



The State of Early Care and Education in Pennsylvania: The 2002 Higher Education Survey

Executive Summary

*Report prepared for the Governor's Task Force on Early Childhood Education
September 2002*

Written by

**Kelly E. Mehaffie, Robert B. McCall, Christina J. Groark,
Wendy A. Etheridge, and Robert Nelkin**

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and the

**Universities Children's Policy Collaborative
(UCPC)
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Universities Children's Policy Collaborative is dedicated to contributing to the health and welfare of children, youth, and families by providing nonpartisan information on public policy issues.

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THE STATE OF EARLY CARE AND EDUCATION IN PENNSYLVANIA: THE 2002 HIGHER EDUCATION SURVEY

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INTRODUCTION

The first five years of a child's life is a period of incredible cognitive, emotional and social growth. Experiences during these early years can set children on pathways that have lifelong emotional, social, and academic consequences.

How can we invest in our children's early development to ensure subsequent academic, social and emotional success? This question has attracted widespread attention from Pennsylvania policy makers. Their goal: to develop a system of early care and education that will meet family's needs today and help prepare a sophisticated, educated workforce of the future.

Toward this goal, Pennsylvania's Governor Mark Schweiker signed Executive Order 2002-2 on April 17, 2002 to create the Early Childhood Care and Education Task Force. As part of the work accompanying the task force, the Governor commissioned a series of primary research efforts to be carried out by three major Pennsylvania Universities (Penn State

University, University of Pittsburgh, and Temple University) that have joined together to form the Universities Children's Policy Collaborative (UCPC).

As part of this collaborative effort and under commission from the Governor's Office, the University of Pittsburgh Office of Child Development initiated the 2002 Higher Education Survey, one designed to collect information from early childhood higher education programs regarding training of professionals in child care and early education. This executive summary encapsulates the findings from the larger report on the survey and highlights the policy recommendations that stem from these findings. This executive summary is one of a series that summarizes reports from UCPC. The other reports include the **Benchmarking Early Care and Education in Pennsylvania: The 2002 Family Survey**, **A Baseline Report of Early Care and Education in Pennsylvania: The 2002 Early Care and Education Provider Survey**, and **From Science to Policy: Research on Issues, Programs, and Policies in Early Care and Education**.

RESEARCH QUESTIONS GUIDING THE HIGHER EDUCATION SURVEY

The Early Care and Education Higher Education Study assessed the availability and content of higher education programs and their success in producing qualified professionals to work in this field. Questions that were addressed included:

- What are the level, accessibility, and affordability of education for students?
- What are the demographics of students as well as the ethnicity, training, and academic backgrounds of their faculty?
- What kinds of positions do students take when they graduate and do they take these positions in Pennsylvania?

- What is the cost of higher education preparation of early care and education professionals?
- What is the content of training in early childhood education programs?

DESIGN AND METHODS

The survey instrument was developed to capture information at the educational program level and the degree level. Part 1 of the survey contained program level information (e.g., Early Childhood Education Program, Elementary Education Program), including number, ethnicity, and education of faculty; student, faculty, institution, and community-related issues; and opinions on changes to higher education programs at the State level. Part 2 of the survey contained degree level information (e.g., Associates, Bachelors, etc.), and the questions in Part 2 were repeated for each degree offered in the program. The questions addressed issues such as the content of the curriculum in relation to early childhood education, the cost of obtaining a degree, and job placements of new graduates.

The target population was all higher education programs in the State of Pennsylvania that prepare students to work in the field of early childhood (children birth to eight years of age). The 2002 College Blue Book² and a list of Child Development Associate (CDA) programs were used to identify programs in Early Childhood Education, Child Development, Elementary Education, and related fields and the degrees offered by those programs. Ninety-seven schools were contacted, and 46% (45 schools) responded. Surveys were sent to 169 programs in those 97 schools and 40% (67 programs) responded.

PROGRAM LEVEL SURVEY FINDINGS

The survey results were based on a total of 67 programs, 42 (63%) were Early Childhood Education programs and 25 (37%) were Elementary Education programs. For comparison

purposes, programs were categorized into two different types of early childhood education programs: Early Childhood Education (ECE) and Elementary Education (ElEd).

EDUCATION LEVEL AND DISCIPLINE OF FACULTY

- **There were almost twice as many Full-Time Equivalent (FTE) faculty in the Elementary Education programs as there were in the Early Childhood Education programs.** The Elementary Education programs had slightly more faculty with Doctoral degrees (60%) than Early Childhood Education (50%) programs.
- **Early Childhood Education and Elementary Education programs differed in the backgrounds of their faculty.** Of those faculty in Early Childhood Education programs, 54% had backgrounds in an early childhood field and 25% had traditional elementary education backgrounds, whereas of those faculty in Elementary Education programs, 13% of faculty had backgrounds in an early childhood field and 69% had backgrounds in elementary education.

RACIAL-ETHNIC DISTRIBUTION OF STUDENTS AND FACULTY

- **African-American, Asian, and Hispanic future early childhood educators and faculty are underrepresented in comparison to the diversity of children in care.** While 16% of African-American children in early care and education programs (finding from the *Early Care and Education Provider Survey*), only 9% of teachers in training and 6% of their faculty were African-American. In general, there was little ethnic diversity of faculty and future teachers (students) but more diversity among children in care (see *Provider Survey*).

DOES THE PROGRAM GAIN OR LOSE MONEY FOR THE SCHOOL?

- **Few programs loose money, and more than one-third of ECE programs and two-thirds of the EEd programs gain money for the school.**

PARTICIPATION IN TEACH

- **Almost one-third of the Early Childhood Education programs offer courses for the Teacher Education and Compensation Helps (T.E.A.C.H.) program, while only 4% of the Elementary Education programs do.**

ISSUES

- **In general ECE programs seemed to face more significant issues than EEd programs, but the same issues predominated for both programs.** Program chairs and faculty reported that major issues for programs are attracting and retaining ethnically diverse faculty, attracting and retaining students because of poor working conditions and wages, limited scholarships, and competing with work or family responsibilities.

SUPPORT FOR CHANGE AT THE STATE LEVEL

- **The majority of programs felt that more scholarships were needed to attract and retain students and current staff in early childhood education programs.** Eighty percent of the Early Childhood Education programs and 58% of the Elementary Education programs felt that there was a need to make changes in Early Childhood Higher Education at the State level.
- **The *Provider Survey* indicates that staff salaries and benefits are low, and results from this survey demonstrate that students often have difficulty paying back their student loans.** The requested action most generated by faculty for the State government surrounds the area of salaries and benefits (30%) for people working in the field of early

childhood education. Other actions that were requested concerned changing the credentialing requirements and certification structure for early childhood educators (21%), making changes to the structure or regulations in early childhood programming in higher education and in the field (17%), increasing resources and funding to higher education programs or early childhood centers (17%), or other actions (e.g., increase T.E.A.C.H, more faculty support, etc.; 15%).

RESULTS SPECIFIC TO DEGREE OF PROGRAM

Due to the low response rate in the certificate/certification and associates degree category, these two degree programs were recoded into a *Less Than Bachelors Degree* category. *Bachelors Degree* programs had sufficient information to stand alone as a category; however *Masters* and *Doctoral* programs were combined for data analysis purposes. In addition, so few Certificate/Associates and Masters/Doctorate programs in EIED responded, that many of the comparisons could only be made between Bachelors programs in ECE and EIED.

ACCREDITING AGENCY

- **Nearly all the degree programs in both disciplines were accredited, but only three-fourths of the Certificate programs and two-thirds of the graduate programs in Early Childhood Education were accredited.** The disciplines differed in which organization conferred the accreditation. All of the degree programs in EIED were accredited or certified by the Pennsylvania Department of Education, whereas only 40% of the Certificate/Certification Programs, 79% of the Bachelors programs, and 60% of the Masters/Doctoral programs in ECE were accredited by the Pennsylvania Department of Education. However, a third of the ECE Bachelors degree programs were accredited by NAEYC, whereas only 15% of the EIED Bachelors degree programs were accredited by

NAEYC. These findings demonstrate that ECE programs are less likely to seek Department of Education accreditation. Conversely, it is more appropriate for ECE programs than EIED programs to seek NAEYC accreditation because of their greater emphasis on the early childhood years.

REQUIRED PRACTICUM AND HOURS

- **Nearly all (96%) Early Childhood Education programs regardless of degree required a practicum, but only 60% of Bachelors programs in Elementary Education did so.** Moreover, the average number of practicum hours required to complete the degree is higher for ECE (278 for Certificate/Associates degree programs and 246 for Bachelors degree programs) than in EIED programs (219 and 211, respectively). At the Bachelors level, a higher percentage of ECE students are required to have an out-of-class practicum and for more hours than are students in EIED.

STUDENT EMPLOYMENT

- **It is difficult for students who are employed full-time to obtain a Bachelors degree in either discipline.** A relatively small percentage (18%) of programs believed students who were employed full-time could complete a Bachelors degree program (compared to a certificate [89%] or a Masters/Doctoral program [86%]), and they estimated that only 31% of students in Bachelors' programs were employed full-time. Thus, the current structure and scheduling of Bachelors programs and courses make it difficult for employed individuals to complete the program.

CONTENT OF TRAINING

- **The content and intensity of training in Early Childhood Education programs was more focused on the care and education of children birth to five years than in**

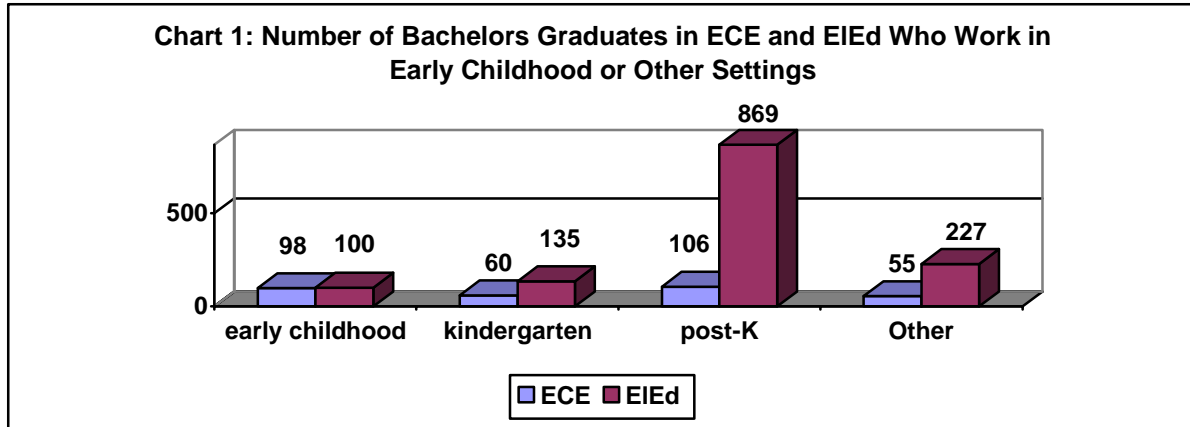
Elementary Education programs, which prepare students to teach K-3rd or K-8th

grade. ECE programs gave more curriculum emphasis to very early childhood care and education (ages birth through 5), education and care of young children with disabilities, early number skills, early literacy, early language skills, developmental domains, transitions, and program administration than did EEd programs. Note that although Certificate/Associates programs in ECE required only half the credit hours as ECE Bachelors programs, they covered nearly the same early childhood curricula (although slightly less emphasis on skill development and administration).

- **Only 35% of the Bachelors EEd programs and 58% of ECE programs require one or more entire courses on education and care of children with disabilities; yet nearly all early childhood centers have children with disabilities. In addition, a quarter or fewer of the programs in both disciplines require one or more courses in behavior management or social-emotional development of children.** The *Early Care and Education Provider Survey* indicated that early childhood education and care providers need more training and preparation in working with children with disabilities and children with behavior problems or under-developed social-emotional skills. These needs are mirrored in this survey of higher education programs.
- **ECE students receive more coursework and practical experience working with children ages birth to five.** Bachelors programs in Early Childhood Education are much more likely than are Elementary Education programs to require practica in education and care of infants and toddlers (71% vs. 42% in EEd), education and care of children 3 to 5 years old (91% vs. 64% in EEd), and education and care of children with disabilities (62% vs. 25% in EEd).

STUDENTS

- **The graduation rate indicates that slightly less than half of the students enrolling in either program are not graduating from these programs.** The graduation rate for Bachelor's programs in Early Childhood Education and Elementary Education is about the same (61% and 54%, respectively).
- **It takes approximately the same number of months (49 months) to complete a Bachelor's degree in Early Childhood Education as it does in Elementary Education,** and a little more than half this time (27 months) to complete a Certificate/Associates program.
- **Graduates of all programs and degrees** (with the exception of the Early Childhood Education Certificate/Associates degree) **are more likely to work in public or private post-kindergarten environments than any other** according to program chair/faculty estimates (see Chart 1). More than half of the numbers of new Bachelors graduates going into the early childhood field (birth to five) and nearly two-thirds of those who teach kindergarten come from Elementary Education programs, despite the fact that Early Childhood Education programs provide more direct training in early childhood care and education. Program chairs/faculty report that slightly more than half (51%) of the 198 Bachelors degree graduates who work in early childhood birth to five years settings came from EIEd programs, rather than from ECE programs. More than half (60%) of the 393 Bachelors graduates who went into early childhood and kindergarten settings came from EIEd programs, rather than from ECE programs.



- **Not all graduates who work with children birth to five years remain in Pennsylvania.** According to program chair/faculty estimates, almost all of the graduates in ECE Certificate/Associates and graduate programs who go on to work with children birth to five years stay in Pennsylvania (95% in both degree programs). But almost a quarter of the ECE Bachelors graduates and one-third of the EIEd Bachelors level graduates who go on to work with children birth-to-five-years leave PA to find jobs. Since only 32% of the ECE Bachelors graduates go on to work in birth to five year settings and only 72% of those take jobs in Pennsylvania, then less than a quarter of the most comprehensively trained early childhood graduates take early childhood (birth to five years) jobs in Pennsylvania. Additionally, 50% of child care center providers (from *Early Care and Education Provider Survey*) stated that it is a big challenge finding qualified people.

FINANCES

- **The cost of obtaining a Bachelor's degree in Early Childhood Education is nearly \$10,000 more than the cost of obtaining the same degree in Elementary Education.**
- **A full tuition waiver with or without some living expenses is very rarely available for students in either discipline at any level of degree; however, some programs do**

offer a partial tuition reduction in the form of a scholarship or fellowship but there are still many who do not receive any scholarships or fellowships at all.

- **Many Bachelors students in Early Childhood Education have difficulty paying back student loans (43%)** according to program chair/faculty estimates. There were not enough data to compare this finding with EIED programs.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations can be drawn from the data presented.

- **Standards of training specifically for those entering the field of early childhood care and education, including kindergarten should be reviewed.** Programs in Early Childhood Education (ECE) provide more comprehensive training in early childhood development and services than do programs in Elementary Education (EIED). Yet more than half of new Bachelors graduates going into the early childhood field (birth to 5 years) and two-thirds of those who will teach kindergarten come from Elementary Education programs rather than Early Childhood Education programs. Specifically, ECE Bachelors programs a) have more faculty with backgrounds in early education areas; b) are twice as likely to be accredited by NAEYC; c) are more likely to require a practicum in early childhood for 3-5-year-olds (vs. only 64% in Elementary Education); and d) place more curricular emphasis on early childhood education topics (i.e., early number, literacy, and language skills, developmental domains, disabilities, and early childhood program administration). In contrast, EIED programs train students to teach K-3rd grade or K-8th grades, with less emphasis on early childhood development. Consequently, standards and “certification,” specifically to teach early childhood and kindergarten, should be reviewed for both types of programs.
- **Personnel need training and preparation to work with children with disabilities, especially in providing inclusive settings for children with disabilities.** The provider survey shows that 96% of centers, preschools, and Head Start have at least one child with a disability enrolled, and providers said they needed more training on children with disabilities. But only 58% of the ECE and 35% of the EIED Bachelors programs require an entire course or more focused on working with children with disabilities. *Every* teacher needs more substantial training in caring for and educating young children with the entire range of disabling conditions.
- **More training is needed in handling children’s social-emotional development and behavioral problems.** In the survey of providers, 71% of centers and preschools expelled or threatened to expel a child for aggressive behavior in the last two years, and two-thirds requested more training in behavior management. However, less than 25% of Bachelors level ECE and EIED programs required an entire course or more in either social-emotional development or behavior management.

- **More scholarships and loan forgiveness programs are needed for students seeking a Bachelors degree in early childhood care and education.** More than 82% of ECE and EIEd programs said they need more student scholarships. Specifically, programs estimated that 39% of Early Childhood Education Bachelors students get no financial help at all, and 44% of them had difficulty paying back student loans.
- **Bachelors degree classes should be offered at times students who are employed full-time can take them.** Only 21% of ECE programs and 15% of EIEd programs are structured so that students could obtain a Bachelors degree while working full-time.
- **Salaries and working conditions in early childhood services need to be improved to attract students and graduates into this field.** Programs estimated that nearly half of those graduating from ECE programs do not take jobs in the early childhood field (specifically, with children in kindergarten or younger), and more than half of the early childhood providers said low salaries or benefits were a big challenge to hiring staff. Further, faculty report that it is difficult to attract and retain students in the early childhood field because of the prospect of low salaries and poor working conditions upon graduation. Although scholarships would help, it will be difficult to attain the National Academy of Science's recommendation of having a Bachelors degree teacher in every early childhood care and education group setting unless the salaries are sufficient to encourage graduates to adopt early childhood as a career.
- **Colleges and universities need to train and hire more faculty in early childhood care and education, especially more ethnically diverse faculty.** Forty-two percent of programs said enrollments were increasing, 63% said they needed more funding to increase the number of faculty, but only half of the programs said they were profitable. In addition, there are more African-American students (9%) than faculty (6%), and there are even more African-American children (16%) estimated by providers to be in early childhood programs. Forty-three percent of higher education programs said that attracting and retaining ethnically-diverse faculty was a large problem.

FUTURE RESEARCH AND ADMINISTRATIVE PRACTICE RECOMMENDATIONS

There were many areas of higher education programming that the research team would have liked to explore; however, given the timeframe of the Task Force, many items were not included in this study. Therefore, this section presents research on professional development that would be worthy of future exploration.

- **There is a need to utilize a survey model every two years to assess change and guide future improvements in early childhood higher education.** The data from this survey provide a baseline of professional preparation for Early Childhood Education and Elementary Education programs. For example, some changes were identified between this survey and a similar study on higher education completed in 1989.³ The current study, however, could be

more deliberately used as a baseline to measure future improvements and identify new challenges in the field. More thorough comparisons would help describe growth and challenges in this system.

- **There is a need to study higher education and in-service curricula and curricula changes.** One way that this could be accomplished is through the coordination of a professional preparation consortium to examine pre-service and in-service training models and develop resource and referral information for students and early childhood providers. Examination of the content of higher education programs and in-service training is needed to identify general and specific content training programs. A coordinated system for resource and referral would identify where there might be duplication in training programs and where replication across the State should exist. For example, Pennsylvania State University has a training program on infant development that could be introduced in Western Pennsylvania. In addition, in-service training program models could collaborate with various higher education institutions in their areas of expertise (e.g., University of Pittsburgh for early intervention, Penn State University for infant development, etc.) and vice versa. This kind of collaboration would improve training in needed areas like infant mental health, behavioral health, etc. Further, the needs and challenges of providers for areas of further training should be recognized and implemented into both pre-service and in-service training programs. Anecdotally, when deans and chairs of departments in higher education institutions were contacted, many were passionate about the changes that need to be made to adequately prepare students for a career in the field and to develop a clear and integrated system of preparation and in-service training opportunities.
- **There is a need to study what happens to graduates in early childhood education programs.** The challenges in professional development in the field of early childhood education have been well-documented in this survey from the perspective of higher education programs. However, there has been no study that follows prospective teachers after they complete their education to examine what factors influence their professional choices over the first few years of their career. Based on the results of the current UCPC surveys, there is strong professional consensus that too few teachers remain in the field. It would be particularly important to understand how wages, benefits, working conditions, and other factors influence early childhood teacher retention in Pennsylvania.

REFERENCES

¹ The authors thank numerous experts who were consulted during the survey development process including (in alphabetical order): Joan Benso, Sherry Cleary, Louise Kaczmarek, Roberta Schomburg, Emie Tittnich, Karen VanderVen, the Governor's Policy Office, the Secretaries of State, and the UCPC team. Thanks are also extended to the University Center for Social and Urban Research (UCSUR) Survey Research Department for their assistance in data collection and analysis as well as to Mary Wolfson.

² The College Blue Book. (29th ed.) (2002). New York: Macmillan Reference USA.

³ McCall, R.B., Groark, C., Isler, M., Manners, S.D., Scott-Jones, R., Shair, El., Smith, B.J., Tittnich, E. (1989). The State of Early Childhood Services in Pennsylvania: A Report to The State Board of Education of The Commonwealth of Pennsylvania. University of Pittsburgh Office of Child Development: Pittsburgh, PA.



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APPENDIX A: HIGHER EDUCATION SURVEY INSTRUMENT... Appendix A Page 1

APPENDIX B: HIGHER EDUCATION SURVEY TABLES Appendix B Page 1

“The professional development of teachers is related to the quality of early childhood programs, and program quality predicts developmental outcomes for children. Formal early childhood education and training have been linked consistently to positive caregiver behaviors. The strongest relationship is found between the number of years of education and training and the appropriateness of a teachers’ classroom behavior (National Research Council, 2000, pp. 9)”¹

INTRODUCTION

The first five years of a child’s life is a period of incredible cognitive, emotional and social growth. Experiences during these early years can set children on pathways that have lifelong emotional, social and academic consequences.

How can we invest in our children’s early development to ensure subsequent academic, social and emotional success? This question has attracted widespread attention from Pennsylvania policy makers. Their goal: to develop a system of early care and education that will meet family’s needs today and help prepare a sophisticated, educated workforce of the future.

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DESIGN AND METHODS

SURVEY INSTRUMENT

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POPULATION

The target population was all higher education programs in the State of Pennsylvania that prepare students to work in the field of early childhood (children birth to eight years of age).

SAMPLING

The 2002 College Blue Book² and a list of Child Development Associate (CDA) programs obtained from the Pennsylvania Child Care Association were used to identify programs in Early Childhood Education, Child Development, Elementary Education, and related fields and the degrees offered by those programs. Preliminary phone calls were made to each of the higher education institutions to obtain contact information for the dean and/or chair of the programs identified. Letters and hard copies of the surveys were sent to chairs of programs. The letters included information on how to complete the survey over the World Wide Web instead of the pencil/paper survey if the respondent elected to do so. Additionally, letters were sent to many of the deans to inform them of the survey. A follow-up email was sent out and two rounds of reminder phone calls were conducted.

RESPONSE RATE

Ninety-seven schools were contacted, and 46% (45 schools) responded. Surveys were sent to 169 programs in those 97 schools and 40% (67 programs) responded.

LIMITATIONS

As in all research studies, limitations exist. Some of the limitations faced in this study included:

- Lack of a central database to obtain program and contact information for early childhood higher education institution programs and their chairs.
- Programs, even within disciplines, were very different. This made it difficult to categorize programs into specific disciplines. Specifically, faculty had difficulty when two programs at the same institutions were being surveyed (e.g., ECE and EIED) and because they could not easily separate resources (e.g., faculty, staff, coursework, etc.) between programs for the separate surveys.
- The time of year was difficult because many programs do not operate during the summer months when contact was initiated. Despite this limitation, the response rate was reasonable.
- The higher education programs did not have a central database to collect important information like where students go after graduation, financial assistance information, etc.

PROGRAM LEVEL FINDINGS

PROGRAM TYPE

For comparison purposes, programs were categorized into two different types of early childhood education programs: Early Childhood Education (ECE) and Elementary Education (EIED). Any program that was listed as Child Development, Early Childhood Studies, Child

Care Management, Early Childhood Management, Early Childhood Supervision, Early Intervention, Early Childhood Education, Human Development and Family Studies, Early Childhood and Elementary Education, or Child Care was coded into the *Early Childhood Education (ECE)* category. Any program that was listed as Elementary Education, Elementary and Kindergarten Education, Elementary and Special Education, or Elementary and Secondary Education was coded into the *Elementary Education (ElEd)* category.

FREQUENCIES

The survey results were based on a total of 67 programs, 42 (63%) were Early Childhood Education programs and 25 (37%) were Elementary Education programs.

EDUCATION LEVEL AND DISCIPLINE OF FACULTY

There were almost twice as many Full-Time Equivalent (FTE) faculty in the Elementary Education programs as there were in the Early Childhood Education programs. The mean number of FTE faculty in ElEd was 7.90, and 4.35 in ECE (see Table 1 in Appendix B: Higher Education Survey Tables).

The Elementary Education programs had slightly more faculty with Doctoral degrees (60%) than Early Childhood Education (50%) programs. In ElEd, 60% had Doctorates and 41% has Masters degrees, whereas in ECE 50% had Doctorates and 47% had Masters degrees (see Table 2). In a 1989 State survey, more faculty had graduate degrees. For example, all Child Development programs had faculty with Doctorates. Early Childhood Education programs differed by degree level with 4% of the faculty in Bachelors programs, 22% in Masters programs, and 74% in Doctorate programs having Doctoral degrees.³

Early Childhood Education and Elementary Education programs differed in the backgrounds of their faculty. Of those faculty in Early Childhood Education programs, 54%

had backgrounds in an early childhood field (e.g., Child Development, Early Childhood Education, Human Development and Family Studies, etc.) and 25% had traditional elementary education backgrounds (e.g., Elementary Education, Special Education, etc.), whereas of those faculty in Elementary Education programs, 13% of faculty had backgrounds in an early childhood field and 69% had backgrounds in elementary education (see Table 2). These results have not changed much since 1989 when 50% of the Bachelors programs in Child Development and 39% of the Bachelors programs in Early Childhood Education had faculty with degrees in an early childhood field.⁴

RACIAL-ETHNIC DISTRIBUTION OF STUDENTS AND FACULTY

African-American, Asian, and Hispanic future early childhood educators and faculty are underrepresented in comparison to the diversity of children in care (see Table 3). While 16% African-American children in early care and education programs (from the *Early Care and Education Provider Survey*), only 9% of teachers in training and 6% of their faculty were African-American. In general, there was little ethnic diversity of faculty and students (future early educators) but more diversity among children in care (see *Provider Survey*).

DOES THE PROGRAM GAIN OR LOSE MONEY FOR THE SCHOOL?

Few Early Childhood Education or Elementary Education programs loose money for the school. Respondents were asked to indicate if their program tended to *loose money for the College/University, break even, gain money for the College/University, or don't know*. Few programs loose money, and more than one-third of ECE programs and two-thirds of the EIED programs gain money for the school (see Table 4). Therefore, some programs, especially in EIED, might have an economic rationale to ask the school for more faculty (see below).

PARTICIPATION IN TEACH

Almost one-third of the Early Childhood Education programs offer courses for the Teacher Education and Compensation Helps (T.E.A.C.H.) program, while only 4% of the Elementary Education programs do. T.E.A.C.H. is a program that gives scholarships to professionals working in early childhood settings to allow them to attend college to obtain a degree or certification in early childhood education.

ISSUES

In general, ECE programs seemed to face more significant issues than EIEd programs, but the same issues predominated for both programs (see Table 5). Respondents were asked to indicate the extent to which their program faced various issues (*not an issue, somewhat of an issue, a large issue, and don't know*). Program chairs and faculty reported that major issues for programs are attracting or retaining ethnically diverse faculty, attracting and retaining students because of poor working conditions and wages, limited scholarships, and competing with work or family responsibilities.

SUPPORT FOR CHANGE AT THE STATE LEVEL

Eighty percent of the Early Childhood Education programs and 58% of the Elementary Education programs felt that there was a need to make changes in Early Childhood Higher Education at the State level. Specifically, of those indicating a change should be made, the majority of ECE programs (91%) felt that more scholarships were needed to attract people already working in the early childhood field to get a certificate, certification, and/or degree (see Table 6). As for EIEd programs, the main recommendation was that there should be more scholarships to students in early childhood education programs (79%).

The action most requested by faculty for the State government surrounds the area of salaries and benefits (30%) for people working in the field of early childhood education.

The *Early Care and Education Provider Survey* indicates that staff salaries and benefits are low, and results from this survey demonstrate that students often have difficulty paying back their student loans. Other actions that were requested concerned changing the credentialing requirements and certification structure for early childhood educators (21%), making changes to the structure or regulations in early childhood programming in higher education and in the field (17%), increasing resources and funding to higher education programs or early childhood centers (17%), or other actions (e.g., increase T.E.A.C.H, more faculty support, etc.; 15%).

FINDINGS SPECIFIC TO DEGREE OF PROGRAM

DEFINITION OF DEGREE-LEVEL

Due to low response in the certificate/certification and associates degree category, these two degree programs were recoded into a *Less Than Bachelors Degree* category. *Bachelors Degree* programs had sufficient information to stand alone as a category; however *Masters* and *Doctoral* programs were combined for data analysis purposes. There was some respondent discrepancy as to whether a Bachelors program with teaching certification (usually a 4-5 year program) was answered as a Certificate/Certification program or as a Bachelors program. The data for the Certificate/Certification programs were examine to see how many years the respondent indicated it would take to complete the program. If the respondent answered that the program took more than 3 years to complete, the degree program was placed in the Bachelors category. If the respondent answered that the Certificate/Certification program took less than 3 years to complete, the degree program was categorized as a Certificate/Certification program.

In addition, so few Certificate/Associates and Masters/Doctorate programs in EIEd responded, that many of the comparisons could only be made between Bachelors programs in ECE and EIEd. Data for the EIEd Certificate/Associates and Masters/Doctorate programs are presented for completeness and printed in italics to indicate the small number of cases.

ACCREDITING AGENCY

Nearly all the degree programs in both disciplines were accredited, but only three-fourths of the Certificate programs and two-thirds of the graduate programs in Early Childhood Education were accredited. The disciplines differed in which organization conferred the accreditation. All of the degree programs in EIEd were accredited or certified by the Pennsylvania Department of Education (PDE; see Table 7), whereas only 40% of the Certificate/Certification Programs, 79% of the Bachelors programs, and 60% of the Masters/Doctoral programs in ECE were accredited by the Pennsylvania Department of Education. However, a third of the ECE Bachelors degree programs were accredited by NAEYC, whereas only 15% of the EIEd Bachelors degree programs were accredited by NAEYC. These findings demonstrate that ECE programs are less likely to seek Department of Education accreditation. Conversely, it is more appropriate for ECE programs than EIEd programs to seek NAEYC accreditation because of their greater emphasis on the early childhood years.

Accreditation of early childhood programs has increased since 1989. In 1989, 63% (12 out of 19) of the Child Development and Early Childhood Education programs were accredited by PDE.⁵

REQUIRED CREDIT HOURS

The number of credit hours required by degree programs does not differ much between Early Childhood Education and Elementary Education programs (see Table 8).

For example, approximately the same number of credit hours are required for a Bachelors degree or a Masters/Doctorate degree in ECE (123.73 and 43.97 credits respectively) as the same degree in EIEd (124.35 and 39.86, respectively).

REQUIRED PRACTICUM AND HOURS

Nearly all (96%) Early Childhood Education programs regardless of degree required a practicum, but only 60% of Bachelor's programs in Elementary Education did so. Moreover, the average number of practicum hours required to complete the degree is higher for ECE (278 for Certificate/Associates degree programs and 246 for Bachelors degree programs) than in EIEd programs (219 and 211, respectively; see Table 9). At the Bachelors level, a higher percentage of ECE students are required to have an out-of-class practicum and for more hours than are students in EIEd.

STUDENT EMPLOYMENT

It is difficult for students who are employed full-time to obtain a Bachelors degree in either discipline. A relatively small percentage (18%) of programs believed students who were employed full-time could complete a Bachelors degree program (compared to a certificate [89%] or a Masters/Doctoral program [86%]), and they estimated that only 31% of students in Bachelors' programs were employed full-time (see Tables 10 and 11). Therefore, while it is easier for people who work full-time to get a Certificate/Associates or graduate degree, the current structure and scheduling of Bachelors programs and courses make it difficult for

employed individuals to complete the program. This same difficulty was experienced in 1989, where only 25% (N=20) of the programs could be completed if a student worked full-time.⁶

CONTENT OF TRAINING

Required Course Content

The content and intensity of training in Early Childhood Education programs was more focused on children birth to five years than in Elementary Education programs, which prepare students to teach K-3rd or K-8th grade. Curricula were assessed by asking each degree level within each discipline how much (*none, part of one or more required course[s], or one or more entire required courses[s]*) were devoted to each of 17 topics (see Table 12). As would be expected, ECE programs gave more curriculum emphasis to very early childhood care and education (ages birth through 5) than did EEd programs. Additionally, Bachelors level programs in ECE gave more emphasis to education and care of young children with disabilities, early number skills, early literacy, early language skills, developmental domains, and program administration.

Within ECE, Certificate/Associates programs emphasized the education and care of children birth to five years, young children with disabilities, and developmental domains, whereas ECE Bachelor's and advanced programs emphasized education and care of children with disabilities, early literacy, and developmental domains. Note that although Certificate/Associates programs required only half the credit hours as Bachelors programs, they covered nearly the same early childhood curricula (although slightly less emphasis on skill development and administration).

Further, Bachelors students in ECE were better trained than EEd students in promoting successful transitions between early childhood programs and school. All of the degree programs

in ECE required that students complete part of one or more or an entire course in transitions; while 37% of Elementary Education programs did not cover transitions in any of their required courses. This finding presents a problem for children transitioning to school because of the inconsistencies that may exist from preparation of the two disciplines of early childhood educators and the lack of knowledge on the part of the schools to assist in effective transition practices for children. In addition, many EEd trained early childhood educators teaching in settings that include children younger than kindergarten age may not have knowledge of transition practices. These several findings are consistent with national data that 78% of kindergarten teachers were certified to teach kindergarten, but not early childhood education, and less than one-quarter of them received any training on transition practices.⁷

Compare With What Providers Say They Need

The *Early Care and Education Provider Survey* indicated that early childhood education and care providers need more training and preparation in working with children with disabilities and children with behavior problems or under-developed social-emotional skills. There are data to support this problem from this survey. These needs are mirrored in this survey of higher education programs. Specifically, only 58% of the Bachelors ECE programs and 35% of the Bachelors EEd programs require one or more entire courses on education and care of children with disabilities; yet nearly all early childhood centers have children with disabilities. In addition, a quarter or fewer of the programs in both disciplines require one or more courses in behavior management or social-emotional development of children (see Table 12).

Required Practicum

Bachelor's programs in Early Childhood Education are much more likely to require practica in education and care of infants and toddlers, in education and care of children 3

to 5 years old, and in education and care of children with disabilities than are Elementary Education Programs (see Tables 13, 14, and 15). Therefore, ECE students may have both more coursework and practical experience working with children ages birth to five.

Recent Changes to Requirements

The majority of the Bachelor's programs in Early Childhood Education (77%) and Elementary Education (72%) have made changes to the credential requirements of their programs in the last three years. Specifically, almost 20% (N=22) of the ECE Bachelors programs that had a change in requirements increased requirements around the topic of children with special needs and family involvement. However, many of the changes in EIED programs were around general education updates to the program, such as adding a math or science course, etc (22%, N=18).

STUDENTS

Number of Students, Graduates, Graduation Rate, Change in Enrollment

The graduation rate for Bachelor's programs in Early Childhood Education and Elementary Education is about the same (61% and 54%, respectively; see Table 16). This graduation rate means that slightly less than half of the students enrolling in either program are not graduating from these programs. However, nearly half of the Bachelor's programs in both ECE and EIED increased enrollment during the past three years (see Table 17). Reasons for students leaving the program suggested by other results in this survey include poor working conditions and wages in the field, lack of scholarships or financial support, or inability to work full time and complete a Bachelors degree. In the 1989, the graduation rate for Early Childhood Education Bachelors students was slightly higher than today at 79%.⁸

Time to Graduation

It takes approximately the same number of months (49 months) to complete a Bachelor's degree in Early Childhood Education as it does in Elementary Education, and a little more than half this time (27 months) to complete a Certificate/Associates program (see Table 18).

Employment of Graduates

Graduates of all programs and degrees (with the exception of the Early Childhood Education Certificate/Associates degree) are more likely to work in public or private post-kindergarten environments than any other according to program chairs and faculty. The majority of professionals with ECE Certificates/Associates degrees work either in an early childhood center (51%) or go on to a Bachelors program (31%; see Table 19). Professionals with Bachelors degrees in ECE tend to either work in public or private post-kindergarten class (33%), a public or private kindergarten classroom (19%), or an early childhood center (20%). Over two-thirds of EIEd graduates at all levels (see Table 19) go on to work in public or private post-kindergarten classrooms. In 1989, 41% of the ECE graduates went on to work with children in primary grades.⁹ Small percentages (3% to 13%) in each degree and program do not end up working with children birth to eight.

More than half of the numbers of new Bachelors graduates going into the early childhood field (birth to five) and nearly two-thirds of those who teach kindergarten come from Elementary Education programs, despite the findings reported above that Early Childhood Education programs provide more direct training in early childhood care and education (see Table 19). Slightly more than half (51%) of the 198 Bachelors degree graduates who work in early childhood birth to five years settings came from EIEd programs rather than

from ECE programs. More than half (60%) of the 393 Bachelors graduates who went into early childhood and kindergarten settings came from EEd programs rather than from ECE programs.

Not all graduates who work with children birth to five years remain in Pennsylvania. According to program chair and faculty estimates, almost all of the graduates in ECE Certificate/Associates and graduate programs who go on to work with children birth to five years stay in Pennsylvania (95% in both degree programs; see Table 20). But almost a quarter of the ECE Bachelors graduates and one-third of the EEd Bachelors level graduates who go on to work with children birth to five years leave PA to find jobs. In 1989, less than a quarter of the Early Childhood Education and Child Development graduates left PA to find jobs.¹⁰

Since only 32% of the ECE Bachelors graduates go on to work in birth-to-five-year settings and only 72% of those take jobs in Pennsylvania, then less than a quarter of the most comprehensively trained early childhood graduates take early childhood (birth to five years) jobs in Pennsylvania. Additionally, 50% of child care center providers (from *Early Care and Education Provider Survey*) stated that it is a big challenge finding qualified people.

FINANCES

Cost of Degree

The cost of obtaining a Bachelor's degree in Early Childhood Education is nearly \$10,000 more than the cost of obtaining the same degree in Elementary Education (see Table 21).

Financial Aid

A full tuition waiver with or without some living expenses is very rarely available for students in either discipline at any level of degree; however, some programs do offer a partial tuition reduction in the form of a scholarship or fellowship (see Table 22). In ECE

programs, slightly more than half of the Certificate/Associates program students (52%) and Bachelors program students (58%) receive a partial tuition reduction, but approximately 40% of them do not receive any scholarships or fellowships at all. At the ECE graduate degree level, 60% of ECE students do not receive any scholarships or fellowships at all. In contrast, a higher percentage of students in Elementary Education Bachelors degree programs (80%) and graduate programs (57%) receive some financial assistance, but that still leaves many who do not receive any scholarships or fellowships at all (20% Bachelors, 44% Masters/Doctoral). In 1989, over half (55%) of the ECE students did not receive any aid at all and 40% received a partial tuition reduction.¹¹

Difficulty Repaying Loans

Many Early Childhood Education Bachelors programs reported that their students have difficulty paying back student loans due to low compensation (43%; see Table 23). The additional ECE Bachelors programs reported that they did not know if students had problems paying back their loans. There were not enough data to compare this finding with EIED programs.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations can be drawn from the data presented.

- **Standards of training specifically for those entering the field of early childhood care and education, including kindergarten should be reviewed.** Programs in Early Childhood Education (ECE) provide more comprehensive training in early childhood development and services than do programs in Elementary Education (EIED). Yet more than half of new Bachelors graduates going into the early childhood field (birth to 5 years) and two-thirds of those who will teach kindergarten come from Elementary Education programs rather than Early Childhood Education programs. Specifically, ECE Bachelors programs a) have more faculty with backgrounds in early education areas; b) are twice as likely to be accredited by NAEYC; c) are more likely to require a practicum in early childhood for 3-5-year-olds (vs. only 64% in Elementary Education); and d) place more curricular emphasis on early childhood education topics (i.e., early number, literacy, and language skills, developmental domains, disabilities, and early childhood program administration). In contrast, EIED

programs train students to teach K-3rd grade or K-8th grades, with less emphasis specifically on early childhood development. Consequently, standards and “certification,” specifically to teach early childhood and kindergarten, should be reviewed for both types of programs.

- **Personnel need training and preparation to work with children with disabilities, especially in providing inclusive settings for children with disabilities.** The provider survey shows that 96% of centers, preschools, and Head Start have at least one child with a disability enrolled, and providers said they needed more training on children with disabilities. But only 58% of the ECE and 35% of the EIED Bachelors programs require an entire course or more focused on working with children with disabilities. *Every* teacher needs more substantial training in caring for and educating young children with the entire range of disabling conditions.
- **More training is needed in handling children’s social-emotional development and behavioral problems.** In the survey of providers, 71% of centers and preschools expelled or threatened to expel a child for aggressive behavior in the last two years, and two-thirds requested more training in behavior management. However, less than 25% of Bachelors level ECE and EIED programs required an entire course or more in either social-emotional development or behavior management.
- **More scholarships and loan forgiveness programs are needed for students seeking a Bachelors degree in early childhood care and education.** More than 82% of ECE and EIED programs said they need more student scholarships. Specifically, programs estimated that 39% of Early Childhood Education Bachelors students get no financial help at all, and 44% of them had difficulty paying back student loans.
- **Bachelors degree classes should be offered at times students who are employed full-time can take them.** Only 21% of ECE programs and 15% of EIED programs are structured so that students could obtain a Bachelors degree while working full-time.
- **Salaries and working conditions in early childhood services need to be improved to attract students and graduates into this field.** Programs estimated that nearly half of those graduating from ECE programs do not take jobs in the early childhood field (specifically, with children in kindergarten or younger), and more than half of the early childhood providers said low salaries or benefits were a big challenge to hiring staff. Further, faculty report that it is difficult to attract and retain students in the early childhood field because of the prospect of low salaries and poor working conditions upon graduation. Although scholarships would help, it will be difficult to attain the National Academy of Science’s recommendation of having a Bachelors degree teacher in every early childhood care and education group setting unless the salaries are sufficient to encourage graduates to adopt early childhood as a career.
- **Colleges and universities need to train and hire more faculty in early childhood care and education, especially more ethnically diverse faculty.** Forty-two percent of programs said enrollments were increasing, 63% said they needed more funding to increase the number of faculty, but only half of the programs said they were profitable. In addition, there are

more African-American students (9%) than faculty (6%), and there are even more African-American children (16%) estimated by providers to be in early childhood programs. Forty-three percent of higher education programs said that attracting and retaining ethnically-diverse faculty was a large problem.

FUTURE RESEARCH AND ADMINISTRATIVE PRACTICE RECOMMENDATIONS

There were many areas of higher education programming that the research team would have liked to explore; however, given the timeframe of the Task Force, many items were not included in this study. Therefore, this section presents research on professional development that would be worthy of future exploration.

- **There is a need to utilize a survey model every two years to assess change and guide future improvements in early childhood higher education.** The data from this survey provide a baseline of professional preparation for Early Childhood Education and Elementary Education programs that prepare students to work with children birth to eight years old. For example, some changes were identified between this survey and a similar study on higher education completed in 1989. The current study, however, could be more deliberately used as a baseline to measure future improvements and identify new challenges in the field. More thorough comparisons would help describe growth and challenges in this system.
- **There is a need to study higher education and in-service curricula and curricula changes.** One way that this could be accomplished is through the coordination of a professional preparation consortium to examine pre-service and in-service training models and develop resource and referral information for students and early childhood providers. Examination of the content of higher education programs and in-service training is needed to identify general and specific content training programs. A coordinated system for resource and referral would identify where there might be duplication in training programs and where replication across the State should exist. For example, Pennsylvania State University has a training program on infant development that could be introduced in Western Pennsylvania. In addition, in-service training program models could collaborate with various higher education institutions in their areas of expertise (e.g., University of Pittsburgh for early intervention, Penn State University for infant development, etc.) and vice versa. This kind of collaboration would improve training in needed areas like infant mental health, behavioral health, etc. Further, the needs and challenges of providers for areas of further training should be recognized and implemented into both pre-service and in-service training programs. Anecdotally, when deans and chairs of departments in higher education institutions were contacted, many were passionate about the changes that need to be made to adequately prepare students for a career in the field and to develop a clear and integrated system of preparation and in-service training opportunities.
- **There is a need to study what happens to graduates in early childhood education programs.** The challenges in professional development in the field of early childhood

education have been well-documented in this survey from the perspective of higher education programs. However, there has been no study that follows prospective teachers after they complete their education to examine what factors influence their professional choices over the first few years of their career. Based on the results of the current UCPC surveys, there is strong professional consensus that too few teachers remain in the field. It would be particularly important to understand how wages, benefits, working conditions, and other factors influence early childhood teacher retention in Pennsylvania.

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APPENDIX A: HIGHER EDUCATION SURVEY INSTRUMENT

**Governor's Early Childhood Task Force
Early Childhood Higher Education Survey**

Your name: _____

Your title: _____

Your telephone number: _____

Your email address: _____

Department under which program is housed: _____

Website address: _____
(for program or department)

**PLEASE REMEMBER: ANSWER THE QUESTIONS IN THIS PACKET WITH REGARD
TO THE PROGRAM LISTED ON THE LABEL ON THE PREVIOUS PAGE.**

1. Does your training program lead to some formal certificate, certification, or degree that prepares students to work with children in the range of birth through 5 years old? (*Check "yes" even if your program covers a broader age range than birth through 5 years old, such as birth through 8 years old.*)

_____ Yes (*continue with question 2*)

_____ No (*You are done with this questionnaire. Please return it in the postage-paid envelope. Thank you for your time.*)

2. Please indicate the percent of all students in your early childhood program who have the following racial or ethnic backgrounds. Percents should sum to 100.

Black, non-Hispanic	_____%
White, non-Hispanic	_____%
Asian or Pacific Islander	_____%
Hispanic	_____%
Race/ethnicity unknown	_____%
Refused to disclose race	_____%
Other: _____	_____%

Total = 100 %

3. What is the total number of faculty (full-time and part-time) currently in your program?

Total number of current faculty (full-time and part-time): _____

4. Please indicate the number of current full-time and part-time faculty who have the following racial or ethnic backgrounds. (Numbers should sum to the total number of faculty recorded in question 3.)

Black, non-Hispanic	_____
White, non-Hispanic	_____
Asian or Pacific Islander	_____
Hispanic	_____
Race/ethnicity unknown	_____
Refused to disclose race	_____
Other: _____	_____

Total = _____

5. Please indicate the number of current full-time and part-time faculty who have the following highest degrees. (Numbers should sum to the total number of faculty recorded in question 3.)

Doctoral degree	_____
Master's degree	_____
Bachelor's degree	_____
Associate's degree	_____
Less than Associate's degree	_____

Total = _____

6. Please indicate the number of current full-time and part-time faculty who have their highest degree or primary training in the following areas. (Numbers should sum to the total number of faculty recorded in question 3.)

Child Development	_____
Child/Developmental Psychology	_____
Human/Family Development	_____
Clinical/Counseling Psychology	_____
Early Childhood Education	_____
Special Education	_____
Early Childhood Special Education	_____
Early Elementary Education (K-3)	_____
Educational (or other) Administration	_____
Other _____	_____
Other _____	_____

Total = _____

- 7. How many FTE (full-time equivalent) teachers/faculty are in this program? (To compute FTE's: Divide the number of courses taught by the number of courses a full-time teacher/faculty member is required to teach. For example, if a full-time faculty load is 5 courses, then someone who teaches 1 course would be .20 FTE.)**

Total number of FTEs in program: _____

- 8. In your perception, over the last 3 years, has your program seemed to (select one):**

- _____ Lose money for the College/University
 _____ Break even
 _____ Gain money for the College/University
 _____ Don't know

- 9. Does your program offer courses for the Teacher Education and Compensation Helps (T.E.A.C.H.) program?**

- _____ Yes
 _____ No
 _____ Don't know

- 10. Please indicate the extent to which your program faces each of the issues listed below.**

	Not an Issue	Somewhat of an Issue	A Large Issue	Don't know
<i>Student-related</i>				
Students' competing work or family-related responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' lack of academic preparation or skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' difficulty passing PRAXIS exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Faculty-related</i>				
Lack of faculty with expertise in early childhood education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of faculty in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor faculty working conditions and salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty attracting and retaining ethnically and linguistically diverse faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Question 10, continued from previous page.) Please indicate the extent to which your program faces each of the issues listed below.

	Not an Issue	Somewhat of an Issue	A Large Issue	Don't know
<i>Institution-related</i>				
Problems with transfer of credits and matriculation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of support from your college/university for programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inability to serve the number of students who want to enroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems marketing program/recruiting students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Community-related</i>				
Lack of quality early childhood practicum sites (any that include ages birth through 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attracting and keeping students due to poor working conditions and wages in the field of early childhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>State-policy related</i>				
State funding for scholarships, Governor's schools, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Do you think that the State of Pennsylvania needs to make changes for early childhood higher education at the state level?

- Yes (please answer question 11a)
 No (go to question 12)
 Don't know (go to question 12)

11a. What changes should be made? (check all that apply)

- More scholarships available for students enrolled in early childhood programs
 More funding to colleges/universities to increase number/quality of faculty
 More funding to colleges/universities to increase number of students that can be enrolled
 More scholarships to attract people already working in the field to get a certificate/certification/degree from a college/university
 Other (please specify) _____

12. What actions by the state government would help you to improve the education of early childhood educators? (Please use additional paper as necessary.)

Part 2: [DEGREE] SPECIFIC QUESTIONS

1. Is this [DEGREE] program accredited or certified by a State, regional, national, or other accrediting body?

- Yes (please answer question 1a)
 No (go to question 2)
 Don't know (go to question 2)

1a. What is the name of the accrediting agency? (check all that apply)

- PA Department of Education
 Middle States (accreditation for institution)
 NCATE (National Council for Accreditation of Teacher Education)
 NAEYC (National Association for the Education of Young Children)
 ACEI (Association for Childhood Education International)
 CEC (Council for Exceptional Children)
 Other (please specify) _____
 Don't know
 Other (please specify) _____
 Don't know

2. How many credit hours are required to complete this [DEGREE]? _____ hours

3. Do your [DEGREE] program students have an early childhood practicum requirement in which they work with children in the range of birth to 5 years old? *We define early childhood practicum as supervised work in a care or educational setting with children in the range of birth through 5 years old. Using our definition, practicum is the same as field placement or student teaching. However, practicum must include more than observation.*

- Yes (please answer question 3a)
 No (go to question 4)

3a. How many total practicum hours are required for the entire program? _____ # hours

4. Is it possible for someone who is employed full-time from approximately 8am to 5pm to complete the [DEGREE] program?

- Yes (please answer question 4a)
 No (go to question 5)

4a. What percentage of students are employed full-time? _____ %

5. Please indicate how much coverage students have received in each of the content areas listed below by the time they complete the [DEGREE]. For the first three content areas, please also indicate if practicum coverage is required or not.

	Amount of coverage			Required practicum coverage?	
	None	<u>Part of one or more required course(s)</u>	<u>One or more Entire required course(s)</u>		
Education and care of infants and toddlers (birth to 35 months)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
Education and care of children ages 3-5 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
Education and care of young children with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes	No
Working with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Promoting successful transitions between early childhood programs and school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Early number skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Early literacy skills (reading, writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Early language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Social-emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Behavior management (discipline)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Developmental domains (physical, cognitive, language, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Developmental assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Program development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Health and safety practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Professionalism and leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Early childhood program administration (fiscal, business, and personnel) and supervision skills (monitoring and mentoring staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Classroom management/organization of a group of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

6. How many new students are typically enrolled each year in your [DEGREE]? _____
7. How many students typically graduate or receive a certificate/certification/degree from your [DEGREE] each year? _____
8. In general, has enrollment in the [DEGREE] during the past 3 years (*check one*):
- ____ Increased
 ____ Decreased
 ____ Stayed the same
 ____ New degree (no experience)
 ____ Don't know
9. Approximately how long does the average student actually take to complete the [DEGREE]? (*Indicate number of months if time is less than 12 months.*)
 _____ months OR _____ years
10. What percent of the graduates in the [DEGREE] are employed in the following settings within one-year after graduating? *Please make your best guess.*

Work in an early childhood <u>center</u> (including preschool and Head Start) for children in the range of birth through preschool/kindergarten years?	_____ %
Work in an early childhood <u>family or group home</u> for infants through preschool/kindergarten years?	_____ %
Work in a <u>public or private</u> school <u>Kindergarten</u> ?	_____ %
Work in a <u>public or private</u> school classroom <u>beyond Kindergarten</u> ?	_____ %
Work with children birth to 5 years old who are <u>not</u> in an early childhood center or home or Kindergarten program?	_____ %
Work in an infant/toddler early intervention program?	_____ %
Work in a preschool early intervention program?	_____ %
Go on to provide pre-service or in-service training or education in the early childhood field (including teaching at higher education institutions).	_____ %
Do not go on to work with children?	_____ %
Go on to a [NEXT-LEVEL DEGREE] program?	_____ %

11. What percent of the [DEGREE] graduates who go on to work with children birth to 5 typically remain in Pennsylvania? (Please make your best guess.) _____ %

12. For a full-time, full-fee paying student (e.g., does not receive grants or scholarships), what is the approximate total cost for tuition and fees to obtain this [DEGREE]?
\$ _____

13. Of those students enrolled in the [DEGREE] program, at any one time, approximately what percent receive the following (or their cash equivalents):

A full tuition waiver plus some living expenses	_____ %
A full tuition waiver	_____ %
A partial tuition reduction (scholarship or grant less than the cost of full tuition)	_____ %
No scholarships or fellowships at all	_____ %

Total = 100 %

14. Have changes been made to the [DEGREE] requirements within the last three years?

_____ Yes (please answer question 14a)

_____ No (go to question 15)

_____ Don't know (go to question 15)

14a. What changes were made? (check all that apply and indicate nature of change for each)

_____ Changes to course content (write what changed to course content in the space below)

_____ Don't know what was changed

_____ Changes to number of course credits required to complete program (check one below)

_____ Increased number of credits required

_____ Decreased number of credits required

_____ Other (please specify) _____

_____ Don't know

_____ Changes to number of practicum or student teaching required hours (check one below)

_____ Increased number of practicum or student teaching required hours

_____ Decreased number of practicum or student teaching required hours

_____ Other (please specify) _____

_____ Don't know

_____ Changes to student:faculty ratio (check all that apply below)

_____ Increased number of faculty

_____ Increased number of students

_____ Decreased number of faculty

_____ Decreased number of students

_____ Don't know

_____ Other change(s) (please specify) _____

_____ Don't know what changed

15. Do graduates in this [DEGREE] have difficulty paying back school loans because of low compensation?

- Yes
- No
- Don't know

16. Is more than one literacy/reading/language arts course required for completion of course work in the [DEGREE]?

- Yes
- No
- Don't know

APPENDIX B: HIGHER EDUCATION SURVEY TABLES

Table 1
Total Number of Faculty and FTE Faculty

	<u>Early Childhood</u>			<u>Elementary</u>			<u>Total</u>		
	N	M	SD	N	M	SD	N	M	SD
Total Faculty	41	7.78	8.15	25	12.12	10.60	66	9.42	9.32
FTE Faculty	33	4.35	5.15	22	7.90	8.63	55	5.77	6.91

Table 2
Faculty Education Level and Primary Discipline by Program

	<u>Early Childhood</u>	<u>Elementary</u>	<u>Total</u>
<u>Level of Degree</u>	<u>(N=319)</u>	<u>(N=299)</u>	<u>(N=618)</u>
Doctoral	50%	60%	54%
Masters	47%	41%	44%
Bachelors	3%	0	2%
Associates	<1%	0	<1%
<u>Type of Training</u>	<u>(N=268)</u>	<u>(N=229)</u>	<u>(N=497)</u>
<i>Early Childhood</i>			
Child Development	8%	3%	5%
Child/Developmental Psych.	3%	2%	2%
Human/Family Dev.	14%	<1%	7%
Early Childhood Ed.	19%	6%	12%
Early Childhood Special Ed.	10%	1%	6%
<i>Total Early Childhood</i>	54%	13%	32%
<i>Elementary</i>			
Special Education	7%	9%	8%
Early Elementary Ed.	6%	18%	12%
Educational (or other) Admin.	3%	11%	7%
Elementary Education	4%	25%	14%
Specialty Area (e.g., Reading)	3%	6%	5%
<i>Total Elementary</i>	23%	69%	46%
<i>Other</i>			
Clinical/Counseling Psych.	6%	1%	4%
Other area	18%	19%	18%
<i>Total Other</i>	24%	20%	22%

Table 3
Ethnic Distribution of Students and Faculty in Higher Education

	<u>Early Childhood</u>		<u>Elementary</u>		<u>Total</u>		<u>Children In Care⁺</u>
	Faculty Students*		Faculty Students*		Faculty Students*		(N=23,094)
Af.Amer/Non-Hisp.	8%	12%	4%	5%	6%	9%	16%
White/Non-Hisp.	89%	85%	94%	92%	92%	88%	75%
Asian/Pacific Islndr.	1%	1%	1%	1%	1%	1%	2%
Hispanic	1%	1%	1%	2%	1%	1%	5%
Unknown/Refuse	0	1%	0	<1%	0	1%	3%

*Reported in average percent and rounded to nearest whole percent.

⁺ Number of children reported in care in *Early Care and Education Provider Survey*

Table 4
Percentage of Programs that Lose, Break Even, or Gain Money

	<u>Early Childhood</u>		<u>Elementary</u>		<u>Total</u>	
	N=40	%	N=25	%	N=65	%
Loss	2	5%	3	12%	5	8%
Break-even	11	28%	3	12%	14	22%
Gain	15	38%	17	68%	32	49%
Don't know	12	30%	2	8%	14	22%

Table 5
Issues Encountered in Higher Education

	<u>Early Childhood</u>				<u>Elementary</u>				<u>Total</u>			
	N	Not	Smwht.	Large	N	Not	Smwht.	Large	N	Not	Smwht.	Large
<u>Student Related</u>												
Competing work/family												
Responsibilities	42*	10%	50%	36%	25*	16%	60%	16%	67*	12%	54%	28%
Lack academic prep./skill	42	31%	45%	24%	25	36%	52%	12%	67	33%	48%	19%
Difficult pass PRAXIS	40*	45%	33%	5%	25	24%	60%	16%	65*	37%	43%	9%
<u>Faculty Related</u>												
Lack of expertise early												
childhood ed	42	88%	10%	2%	24	83%	17%	0	66	86%	12%	2%
Lack of faculty in general	42	60%	24%	17%	25	60%	40%	0	67	60%	30%	10%
Poor working cond./salary	42	55%	41%	5%	25	72%	24%	4%	67	61%	34%	5%
Attracting/retaining												
ethnically diverse faculty	42*	14%	38%	43%	25	4%	52%	44%	67*	10%	43%	43%
<u>Institution Related</u>												
Transfer of credits/matric.	41	59%	27%	15%	25	84%	12%	4%	66	68%	21%	11%
Support from institution	41	76%	17%	7%	25	80%	16%	4%	66	77%	17%	6%
Inability to serve students												
who want to enroll	41	81%	17%	2%	25	76%	12%	12%	66	79%	15%	6%
Marketing/recruit students	41	49%	34%	17%	25	60%	28%	12%	66	53%	32%	15%
<u>Community Related</u>												
Lack quality ece pract. sites	41	39%	42%	20%	22*	64%	23%	9%	63*	48%	35%	16%
Attracting/keeping students-												
poor working cond./wages	41	12%	29%	59%	22*	36%	36%	23%	63*	20%	32%	46%
<u>State-Policy Related</u>												
State funding-scholarships	41*	22%	24%	37%	24*	33%	21%	25%	65*	26%	23%	32%

* Numbers do not add up to 100% because some of the respondents indicated that they did not know if this was an issue.

Table 6
 Percentage of Specific Changes Recommended in Early Childhood Higher Education at the State Level

	<u>Early Childhood</u>		<u>Elementary</u>		<u>Both</u>	
	Total N=32*		Total N=14*		Total N=46*	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
More scholarships to students in early childhood ed program.	27	85%	11	79%	38	83%
More funding to colleges/univ. to increase faculty.	23	72%	6	43%	29	63%
More funding to colleges/univ. to increase number of students.	22	69%	6	43%	28	61%
More scholarships to attract workers in early childhood ed to get a certificate/certification/degree.	29	91%	9	64%	38	83%
Other	18	56%	4	29%	22	48%

* Total N is the number who said that changes need to be made at State level. N in columns indicates the number that chose that particular change. Percentage is the number that chose that particular change relative to the number that said that changes should be made. Percentages do not add up to 100% because more than one selection could be made.

Table 7
 Accreditation Status of Programs by Degree

	<u>Early Childhood</u>			<u>Elementary</u>		
	<u>Cert/Assoc</u>	<u>Bach</u>	<u>Mast/Doc</u>	<u>Cert/Assoc</u>	<u>Bach</u>	<u>Mast/Doc</u>
	(N=25)	(N=24)	(N=15)	(N=3)	(N=20)	(N=7)
Accredited	76%	96%	67%	100%	100%	100%
Not Accredited	24%	4%	33%	0	0	0
<i>Of those accredited:</i>						
PA Department of Ed	40%	79%	60%	100%	100%	100%
Middle States	64%	75%	53%	100%	75%	71%
NCATE	4%	33%	13%	0	30%	29%
NAEYC	0	33%	13%	33%	15%	0
ACEI	0	0	0	0	25%	0
CEC	0	0	0	0	15%	0
Other	8%	8%	20%	0	10%	0
Other	0	4%	7%	0	10%	0

Table 8
Mean Number of Required Credit Hours by Degree and Program

	<u>Cert/Assoc</u>			<u>Bachelors</u>			<u>Masters/Doctorate</u>		
	N	M	SD	N	M	SD	N	M	SD
Early Childhood Education	25	67.64	39.36	22	123.73	14.92	15	43.97	19.23
<i>Elementary Education*</i>	<i>2</i>	<i>55.00</i>	<i>21.21</i>	20	124.35	12.41	7	39.86	8.86
Total	27	66.70	38.20	42	124.02	13.62	22	42.66	16.52

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 9
Mean Number of Practicum Hours Required by Degree and Program

	<u>Cert/Assoc</u>			<u>Bachelors</u>			<u>Masters/Doctorate</u>		
	N	M	SD	N	M	SD	N	M	SD
Early Childhood Education	23	277.91	158.49	19	246.47	194.48	8	234.50	180.47
<i>Elementary Education*</i>	<i>3</i>	<i>219.30</i>	<i>329.67</i>	11	210.64	302.18	2	800.00	282.84
Total	26	271.15	176.53	30	233.33	235.102	10	347.60	301.78

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 10
Percentage of Degree Programs that Indicated a Student Could Be Employed Full-Time and Complete the Program

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N	M%	N	M%	N	M%
Early Childhood Education	25	88%	24	21%	15	93%
<i>Elementary Education*</i>	<i>3</i>	<i>100%</i>	20	15%	7	71%
Total	28	89%	44	18%	22	86%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 11
Mean Percentage of Students Who are Employed Full-Time by Degree and Program

	<u>Cert/Assoc</u>			<u>Bachelors</u>			<u>Masters/Doctorate</u>		
	N	M%	SD%	N	M%	SD	N	M%	SD%
Early Childhood Education	17	48%	28%	4	28%	23%	14	85%	18%
<i>Elementary Education*</i>	<i>3</i>	<i>43%</i>	<i>25%</i>	3	35%	22%	4	80%	21%
Total	20	47%	24%	7	31%	21%	18	84%	18%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 12: Percentage of Programs that Cover Specific Areas by Program and Degree¹

Curriculum Topic		ECE						EEd	
		Cert/Asc		Bach		Mas/Doc		Bach	
		N	%	N	%	N	%	N	%
Education and care of infants and toddlers (birth to 34 months)	None		4		0		7		26
	< 1	24	33	24	67	15	73	19	47
	≥ 1		63		33		20		26
Education and care of children ages 3-5 years	None		4		0		7		30
	< 1	25	24	24	63	15	60	20	40
	≥ 1		72		38		33		30
Education and care of young children with disabilities	None		4		0		7		5
	< 1	25	32	24	42	15	57	20	60
	≥ 1		64		58		67		35
Working with families	None		0		0		0		15
	< 1	24	71	24	63	15	53	20	60
	≥ 1		29		38		47		25
Promoting successful transitions between early childhood programs and school	None		8		0		27		37
	< 1	25	84	24	96	15	67	19	53
	≥ 1		8		4		7		11
Early number skills	None		0		8		27		0
	< 1	25	80	24	50	15	33	19	90
	≥ 1		20		42		40		11
Early literacy skills (reading, writing)	None		0		8		20		0
	< 1	25	64	24	29	15	27	19	58
	≥ 1		36		63		53		42
Early language skills	None		0		4		20		0
	< 1	25	72	24	50	15	40	20	75
	≥ 1		28		46		40		25
Social-emotional development	None		0		0		0		0
	< 1	25	92	24	75	15	73	20	80
	≥ 1		8		25		27		20
Behavior management (discipline)	None		0		0		0		0
	< 1	25	76	24	75	15	80	20	80
	≥ 1		24		25		20		20
Developmental domains (physical, cognitive, language, etc)	None		0		0		0		0
	< 1	25	36	24	33	15	60	20	60
	≥ 1		64		67		40		40
Developmental assessments	None		0		0		0		5
	< 1	25	80	24	71	15	73	20	65
	≥ 1		20		29		27		30
Program development	None		4		8		7		11
	< 1	25	64	24	67	15	53	19	63
	≥ 1		32		25		40		26
Health and safety practices	None		0		0		7		11
	< 1	25	64	24	88	15	87	19	68
	≥ 1		36		13		7		21
Professionalism and leadership	None		0		4		7		5
	< 1	25	76	24	71	15	60	19	74
	≥ 1		24		25		33		21
Early childhood program administration (fiscal, business, and personnel) and supervision skills (monitoring and mentoring staff)	None		25		33		7		55
	< 1	24	58	24	29	15	53	20	30
	≥ 1		17		38		40		15
Classroom management/organization of a group of children	None		4		4		7		5
	< 1	25	68	24	63	15	87	20	70
	≥ 1		28		33		7		25

¹ None= no classes required; <1=Part of one or more required courses; ≥1= One or more entire required courses.

Table 13
Percent of Degree Programs That Require Early Childhood Practica in
Education and Care of Infants and Toddlers

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N total	M% Yes	N total	M% Yes	N total	M% Yes
Early Childhood Education	24	71%	24	71%	12	33
Elementary Education*	2	50%	12	42%	5	20%
Total	26	69%	36	61%	17	29%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 14
Percent of Degree Programs That Require Early Childhood Practica in
Education and Care of Children Ages 3-5

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N total	M% Yes	N total	M% Yes	N total	M% Yes
Early Childhood Education	25	88%	23	91%	12	8%
Elementary Education*	3	100%	14	64%	5	0
Total	28	89%	37	81 %	17	29%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 15
Percent of Degree Programs That Require Early Childhood Practica in
Education and Care of Young Children w/Disabilities

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N total	M% Yes	N total	M% Yes	N total	M% Yes
Early Childhood Education	22	36%	21	62%	12	42%
Elementary Education*	2	100%	16	25%	5	20%
Total	24	42%	37	46 %	17	35%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 16
Graduation Rate Per Degree and Program

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N	Rate	N	Rate	N	Rate
Early Childhood Education	20	38%	18	61%	14	46%
Elementary Education*	3	98%	16	54%	7	71%
Total	23	50%	34	55%	21	60%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 17
Percentage of Programs that Indicated a Change in Enrollment During the Past Three Years

	<u>Early Childhood</u>			<u>Elementary*</u>		
	<u>Cert/Asoc.</u> N=24	<u>Bach</u> N=22	<u>Mast/Doc</u> N=14	<u>Cert/Asoc.</u> N=3	<u>Bach</u> N=20	<u>Mast/Doc</u> N=7
Increased	33%	46%	36%	100%	45%	43%
Decreased	17%	9%	21%	0	5%	29%
Stayed the same	46%	36%	43%	0	45%	29%
New degree	4%	5%	0	0	5%	0
Don't know	0	5%	0	0	0	0

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 18
Mean Number of Months to Complete the Degree

	<u>Cert/Assoc</u>			<u>Bachelors</u>			<u>Masters/Doctorate</u>		
	N	M	SD	N	M	SD	N	M	SD
Early Childhood Education	22	26.55	10.76	23	48.52	5.97	14	36.43	21.37
Elementary Education*	3	20.00	6.92	20	49.80	2.82	6	18.33	7.52
Total	25	25.76	10.49	43	49.12	4.76	20	31.00	19.95

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 19
 Estimated Percent (and Number) of Graduates Within Each Degree and Program Who Become Employed in Different Settings*

	Early Childhood			Elementary		
	<u>Cert./Asoc</u> N=242	<u>Bachelors</u> N=318	<u>Mast./Doc</u> N=114	<u>Cert./Asoc</u> N=77	<u>Bachelors</u> N=1331	<u>Mast./Doc</u> N=242
<u>Early Childhood</u>						
Early Childhood Center	51% (125)	20% (63)	11% (13)	9% (7)	4% (49)	2% (6)
Family/Group Home	4% (9)	4% (12)	2% (2)	0	2% (11)	0
Children B-5 (not ctr/home)	1% (2)	1% (3)	<1% (1)	0	1% (8)	1% (2)
Infant/Toddler Interv Program	1% (2)	2% (6)	3% (3)	0	<1% (6)	2% (5)
Preschool Interv Program	2% (4)	4% (13)	19% (21)	0	1% (14)	0
Provide training in ECE	2% (5)	<1% (1)	7% (8)	0	1% (12)	1% (3)
<i>Total in early childhood</i>	61% (147)	31% (98)	42% (48)	9% (7)	8% (100)	7% (16)
<u>Kindergarten</u>						
Public/Private Kindergarten	4% (10)	19% (60)	6% (7)	1% (1)	10% (135)	8% (18)
<u>Post-Kindergarten</u>						
Public/Private Post-K class	2% (4)	33% (106)	39% (44)	67% (52)	65% (869)	76% (185)
<u>Other</u>						
Do not work w/children	3% (6)	4% (11)	9% (11)	13% (10)	5% (70)	6% (15)
Next level degree/program	<u>31% (76)</u>	<u>14% (44)</u>	<u>4% (4)</u>	<u>9% (7)</u>	<u>12% (157)</u>	<u>4% (9)</u>
<i>Total Other</i>	34% (82)	17% (55)	13% (15)	22% (17)	17% (227)	10% (24)

*Percentages and numbers are rounded to the nearest whole percent or number.

Table 20
Estimated Percent of Graduates Who Work With Children Birth-5 Years Who Stay in PA

	Cert/Assoc			Bachelors			Masters/Doctorate		
	N	M%	SD	N	M%	SD	N	M%	SD
Early Childhood Education	18	95%	6%	21	72%	29%	13	95%	6%
Elementary Education*	<i>2</i>	<i>63%</i>	<i>11%</i>	<i>16</i>	<i>62%</i>	<i>34%</i>	<i>7</i>	<i>68%</i>	<i>34%</i>
Total	20	93%	12%	37	68%	31%	20	86%	24%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 21
Total Cost of Tuition and Fees to Obtain Degree

	Cert/Assoc			Bachelors			Masters/Doctorate		
	N	M	SD	N	M	SD	N	M	SD
Early Childhood Education	22	12,974	12,452	19	42,455	26,213	13	20,392	12,409
Elementary Education*	<i>3</i>	<i>35,000</i>	<i>31,764</i>	<i>15</i>	<i>33,838</i>	<i>27,700</i>	<i>6</i>	<i>18,616</i>	<i>8,285</i>
Total	25	15,617	16,526	34	38,653	26,817	19	19,831	11,065

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 22
Percent of Students in Degree Programs Receiving Assistance

	Early Childhood			Elementary		
	Cert/Asoc N=15	Bach N=14	Mast/Doc N=12	Cert/Asoc N=4	Bach N=12	Mast/Doc N=6
Full tuition waiver plus some living expenses	2%	1%	2%	0	1%	1%
Full tuition waiver	3%	3%	17%	0	9%	3%
Partial tuition reduction (scholarship or grant less than full cost of tuition)	52%	58%	20%	50%	70%	53%
No scholarships or fellowships at all	43%	39%	60%	60%	20%	44%

Table 23
 Percentage of Programs that Say Graduates Have Difficulty Paying Back Student Loans

	Early Childhood						Elementary					
	<u>Cert/Asoc</u>		<u>Bachelor</u>		<u>Mast/Doc</u>		<u>Cert/Asoc</u> *		<u>Bachelor</u>		<u>Mast/Doc</u> *	
	N	%	N	%	N	%	N	%	N	%	N	%
No	0	0	0	0	1	7%	<i>0</i>	<i>0</i>	1	5%	<i>1</i>	<i>14%</i>
Yes	3	14%	10	43%	4	29%	<i>0</i>	<i>0</i>	3	16%	<i>1</i>	<i>14%</i>
Don't Know	19	86%	13	57%	9	64%	<i>3</i>	<i>100%</i>	15	79%	<i>5</i>	<i>71%</i>

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.