

# Advisory Board Early Childhood

*ICI – 20 Park Plaza – 13<sup>th</sup> floor  
University of Massachusetts Boston  
April 16, 2009 10:00 to 11:30  
light lunch to follow*

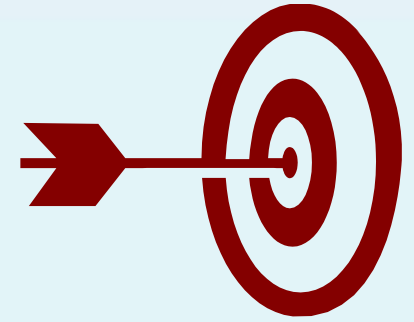


# Agenda

- Networking 10:00
- PowerPoint 10:15-11:00
  - **EECIS**
  - **Boston Ready**
  - **Building Careers**
  - **Including All Children**
- Discussion of Big Questions 11:00-11:30
- Lunch and more networking 11:30 - ???



# Goals of Advisory



- Advisory members act as resources, advocates, and a catalyst for change
- **Accomplishments in Early Childhood at the University of Massachusetts** is the result of our respectful, responsive, and reciprocal relationships with our community partners
- Share resources



# Graduate College of Education Rolls out Early Education and Care in Inclusive Settings (EECIS)

*New Bachelors of Arts*



# Why EECIS, why now?



Support for community early childhood workforce seeking degrees

- 2003 Private grant funded early childhood position at UMass Boston
- 2004 GCE partnered with CPCS
  - **Human Service major with concentration in early childhood.**
    - Grant money: Building Careers – 100 students
    - ECE scholarship: 20 students
- 2005 – undergraduate early childhood teacher licensure (Pre-K -2)
- 2006 – Boston Ready and Including All Children, grants
- 2007 - graduate early childhood teacher licensure (Pre-K - 2)
- 2008 - CPCS stopped admitting students



# Goals of EECIS



- Create a degree specific for early childhood workforce
- Facilitate transfer from community colleges
- Acknowledge the specialized areas within the field
- Integrate courses with undergraduate teacher licensure
- Maintain high quality, while eliminating the barriers of teacher licensure program





# Challenge:

## A career lattice without dead ends

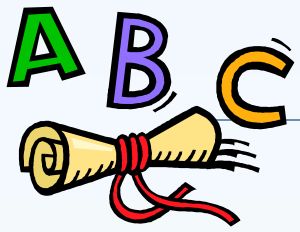
- Teacher lice programs have crowded curricula:
  - **General education requirements (liberal arts and science requirements),**
  - **Education course requirements**
  - **Two practica, one in public school**
  - **Three challenging MTEL tests.**
- **Early Childhood Educators (non-public school settings)**
  - **Bachelor degree**
  - **Option of teachers license, in future**

# EECIS



Bachelor of Arts in *Early Education and Care in Inclusive Settings* with a concentration in:

1. **Infant/Toddler and Early Intervention**
2. **Preschool Education and Care**
3. **Family Support and Engagement**
4. **Youth and Community Outreach**
5. **Administration and Supervision**





# Integration with Mass Regulations



<b>EECIS Concentration</b>	<b>State Regulations</b>
Infant/Toddler & Early Intervention	DPH -Early Intervention EEC – Infant/toddler lead teacher, EEC - Family Child Care
Preschool Education and Care	EEC – Preschool lead teacher EEC - Family Child Care
Family Support and Engagement	EEC - Family Child Care
Youth and Community Outreach	EEC – Out-of-school time leader
Administration and Supervision	EEC – Director II

DPH – Department of Public Health

EEC – Department of Early Education and Care



# Approval Process



April 2008 – Nov 2008

- **Wrote proposal, 6 new syllabi, and revised 5 others**
- **Passed all campus level committees**
  - ▶ GCE:
    - Program Director, Dept. Chair, Collegiate Committee, Dean
  - ▶ UMass Boston
    - Professional Education Coordinating Council
    - Faculty Committee
    - Director of Undergraduate Education
    - Provost
- **Reviewed by external team**
- **Passed the University of Massachusetts, Board of Trustees**
- **Full approved Nov 21, 2008**



the Massachusetts Board of Higher Education

# External Environment



- Quality standards – supporting bachelor degrees:
  - **Boston's initiative, *Thrive in Five***
  - **Massachusetts:**
    - Universal Pre-K funding
    - *Early Childhood Program Standards*
  - **Nationally:**
    - Head Start
    - NAEYC Accreditation standards
- Sept 2008: *Roles, Relevance, and Responsibilities: Higher Education in the Field of Early Care & Education*
  - **Collaborative national report**
  - **Recommends *Higher Education* make changes to meet EC workforce needs**

# Early Childhood Courses

## Teacher Licensure & some EECIS concentrations:

ECHD 420 Instructional Strategies  
ECHD 441 Science & Math

## EECIS only:

### All concentrations:

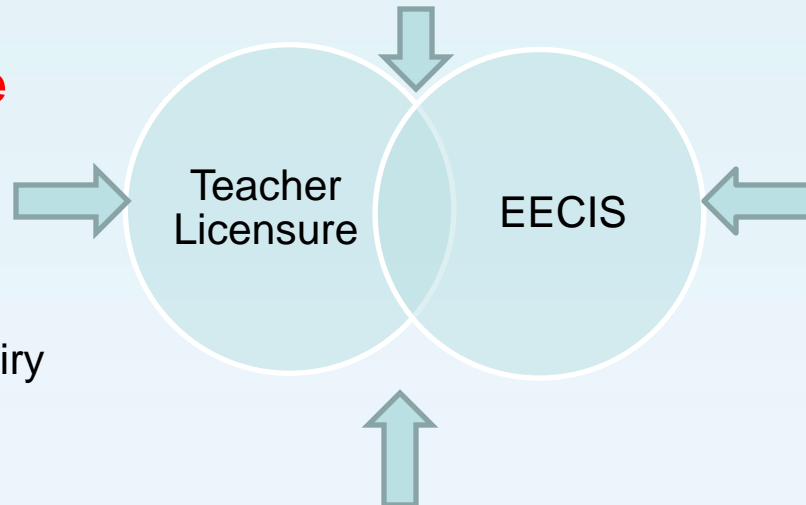
ECDH 290 Internship  
ECHD 490 Internship II  
ECHD 317 Ethics

### Specific concentration:

ECHD 208 Infant Toddler  
ECHD 435 Family Systems  
ECHD 449 SEI  
ECHD 450 Leadership  
ECHD 457 Youth Education  
ECHD 459 Administration  
ECHD 466 Early Intervention  
EDC 485 Literacy Internship  
ECHD 487 Literacy Mentoring

## Teacher Licensure Only:

EDC 446 Understanding  
Reading  
ECHD 490 Practicum  
ECHD 491 Teacher Inquiry



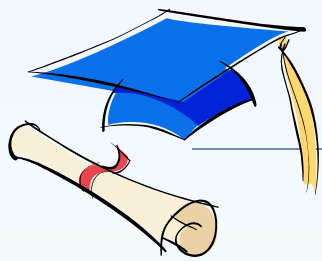
## All teacher licensure and all EECIS:

ECHD 201 Foundations  
ECHD 211 Child Development  
ECHD 221 Positive Environments  
EDC 406 Sociocultural Perspectives  
ECHD 422 Observing, Documenting & Assessing  
ECHD 440 Language & Literacy Development

# EECIS Bachelor Degree



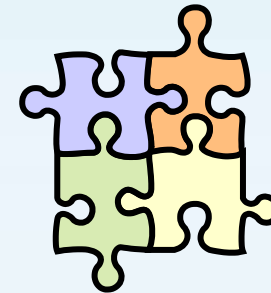
- Who?
  - **Traditional UMass Boston students**
    - ▶ JumpStart (work-study program)
  - **Transfer students**
    - ▶ Working on articulation from five feeder community colleges + Urban
  - **Workforce development**
    - ▶ Recruit
    - ▶ Matriculate
    - ▶ Future collaborations



# BA Requirements



1. **General education requirements - GCE**
  - 45 credits (English, math, lab science etc.)
2. **EECIS CORE of 9 early childhood courses:**
  - ▶ Six shared with undergraduate teacher licensure
  - ▶ Two internships
  - ▶ Ethics course



3. **Concentration requirements**
4. **Electives to make 120 credit hours**

**Students may have more than one concentration**

# Overview of EECIS



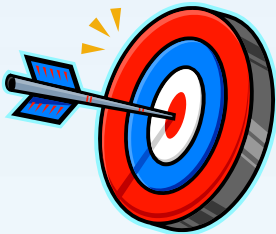
## 9 Required courses, for all concentrations:

1. **Foundations** of Early Intervention and Education for All Young Children
2. **Child Growth and Development** Birth to Age Eight - Including Special Needs
3. Supporting Young Children's **Social Interactions** and Emotional Growth
4. **Internship** in Early Education and Care 1
5. **Observing, Documenting & Assessing** in Early Childhood
6. **Language Development & Literacy** in Early Childhood
7. **Sociocultural Perspectives**: Building Family, Community and School Relationships
8. Responsibility and **Ethics** in Early Education and Care
9. **Internship** in Early Education and Care 2

# EECIS Concentration



- Four specialty courses in each of the five concentrations
  - ▶ Two required ECHD courses
  - ▶ Two additional courses, either ECHD or from other colleges
- **Students may have more than one concentration**





# Infant/Toddler & Early Intervention

- (DPH) Development Specialist \* pending approval
- (EEC) Infant-Toddler lead teacher (birth to three years)
- Competencies in observing, assessing, and fostering the development of children from birth to three years of age
- Internships in inclusive settings (work site placements will be considered for internships whenever appropriate)

## Two Required ECHD courses

- Introduction to I/T Care and Education
- Early Intervention

## Structured electives (choose 2)

- ENGL335 Children's Literature
- ANTH L301 Childhood in America
- ANTH 285 Language and Culture
- Psych 300 Personality
- Sociol 242 The Family
- Psych 441 Family and the Child

# Preschool Education and Care

- EEC Preschool lead teacher (three to five year olds)
  - Head Start, child care, nursery schools, etc.
- Competencies in creating positive environments, curriculum design, assessment and family engagement
- Internships in inclusive settings (work site placements will be considered for internships whenever appropriate)

Two Required ECHD courses	Structured electives (choose 2)
<ul style="list-style-type: none"><li>• Science and Mathematics Instruction for All Young Children</li><li>• Technology for All Young Children</li></ul>	<ul style="list-style-type: none"><li>• ECHD 487 Literacy Mentoring</li><li>• ANTH L301 Childhood in America</li><li>• ENGL335 Children's Literature</li><li>• ANTH 285 Language and Culture</li><li>• Psych 447 Cognitive Development</li><li>• Psych 441 Family and the Child</li><li>• Sociol 242 The Family</li></ul>

# Family Support and Engagement

- Home visitor, outreach, and parent education, play group facilitator, parent group leader, family literacy specialist, home-based educator, etc.
- Competencies in family engagement to support young children's development
- Internships in inclusive settings (work site placements will be considered for internships whenever appropriate)

## Two Required ECHD courses

- Introduction to Infant and Toddler Care and Education
- Family Systems - Support and Engagement

## Structured electives (choose 2)

- ANTH L301 Childhood in America
- ANTH 285 Language and Culture
- Psych 300 Personality
- Sociol 242 The Family
- AMST 350 Race, Class, Gender
- AMST 301L Childhood in America
- WOST 100 Women in Society

# Youth and Community

## Outreach

• ECHC Out-of-School time leader (6-16 years)

- **after-school initiatives, community service programs**
- Competencies to support learning in informal settings, forging links with families and community resources
- Internships in inclusive school-age settings (work site placements will be considered for internships)

### Two Required ECHD courses

- Sheltered English Instruction
- Youth Education in Out-of-School Settings through Community Based and Youth Service Organizations

### Structured electives (choose 2)

- ANTH L301 Childhood in America
- PSYCH 350 Learning and Memory
- Sociol 201 Youth and Society
- Sociol 242 The Family
- Sociol 336 Sociology of Education
- Sociol 440 Sociology of Knowledge
- AMST 350 Race, Class, Gender

# Administration & Supervision in EEC Programs

- EEC Director II
  - **Program coordinators, youth, child and family advocates, policy makers, early childhood specialists, grant managers, etc.**
- Competencies to support educational outcomes, work with communities and families, financing, budgeting, state and federal regulations and policies, supervision and advocacy
- Internships in administrative role in an inclusive setting (work site placements will be considered for internships whenever appropriate)

## Two Required ECHD courses

- Instructional Strategies for All Young Children with a Focus on Creative Arts
- Administration and Supervision of Programs for Young Children

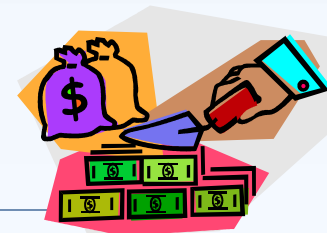
## Structured electives (choose 2)

- ECHD 487 Literacy Mentoring
- ENGL335 Children's Literature
- ECDH 450 Leadership in Early Education and Care
- PSYCH350 Learning and Memory
- AMST 350 Race, Class, Gender

# Potential Financial Support



- ***Prior to matriculation: Building Careers***
  - *Supports EEC workforce to matriculate*
- ***Matriculated Students:***
  - ***ECE Scholarship (\$4 million/year in Mass.)***
    - Funds up to six courses per year
    - Student must work in EEC program for one-year
  - ***Grant - Including All Children***
    - Federal, Teacher Preparation Grant
  - ***TEACH Grant Program***
  - ***Work opportunities:***
    - *Jumpstart*
      - Work study opportunity in preschool setting
    - UMass Boston, Early Learning Center
      - Part-time employment opportunities





# EECIS Faculty



**Anne Douglass, Fall 2009**

**Brandeis University, Heller School for Social Policy & Management**

Research: Early Intervention Linkages Project

Education of Homeless Children for DOE

Dissertation: Strengthening Families Initiative

## **Teaching experience**

Wheelock College

Northeastern University

Zero to Three Trainer

## **Early childhood direct care experience:**

Accreditation Support including BPS

Project Hope (Dorchester)

Burr Cooperative Nursery School (Auburndale)

Acorn Preschool (Chinatown)

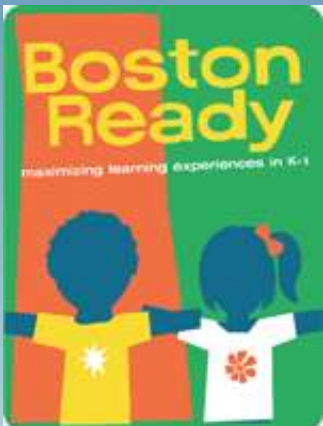




INSTITUTE FOR COMMUNITY INCLUSION  
*promoting the inclusion of people with disabilities*

# Boston Ready

2006-2009







# How *Boston Ready* Informed the Process

- Credibility at **UMass Boston**
- Connection with community providers
- Advisory Board supported, informed process
- Strong literacy base of courses
- Cohort support
- Blended format of courses
- Adjunct faculty resources identified



# Lesson Learned

- Professional Development
  - **Scheduling**
  - **Organization**
  - **Linkage with coaching**
- Course work
  - **Blend courses**
  - **Non-tradition schedule**
- Supports needed
  - **Online learning**
  - **MTEL**
  - **Laptop lending program**

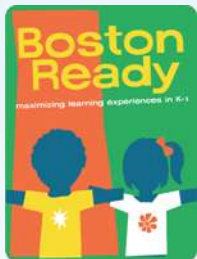


# This Year In Boston Ready

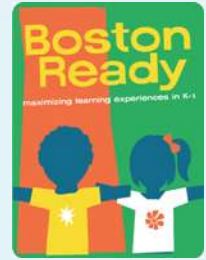


# Children's development progress: Boston Ready PD Group

- 51% of the children participating in Boston Ready Professional Development classrooms showed significant learning gains on the Peabody Picture Vocabulary Test-III

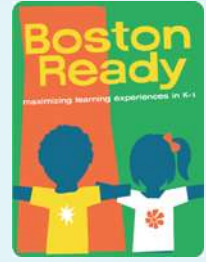


# Classroom Quality



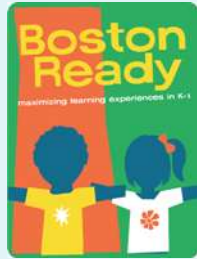
- Analyses indicated that Boston Ready classroom showed significantly higher gains in Classroom Language Quality than the Control Group over the course of the 2007-2008 school year.
- The Boston Ready Classrooms showed significance gains in Book Reading Quality when compared with the Control Group.
- ALL Boston Ready classroom showed gains in the areas of language quality, management and center quality.

# Teacher Survey



- 100% of Boston Ready Classroom reported receiving formal OWL training
- The vast majority of Boston Ready teachers reported that OWL literacy coach was supportive and helpful to their teaching efforts.
- The majority of Boston Ready teachers reported that the children in their classroom were learning a lot with the OWL curriculum.

# Qualitative interviews with teachers regarding Boston Ready



- *Interviewer: ...HAVE YOU FOUND THE (Boston Ready) COURSES TO BE?*
- *Teacher... Um, I've liked—so far I've really loved two of them..... because they were more than just theory, they were actual, like, application and use directly in the classroom like right away.*
- *Interviewer: OKAY, SO THAT WAS REALLY HELPFUL TO YOU?*
- *Teacher... Yes, we—I mean, like, our assignments were directly linked to the things that we were doing in our classroom, so that was really great.*



# Another qualitative interview

- *Interviewer: OK. AND WHAT DID YOU THINK ( of the Boston Ready Workshops) ?*
- **Teacher:** I thought they were great, very informative. You know, it gave me a...it brought in my understanding about the curriculum, the Building Blocks curriculum and the OWL curriculum. I found it very helpful, the tips...you know, the insights that the presenters gave us. I thought they were really, really, really great. You know, their insights, and the information, and you know...overall, I gained a great deal of knowledge attending workshops.





# Building Careers

Lisa Van Thiel

# Student Data



## Fall 2008

- 47 students enrolled in courses
- 18 students completed matriculation process
- 7 received scholarship

## Spring 2009

- 28 courses taken
- 3 students dropped

This year 53 students participated in Building Careers

# Supports and Lesson Learned



- Grow technology skills
  - **Set up email**
  - **Blackboard support face to face class in fall**
- Support Students in writing
  - **On-line course(s) not as attractive**
  - **Face to face preferred for this population**
- Submit application by November for scholarship funding in January



# Future plans

- Current Building Career Participant will meet in late May
  - **Matriculation**
  - **FAFSA Free Application for Federal Student Aid (FAFSA)**
- New Recruits FY 2010
  - **Seek individual with Associates Degree**
  - **20 new recruits**
  - **Agree to matriculate by Fall 2010**



# Including All Children (IAC)

Jorgelina Abatte-Vaughn

# Exciting Times for ECE



- America Resource and Recovery Act (ARRA)

# Big Questions:



- Given the wide variety of funding that will be coming forward for early childhood and higher education, what partnerships will be important to be formed so we can prepare for writing proposals?
- What should be the most important things that UMass Boston should pursue?

# Big Questions:



Public Schools Head Starts Child Care Family Child Care Early Intervention After School Programs	Infant Toddler Preschoolers After school Family Supports Administration
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- How can we develop a **continuum of competencies** for early childhood educators for all settings/all age ranges?
- How can we best define the differences between associates level competencies (outcomes) and baccalaureate level competencies (outcomes)?



# Bibliography

Washington, V. (2008) *Roles, Relevance, and Reinvention: Higher Education in the Field of Early Care and Education*. Boston: Wheelock College. <http://www.cayl.org/node/54>