Advisory Board
Early Childhood

ICI – 20 Park Plaza – 13th 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
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

<table>
<thead>
<tr>
<th>EECIS Concentration</th>
<th>State Regulations</th>
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<tbody>
<tr>
<td>Infant/Toddler &amp; Early Intervention</td>
<td>DPH - Early Intervention</td>
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<td>EEC – Infant/toddler lead teacher,</td>
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<td>EEC – Director II</td>
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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)

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<thead>
<tr>
<th>Two Required ECHD courses</th>
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<tr>
<td>• Introduction to I/T Care and Education</td>
<td>• ENGL335 Children's Literature</td>
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<td>• ANTH 285 Language and Culture</td>
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<td>• Sociol 242 The Family</td>
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<td>• Psych 441 Family and the Child</td>
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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)

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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)

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<td>• AMST 350 Race, Class, Gender</td>
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<tr>
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<td>• AMST 301L Childhood in America</td>
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<td>• WOST 100 Women in Society</td>
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Youth and Community Outreach

• EEC 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)

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<td>• Youth Education in Out-of-School Settings through Community</td>
<td>• PSYCH 350 Learning and Memory</td>
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<td>Based and Youth Service Organizations</td>
<td>• Sociol 201 Youth and Society</td>
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<td>• Sociol 336 Sociology of Education</td>
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<td>• Sociol 440 Sociology of Knowledge</td>
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<td>• AMST 350 Race, Class, Gender</td>
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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)

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<td>• Instructional Strategies for All Young Children with a Focus on Creative Arts</td>
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<td>• Administration and Supervision of Programs for Young Children</td>
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<td>• ECDH 450 Leadership in Early Education and Care</td>
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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)
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

- Professional Development
- Work Plan
- Principal’s Support
- Reflection
- Coaching
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.
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

Research Reinvisioned for the 21st Century
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:

- 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)?