

COMMUNITY COLLEGE EARLY  
CHILDHOOD FACULTY: NEEDS  
ASSESSMENT RELATED TO ECSE  
KNOWLEDGE AND COMFORT

OSEP Project Director's Meeting 2013

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# PURPOSE OF SESSION

- To share preliminary findings of an ongoing needs assessment focused on the professional development needs of community college early childhood (EC) faculty
- To share examples of how programs have used findings to frame technical assistance for EC faculty

# OVERVIEW OF NEEDS ASSESSMENT

- Needs assessment was adapted from previously-federally funded project, *Crosswalks*
- Needs assessment is used by paraprofessional grantees from:
  - Northampton Community College
  - Tacoma Community College
  - University of North Carolina at Chapel Hill
  - University of Toledo
  - Western Oregon University
- 2 programs administered a 36-item survey while the other 3 administered a 28-item survey

# OVERVIEW OF NEEDS ASSESSMENT

- Survey has 3 sections: EC and EI Content Areas, Instructional Strategies and Demographics
- EC and EI Content: Using a scale of 1 (Low) -5 (High), respondents indicated their current level of knowledge, emphasis on ECSE content in the courses they teach, knowledge of where to access resources related to ECSE content, and comfort teaching the content with regard to the statements
- Instructional Strategies: Using a scale of 0 (None) – 5 \*High), respondents indicated their skills and emphasis on ECSE content and skills in the courses they teach with regard to the statements

# METHODS

- Online survey – Qualtrics (n= 8), Survey Monkey (n=1)
- Needs assessment conducted in Fall 2011 / Spring 2012, then Fall 2012 / Spring 2013
- Descriptive statistics and bivariate correlations were conducted using SPSS 21



## WHO WERE THE PARTICIPANTS?

- 116 early childhood faculty from 12 community colleges in North Carolina, Ohio, Oregon, Pennsylvania, and Washington
- #s of faculty respondents in each of the CCs surveyed ranged from 3 to 51
- The demographics of the faculty were similar to findings from national surveys (Early & Winton, 2001; Maxwell, Lim & Early, 2006)

## FACULTY EDUCATION AND EXPERIENCE IN ECSE

- Faculty earned their highest level of education between 1970 and 2011
- Majority indicated their highest level of education was Master's degree (75%)
- Majority (54.9%) indicated their primary discipline was early childhood education
- Number of years in personnel preparation ranged from 1-42 years
- Number of years of experience in providing direct services to children and families ranged from 3-38 years

## FACULTY KNOWLEDGE AND SKILLS: TOP 10 AREAS OF NEEDS

- Using AT to enhance children's development and access to natural learning opportunities (M = 3.02, SD = 1.05)
- Using AT to enhance children's participation in the general curriculum (M = 3.04, SD = 1.12)
- Implementing transition plans and services across settings (M = 3.42, SD = 1.18)
- Knowledge of relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families (M = 3.56, SD = .98)
- Using EBPs in EI and ECSE (M=3.56, SD = 1.04)



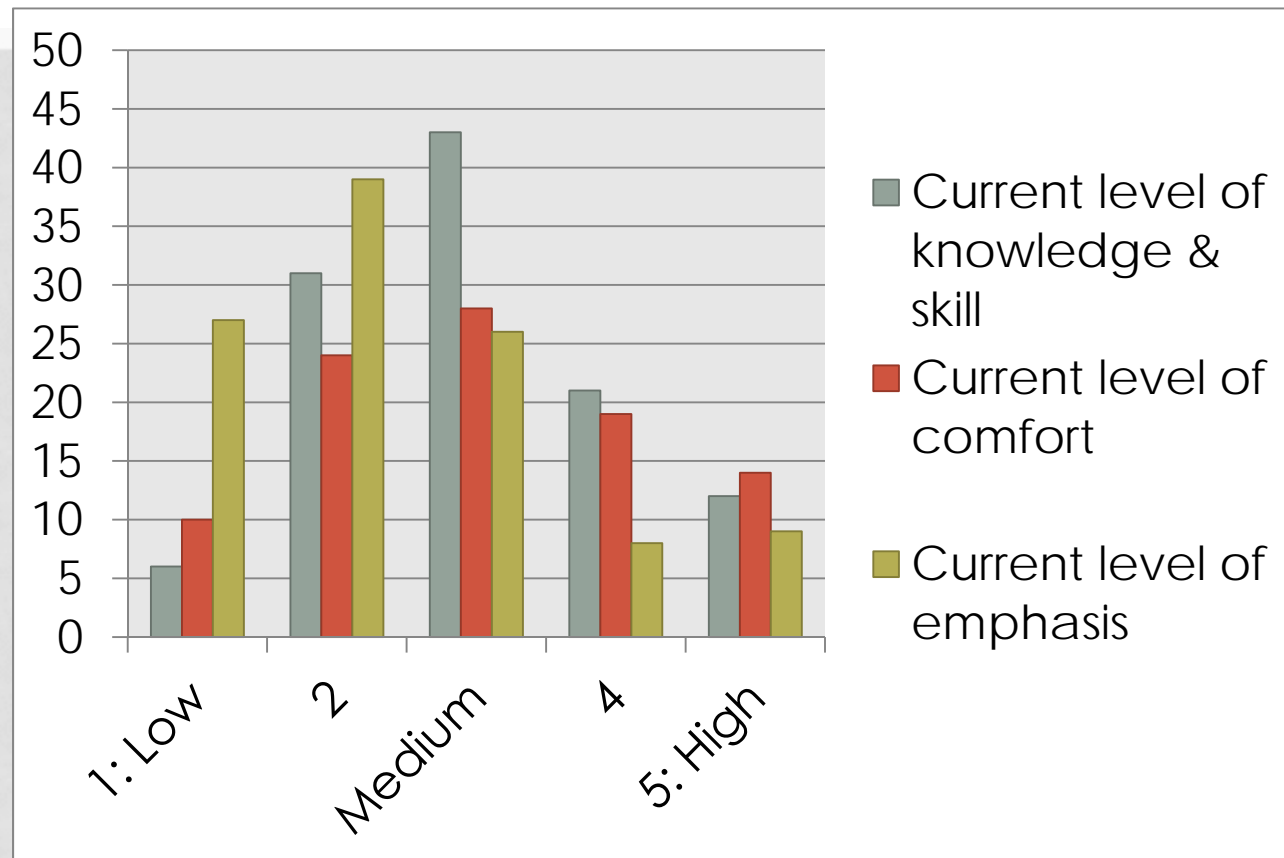
## FACULTY KNOWLEDGE AND SKILLS: TOP AREAS OF NEEDS (CONT'D)

- Systematically embedding intervention strategies into daily routines & activities of children with diverse abilities (M = 3.74, SD = .998)
- Using data from progress monitoring efforts to make curriculum decisions to support the academic & development progress of children with diverse abilities (M = 3.77, SD = 1.2)
- Implementing IFSPs and IEPs (M = 3.78, SD = 1.14)
- Implementing intervention strategies to support the social-emotional / behavioral development of children of diverse abilities (M=3.91, SD = 1.04)
- Implementing intervention strategies to support early development or academic achievement of children of diverse abilities (M=3.93, SD = .99)

## RESEARCH QUESTION

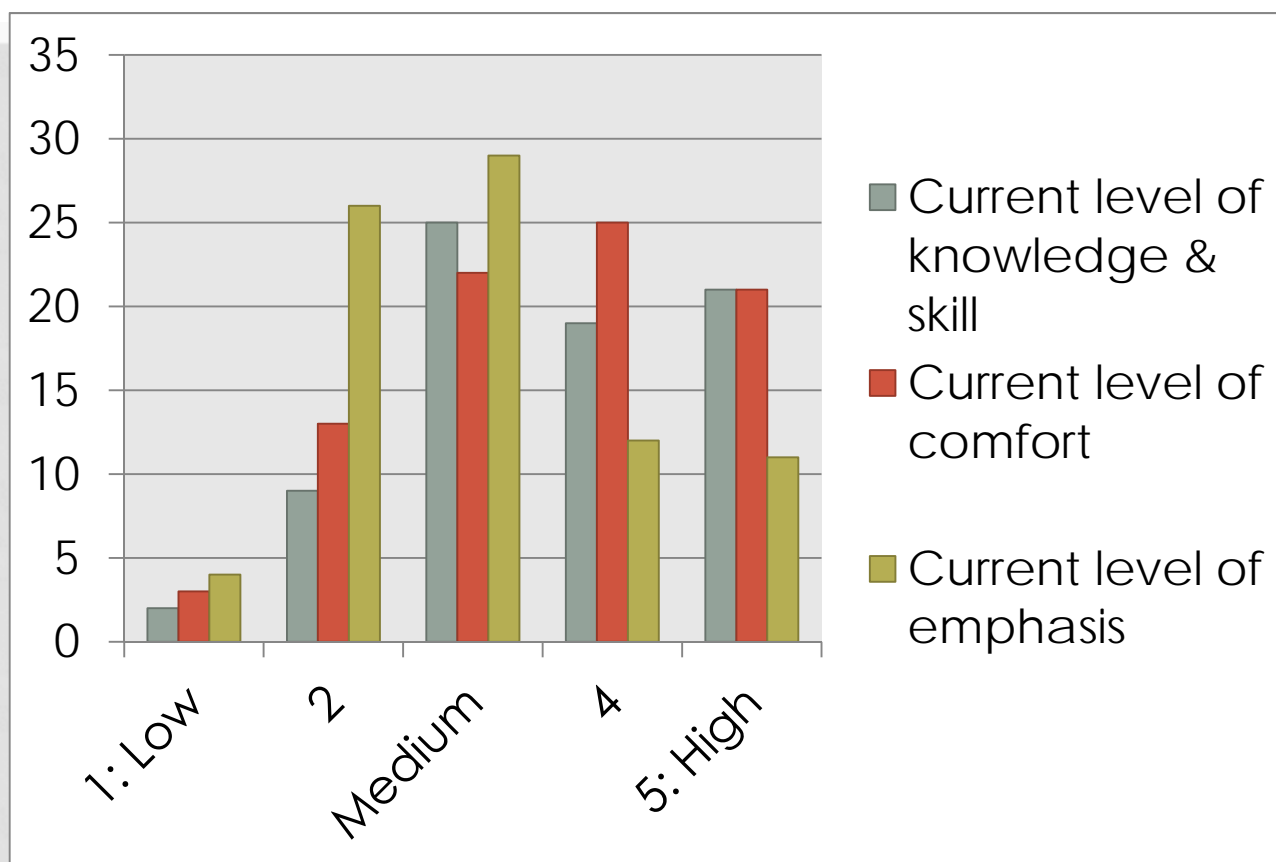
- What is the relationship between faculty members' knowledge, skills and comfort level related to ECSE topical areas and the degree to which they are addressed in Community College program coursework in ECE ?

# USING AT TO ENHANCE CHILDREN'S ACCESS TO NATURAL LEARNING OPPORTUNITIES



- Levels of emphasis in courses taught were correlated to knowledge and skills ( $r(113) = .56, p < .01$ ) as well as to comfort level ( $r(95) = .37, p < .01$ ).

# USING EBP IN EI & ECSE



- Levels of emphasis in courses taught were correlated to knowledge and skills ( $r(86) = .60$ ,  $p < .01$ ) as well as to comfort level ( $r(85) = .59$ ,  $p < .01$ )

# DISCUSSION QUESTIONS

- How can ECE faculty members' needs be addressed through various types of professional development?
- How can these program results be used to frame professional development for the ECE faculty members with whom you work?
- Do you feel the needs survey results accurately reflects your 2 year ECE program? Why or why not?
- What content area is the highest PD priority for your 2 year ECE program to address in the next 6 months? How can we help you with that process?





*Thank You*