

Time to Revamp and Expand:

Early Childhood Teacher Preparation Programs in California's Institutions of Higher Education

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Introduction

The past decade has seen an unprecedented explosion of knowledge in the science of child development. We now know a great deal more about the dynamics and the importance of early learning – and with this growing awareness of how young children learn and what they need to succeed in school, states and communities are rapidly shifting their attention toward investments in higher-quality early education and preschool programs, especially for children living in poverty.

Hand in hand with this effort, many states are also beginning to turn new attention toward the professional development of teachers and providers in the early care and education (ECE) workforce. Between 2000 and 2004, for example, California spent roughly \$240 million on the state- and county-level effort commonly known as CARES, a model that has awarded stipends to nearly 40,000 ECE practitioners for pursuing further training and education, often with the goal of attaining a state Child Development Permit or degree. One result of this program has been a considerable upsurge in student demand for child development courses at the state's community colleges and universities.

Most recently, planning has gotten well underway for the possible creation of a Preschool For All system in California, which would likely result in increased education and training requirements for preschool teachers. The California Master Plan for Education

(Joint Committee, 2002) called for the state to “adopt more rigorous education requirements and certification standards for all individuals who teach young children in center-based settings or who supervise others who care for young children,” and a recent First 5 California document proposed that “preschool teacher education and compensation... increase to parity with Kindergarten/early elementary teachers” (First 5 California Children and Families Commission, 2003). Such a step toward parity would mean that preschool teachers would earn not only a BA but also a post-baccalaureate or “blended” teaching credential.¹ Indeed, several counties already implementing local Preschool for All systems, notably Los Angeles and San Mateo, as well as a Preschool For All initiative scheduled for the June 2006 ballot, are setting the standard of a BA plus credential for preschool teachers.

At the national level, Head Start has raised its teacher requirements in recent years; the 1998 program reauthorization required that 50 percent of all Head Start teachers in center-based programs hold at least an AA degree by September 2003, and more recent House and Senate proposals, not yet adopted, have called for moving toward a BA requirement.

These developments have created an urgent need for policy makers and program planners to understand the current capacity of California's higher education system, and

¹ A “blended” credential program is one in which candidates complete all requirements, including student teaching, within the period of earning a bachelor's degree.

its ability to respond to growing demands for teacher preparation in the ECE field. Currently, early childhood teacher preparation programs at California's two- and four-year institutions reflect what the state regulatory system now requires of teachers. Some center-based teachers need only complete 12 units of course work to satisfy state licensing requirements; at most, teachers need to complete 24 units in early childhood education/child development, as well as 16 units of General Education – well short of a bachelor's or even an associate degree. As a result, most early childhood/child development training in the state takes place at the community college level; there are limited opportunities to pursue a bachelor's or graduate degree in this field; and no general teaching credential in early childhood education is currently available.² But as publicly funded preschool programs expand and teacher requirements change, the state's college and universities may need to rapidly adapt their early childhood programs and offerings. How ready is California's higher education system for such a change?

This report presents the results of a survey of nearly all (98.5%) of the California institutions of higher education that train adults to teach children under the age of five. A previous report from the Center for the Study of Child Care Employment (CSCCE) summarized an initial scan of the state's existing college and university offerings, including associate, bachelor's, master's and PhD programs, in early childhood

² For more information about early childhood teacher certification in California, see Bellm, Whitebook, Cohen & Stevenson (2004).

education and child development (Whitebook et al., 2004). To collect further data on these programs, CSCCE collaborated in a nationwide census in 2004 with the National Pre-kindergarten Center (NPC) at the University of North Carolina at Chapel Hill.³ For this study, we used a California-specific version of the NPC interview, seeking to:

- Provide the field with accurate baseline data about the number of degree-offering programs preparing teachers to work with children ages birth to five, the characteristics of faculty in those programs (including educational background, race/ethnicity, and tenure status), the characteristics of enrolled students, and the kinds of coursework and practicum experiences provided;
- Compare early childhood teacher preparation programs along certain key variables (e.g., faculty race/ethnicity) with the institutions in which these programs operate;
- Describe the challenges that programs face in meeting the professional development needs of the early care and education workforce; and
- Explore how institutions seek to make their programs accessible to current members of the early care and education

³ This NPC study sought to replicate and expand a 1999 study by the National Center for Early Development and Learning (NCELD) at UNC Chapel Hill, a nationally representative survey of early childhood teacher preparation programs at two- and four-year colleges and universities in the United States (Early & Winton, 2001). The 1999 study findings were based on responses from 438 institutions of higher education, drawn from a random sample of 600 institutions nationwide. But although the study included some California programs, these did not constitute a representative sample of two- and four-year programs operating in California at that time. Instead of studying a random sample, the 2004 update sought to interview *all* institutions of higher education with early childhood teacher preparation programs offering certificates and/or degrees (two-year, four-year or graduate level).

workforce, many of whom are working full-time, earn a low income, and/or have limited English proficiency.

To conduct the national survey, National Pre-kindergarten Center (NPC) researchers created a frame that included all institutions of higher education (IHEs) with a program to prepare students to work with children younger than age five. For this California survey, we excluded the large number of programs whose graduates are prepared primarily to work in elementary school settings, since our primary interest is in programs that prepare individuals to work in child care, Head Start, and other preschool programs. To include traditional elementary teacher education programs would unnecessarily dilute the sample, and not answer our questions about preparing the early care and education workforce. This study did, however, include programs that prepare individuals to educate older children in addition to pre-kindergarten-aged children (for example, ages 0–8).

At each institution, we sought to interview the early childhood department chair, or the program director or coordinator. This was done by searching individual school websites for the appropriate person, and by verifying contacts with various state-level organizations, individual departments, or directly with the contact person. It is important to note that when an early childhood program was housed within a larger school or department (for example, a School of Education), we interviewed the lead person in the early

childhood program, not the chair or director of the larger school or department. In cases in which there were different lead persons for graduate and undergraduate programs, the lead person for the undergraduate program was the primary contact, while the lead person for the graduate program only answered questions pertinent to that program. Interviewees were therefore very knowledgeable about the requirements for and experiences of the early childhood students.

We asked respondents to give estimated numbers when they did not have exact figures available to them; for example, about the number of enrolled students, or the number of degrees or awards given annually. As a result – although they were provided to us by respondents most likely to be very familiar with their teacher preparation programs – all numbers in this report should be viewed as estimates.

Due to the very high response rate to this study (98.5%), we are able for the first time to fully describe California’s landscape of college-level early childhood teacher preparation programs. By the end of 2005, companion data on the educational qualifications of the state’s current ECE workforce will also be available from *The California Early Care and Education Statewide Workforce Study*, a collaboration between CSCCE and the California Child Care Resource and Referral Network, which surveyed a randomly selected sample of 1,800 licensed child care center directors and 1,800 licensed family child care home providers throughout the state.

For more detailed information about

the methods of this higher education study, including the sampling frame and sample selection, questionnaire design, field procedures, response rate, and data analysis, see the Appendix on page 49.

Findings

Program Characteristics

1 ● *In California, 136 institutions of higher education – or approximately one-half of the state’s public colleges and universities and private, WASC-accredited⁴ colleges and universities – are engaged in preparing teachers to work with young children prior to kindergarten. Reflecting California’s current regulatory requirements, about three-quarters of these programs are at the community college level, and opportunities for upper-division and graduate-level work in early childhood education are very limited.*

Most early childhood teacher preparation in California occurs at the lower-division level. (See Table 1.) Of the 136 programs in our sample, representing 98.5 percent of the IHEs in the state with early childhood teacher preparation programs, nearly three-quarters offer a college-issued certificate, the nationally recognized CDA credential, or an associate degree.⁵ (See Table 2a.)

⁴ California is home to 130 independent colleges and universities that are accredited by the Western Association of Schools and Colleges (WASC).

⁵ Approximately 20 percent of institutions offering a CDA or certificate give college credits or transfer credits for prior learning or non-college courses.

Eighty-nine percent of community colleges, 78 percent of California State University campuses, 12 percent of private, WASC-accredited four-year colleges, and 20 percent of University of California campuses offer an early childhood teacher preparation program, as defined by the criteria for this study. Some institutions offer more than one early childhood degree, credential or certificate program, or coursework in more than one department. (See Tables 2a-f.) Nearly one-half (48 percent) reported

Table 1
Types of Institutions Offering Early Childhood Teacher Preparation Programs in California (N = 136)

	Percentage	Number
Two-year institutions		
Community college	71	97
Two-year private college	1	2
Other public agency	4	5
Four-year institutions		
University of California	1	2
California State University	13	18
Four-year private college or university	9	12

that there are satellite or branch campuses affiliated with their institution where students can take courses and still receive their degree or credential from the parent institution.

At colleges offering an associate degree, the associate of arts (AA) is the most common, but a number of colleges offer an associate of science (AS) degree; only seven colleges in the state offer both an AA and an AS.⁶ (See Table 3.) The associate degree is the highest degree that community colleges can offer; slightly less than one-third of California’s IHEs are able to offer an upper-division or master’s-level course of study. Only one institution in California offers a doctoral program focused on early childhood education per se; the degree offered is an Ed.D. or Doctorate of Education. Several institutions offer Ph.D. programs that include some focus on early childhood development, but typically not on pedagogy. Several University of California campuses, for example, offer doctoral programs in developmental psychology and/or human development and education.

It is particularly challenging to identify programs that offer a course of study focused on preparing

⁶ The distinction between AA and AS degrees varies among colleges; sometimes an AS degree represents a greater focus on math and science than on liberal arts, and sometimes it is considered a terminal degree, non-transferable to the BA program level.

Table 2a
Certificates and Degrees Offered by Early Childhood Teacher Preparation Programs in California (N = 136)

	Percentage	Number
National CDA credential, no degree	11	15
One-year certificate	62	84
Associate degree	72	98
Bachelor’s degree	17	23
Master’s degree	13	17
Doctor of Education degree	1	1

Table 2b
Certificates and Degrees Offered by Early Childhood Teacher Preparation Programs at Community Colleges in California (n = 97)

	Percentage	Number
National CDA credential, no degree	9	9
One-year certificate	81	79
Associate degree	96	93

Table 2c
Certificates and Degrees Offered by Early Childhood Teacher Preparation Programs at California State University Campuses (n = 18)

	Percentage	Number
National CDA credential, no degree	11	2
Bachelor’s degree	83	15
Master’s degree	61	11

Table 2d
Certificates and Degrees Offered by Early Childhood Teacher Preparation Programs at University of California Campuses (n = 2)

	Percentage	Number
Bachelor’s degree	50	1
Master’s degree	50	1

Table 2e
Certificates and Degrees Offered by Early Childhood Teacher Preparation Programs at Private Four-year Colleges in California (n = 12)

	Percentage	Number
National CDA credential, no degree	8	1
Associate degree	42	5
Bachelor's degree	58	7
Master's degree	42	5
Doctor of Education degree	8	1

teachers to work with children ages 0-4 because these programs can be found in a variety of departments and under a variety of names. As shown in Table 4, even programs offering the same level of degree (associate, bachelor's or master's) are found under a variety of department labels.

Table 2f
Certificates and Degrees Offered by Early Childhood Teacher Preparation Programs at Other Public and Private Two-year Institutions in California (n = 7)

	Percentage	Number
National CDA credential, no degree	43	3
One-year certificate	71	5

Table 3
Types of Associate Degrees Offered by Early Childhood Teacher Preparation Programs (n = 97)

	Percentage
Associate of Arts (A.A.)	51
Associate of Sciences (A.S.)	42
A.A. and A.S.	7

Table 4
Departments that House Early Childhood Teacher Preparation Programs: Total Number

Department Title	A.A./A.S./Certificate	B.A.	M.A.
Child Development	34	3	1
Early Childhood Education	28	2	2
Family/Consumer Studies	12	5	4
Education or Psychology	6	9	6
Other*	25	4	4
<i>n</i>	105	23	17

*Other names include Human Development, Child Development and Education, Child Development and Family Studies, Liberal Studies, Humanities, and Vocational Studies.

2 • *Currently, most early childhood students in California are working toward a Child Development Permit or other certificate short of an associate degree. Reflecting current regulatory requirements, more than five times as many students are estimated to be attending a two-year institution as are pursuing a bachelor's degree or higher.*

Respondents were asked to provide estimates of: 1) the number of students enrolled in their programs overall; 2) the number of students in their early childhood teacher preparation programs who were working toward specific degrees; and 3) the number of degrees (or certificates) awarded by their programs in 2003.⁷

Typically, as reported in Table 5, more students are enrolled in courses than are actually seeking a particular degree. Community colleges and other two-year programs serve more than 85 percent of the roughly 47,000 students enrolled in early

childhood courses in the state.⁸ As would be expected, fewer degrees are granted annually than the number of students seeking degrees.

In addition to degrees, many students are working toward the Child Development Permit awarded by the California Commission on Teacher Credentialing and/or other certificates awarded by the various IHEs. Respondents estimated that 29,308 students in IHEs are working toward the Child Development Permit. Nearly all (94 percent; n=27,651) are attending community colleges, while five percent (n=1,340) are attending CSUs, and less than one percent are attending other public institutions (n=165) or private four-year colleges (n=152). One hundred

⁷ In some cases, respondents were reporting numbers tracked by their departments, but many departments do not require these records, and respondents were providing their best assessment of the actual counts. As a result, these numbers vary somewhat from those reported for the year 2002-3 in a previous preliminary survey (Whitebook et al., 2004). We cannot determine the extent to which the discrepancies are a function of changing enrollment patterns across years and/or are a function of reporting error.

⁸ This number represents the estimated number of students enrolled in courses at the associate, bachelor's, master's and doctoral level. This may not be an accurate representation of the actual number of students taking courses in early childhood/child development, as it may include students taking such courses as general electives, and it may or may not include students enrolled in courses who are seeking certificates.

Table 5
Estimated Number of Students Working Toward Degrees, Students Enrolled in Programs, and Degrees Awarded in California Early Childhood Education Programs

	Ed.D.	M.A.	B.A.	A.A./A.S.	Certificate*
Estimated number of students enrolled in courses	10	1,279	4,862	40,634	21,748
Estimated number of students working toward a specific degree/certificate	10	1,206	4,263	24,974	8,731
Estimated number of degrees/certificates awarded in 2003	2	299	1,574	2,697	4,320

* The number of students seeking certificates may or may not be included in the number of students seeking a degree as many institutions do not differentiate between students enrolled in courses leading to degree or students enrolled in courses leading to a certificate. Many institutions also offer certificates in conjunction with a degree so some students may be awarded both a certificate and an Associate degree at the end of their program.

percent of bachelor's degree programs reported that students who complete their program are qualified to receive a Child Development Teacher Permit.

Most of the 8,700 students seeking college-issued certificates attend community colleges (95 percent; n=8,331), compared to one percent at CSUs (n=115), and three percent at public (n=265) or private (n=20) programs that offer certificates only. Since California's current certification system does not require a Child Development Permit or degree for most ECE teaching jobs, such

certificates can offer some acknowledgement for a completed course of study; can meet state licensing regulations for Title 22 and private child care programs; and are recognized by some employers in hiring. Secondly, certificates can be a vehicle for acknowledging a certain specialization, such as infant/toddler care. Within colleges and universities themselves, certificates can also hold some institution value – for example, if the number of certificates awarded annually allows a program to secure greater resources.

Student Characteristics

3 • *California's population of early childhood students is very diverse in terms of ethnicity and language; many speak a language other than English; and at the community college level, approximately one in five face significant challenges in completing course work in English.*

Ethnicity

Like the broader early care and education workforce nationwide, most students in California's early childhood teacher preparation programs are people of color, working at least half time, and many speak English as a second language. While it is not a perfect match, this student population is nearly as diverse as California's child population – and far more diverse than California's teachers in Grades K-12 (see Table 6a).

We asked survey respondents to estimate the ethnic breakdown of their student bodies, but most were tentative in their estimates; readers are therefore advised to

view the results with caution. It should be noted, however, that the estimates for the community college are very similar to the ethnic breakdown reported by the Community College Chancellor's Office, as described in Whitebook et al. (2004). As shown in Table 6b, less than one-half of early childhood students were estimated to be White, non-Hispanic. The estimated percentage of Hispanic⁹ students ranged from 24 to 34 depending on whether they were participating in certificate or graduate programs; Hispanic students comprised a greater proportion of certificate and associate degree programs than

9 The terms 'Hispanic' and 'Latino' are used interchangeably by the U.S. Census Bureau and throughout this paper to identify persons of Mexican, Puerto Rican, Cuban, Dominican, Central American, South American or Spanish descent; they may be of any race.

Table 6a

Ethnic Composition of Early Childhood Program Students, as Compared to K-12 Teachers and Children 0-5 Years Old

	Estimated Percentage		
	All students*	K-12 teachers	Children 0-5
White, Non-Hispanic	37	73	30
Black, Non-Hispanic	11	5	6
Hispanic	34	14	50
Asian/Pacific Islander	13	6	9
American Indian/Alaskan Native	2	1	1
Multiracial		1	4
Other	1		
Unknown	2		

*n = 106 IHEs

Table 6b

Estimated Ethnicity of Early Childhood Education Students, by Educational Goal

Ethnicity	Estimated mean percentage (SE)			
	Certificate	A.A./A.S.	B.A.	M.A.
White, non-Hispanic	37 (3.6)	37 (2.9)	41 (4.1)	43 (4.5)
Black, non-Hispanic	10 (1.9)	13 (1.7)	9 (1.2)	12 (2.9)
Hispanic	34 (3.1)	34 (2.7)	27 (3.3)	24 (3.5)
Asian/Pacific Islander	13 (2.0)	12 (1.7)	17 (2.9)	17 (2.7)
American Indian/Alaskan Native	2 (0.4)	3 (0.4)	2 (1.0)	0 (0.2)
Multiracial		0 (0)	1 (1.1)	
Other	2 (0.6)	1 (0.3)		1 (0.4)
Unknown	1 (0.6)	1 (0.4)	2 (0.9)	3 (2.1)
<i>n</i>	47	71	20	16

of master's degree programs ($t(40) = 2.22, p < .05$; $t(35) = 2.25, p < .05$).

Language

Respondents were asked to estimate the percentage of students in their early childhood teacher preparation programs who speak a language other than English well enough to communicate with children and families. Again, these estimates should be viewed with caution, since respondents were not necessarily able to assess students' language abilities and levels of fluency.

On average per institution, it was estimated that 43 percent of undergraduates and 26 percent of graduate students do so. (See Table 7.) More than a third of IHEs (35 percent) estimated that one-half or more of

their undergraduate students have the ability to speak a language other than English with children and families, and about one-quarter estimated that 60 percent or more of their undergraduates have such an ability. Spanish is spoken by both undergraduate and graduate students at almost all IHEs. Ninety-eight percent of undergraduate and 100 percent of graduate programs reported having Spanish-speaking students. (See Table 8 for a list of languages spoken.) About one-third of undergraduate programs serve students who speak Chinese or Vietnamese; slightly more than one-half of graduate programs serve students who speak Chinese.

Some students for whom English is a second language have difficulty completing

Table 7
*Estimated Mean Percentage, by Institution, of Language Capacity of Undergraduate and Graduate Students**

Student level	Ability to speak a language other than English with children and families		Difficulty with coursework in English	
	Estimated percentage (SE)	<i>n</i>	Estimated percentage (SE)	<i>n</i>
Undergraduate				
Community College	43 (2.5)	91	21 (2.1)	90
California State University	36 (7.1)	14	13 (5.3)	14
Private College	38 (8.2)	10	10 (3.4)	10
Total	43 (2.2)	115	19 (1.8)	114
Graduate				
California State University	31 (5.6)	9	6 (2.5)	10
Private College	18 (5.1)	5	3 (1.8)	5
Total	26(4.1)	14	5(1.7)	15

*At the undergraduate level, data for the University of California (n=1), and the two-year private (n=1) and other public programs (n=5) are excluded because of their small sample size. At the graduate level, data for the University of California are excluded because only one program is represented in this group.

college courses in English.¹⁰ On average, respondents estimated that 19 percent of undergraduates and five percent of graduate students at their institutions encounter such difficulty. Only 15 percent of IHEs with undergraduate programs reported having no students with English language difficulties. Twenty-five percent of IHEs estimated that one-quarter or more of their students have such difficulty. Aside from English, Spanish is the most common language spoken by students who have difficulty completing courses in English, as shown in Table 9.

Given the large percentage of young children in California for whom English is a second language, the estimated dual-language capacity of early childhood students is promising, although it is not possible from these data to tell how well the languages of current or potential members of the workforce match those of the children and families served by early care and education programs. As shown by Tables 8 and 9, however, the non-English languages commonly spoken by families in California (Spanish, Chinese, Vietnamese and others) are also spoken by a significant number of early childhood students.

¹⁰ These data, however, do not allow us to determine whether such difficulties are due to limited English skills or to overall literacy skills in any language. And although the question was not explicitly asked in this survey, other research has indicated that some native English speakers in the ECE field also have difficulty with literacy skills (Phillips, Crowell, Whitebook & Bellm, 2003).

Table 8
Percentage of IHEs Reporting that Students Speak Languages Other than English Sufficiently Well to Communicate with Children and Families

Language	Undergraduate		Graduate	
	Percentage	<i>n</i>	Percentage	<i>n</i>
Spanish	98	118	100	13
Chinese	35	112	58	12
Vietnamese	30	111	17	12
Farsi	22	113	0	13
Japanese	16	110	42	12
Tagalog	13	110	8	12
Russian	9	112	8	13
Korean	8	111	25	12
Other	50	113	50	12

Table 9
Percentage of IHEs Reporting that Students who Speak Languages Other than English Have Difficulty Successfully Completing Courses in English

Language	Undergraduate		Graduate	
	Percentage	<i>n</i>	Percentage	<i>n</i>
Spanish	87	98	56	9
Vietnamese	22	93	0	8
Chinese	21	92	75	8
Japanese	11	92	25	8
Farsi	8	98	0	9
Russian	6	98	11	9
Korean	4	93	0	8
Tagalog	3	92	0	8
Other	29	93	38	8

4

Most of California's early childhood students are working full-time. While most students go on to work with children ages birth to five, those who earn bachelor's degrees are more likely to go on to elementary school teaching.

Employment

Respondents were asked to estimate the percentage of their students who work full-time while attending school.

- *Two-year institutions:* More than half of all community colleges estimated that most of their students obtaining certificates and/or associate degrees (at least 51 percent) work full time. One-quarter of community colleges estimated that more than 75 percent of their students obtaining certificate and/or associate degrees work full-time.
- *Four-year institutions:* One-half of all California State Universities with bachelor's programs estimated that more than half (at least 51 percent) of their bachelor's degree students work full-time. At private colleges, 43 percent of programs offering a bachelor's degree estimated that at least one-half of their bachelor's degree students work full-time.
- *Graduate programs:* Seventy percent of California State Universities, and one-half of private four-year programs, estimated that almost all (more than 75 percent) of their master's degree students work full-time.

Career and educational pathways

Respondents were also asked about the career and educational pathways of students who received degrees from their programs. The pathways for each degree level are reported in Tables 10, 11 and 12.

Approximately three-quarters of students earning their associate degrees were estimated to continue working with children ages 0-4 in a center or home setting, compared to approximately one-half (49 percent) of students earning a bachelor's degree. Over one-quarter of those earning a bachelor's degree were estimated to be working in a kindergarten or elementary setting, compared to only 13 percent of those earning associate degrees ($t(27) = -2.99, p < .01$). Fewer than ten percent of students who earn any degree go on to work in a home-based setting.

According to respondents, most students who complete an associate degree at a community college do not transfer to a four-year early childhood program. Respondents from programs offering bachelor's degrees were asked the percentage of students currently enrolled in their bachelor's degree program who had transferred from a community college. Forty-five percent of the respondents estimated that at least one-half of their students had transferred from the community colleges.

Table 10

Estimated Percentages of Students Earning an Associate Degree who Pursue Various Work and Educational Options

Option	Community College		Private/Public Two-year	
	Estimated percentage	<i>n</i>	Estimated percentage	<i>n</i>
Go on to teach or work with children 0-4 in a center-based program	77	77	77	4
Go on to teach or work with children 0-4 in a home-based program	10	74	10	4
Go on to teach or work with children in a kindergarten or elementary setting	13	75	24	4
Go on to a four-year early childhood education BA program	19	77	41	4
Do not go on to teach or work with children	6	73	13	3

Table 11

*Estimated Percentages of Students Earning a Bachelor's Degree who Pursue Various Work and Educational Options**

Option	California State University		Private Four-year	
	Estimated percentage	<i>n</i>	Estimated percentage	<i>n</i>
Go on to teach or work with children 0-4 in a center-based program	45	14	57	7
Go on to teach or work with children 0-4 in a home-based program	11	14	9	7
Go on to teach or work with children in a kindergarten or elementary setting	37	14	17	7
Go on to work in an administrative capacity	15	14	19	7
Go on to teach at the high school, community college or university level	3	14	7	6
Go on to work in a research or policy capacity	3	13	3	6
Do not go on to teach or work with children	9	13	6	7

*Information from the University of California is not included in this table, as only one program is in operation, and the respondent did not know what 75 percent of the students went on to do after earning their degrees.

Table 12

*Estimated Percentages of Students Earning a Master’s Degree who Pursue Various Work and Educational Options**

Option	California State University		Private Four-year	
	Estimated percentage	<i>n</i>	Estimated percentage	<i>n</i>
Go on to teach or work with children 0-4 in a center-based program	37	9	47	4
Go on to teach or work with children 0-4 in a home-based program	5	9	4	4
Go on to teach or work with children in a kindergarten or elementary setting	18	9	50	4
Go on to work in an administrative capacity	32	9	27	4
Go on to teach at the high school, community college or university level	19	9	17	4
Go on to work in a research or policy capacity	6	9	3	4
Do not go on to teach or work with children	4	8	7	4

* Information from the University of California is not included in this table, as only one program is in operation. According to the respondent, 50 percent of graduates go on to work with young children 0-4, and about 10 percent go on to teach in an elementary school. Approximately one-half go on to work in an administrative capacity, 10 percent go on to teach high school or college students, and 20 percent work in a research or policy capacity.

Faculty Characteristics

5. *The faculty of California’s early childhood teacher preparation programs are much less diverse as a group than their students. Nearly one-half of programs have a 100-percent White, non-Hispanic full-time faculty, and one-quarter have a 100-percent White, non-Hispanic part-time faculty.*

Table 13 presents the ethnic and linguistic background of early childhood faculty members. (See also Figure 1.) Seventy-one percent of full-time and 69 percent of part-time faculty members are White, non-Hispanic. Sixty-one of 128 programs (48 percent) have a 100-percent White, non-Hispanic full-time faculty; 32 of 128 programs (25 percent) have a 100-percent White, non-Hispanic part-time faculty; and 19 of 124

programs (15 percent) have a 100-percent White, non-Hispanic full- and part-time faculty. Four-year institutions (40 percent) are much more likely to employ an entirely White, non-Hispanic *part-time* faculty than two-year institutions (20 percent); no significant differences were found on this point between *full-time* faculty at four-year and two-year institutions.

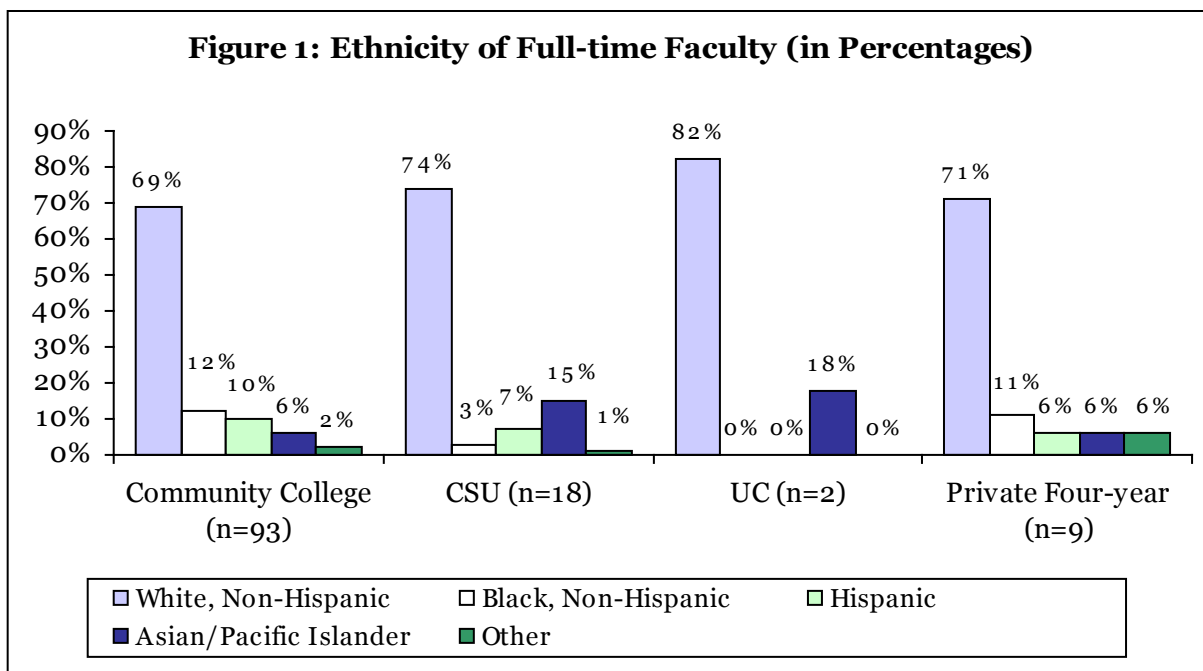
The ethnic composition of full-time

Table 13
Ethnicity and Linguistic Background of Part-time and Full-time ECE Faculty (in Percentages)

	Community College	CSU	UC	Private Two-year	Private Four-year	Public Two-Year	All IHEs
Full-time faculty racial/ethnic composition							
White, Non-Hispanic	69	74	82	40	71	73	70.9
Black, Non-Hispanic	12	3	0	60	11	7	10
Hispanic	10	7	0	0	6	20	9
Asian/Pacific Islander	6	15	18	0	6	0	8
American Indian/ Alaskan Native	0	0	0	0	0	0	0.2
Multiracial	1	0	0	0	0	0	0.6
Other	1	1	0	0	0	0	0.8
Unknown	0	0	0	0	6	0	0.6
<i>n</i>	93	18	2	2	9	5	129
Part-time faculty racial/ethnic composition							
White, Non-Hispanic	68	72	87	100	68	20	69
Black, Non-Hispanic	10	2	0	0	7	0	8.7
Hispanic	14	10	0	0	12	40	13.5
Asian/Pacific Islander	5	7	0	0	9	40	5.4
American Indian/ Alaskan Native	1	0	0	0	1	0	0.6
Multiracial	0	0	0	0	0	0	0.2
Other	1	0	0	0	0	0	0.6
Unknown	1	8	13	0	2	0	2
<i>n</i>	94	16	2	2	12	3	129
Fluent in a language other than English							
	21	18	13	37	26	30	21
<i>n</i>	94	17	2	2	10	5	130

faculty in early childhood teacher preparation programs generally matches that of their institutions as a whole, with two exceptions. Early childhood programs, on average, have a higher percentage of African American faculty members, and a lower percentage of American Indian faculty members, than their institutions as a whole. Additionally, the part-time faculty of early childhood programs, as compared to all departments, includes a larger percentage of African American and Hispanic faculty members. (See Table 15.)

We asked respondents to identify the number of faculty members, both full- and part-time, who are fluent in a language other than English, and respondents considered this to be true for over one-fifth (21 percent) of faculty. It is not possible to tell from these data, however, whether such language skills match the linguistic backgrounds of students who speak languages other than English and/or have difficulty with English-language coursework.



6 • *Most faculty members of California early childhood teacher preparation programs have earned a master's degree or higher, but they have varying levels of education and experience directly related to children of ages birth through four.*

Most faculty members in California early childhood teacher preparation programs (91 percent) have earned a master's degree or higher; 18 percent have earned a doctorate, and 8 percent have a bachelor's or associate degree. (See Table 14.)

Reflecting current requirements, faculty

at institutions offering bachelor's degrees or higher are far more likely to have a doctorate (53 percent) than are faculty at community colleges (8 percent) ($t(32) = -8.00, p < .001$). Community colleges, however, are more likely to have faculty with a degree in early education specifically covering children birth

Table 14
Educational Background of Part-time and Full-time Faculty (in Percentages)

	Community College	CSU	UC	Private Two-year	Private Four-year	Public Two-Year	All IHEs
Highest degree earned by faculty (includes full-time, part-time, and adjunct)							
Doctorate	8	69	96	0	25	0	18
Master's	83	31	4	25	69	45	73
Bachelor's	8	0.4	0	63	5	35	7
Associate	1	0	0	13	0	20	1
<i>n</i>	96	18	2	2	12	5	135
Percentage of all faculty with a degree in Early Childhood Education or Child Development that specifically covers children younger than kindergarten age							
	63	32	57	87	58	95	59
<i>n</i>	88	18	2	2	12	5	127
Percentage of all faculty with direct employment experience working with children ages 0-5							
	85	41	62	87	65	100	78
<i>n</i>	95	18	2	2	12	5	134

through four (70 percent) than institutions offering a bachelor's degree or higher (45 percent) ($t(117) = 4.00, p < .001$). Community colleges are also more likely to have faculty

with direct experience working with young children (87 percent) than institutions offering a bachelor's degree or higher (62 percent) ($t(39) = 4.10, p < .001$).

7 ● *Roughly two-thirds of faculty members at California's early childhood teacher preparation programs are part-time, adjunct faculty. On average, these programs employ fewer full-time faculty members than other programs at their institutions, and early childhood faculty serve more students than do faculty in other programs.*

Nearly 2,000 faculty members provide instruction to early childhood students at the institutions represented in this study. Almost two-thirds of these (63 percent, $n=1,397$) are considered part-time or adjunct faculty, with the remainder (37 percent, $n=519$) working full-time.

On average, early childhood teacher preparation programs have 3.9 (SE = .25) full-time faculty members, but 9.8 percent of programs have only one full-time faculty member and 3.8 percent have none.

- *Two-year institutions:* Early childhood teacher preparation programs offering only associate degrees or certificates employ a greater number of part-time or adjunct faculty ($t(125) = 2.59, p < .05$). Average number of part-time or adjunct faculty reported by community colleges: 12 (SE = 8.25).
- *Four-year institutions:* Average number of part-time or adjunct faculty reported by four-year institutions: 7.5 (SE = 9.19).

Most early childhood teacher preparation programs offer tenure to full-time faculty, although this is more common in public

institutions (98 percent) than in private ones (55 percent) ($\chi^2(1) = 37.87, p < .001$). In 2004, nearly three-quarters of full-time faculty (71 percent) were tenured, and one-fifth (21 percent) were on a tenure track.

The largest difference between early childhood teacher preparation programs and their institutions as a whole¹¹ is the average percentage of full-time (vs. part-time) faculty. On average, 32 percent of early childhood faculty members are full-time, vs. 40 percent in their institutions overall. (See Figure 2.) Furthermore, the full-time early childhood faculty members serve larger numbers of students; each early childhood faculty member serves approximately one-third more students than full-time faculty members in their institutions as a whole. (See Table 15.)

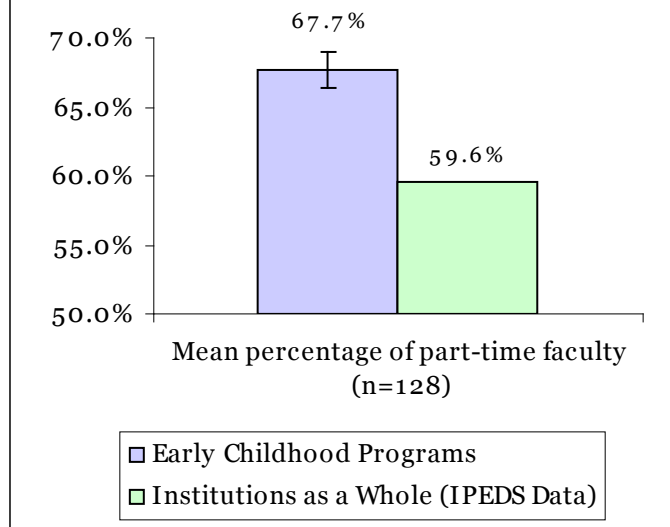
¹¹ One goal of this study was to understand how early childhood teacher preparation programs compared to their institutions of higher education as a whole (i.e., all academic departments in the institution combined). To obtain information about the institutions as wholes, we turned to the National Center for Education Statistics' 2001 Integrated Postsecondary Education Data System (IPEDS). IPEDS collects comprehensive information about all institutions and educational organizations whose primary purpose is to provide postsecondary education.

Table 15
Early Childhood Program Faculty, as Compared to Faculty in Institutions as a Whole: Ethnic Composition of Full-time and Part-time Faculty, Mean Percentage of Part-time Faculty, and Mean Number of Students per Faculty Member

	Early childhood programs (SE)	Institutions as a whole (IPEDS data)	t-test (early childhood programs vs. institutions as a whole)
Ethnic composition of full-time faculty (mean percentages) (<i>n</i> = 125)			
Black, non-Hispanic	8.3 (1.5)	5.9	2.0*
American Indian or Alaskan Native	0.2 (0.2)	1.0	-3.4***
Asian or Pacific Islander	5.9 (1.2)	6.7	-0.7 n.s.
Hispanic	7.5 (1.5)	9.5	-1.4 n.s.
White, non-Hispanic	75.3 (2.7)	74.4	0.4 n.s.
Ethnic composition of part-time faculty (mean percentages) (<i>n</i> = 121)			
Black, non-Hispanic	7.8 (1.3)	5.0	3.0**
American Indian or Alaskan Native	0.8 (0.3)	0.8	-0 n.s.
Asian or Pacific Islander	4.9 (1.0)	6.2	-1.3 n.s.
Hispanic	11.1 (1.2)	7.8	2.8**
White, non-Hispanic	73.0 (2.1)	73.2	-0.1 n.s.
Mean percentage of part-time faculty (<i>n</i> = 128)	67.7 (2.0)	59.6	-3.9***
Mean number of students per faculty member (full- and part-time) (<i>n</i> = 110)	27.0 (3.5)	25.3	-0.6 n.s.
Mean number of students per full-time faculty member (<i>n</i> = 109)	92.3 (10.9)	64.2	-2.6*

Notes: * $p < .05$, ** $p < .01$, *** $p < .001$. Due to the large sample sizes, $p < .05$ are considered non-significant. Standard errors are not presented for institutions as wholes because these values are population statistics. The sample sizes are lower than reported elsewhere due to non-response on some items.

Figure 2: Mean Percentages of Part-time Faculty in Early Childhood Teacher Preparation Programs, and in Institutions as a Whole (n = 128)



Programs of Study

8. *Most of California’s early childhood teacher preparation programs offer courses covering a wide range of topics identified by the field as relevant and important for early educators. Many programs, however, do not require a full course in a variety of topics widely identified as critical to the profession – in particular, the topic of dual language learning and bilingualism, given the increasing number of dual language learners in California’s preschool-age population. Most degree programs require students to complete a field practicum; most certificate programs offer a practicum, but may not require it.*

This study sought to gain information about the content and intensity of coursework for each type of program (certificate, associate degree, bachelor’s degree, or master’s degree). We asked each respondent to indicate how much coursework students have covered by the time they complete their certificate or

degree program in each of the 19 areas listed in Tables 16 and 17. The response options were “None,” “One class session of one required course,” “Multiple class sessions,” “Entire required course,” or “Entire required course, plus coverage in other courses.”

Table 16 shows the percentage of degree

Table 16

Percentage of Early Childhood Teacher Preparation Programs Requiring an Entire Course or More in Various Content Areas

Content Area	Certificate	A.A./A.S.	B.A.	M.A.
Education and care of infants and toddlers	53	66	61	47
Education and care of preschool-age children	87	92	83	77
Education and care of young children with disabilities	55	63	65	23
Working with families	65	65	74	59
Working with children and families from diverse ethnic and cultural backgrounds	57	71	57	53
Working with bilingual children or children learning English as a second language	23	29	30	29
Assessment/observation of young children	56	59	74	59
Emergent literacy and literacy strategies	52	58	30	35
Numeracy and math for young children	28	36	22	12
Social and emotional development of young children	38	47	39	65
Physical health and motor development of young children	44	58	30	12
Appropriate learning environments and activities for young children	61	71	70	53
Classroom or behavioral management of young children	44	51	43	23
Early childhood program administration	61	69	65	47
Collaborating with professionals in other disciplines	12	27	13	18
Professional knowledge (e.g., confidentiality, ethics, and codes of conduct)	19	29	22	18
Adult learning and development	31	32	22	29
Leadership and advocacy	28	25	13	35
Research and evaluation methods	14	16	65	100
<i>n</i>	89	97	23	17

programs that require an entire course or more in various content areas. Overall, whether at the associate or bachelor's level, content areas were found to be similar. Community colleges (58 percent) are more likely to require at least one course in literacy than are BA programs (30 percent)

($X^2(2) = 6.22, p < .05$). As might be expected, institutions offering bachelor's degrees (65 percent) are more likely to require at least one course in research than are community colleges (16 percent) ($X^2(2) = 24.28, p < .001$).

Although our data are based on interview

questions about course requirements, and not on an actual review of syllabi or course catalogs, it is notable that many degree programs do not require a full course in a variety of topics widely identified as relevant for California’s population of pre-Kindergarten-age children – in particular,

the topic of dual language learning and bilingualism. As of the 2003-2004 academic year, for example, over one-third (36 percent) of all California kindergarteners spoke a language other than English (California Department of Education, 2004).

- *Two-year institutions*: Less than one-

Table 17
Percentage of Early Childhood Teacher Preparation Programs Requiring No Coursework in Various Content Areas

Content Area	Certificate	A.A./A.S.	B.A.	M.A.
Education and care of infants and toddlers	15	5	0	6
Education and care of preschool- age children	1	1	0	0
Education and care of young children with disabilities	11	6	4	18
Working with families	3	3	0	0
Working with children and families from diverse ethnic and cultural backgrounds	5	2	0	0
Working with bilingual children or children learning English as a second language	16	11	13	12
Assessment/observation of young children	3	2	0	0
Emergent literacy and literacy strategies	5	1	4	23
Numeracy and math for young children	9	6	9	35
Social and emotional development of young children	0	0	0	0
Physical health and motor development of young children	5	2	4	6
Appropriate learning environments and activities for young children	3	1	0	6
Classroom or behavioral management of young children	3	2	9	29
Early childhood program administration	13	10	22	23
Collaborating with professionals in other disciplines	21	19	17	18
Professional knowledge (e.g., confidentiality, ethics, and codes of conduct)	6	4	0	12
Adult learning and development	21	24	22	23
Leadership and advocacy	9	9	4	18
Research and evaluation methods	18	22	0	0
<i>n</i>	89	97	23	17

Table 18

Number of Degree Programs Requiring an Early Childhood Student Practicum Working with Children Any Ages 0 Through 4

	Community College	CSU	UC	Private Four-year	Total
Associate degree	86	-	-	5	91
Bachelor's degree	-	14	1	6	21
Master's degree	-	5	1	3	9

third of community colleges (29 percent) require a course in working with bilingual children or children learning English as a second language. Community colleges that offer courses to students in languages other than English, however, are more likely than upper-division programs to require an entire course in working with bilingual children or children learning English as a second language ($X^2(2) = 12.03, p < .05$). Community colleges that offer students language supports such as bilingual courses, and/or reading materials or lectures in translation, are also more likely to offer an entire required course in working with bilingual children or children learning English as a second language ($X^2(2) = 7.42, p < .05$).

- *Four-year institutions:* Fewer than one-third of institutions offering BA degrees (30 percent) require a course in working with bilingual children or children learning English as a second language.

Table 17 shows the percentage of degree programs that require no coursework in various content areas. Almost all topics are covered by at least one class session in most institutions, although content areas focused

on adult relationships, such as adult learning and development, and collaborating with professionals in other disciplines, are absent from the curricula of approximately one-fifth of the programs.

Many institutions offer courses (or practicum experiences) as electives. Respondents reported that their institutions offer at least a full course or practicum in infant/toddler care (92 percent), working in a family child care home (56 percent), working with children with disabilities (84 percent), and home visiting or parent education (50 percent).

Practica

This study also sought to gain information about the content of practicum experiences for students in these programs. We asked certificate-granting institutions whether students are offered the opportunity to participate in a practicum, and we asked degree-granting institutions whether students have a practicum requirement working with children any ages from birth through four. (See Table 18.) If the program required a practicum, we asked whether the following areas were required components: 1) education and care of infants and toddlers; 2) education

and care of preschool-age children; 3) education and care of young children with disabilities; 4) working with bilingual children or children learning English as a second language; and 5) working with families. All respondents heard the following definition of “practicum:” “We define an early childhood practicum as supervised work in a care or educational setting with children, any ages 0 to 4. Using our definition, a practicum is the same as a field placement or student teaching. However, a practicum must include more than observation.” No information was collected about the frequency or duration of practica.

- *Two-year institutions:* Ninety-one percent of certificate programs offer students the opportunity to participate in a supervised practicum experience with children ages four or younger, and 94 percent of associate degree programs require such a supervised practicum as part of the completion of the degree.
- *Four-year institutions:* Ninety-one percent of bachelor’s degree programs require students to complete such a supervised practicum experience.

- *Graduate programs:* Fifty-three percent of master’s degree programs require students to complete such a supervised practicum experience.

As shown in Table 19, most degree programs require a focus on the education and care of preschool-age children, with typically no required practicum exposure to working with infants and toddlers, children with disabilities, bilingual children, children learning English as a second language, or families. In many programs, however, students are readily exposed to dual-language-learning children because of their prevalence in the community. Respondents commented that many students work in inclusive settings, and thus encounter special needs children as part of their field experience. Programs vary with respect to age, with some student practica occurring in mixed-age settings, or with students working with more than one age group over the course of their fieldwork. Some programs also allow students to choose whether they want to work with a particular age group, but do not require that they do so.

Table 19
Percentage of Degree Programs Requiring Practicum Exposure to Various Content Areas

	A.A./A.S.	B.A.	M.A.
Education and care of infants and toddlers	40	57	22
Education and care of preschool-age children	85	81	67
Education and care of young children with disabilities	21	9	11
Working with bilingual children or children learning English as a second language	21	19	11
Working with families	42	43	44
<i>n</i>	91	21	9

Language Supports for Students

9. *Only about one-fourth of the state's early childhood teacher preparation programs offer language support for students learning English as a second language. The institutions with greater numbers of students having difficulty with English are more likely to offer such support.*

There is widespread interest in academic support services to make higher education opportunities more accessible to a diverse student population. The current student population in California teacher preparation programs – and no doubt, their potential student body – includes a large proportion of low-income working adults, many of whom speak English as a second language. We asked survey respondents whether they offer courses in languages other than English or provide simultaneous translation of courses. Reported here are findings for community colleges, California State University campuses, private colleges, and other public two-year institutions. Because only two schools are included among University of California campuses and private less-than-two-year institutions, their responses are not listed in Table 20.

- Courses in languages other than English. Overall, 23 percent of institutions reported offering such courses. Four-year institutions (3 percent), however, are considerably less likely than two-year institutions (29 percent) to offer courses in languages other than English ($X^2 = 9.43, p < .01$). Among institutions with non-English language courses, the average is six course offerings. Most commonly

used languages are Spanish (97 percent), followed by Chinese (13 percent) and Vietnamese (3 percent).

- Simultaneous course translation. Overall, 24 percent of institutions offer simultaneous translation of courses in a language other than English, but again, four-year institutions (6 percent) are considerably less likely to do so than two-year institutions (24 percent) ($X^2 = 4.88, p < .05$). Most commonly used languages in simultaneous translation are Spanish (74 percent), Chinese (11 percent), Vietnamese (7 percent), and others (30 percent). Ten percent of institutions (13 programs) offer courses in other languages as well as simultaneous translations.

Institutions that offer language supports to undergraduate students, such as bilingual courses or translation of lectures or reading materials, have more undergraduates who have difficulty successfully completing college courses in English ($M = 24.88, SE = 2.86$) than institutions that do not offer language supports ($M = 13.94, SE = 1.99$) ($t(102) = -3.14, p < .01$).

Institutions offering non-English courses or simultaneous translation services were also less likely to say that the demand from

students for such supports is a challenge ($X^2(1) = 7.18, p < .01$; $X^2(1) = 7.20, p < .01$).

Table 20
Student Supports Offered by Early Childhood Teacher Preparation Programs in California

Type of support	Percentage of Institutions Offering, by Category			
	Community College	CSU	Private Four-year	Public Two-year
Enhanced Career or Academic Advising	95	94	75	100
<i>n</i>	96	17	12	5
Academic Assistance				
Language support, such as bilingual courses or translation of lectures or reading materials	58	18	17	60
Tutoring or course work in basic English	94	89	75	100
Support networks for cohorts of students	73	81	75	80
<i>n</i>	96	18	12	5
Financial Support				
Assistance for Tuition	99	100	92	80
Assistance for books, child care, and/or Transportation	97	72	33	100
<i>n</i>	96	18	12	5
Flexible Scheduling				
Courses offered to group or entire staff of a center	66	29	42	20
Courses offered in community-based settings	80	39	50	20
Credit for work experience or field placement in evening or weekend hours	53	56	73	40
On-line or weekend courses	87	50	20	20
<i>n</i>	95	18	12	5

Challenges

10. ***California's early childhood teacher preparation programs share several major student-related challenges: competing work or family responsibilities; lack of academic preparation or skill; insufficient funds for financial aid; a shortage of opportunities for fieldwork or practica; and rising demand for courses and supports in languages other than English.***

We asked respondents to identify challenges facing their early childhood teacher preparation programs related to students, faculty (Finding 11, page 36), their institutions (Finding 12, page 37), and the communities in which they work (Finding 13, page 39). Within each category, respondents rated the challenge on a five-point Likert scale, ranging from “no challenge,” “less than somewhat of a challenge,” “somewhat of a challenge,” “more than somewhat of a challenge,” to “a large challenge.” Figures 3 through 6 show respondents’ rating of different types of challenges.

As shown in Figure 3, we asked respondents to rate the degree of challenge related to various student issues:

- *Competing work or family responsibilities, lack of academic preparation or skill, and lack of financial support of scholarships.* These were identified as somewhat of a challenge or greater by most of the community colleges, CSUs and private four-year colleges. Nearly one-half (49 percent) of the community college respondents and one-third of the CSUs (33 percent) and private four-year colleges (30 percent) identified

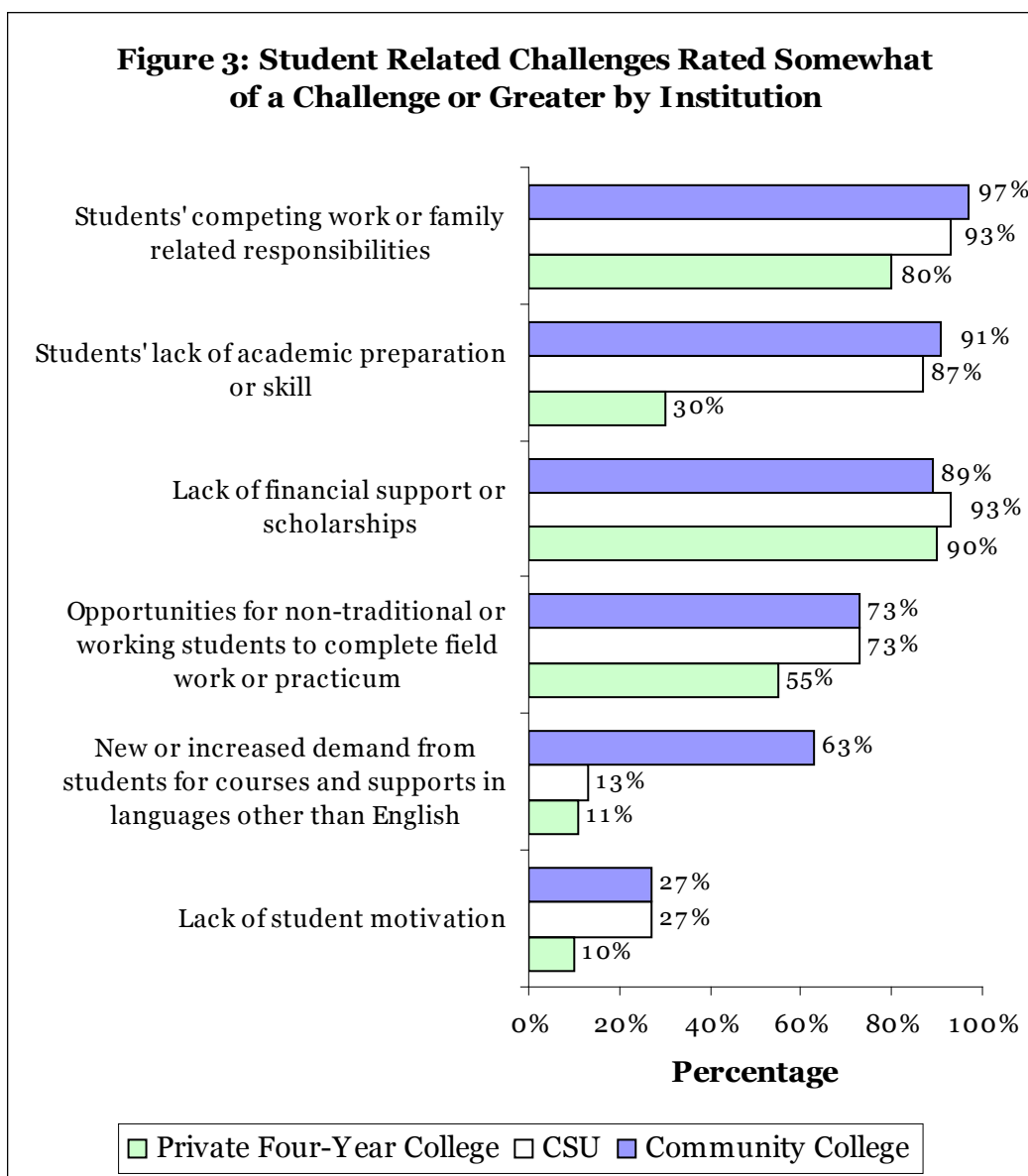
competing work or family responsibilities as a large challenge.

- *Opportunities for nontraditional or working students to complete fieldwork or practica.* Nearly three-quarters of the community colleges (73 percent) and CSUs (73 percent), and about one-half of the private four-year colleges (55 percent), rated this issue as somewhat of a challenge or greater.
- *New or increased demand for courses and supports in languages other than English.* Community colleges (63 percent), more than other institutions, rated this as somewhat of a challenge or greater. Colleges that provide courses and/or simultaneous translation in languages other than English, however, were less likely to identify such student demand as a challenge ($\chi^2(1) = 7.18, p < .01$; $\chi^2(1) = 7.20, p < .01$).
- *Financial assistance.* According to most respondents, lack of financial support or scholarships was somewhat of a challenge or greater, even though almost all the institutions offer such support to students. Tuition assistance is widely available to students, although it is not possible to

determine from these data the precise amount, types or usage rates of tuition assistance. Financial assistance for books, child care or transportation is more widely available at community colleges than at CSUs or private four-year colleges ($\chi^2(2) = 42.73, p < .001$).

- *Lack of motivation.* Only 26 percent of

the institutions considered lack of student motivation to be a significant issue; about one-quarter of the community colleges (27 percent) and CSUs (27 percent), and only 10 percent of the private four-year colleges, called it somewhat of a challenge or greater.



11. *California's early childhood teacher preparation programs share two major faculty-related challenges: the difficulty of attracting and retaining a diverse faculty, and the shortage of full-time faculty positions.*

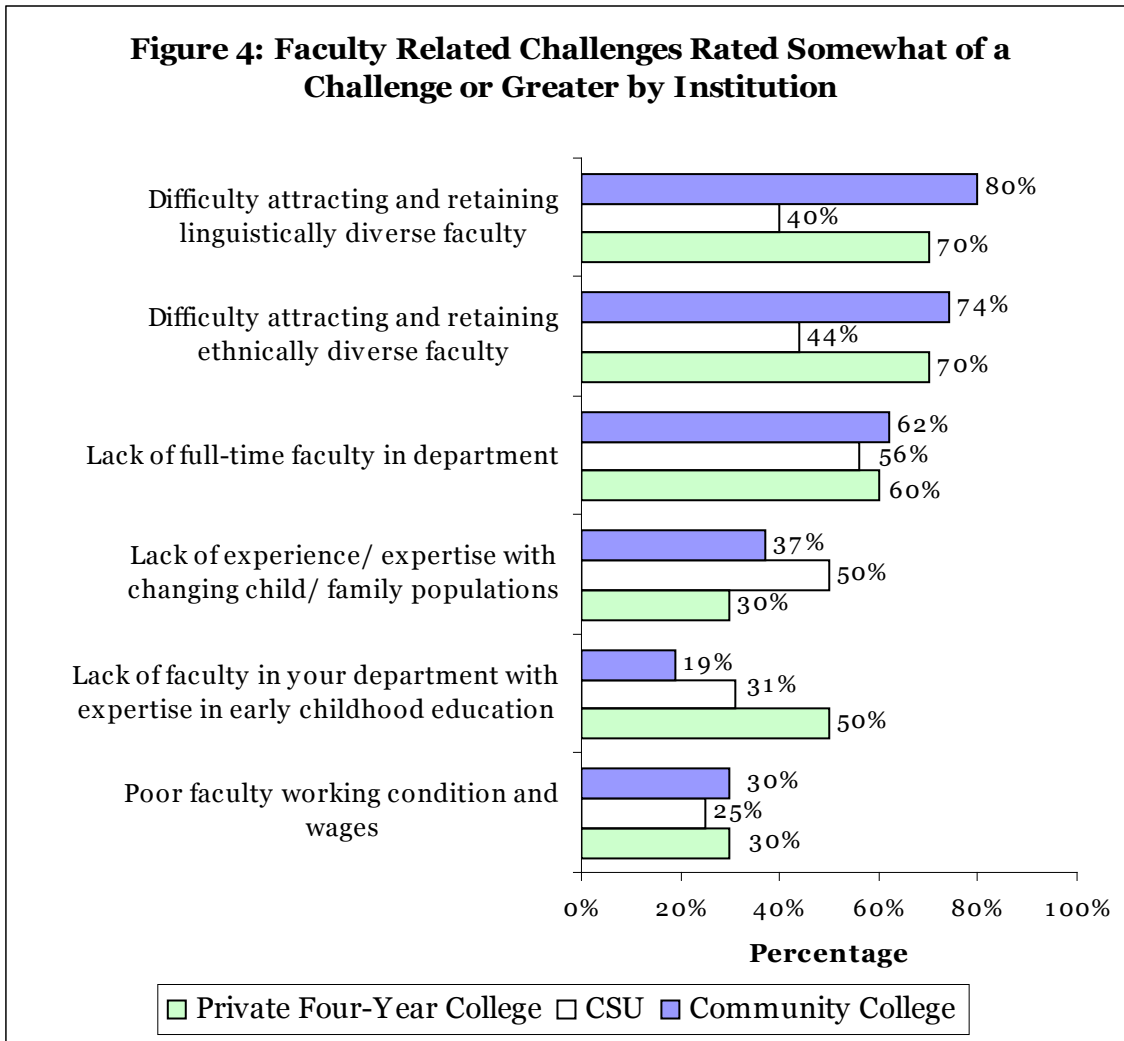
As described in Figure 4, we asked respondents to rate the degree of challenge related to six faculty issues:

- *Difficulty attracting and retaining linguistically diverse staff, and difficulty attracting and retaining ethnically diverse staff.* These were the highest-rated challenges, particularly for community colleges and private four-year colleges, most of whom rated them as somewhat of a challenge or greater.
- *Lack of faculty experience with changing child and family populations.* Fifty percent of respondents at CSUs reported this to be somewhat of a challenge or greater, compared to 37 percent of the community colleges and 30 percent of the four-year private colleges.
- *Lack of faculty in the department with expertise in early childhood education.* Seventy-one percent of the community college respondents reported that this was no challenge; by contrast, this was true for only 44 percent of CSUs and 30 percent of private four-year colleges.
- *Lack of full-time faculty in the department.* Even though the four-year colleges employ more full-time faculty than community colleges do, 31 percent of the CSUs and 20 percent of the private four-year colleges identified this as a large challenge.

- *Poor faculty working conditions and wages.*

These were identified as somewhat of a challenge or greater by less than one-half of the respondents at the community colleges (30 percent), CSUs (25 percent) and private four-year colleges (30 percent).

Figure 4: Faculty Related Challenges Rated Somewhat of a Challenge or Greater by Institution



12.

California’s early childhood teacher preparation programs share several significant institutional challenges: the inability to serve the number of students who want to enroll; articulation and transfer of credits; and a lack of support for the program from the institution as a whole.

As shown in Figure 5, we asked respondents to rate the degree of challenge related to three institutional issues:

- *The inability to serve the number of students who want to enroll in their*

programs. More than one-half of the community colleges (54 percent) and more than three-fifths of the CSUs (63 percent) called this somewhat of a challenge or greater; the private colleges did not

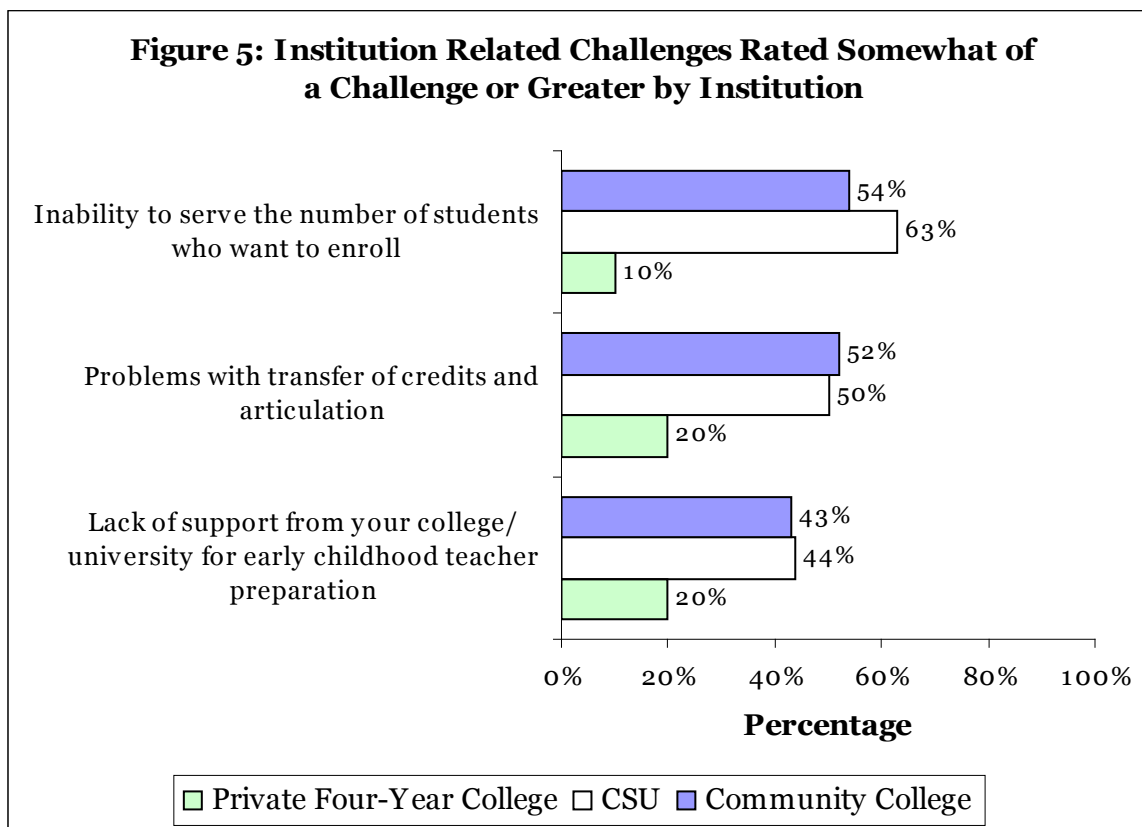
identify this as a challenge.

- *Problems with articulation and transfer of credits.* Although the majority of associate degree programs report having an articulation agreement with other institutions that affect student wishing to enter their program (79 percent) or wishing to go on for a bachelor’s degree (94 percent), about one-half of the community colleges (52 percent) identified articulation and transfer of credits as somewhat of a challenge or greater. Among four-year institutions, 91 percent reported having an articulation agreement with other institutions that affects students wishing to enter their program and 96 percent reported accepting early childhood/child development courses

from 2-year colleges for fulfillment of major requirements in their department. Fifty percent of the CSUs, however, and only 20 percent of the private four-year colleges, identified articulation and transfer of credits as somewhat of a challenge or greater.

- *Lack of support for their early childhood teacher preparation program from the college as a whole.* Forty-three percent of the community colleges, 44 percent of the CSUs and only 20 percent of the private college respondents – as well as the two UC programs in our sample – rated the lack of institutional support for their programs as somewhat of a challenge or greater.

Figure 5: Institution Related Challenges Rated Somewhat of a Challenge or Greater by Institution



13.

The persistence of low wages in the early care and education field remains the greatest community-related challenge for California's early childhood teacher preparation programs. Changing teacher requirements, and limited numbers of quality early childhood practicum sites, are also significant challenges.

As shown in Figure 6, respondents were asked to rate the degree of challenge related to four other issues:

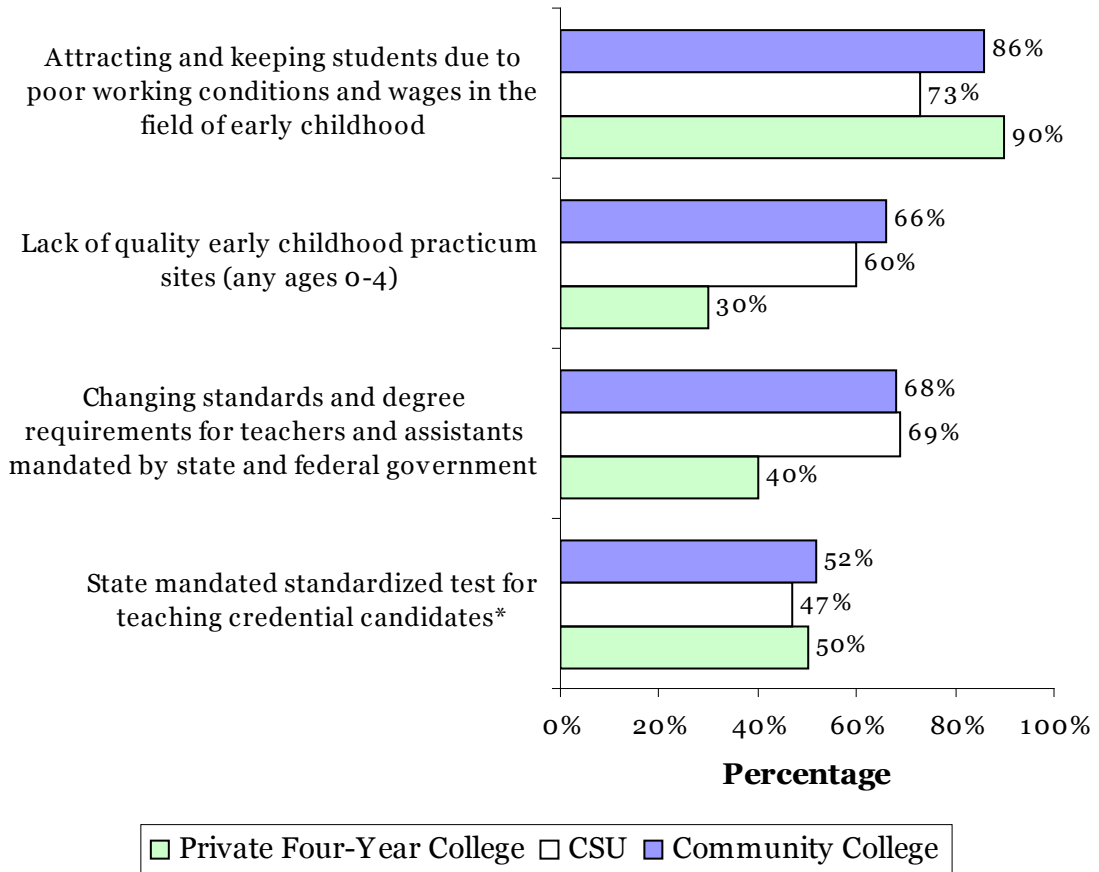
- *Wages and working conditions in the early care and education field.* This was rated at the most serious among the community-related challenges. More than four-fifths of community college respondents (86 percent), nearly three-quarters of CSU respondents (73 percent), and 90 percent of private four-year college respondents rated the issue as somewhat of a challenge or greater. It was rated as a large challenge by 48 percent of community colleges, 47 percent of CSUs, and 40 percent of private four-year colleges.
- *The availability of quality early childhood practicum sites serving children birth to five years old.* Sixty-six percent of community colleges, 60 percent of CSUs and 30 percent of private four-year colleges rated this as somewhat of a challenge or greater.
- *Changing requirements for early care and education teachers.* Approximately two-thirds of respondents at the community colleges (68 percent) and CSUs (69 percent) identified this as somewhat of a challenge or greater.

- *The state-mandated standardized test for teaching credential candidates.* Approximately one-half of community colleges, CSUs and private four-year colleges rated this as somewhat of a challenge or greater.

Because respondents had varying relationships with students in their programs, we tested to see whether those who supervised students in a practicum setting (61 percent), which would signal more intensive involvement with their students, were more likely to view various issues as challenging. We found that respondents who supervised students in a practicum setting were more likely to identify three issues as a greater challenge than those who did not:

- Difficulty attracting and retaining ethnically diverse faculty ($t(127) = 2.63, p < .05$);
- Lack of quality early childhood practicum sites ($t(127) = 2.1, p < .05$); and
- Changing standards/degree requirements mandated by state and federal agencies ($t(125) = 2.38, p < .05$).

Figure 6: Community and Policy Related Challenges Rated Somewhat of a Challenge or Greater by Institution



Discussion and Recommendations

There is a growing consensus about the importance of upgrading the professional development of teachers who work with young children. More and more, early educators are expected to have specific skills and knowledge related to children with special needs, dual language learners, child assessment, and school readiness, as well as a strong foundation in children's social-emotional, cognitive and physical development. But reflecting what California's regulatory system currently requires of teachers, most early childhood teacher preparation efforts in the state remain centered on lower-division coursework at the community colleges, and often do not require a practicum experience. At a time of rising calls for professionalism, including the attainment of college degrees and credentials, the state's higher education system is still geared mostly to entry-level work in the ECE field.

The present study provides an updated description of the current characteristics and capacity of California's higher education programs in early childhood teacher preparation, and identifies the major challenges that these programs face. Our

Colleges and Universities

Our findings suggest the urgency of revising and updating the curricula of many of California's early education teacher preparation programs, in line with changing and emerging needs in the field. Many programs, we found, do not require a full

findings indicate that the state's higher education system is not entirely ready for the task of preparing highly skilled ECE teachers for the next decade and beyond. Indeed, many colleges and universities reported having difficulty serving current demand for early childhood/child development coursework, let alone expanding such programs. Yet this should not be construed as an argument that raising teacher education requirements is inappropriate or impossible.

The growing public interest in early education has now created an historic opportunity to redefine ECE teaching jobs and teacher preparation, and to address critical issues of access and support for the diverse group of students who are working in or entering the ECE field. By necessity, this will involve systems change both at the level of state policy, and at the college and university program level. The challenge will be to undertake a significant statewide program of coordinated planning, combined with substantial resources provided to individual colleges and universities for program development, faculty renewal and recruitment, and student support.

course in such significant topics as dual language learning and bilingualism, despite the increasing number of dual language learners in California's child population (California Department of Education, 2004).

Our study has also found that the faculty

of early childhood teacher preparation programs tend to face greater burdens than other faculty at their institutions. Many are working on a part-time basis, and many do not fully have the necessary background for addressing the changing needs of adult and child learners in California's diverse population. Two concerns, both highlighted in a recent national policy report and position statement by the American Association of Colleges for Teacher Education (2004), appear particularly urgent in California: the lack of faculty diversity at the state's early childhood teacher preparation programs, and in many cases, faculty members' lack of direct experience working in ECE programs with young children. Hand in hand with upgrading the professional training of the ECE workforce, it will be important to devote new attention to the needs of the faculty of teacher preparation programs, and particularly to

develop a more diverse body of instructors and leaders. Further, a serious shortage of master's and doctoral opportunities in early childhood education and child development in California has exacerbated the challenge of developing more instructors and leaders in the ECE field overall.

Finally, while the cultural and linguistic diversity of California's current ECE student body and workforce is a great strength, preserving this diversity is likely to pose a significant challenge as teacher educational standards increase. The state's colleges and universities must remain accessible and responsive to changing student needs, especially in the areas of financial, academic and language support, so that the promise of higher education can truly be a reality for all students interested in pursuing the worthy work of teaching and caring for young children.

1 ● *In order to assure the professional preparation of highly qualified early care and education teachers – particularly in light of a possible Preschool For All system for the state's four-year-olds – we recommend increased resources to California institutions of higher education to:*

- Expand lower-division programs in early childhood studies, and increase opportunities for supervised practicum experiences;
- Develop more upper-division and graduate programs in early childhood studies and teacher preparation;
- Hire more full-time early childhood faculty members;
- Develop targeted programs to attract and retain a more culturally and linguistically diverse faculty, paying particular attention to the need for securing upper-division faculty with appropriate expertise and experience related to working with young children;
- Update and revamp the courses of study that higher education programs in early childhood offer, based on new knowledge of the skills and competencies that teachers need to develop in order to work in this field;

- Create opportunities for early childhood faculty to update and renew their knowledge and skill, based on emerging research and changes in the ECE field;
- Serve a diverse and rising early childhood student population, and to preserve and strengthen the cultural and linguistic diversity of the state’s ECE workforce, in order to best serve the state’s diverse population of children and families. This would include a range of academic

supports to make higher education more accessible, especially for those who face challenges in pursuing college course work in English (e.g., enhanced career and academic counseling; cohort groups; substitutes; accessible course offerings and practica); and

- Create new incentives to encourage students to pursue degrees in early childhood/child development and to remain in this field.

State Policy

Many of these changes at the college and university level will only become possible through reform and financial support at the state policy level, including renewed attention to teacher competencies, teacher credentialing, and resources devoted to institutions of higher education to allow them to meet the challenges they face. Currently, several major proposals for change are on the table: a ballot initiative and legislation both calling for the creation of a statewide Preschool For All system, which would

include significant funds for higher education program development and student support; and a statewide committee on workforce development, whether a legislatively created body coordinated by the State Superintendent of Public Instruction, or one that is convened by First 5 California. At the same time, CARES programs and Preschool For All pilot initiatives at the county level are already beginning to address locally a host of concerns about student access to higher education, student support, and workforce diversity.

2 *In order to secure impetus, resources, and overall direction for statewide systems change in the professional preparation of the early childhood teaching workforce, we recommend a statewide process, such as a Blue Ribbon Committee, with authority to:*

- Create a blueprint for a well-articulated higher education and certification system, with greater ease of transfer between community college, upper division and graduate programs;
- Develop a comprehensive set of ECE teacher skills and competencies, based on

the latest research knowledge about how young children learn and succeed;

- Design a relevant early childhood teacher certification system;
- Promote improved teacher compensation in early care and education, in order to better attract students to the field and

- retain them as teachers; and
- Create incentives and guidelines for institutions of higher education across the

state to increase their program offerings in early childhood studies.

Public Awareness

Despite growing needs, however, the questions of professional teacher preparation and compensation at the early childhood education level remain controversial and insufficiently understood among a significant portion of the general public. A wider public

discussion of these workforce issues will be an important part of securing broad support for higher-quality and more widely available early care and education, provided by a highly skilled teaching workforce.

3 • *We recommend a concerted statewide effort to build public awareness of:*

- The knowledge and skills required to work effectively with children prior to kindergarten;
- Why advanced levels of education are necessary and appropriate for teachers in the ECE profession; and
- Why compensation must be raised, with

the use of public resources, in order to increase teacher retention and continuity in the ECE profession without further burdening families who pay for ECE services.

Further Research

While the present census has collected a significant range of information, for the first time, about California’s early childhood teacher preparation programs, it has also brought to light a number of remaining gaps in our knowledge. To cite only one example, a major limitation of this study is that most respondents were only able to give us

estimates of the number of current students, the number of degrees and awards given each year, and the career pathways of former students. Early childhood teacher preparation programs need a mandate, and resources, in order to collect such data more effectively and systematically.

4 ●

In order to extend our knowledge about the effective preparation of teachers in the field of early childhood education and child development, we recommend:

- A coordinated effort at all early childhood teacher preparation programs to track their current students (e.g., their numbers, their demographic characteristics, and degrees and awards given), as well as their career pathways once they leave programs (e.g., what happens, how long they stay in the field);
- Further research on best practices for producing effective early care and education teachers, including high-quality practicum experiences for early childhood students in appropriate community sites that reflect diverse populations; and
- Further research on best practices for preparing teachers to work effectively with young children who are second language learners.

Conclusion

In the mid-twentieth century, California was a national leader in providing high-quality early care and education for young children and in training effective early childhood teachers. While some elements of this legacy can still be seen – for example, in the state’s extensive and accessible community college system – a host of demographic, social and policy changes over the past decades have created the urgent need to revamp and expand the state’s capacity to train a high-quality early education workforce. Expectations are rising for teacher skills and training, and California’s child population is becoming more and more linguistically and culturally diverse. It is

widely agreed that the cornerstone of high-quality early care and education programs is the skill and professional preparation of teachers. Yet public investment in the programs that are charged with preparing such teachers fall far short of how we prepare and support teachers of children in Grades K-12. Now, to assure that the next generation of California’s early educators will be effectively prepared to meet a host of new challenges, our institutions of higher education need assistance in becoming ever-stronger sources of opportunity and leadership for this vital profession.

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APPENDIX A

Methods

Sampling frame and sample selection

To conduct the national survey, National Pre-kindergarten Center (NPC) researchers created a frame that included all institutions of higher education (IHEs) with a program to prepare students to work with children younger than age five. To create this frame, NPC gathered information from the Integrated Postsecondary Education Data System (IPEDS), a single, comprehensive system whereby the National Center for Education Statistics (NCES) collects institution-level data from all IHEs in such areas as enrollment, program completion, faculty, staff, and finances.

From this comprehensive list of all IHEs in the United States and its territories, NPC selected those that reported offering one or more programs (graduate level or below) that might prepare students to work with young children. Typical programs include Education, Child Care, Child Development, Child and Family Studies, and Home Economics. This process led to the identification of 1,352 institutions, a list that was then supplemented with 245 IHEs housing early childhood programs whose names were obtained from various early childhood professional organizations. If a satellite site or an extended campus was on one of the lists from various professional organizations, NPC included the satellite site only if it was listed in IPEDS; otherwise, only the main campus appeared

in the final list. For schools with two early childhood-related programs in different departments, respondents were asked to determine which program was more typically used to prepare early childhood teachers, and included only that program in the study.

Thus, the final sampling frame contained 1,597 IHEs and included all types of degree-granting postsecondary institutions, including public and private schools, two- and four-year institutions, community colleges, technical institutes, tribal colleges, and historically black colleges and universities. Of the 1,597 IHEs, only the 155 institutions located in the state of California were included in the California sub-study sampling frame.

Questionnaire design

Because the primary purpose of the national study was to replicate the 1999 national survey conducted by Early and Winton (2001), much of the interview content was drawn from the 1999 questionnaire. Additions and revisions to the questionnaire were made by a team of national researchers primarily to reflect new areas of interest. As noted above, we also added several questions to the California sub-study.

Field procedures

A packet of information about the survey was mailed to the 155 sample members between January and April 2004. The packet

included: 1) a cover letter explaining the purpose of the survey, asking for their help, notifying them when telephone interviews would begin, and directing them to a web page to see the questionnaire in advance, 2) a page that could be faxed to NPC to indicate convenient times for the call, 3) a sheet to be used during the interview that displayed the response scales, and 4) a copy of Frank Porter Graham Child Development Institute's national magazine, *Early Developments*, as a gesture of appreciation for their time and effort. The packets also informed potential participants that the NPC was working jointly with the Center for the Study of Child Care Employment. In California, several agencies that work directly with IHEs sent additional email notices, encouraging participation in the study and underscoring its importance for policy development.

Approximately one month after the first batch of packets was mailed, trained interviewers telephoned each sample member. Between February and September 2004, the majority of interviews were conducted by NPC in North Carolina using a computer-aided telephone interviewing (CATI) system. Three self-administered surveys were also completed for programs when sample members were unable to participate in or complete the interview by phone due to scheduling conflicts. In addition, 34 interviews were conducted by California staff using hard-copy surveys identical to the ones mailed to respondents.

Response rate and final sample characteristics

Our initial frame included 155 IHEs programs, and interviews were completed for 136 programs. The final sample thus included 88 percent of the IHEs identified for the study sample. Seventeen programs were deemed ineligible, however, because they did not have an early childhood teacher preparation program that met our criteria for inclusion. Of the 138 IHEs eligible for participation, only two (1.5%) programs refused to participate. Thus, the overall response rate among eligible programs was 98.5 percent.

Twenty-four percent ($n=32$) of the participating IHEs were four-year institutions, 71 percent ($n=97$) were two-year institutions, and five percent ($n=7$) were less than two-year institutions, offering certificates but no associate degrees. Ninety percent ($n=122$) were public institutions and the remaining ten percent ($n=14$) were private.

Data analysis

All analyses were conducted using SPSS (Statistical Package for the Social Sciences), a software package specifically designed for sample surveys. Data were analyzed to address the four purposes of the study:

- *Descriptive statistics to provide an overview of these programs*, including faculty demographics, information on required coursework and practica, and student characteristics and pathways. Where appropriate, we performed inferential statistics (e.g., t tests and χ^2 tests) to test for differences between

two-year and four-year institutions, and between programs offering associate and/or bachelor's degrees or those offering both undergraduate and graduate degrees. We also report differences between public and private institutions.

- *Information on the institutions in which these programs reside*, presenting inferential statistics to test for differences between faculty of early childhood teacher preparation programs and faculty in their institutions as a whole.
- *Information on the challenges reported by survey respondents*, presenting comparisons between two- and four-year institutions using t tests.
- *Information on student supports*, including teaching resources available in languages other than English. We describe differences among community college programs and across types of institutions using analysis of variance, t tests and χ^2 tests.

APPENDIX B

California Colleges and Universities Offering Early Childhood Teacher Preparation Programs, by Type of Award

Two-Year Institutions

California Community College System	CDA ¹	CERT ² .	A.A. ³	A.S. ⁴
Allan Hancock College				X
American River College		X	X	
Antelope Valley College			X	
Bakersfield College				X
Barstow College		X		
Butte College		X	X	X
Cabrillo College	X	X		X
Canada College				X
Cerritos College	X	X	X	
Cerro Coso Community College		X		X
Chabot College	X	X	X	
Chaffey Community College				X
Citrus College	X	X		
City College Of San Francisco		X	X	
Coastline Community College ⁵				
College of Alameda ⁶				
College Of Marin		X		X
College of San Mateo*				
College Of The Canyons				X
College Of The Desert		X	X	
College Of The Redwoods		X		X
College Of The Sequoias		X		X
College Of The Siskiyou		X	X	
Columbia College		X		X
Compton Community College	X	X		X

1 Program offers coursework to prepare students for a Child Development Associate (CDA) National Credential.

2 Program offers a Certificate of Completion or Certificate of Achievement typically based on the completion of a set group of courses.

3 Program offers an Associate of Arts degree.

4 Program offers an Associate of Science degree.

* College does not offer any program related to early childhood teacher preparation.

5 College offers a Certificate of Completion in Human Services.

6 College offers a Certificate of Completion or A.A. degree in Human Development Services.

Two-Year Institutions, cont.

California Community College System	CDA	CERT.	A.A.	A.S.
Contra Costa College		X	X	
Copper Mountain College		X		
Cosumnes River College		X	X	
Crafton Hills College	X	X	X	
Cuesta College		X	X	
Cuyamaca College				X
Cypress College*				
De Anza College		X	X	
Diablo Valley College		X		
East Los Angeles College		X	X	
El Camino Community College		X	X	
Evergreen Valley College*				
Feather River Community College District		X	X	
Folsom Lake College ⁷		X	X	
Foothill College ⁸			X	
Fresno City College		X		X
Fullerton College		X	X	
Gavilan College		X	X	
Glendale Community College		X		X
Golden West College*				
Grossmont College				X
Hartnell College	X		X	
Imperial Valley College		X	X	
Irvine Valley College		X		X
Lake Tahoe Community College		X	X	
Laney College*				
Las Positas College		X	X	
Lassen Community College		X	X	
Long Beach City College			X	
Los Angeles City College			X	
Los Angeles Harbor College		X		X
Los Angeles Mission College		X	X	
Los Angeles Pierce College		X	X	
Los Angeles Southwest College		X	X	

⁷ College was not included in the study as its initial accreditation (January 2004) took place after the sample had already been selected.

⁸ Survey respondent said the college only offers satellite courses and has no regular faculty in the child development department.

Two-Year Institutions, cont.

California Community College System	CDA	CERT.	A.A.	A.S.
Los Angeles Trade Technical College		X	X	
Los Angeles Valley College		X	X	
Los Medanos College		X		X
Mendocino College		X		X
Merced College		X	X	
Merritt College		X	X	
Miracosta College		X	X	
Mission College	X	X		X
Modesto Junior College		X	X	X
Monterey Peninsula College		X		X
Moorpark College		X		X
Mount San Jacinto College		X		X
Mt. San Antonio College		X		X
Napa Valley College		X		X
Ohlone College		X	X	
Orange Coast College		X	X	
Oxnard College				X
Palo Verde College			X	X
Palomar College		X	X	
Pasadena City College		X	X	X
Porterville College		X	X	X
Reedley College		X		X
Rio Hondo College		X		X
Riverside Community College		X		X
Sacramento City College		X	X	
Saddleback College		X	X	X
San Bernardino Valley College		X	X	
San Diego City College		X		X
San Diego Mesa College ⁹				
San Diego Miramar College		X		X
San Joaquin Delta College			X	
San Jose City College		X		X
Santa Ana College			X	
Santa Barbara City College	X			X
Santa Monica College		X	X	

⁹ College offers certificates and A.S. degree in Child Development in conjunction with San Diego City College and San Diego Miramar College.

Two-Year Institutions, cont.

California Community College System	CDA	CERT.	A.A.	A.S.
Santa Rosa Junior College		X	X	
Santiago Canyon College			X	
Shasta College		X		X
Sierra College		X	X	X
Skyline College		X		X
Solano County Community College District				X
Southwestern College		X	X	
Taft College		X		X
Ventura College		X	X	
Victor Valley College		X		X
Vista Community College*				
West Hills Community College		X	X	
West Los Angeles College		X	X	
West Valley College		X		X
Yuba College		X		X
Other Private Two-Year Institutions				
American Nanny College ¹⁰				
Center For Employment Training-San Jose-Vine		X		
Other Public Two-Year Institutions				
East Los Angeles Occupational Center	X	X		
East San Gabriel Valley Regional Occupational Program		X		
Hacienda La Puente Unified School Dist-Adult Education	X			
Simi Valley Adult School		X		
West Valley Occupational Center	X	X		

¹⁰ College offers coursework in early childhood teacher preparation but does not confer certificates or degrees.

Public Four-Year Institutions

California State University System	CDA	B.A. ¹¹	M.A. ¹²	Ed.D. ¹³
California Maritime Academy*				
California Polytechnic State Univ-San Luis Obispo	X	X		
California State University-Bakersfield		X	X	
California State University-Channel Islands ¹⁴				
California State University-Chico		X		
California State University-Dominguez Hills ¹⁵				
California State University-Fresno		X	X	
California State University-Fullerton		X		
California State University-Hayward		X		
California State University-Long Beach		X	X	
California State University-Los Angeles		X	X	
California State University-Monterey Bay		X		
California State University-Northridge			X	
California State University-Pomona ¹⁶				
California State University-Sacramento		X	X	
California State University-San Bernardino		X	X	
California State University-San Marcos ¹⁷				
California State University-Stanislaus		X		
Humboldt State University		X		
San Diego State University	X	X	X	
San Francisco State University		X	X	
San Jose State University		X	X	
Sonoma State University			X	

11 Program offers a Bachelor of Arts degree.

12 Program offers a Master of Arts degree.

13 Program offers a Doctor of Education degree.

14 The Child Development major is offered at Channel Islands but the B.A. degree is conferred by CSU Northridge.

15 University offers a Certificate in Early Childhood Education offered through the College of Extended and International Education.

16 University offers a B.A. degree in Behavioral Sciences, with an optional focus in child care.

17 University offers a B.A. degree in Human Development, focusing on the life span.

Public Four-Year Institutions, cont.

University of California System	CDA	B.A.	M.A.	Ed.D.
University of California-Berkeley ¹⁸				
University Of California-Davis			X	
University of California-Irvine ¹⁹				
University Of California-Los Angeles		X		
University of California-Merced ²⁰				
University of California-Riverside ²¹				
University of California-San Diego ²²				
University of California-San Francisco*				
University of California-Santa Barbara ²³				
University of California-Santa Cruz ²⁴				

Private Four-Year Institutions offering Early Childhood Teacher Preparation Programs

Private Four-Year Institutions	CDA	A.A.	A.S.	B.A.	M.A.	Ed.D.
Bethany College Of The Assemblies Of God		X		X		
Concordia University					X	
La Sierra University	X					
Mills College				X	X	X
Mount St Marys College		X		X		
Pacific Oaks College				X	X	
Pacific Union College			X	X		
Point Loma Nazarene University				X		
Saint Marys College Of California					X	
Shasta Bible College		X				
The National Hispanic University		X				

18 University offers a Ph.D. in Human Development or an M.A. in Education.

19 University offers Ph.D. in Psychology and Social Behavior with a specialization in developmental psychology.

20 No program in early childhood teacher preparation as of June 2005.

21 University offers a Ph.D. in Developmental Psychology.

22 University offers a B.A. degree in Human Development that includes coverage in early childhood.

23 University offers a M.A. in Human Development or a Ph.D. in Education with an emphasis in Child and Adolescent Development.

24 University offers a Ph.D. in Developmental Psychology.