

California Early Childhood Higher Education Inventory

Chancellor's Child Development
Advisory Committee Meeting
January 31, 2013
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Studying Higher Education

- Mixed findings relating ECE degrees to quality and child outcomes
- Vast variation in ECE degree content, purpose and structure



Early Childhood Higher Education Inventory

- Establishes a baseline descriptions of higher education offerings for ECE practitioners;
- Assesses the changes in the capacity of the higher education system over time; and
- Responds to key policy questions



Policy Questions

- What is the primary focus and purpose of early childhood degree programs?
- What content is addressed and what is the age group focus of this content?
- To what extent do degree programs include clinical experiences?



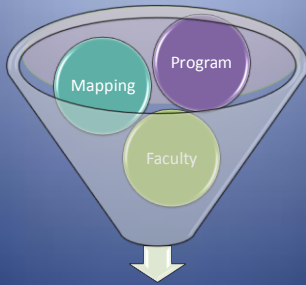
Policy Questions

- To what extent do programs articulate with each other and align with state professional development systems?
- What services are provided to students?
- What challenges do the degree programs face?
- What are the academic and professional backgrounds of the faculty and what are their professional development needs?

California Support

- Funded by the David and Lucile Packard Foundation and the Heising-Simons Foundation
- Opportunity for faculty to weigh-in on needed resources
- Examine system across all degree levels
 - Variation in content and focus
 - Contribution of each degree level
- Identify areas of strength
- Provide evidence to demonstrate needs

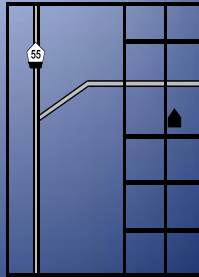
Three Components



Early Childhood Higher
Education Inventory

Mapping Process

- The state ECE professional development context
- The college or university
- The ECE program(s)
 - The department/school
 - Degrees offered
 - Certificates offered
 - Faculty and program contacts



Program Module

| Content | Clinical experiences | Program and Institutional Information |
|-------------------------------------|--|---------------------------------------|
| Goals of the program | Age group focus | # of students |
| Academic topics and age group focus | Sequence and duration | # of faculty |
| Student assessment | Supervision | Student resources/services |
| | Characteristics/criteria of clinical sites | Programmatic challenges |

Faculty Module

| Employment and expertise | Professional Development and experience | Program and Institutional Information | Demographic Information |
|--|---|---|--|
| Employment status and primary responsibility | Academic topics and age group focus taught | Professional development needs across the program | Education level; attainment related to ECE |
| Content areas and age group expertise | Experiences in the field | Programmatic challenges | Race/ethnicity |
| | Professional development experience and needs | Programmatic recommendations | Age |
| | | | Language and language usage with students |

California Implementation

- January 2013 – May 2013: community colleges
- June 2013 – December 2013: 4-year, graduate and credential programs
- 2014: final reports to the funders and the public



Successful California Implementation

- Full college participation
- Encouragement among colleagues to participate
- Timely participation



Questions?

For more information

Contact us at: laustin@berkeley

Include 'CA Early Childhood Higher Education Inventory' in the subject line