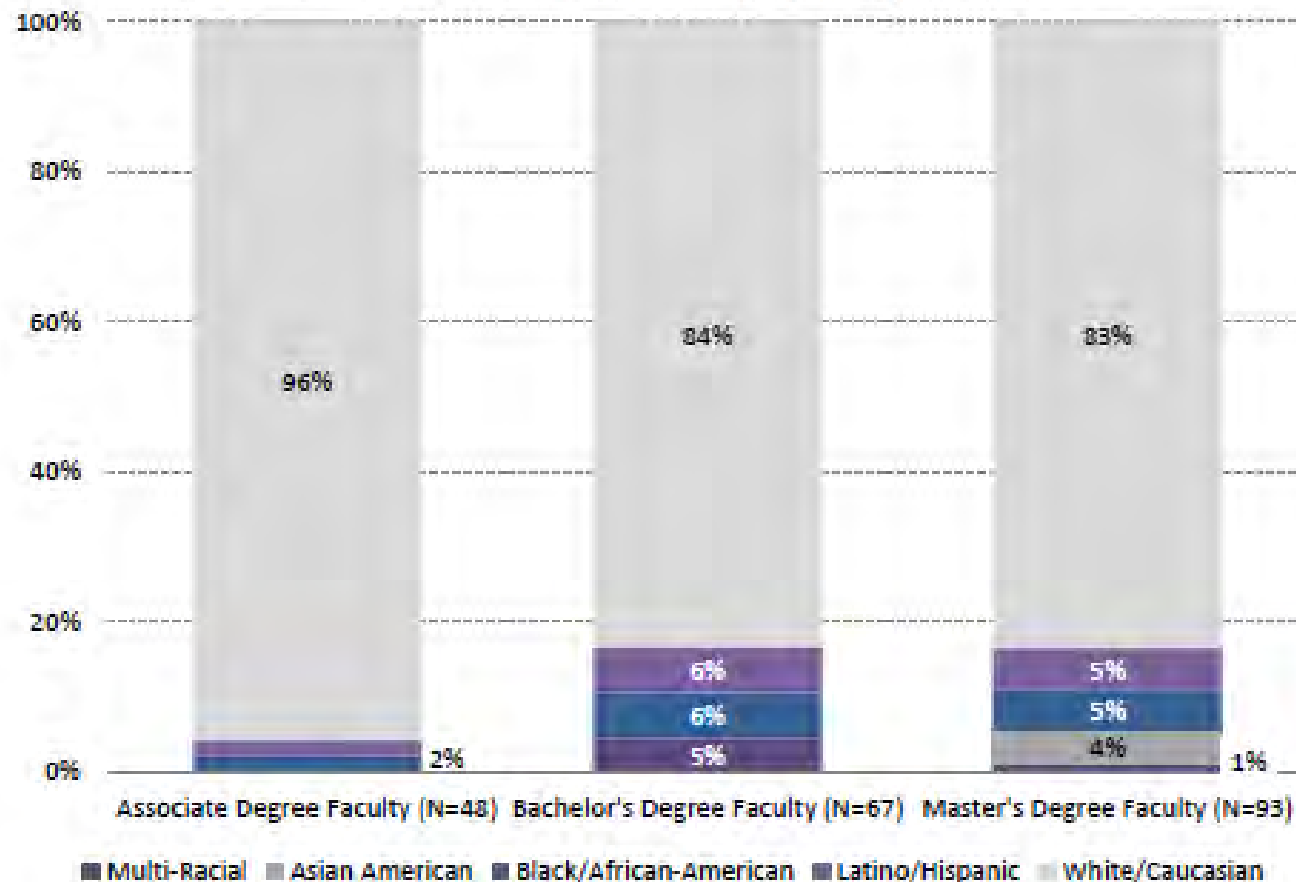
Faculty in NY – Age

Figure 5: Age of Faculty Participating in the New York Early Childhood Higher Education Inventory, by Degree Program

Associate Degree Faculty (N=49): Younger than 40 years 12%, 40-49 years 29%, 50-59 years 35%, 60-69 years 20%, 70 years or older 4%

Bachelor's Degree Faculty (N=67): Younger than 40 years 10%, 40-49 years 21%, 50-59 years 21%, 60-69 years 45%, 70 years or older 3%

Master's Degree Faculty (N=97): Younger than 40 years 11%, 40-49 years 24%, 50-59 years 27%, 60-69 years 31%, 70 years or older 7%

Legend: Younger than 40 years, 40-49 years, 50-59 years, 60-69 years, 70 years or older

Faculty in NY – Degree Attainment

Figure 3.5: ECE/CD Degree Attainment by Faculty Participating in the New York Early Childhood Higher Education Inventory, by Degree Program
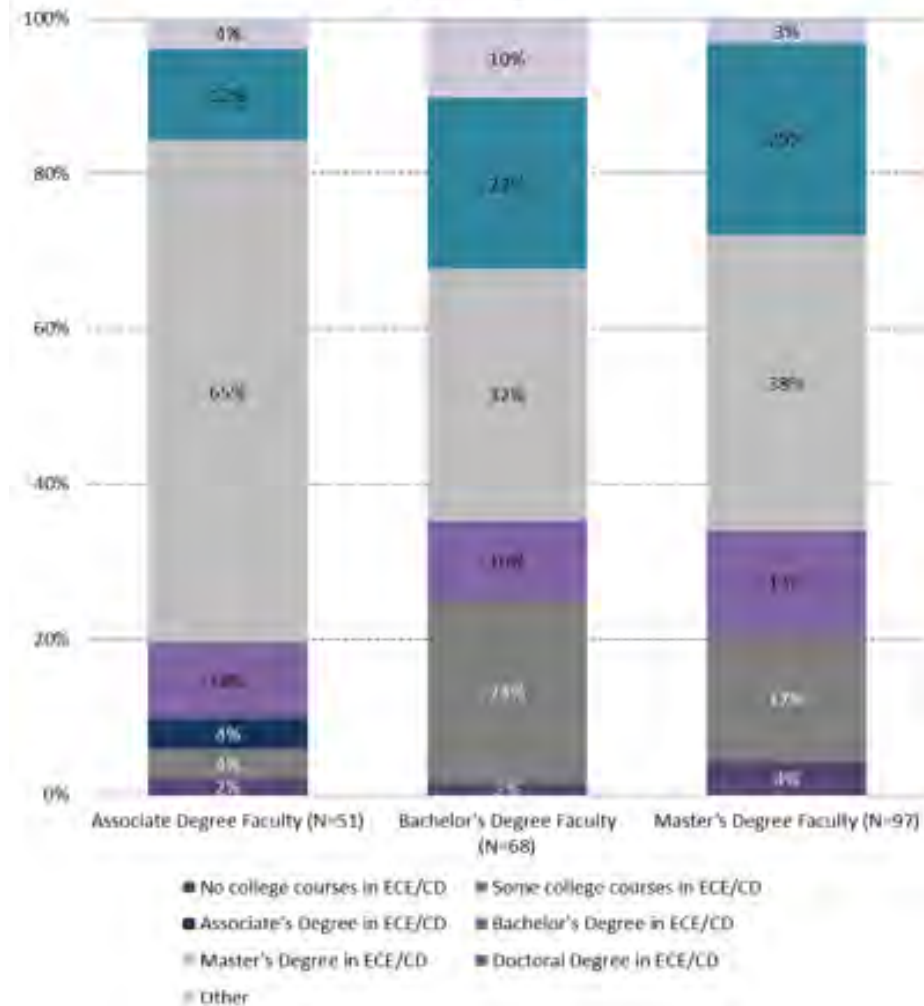
Student Supports and Challenges

Supports	Challenges
• Academic and financial aid counseling • Convenient class locations and times (e.g., evenings, weekends) • Academic tutoring • Assistance with technology	• Insufficient ability to recruit students • Faculty administrative responsibilities that interfere with time with students • Need for additional resources for students

Faculty-Related Challenges
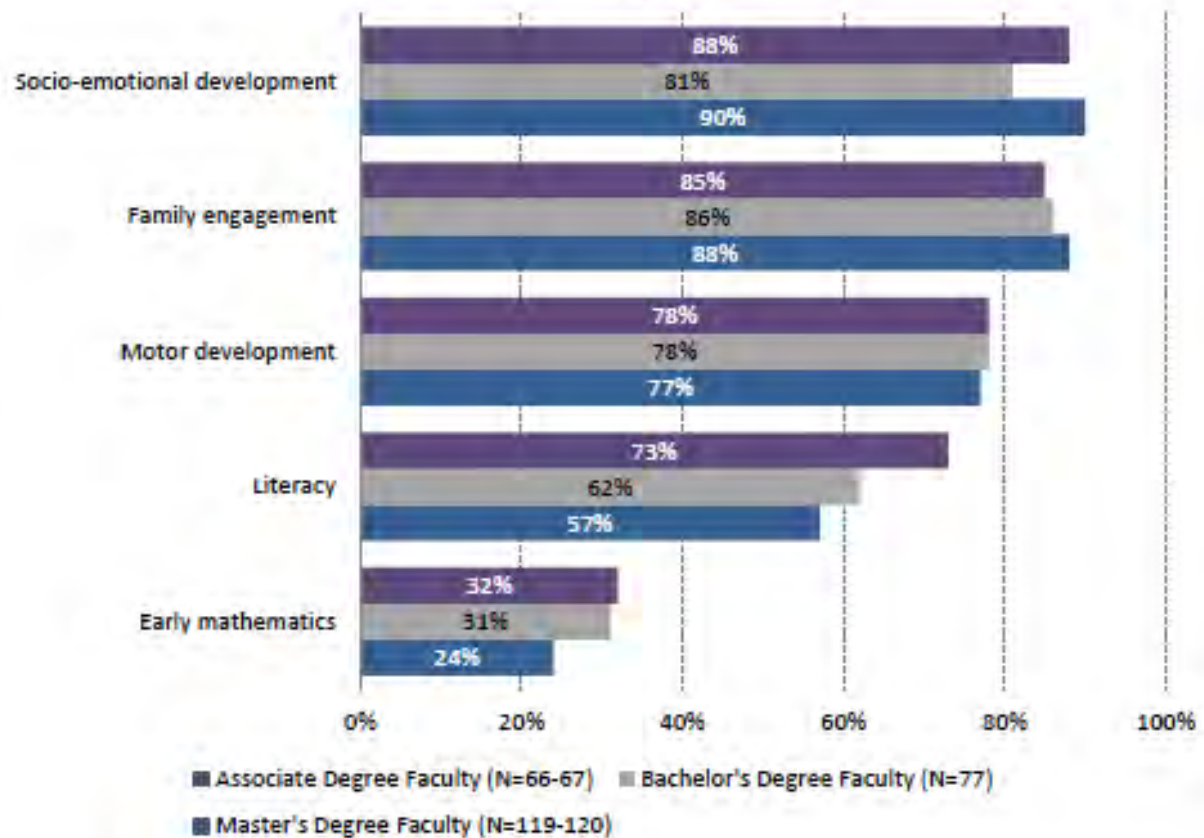
Support for Faculty

- Need for additional resources
- Faculty professional development
- Staffing
- Travel funding
- More individual faculty planning time

Faculty Diversity and Expertise

- Racial/ethnic diversity
- Linguistic diversity
- Expertise in teaching dual language learners
- Expertise in teaching infants and toddlers
- Expertise in teaching young children with special needs
- Expertise in science pedagogy for young children

Figure 6: Importance of Inclusion of Domains in Teacher Preparation Programs: Percentage of Faculty Reporting "Very Important" for Infants and Toddlers, by Degree Program

Family Engagement Focus

Topic	Professional development topics in which one-quarter or more of faculty identified themselves as "very interested"		
	Associate Degree	Bachelor's Degree	Master's Degree
Theories of family engagement	✓		✓
Working with various family structures			✓
Working with families of various economic, cultural, ethnic, racial, and linguistic backgrounds	✓		✓
Working with families to extend children's learning at home	✓		✓
Engaging families in classroom, program, and/or school activities	✓		✓
Teaching practitioners to work with families of children with special needs	✓	✓	✓
Negotiating conflict with families	✓		✓
Effective communication strategies with families	✓	✓	✓
Techniques for gathering knowledge about children's families	✓	✓	✓
Using community resources to support families	✓	✓	✓
Incorporating knowledge about families in curriculum planning	✓	✓	✓
Utilizing technology to communicate and interact with families	✓	✓	✓

Table 3. List of Family Engagement Topics Included in the New York Early Childhood Higher Education Inventory

Recommendations

1. Unify expectations and pathways for early childhood workforce preparation

2. Strengthen program content and equity across the age span

3. Build a leadership pipeline

4. Prepare an incoming generation of faculty

5. Increase faculty support

Questions?