



## Early Childhood Advisory



**University of Massachusetts Boston**  
October 24, 2007



## Agenda

- Introductions and Welcome
- Update on Early Childhood Education at UMB Including ALL Children Grant  
*Jorgelina Abbate-Vaughn*
- Update on Boston Ready Grant
  - Accomplishments and Changes, *Mary Lu Love*
  - Findings from 06-07, *Michelle Porche*
- Urban Early Childhood Research Center

## Introductions


- Introduce yourself to someone.
- Explain your connection to:
  - Early childhood education (birth- 2<sup>nd</sup> grade)
  - UMass Boston / higher education
  - Urban issues
- Give a two sentence introduction of yourself to the group

## Major ECE Accomplishments




- **Graduate** program passed through UMB governance
- DOE has approved both undergraduate and graduate **licensure programs**
- First eight Building Careers students **graduated** from CPCS in June 2007
- ECE faculty at UMB
- Boston Ready staff and Academic Support
- **Research agenda** at UMB

## Including ALL Children, Next Steps



- Contact Jorgelina Abbate-Vaughn
  - [early.childhood@umb.edu](mailto:early.childhood@umb.edu)
- Complete *Including ALL Children* application
  - Document 3.0 GPA
- Await notification of awards committee
  - <http://communityinclusion.org/iac/>

## Including ALL Children



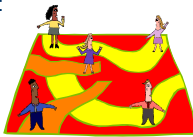
### “Forgivable loan program”

- Each year full-time school = two years working with children with disabilities, birth to 2<sup>nd</sup> grade
  - Early Intervention
  - Inclusion classrooms, etc
- **Teacher Licensure program only**

This project is funded through a Department of Education- OSEP Grant CFDA 84.325K: Special Education/Personnel Preparation to Improve Services and Results for Children With Disabilities

## If Interested in ECE, Non-licensure

- **CPSP** is developing a degree, *Concentration in Early Childhood* with three possible tracts:
  - Curriculum and Instruction
  - Family Services
  - Administration
- Continuation *Building Careers* grant being managed by Lisa Van Thiel



## Where to find ECE help at UMB

For specific EC information, contact:

### CPCS Lisa Van Thiel

Office 617-287-5925 [Lisa.VanThiel@umb.edu](mailto:Lisa.VanThiel@umb.edu)

### Teacher Advising Office

(Wheatley 1<sup>st</sup> floor, GCE Dean's Office)

617-287-7625 [grad.teachered@umb.edu](mailto:grad.teachered@umb.edu)

Including **ALL Children**: [Early.Childhood@umb.edu](mailto:Early.Childhood@umb.edu)

## Funding Streams for ECE study

- Building Careers
- ECE Scholarship
- Paraprofessional Scholarship
- *Including ALL Children* – a forgivable loan program



## Working and Experience



- **Jumpstart** - work in a community setting with at risk, individual four-year-olds  
<http://www.jstart.org/>
- **Early Learning Center** – UMass Boston's own early care and education program
  - 2 Harbor Point Boulevard (617) 287-6195
  - [Web info](#)

## Boston Ready Accomplishments 2006-07

- IRB approval:
  - UMB
  - WCW
  - BPS
- Recruitment of BPS schools
- Planning for Research in 07-08
- Professional Development
  - PD experiences: Universal Design, Second Steps
  - Course: Language and Literacy
- Data collected



## Boston Ready EC Professional Development Grant

- Boston Ready is a partnership:
  - Boston Public Schools,
  - the Institute for Community Inclusion and Graduate College of Education at UMass Boston,
  - Wellesley College.
- Funded by the U.S. Department of Education Office of Elementary and Secondary Education (Award #S349A060033).



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## Spring 2007 Data Collection

- Early Language and Literacy Classroom Observation (ELLCO) observations for 28 classrooms
  - Random assignment :14 intervention classrooms and 14 control classrooms
- Teacher Surveys
  - 19 teachers: 8 intervention and 11 control
- Limited baseline data
  - Early Learning Center classrooms receiving Early Reading First services not included in ongoing Boston Ready study



## Summary of ELLCO Results

- Similar baseline scores for intervention and control classrooms on language and literacy environment and curriculum scores
- Some differences on literacy activities including book reading and writing but those might be attributed to Early Learning Centers
- Early Learning Centers scored slightly higher than other classrooms on ELLCO measures
  - Early Learning Centers receiving intensive services including extensive training and coaching support



## Teacher Survey Highlights

- All teachers reported OWL training and all but one reported using curriculum
  - Teachers tended to report that they had received adequate training in the OWL
  - Teachers tended to report that the curriculum restricted their teaching
  - Teachers reported the OWL as being most effective in helping to develop oral language abilities
- Highest endorsement for wanting training in curriculum development in early childhood education and in working with students with disabilities
- Only 16% of teachers assess students in their school as being "very ready" for kindergarten



## 2007-2008 Data Collection

- ELLCO observations, standardized tests of vocabulary and phonological awareness for students, teacher and parent surveys, teacher attendance for Boston Ready trainings and on-line coursework
- 22 BPS Intervention Schools
  - 33 classrooms
- 13 BPS Control Schools
  - 20 classrooms
- 4-5 non-BPS Control Schools
  - Approximately 20 classrooms



## Modifications - Boston Ready Grant

### Simplify Research Design

- Professional development changes
  - Focus on *Literacy*
  - Dropped *Second Steps* curriculum
  - Use of information books
  - Teachers' Conversations with children, English Language Learners
- Research changes
  - External control sites outside of BPS
  - Simplify child assessment



### Boston Ready Year to date

- Three coaches in place
- BR Coordinator at BPS
- Professional Development
  - Universal Design, Facilitating Language
  - Courses:
    - Science & Math
    - Exploring Early Literacy Mentoring
- MTEL prep
- Academic Support / Advising
- Initial classroom data collected

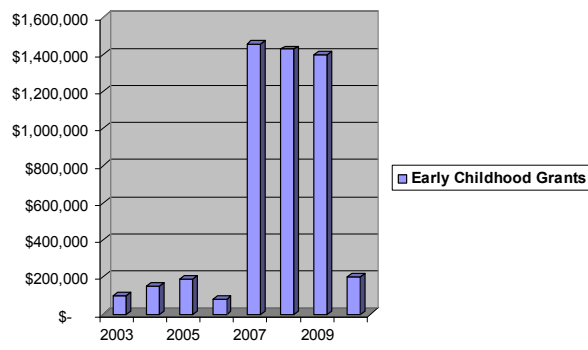


### Research Center



- History
- Office of Research and Sponsored Project's, *Research Re-envisioned*
- A "research center"

### Early Childhood Grants



### Small Groups



1. Designate roles:
    - Facilitator
    - Scribe
    - Reporter to group
  2. Discuss the question
  3. Formulate your response
  4. Report to large group
- Responses will be synthesized and posted on the Boston Ready website

### Questions:



1. What issues or concerns are unique or especially important to an URBAN, early childhood research center?
2. What unique knowledge, skills and attitudes are needed by effective urban early childhood teachers?
3. How is the ideal urban early childhood teacher similar or different from any other good early childhood teacher?

## ***Including ALL Children (IAC) at UMB***

*<http://includingallchildren.wikispaces.com>*

- \* **Including ALL Children's (IAC) work started at the end of January 2007**
- \* **The Undergraduate Program of Study in Early Childhood was approved by the Provost in the Fall 2006**
- \* **The Graduate Track in Early Childhood leading to an M.Ed. degree was approved by the Provost in May 2007**
- \* **The Massachusetts Department of Education approved both programs leading to licensure: Early Childhood Teacher of Students With and Without Disabilities PreK-2.**
- \* **The Program formally started in the Fall 2007**

Demographics	Student contacts (100+)	Filled IAC applications (42)	Secured admission to UMB/GCE * (25)	Started the program (24)		Remained in the program (20)	
				Underg	Grad	Underg	Grad
Asian	Over 100. Email, phone, and even open house meetings do not yield reliable demographic information	2	2	0	0	0	0
Black		20	13	5	7	5	5
Latino		7	4	3	1	3	0
Native-American.		0	0	0	0	0	0
White		15	8	1	7	1	6
Males		5 = 11.9%	2 = 8%	2 = 8.33%	1 = 5%		

List of outcomes from recruitment efforts started in February 2007

\* Four students were already admitted at UMB's undergraduate or graduate programs.

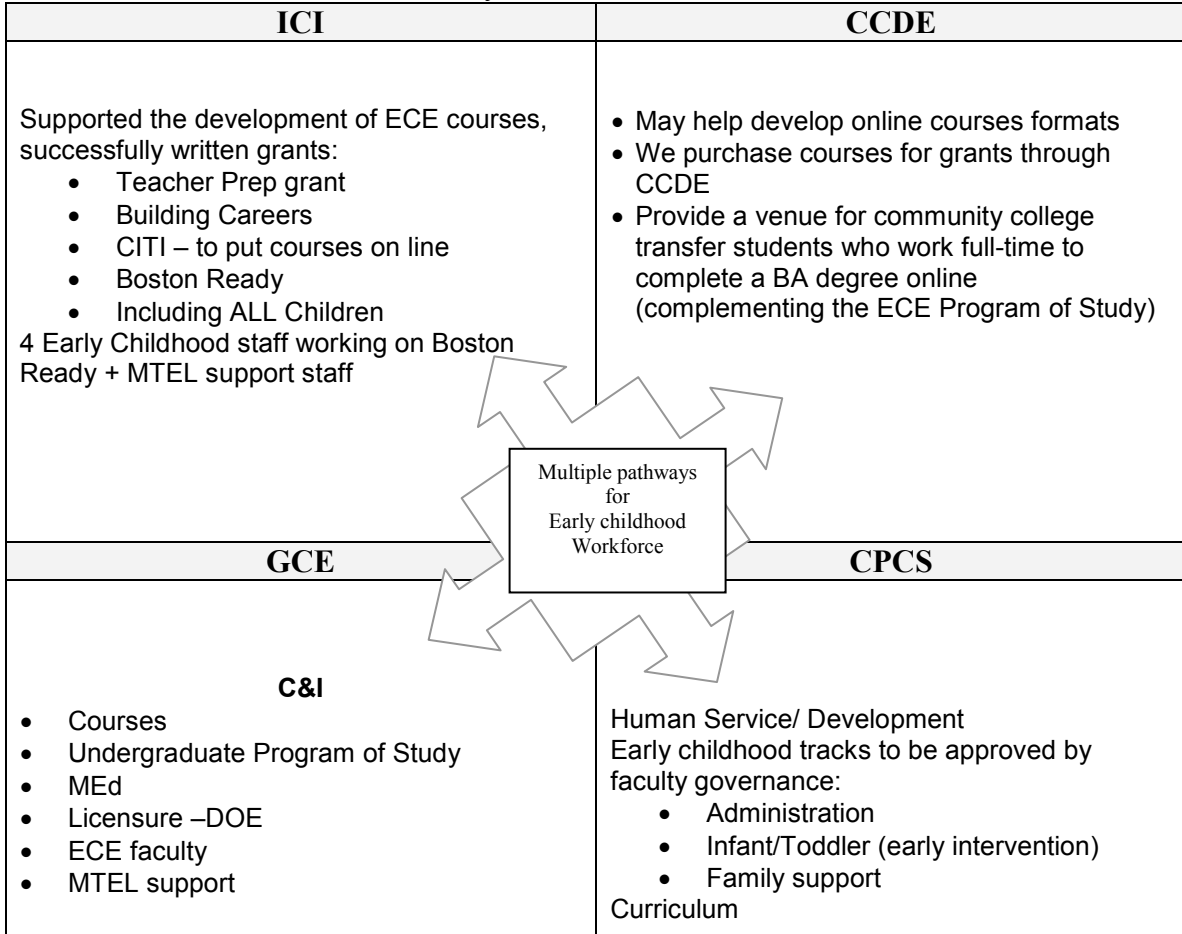
**Current Roster: 20 students, 65% minority, 45% bilingual (Spanish, Haitian Creole, Cape Verdean, Arabic).**

Starting this Spring: 2 additional students (grant requires 20 per year, but additional students are selected accounting for dropouts).

## ISSUES/CHALLENGES

- 1- Undergraduate transfer students with AA degrees and high GPAs from the community colleges do not have the “liberal arts” background as defined by the Massachusetts Department of Education (DoE). Many of those community college programs follow the Early Childhood Compact 2001 Guidelines, and have not made adjustments to account for licensure changes in DoE posted on 2003. This makes recruitment and retention of undergraduate students to the program quite difficult, since graduation with 120 credits cannot be expected.
- 2- Many students with high GPAs and current work in early care are attracted to the grant based on its design (hybrid delivery of courses) and its tuition benefits. However, at least 2 have dropped out after a few initial weeks noting that they did not expect the amount of work posed in the courses. An adjustment that requires students to pay for an initial course TBD might be made, to avoid enrolling students who are not committed to securing a higher degree.
- 3- Students who are older (40 and above) typically experience many challenges with online course delivery. Culturally diverse students also state to enjoy more face-to-face contact.
- 4- About 57% of the students who take the Early Childhood portion of the MTEL pass it. This is one of the lowest passing rates in all MTELS. A comparable test in terms of content, the General Curriculum for elementary teachers has a passing rate in the high 80’s. This outcome may or may not be related to the ways in which Early Childhood and the “Education Concentrations” are organized at the community college levels, but it is worth investigating. The liberal arts requirements of the “education concentrations” in most community colleges do indeed mirror the DoE’s “liberal arts” requirements, while the general education requirements in Early Childhood AA degrees are much more flexible.

Early Childhood Education  
At  
University of Massachusetts Boston



<b>Financial Aid</b>	<b>Early Learning Center (student services)</b>
<ul style="list-style-type: none"> <li>• ECE Scholarships</li> <li>• Paraprofessional scholarships</li> <li>• Work Study can be Jumpstart</li> <li>• Including All Children, forgivable loan</li> <li>• Purchasing courses: - Boston Ready</li> </ul>	<p>Provides early care and education services for UMB students, faculty and staff and the surrounding community. Interested in stronger links with GCE</p>