ECPC
Early Childhood Personnel Center

Institute of Higher Education Programs of Study in Early Childhood and Early Childhood Special Education Survey of Minority Serving Institutions and Historically Black Colleges and Universities (2022)

IDEAs that Work

The Early Childhood Personnel Technical Assistance Center:

Institutes of Higher Education Programs of Study in Early Childhood
and Early Childhood Special Education at Minority Serving Institutions and
Historically Black Colleges and Universities

METHODOLOGY

Survey

The Early Childhood Personnel Technical Assistance Center's (ECPC) assessed the capacity of

Institutes of Higher Education (IHE) who were classified as Minority Serving Institutions and

Historically Black Colleges and Universities to expand their programs of study in early

childhood to include preparation about students with disabilities. An initial list of 698 Minority

Served Institutions (MSI), and 100 Historically Black Colleges and Universities (HBCU) across

all states and territories was identified and searched to assess who had early childhood programs.

Data were collected via an online survey. As surveys were submitted, the research staff

monitored responses. A Smartsheet was created to allow for data analysis and survey responses

were continuously added and reviewed as they were submitted. See Appendix A for a copy of

the paper version of the survey. This report provides a detailed summary of the data submitted

that included program-specific information.

Survey Sample

The final sample of IHE's contacted was 594 of which 87 were HBCU's and 507 were MSI's

(see Table 1). The contact information for each program was obtained to distribute the 11-item

survey via e-mail. The initial distribution of the survey was sent on April 27, 2022. The second

email was sent on May 27, 2022. Updates were made for emails that were returned, and a final

reminder email was sent on June 8, 2022 to all 594 contacts

Table 1. *Contacts and Institutes of Higher Education*

Type of IHE	Number of Institutes of Higher Education Contacted	Percent
MSI's	507	85%
HBCU's	87	15%
Total	594	100%

Sample Composition

There was a total of 202 surveys received when data collection ended (see Table 2). Of the 202

respondents, 75 were excluded from analysis for being sent to the wrong contact, as previously

mentioned. There was a total of 127 surveys used for data analysis; 109 (54%) were completed

surveys, while 18 (9%) responses were only partially completed

Table 2. *Survey Submissions (n = 202)*

Survey Status	Frequency of Responses	Percent
Completed Surveys	109	54%
Partially Completed Surveys	18	9%
Excluded Surveys	75	37%
Total	202	100%

Of the 57 states and territories, 50 were represented in the final sample (see table 3).

Table 3 contains the responses received by state, and Table 4 contains responses by geographic region.

Table 3. *Survey Response Details per State/Territory*

State/Territory Name	Number of Programs	Completed Surveys	Response Rate
Arkansas	8	1	13
Alaska	5	4	80
Alabama	15	1	7
Arizona	21	4	19
American Samoa	1	1	100
California	128	32	25
Colorado	10	1	10
Connecticut	7	2	29
Delaware	1	0	0
District of Columbia	3	0	0
Florida	20	4	20
Georgia	23	2	9

Guam	1	0	0
Hawaii	10	2	20
Idaho	1	1	100
Illinois	22	7	32
Indiana	2	1	50
Kansas	4	2	50
Kentucky	1	0	0
Louisiana	8	2	25
Massachusetts	8	1	13
Maryland	7	2	29
Marshall Islands	1	1	100
Michigan	3	2	67
Minnesota	10	4	40
Missouri	2	0	0
Mississippi	12	2	17
Montana	5	0	0
North Carolina	17	1	6
North Dakota	5	1	20
Nebraska	1	0	0
New Jersey	16	3	19
New Mexico	21	7	35
Nevada	5	4	80
New York	27	3	11
Northern Marianas	1	0	0
Ohio	2	2	100
Oklahoma	18	4	22
Oregon	5	0	0
Pennsylvania	7	3	43
Puerto Rico	5	1	20
South Carolina	12	2	17
South Dakota	3	1	33
Tennessee	6	0	0
Texas	79	14	18
Virgin Islands	1	0	0
Virginia	6	0	0
Washington	12	2	17
West Virginia	2	0	0
Wisconsin	3	0	0
Wyoming	1	0	0
Total	594	127	-

Across geographic regions of the United States, 36% of responses were from the West (n=46), 23% were from the Southwest (n=29),16% were from the Midwest (n=20), 13% were from the Southeast (n=16), 11% were from the Northeast (n=14). The remaining 2% represent the Marshall Islands (n=1) and Puerto Rico (n=1) (see Table 4).

Table 4. *Responses by Geographic Region (n=127)*

Geographic Region	Frequency	Percent
Midwest	20	16%
Northeast	14	11%
Southeast	16	13%
Southwest	29	23%
West	46	36%
Marshall Islands	1	1%
Puerto Rico	1	1%
Total	127	100%

There was a total of 127 Institutes of Higher Education in the final sample, representing a wide range of Carnegie Classifications (see Table 5).

Table 5. *Programs by Carnegie Classification 2021*

Classification	Frequency	Percent
Associate's Colleges: High Transfer-High Traditional	8	6%
Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional	10	8%
Associate's Colleges: High Transfer-High Nontraditional	8	6%
Associate's Colleges: Mixed Transfer/Career & Technical-High Traditional	5	4%
Associate's Colleges: Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional	6	5%
Associate's Colleges: Mixed Transfer/Career & Technical-High Nontraditional	7	6%
Associate's Colleges: High Career & Technical-High Traditional	3	2%
Associate's Colleges: High Career & Technical-Mixed Traditional/Nontraditional	2	2%
Associate's Colleges: High Career & Technical-High Nontraditional	3	2%
Baccalaureate/Associate's Colleges: Associate's Dominant	13	10%
Doctoral Universities: Very High Research Activity	9	7%
Doctoral Universities: High Research Activity	6	5%
Doctoral/Professional Universities	8	6%

Master's Colleges & Universities: Larger Programs	16	13%
Master's Colleges & Universities: Medium Programs	5	4%
Master's Colleges & Universities: Small Programs	3	2%
Baccalaureate Colleges: Arts & Sciences Focus	1	1%
Baccalaureate Colleges: Diverse Fields	6	5%
Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's	3	2%
Tribal Colleges and Universities	5	4%
Total	127	100%

Survey Analysis

Respondent Characteristics

All surveys reported if their program currently prepared early childhood (EC) teachers. A total of 114 (90%) programs reported they currently prepared early childhood teachers, and 13 (10%) do not (see Table 6). Of the 13 respondents reporting they did not prepare EC teachers, eight (n=62%) reported that they planned to expand their programs to prepare EC teachers, and five (n=38%) reported they did not expect program expansion (see Table 7).

Table 6. *Programs that currently Prepare EC Teachers (n=127)*

	Frequency	Percent
Yes	114	90%
No	13	10%
Total	127	100%

Table 7. *Plan for program expansion to prepare EC Teachers (n=13)*

	Frequency	Percent
Yes	8	62%
No	5	38%
Total	13	100%

A total 113 respondents reported whether their program currently prepared early childhood special education (ECSE) teachers; 66 (58%) programs reported they currently prepare ECSE teachers, while 47 (42%) did not (see Table 8).

Table 8. *Programs that Currently Prepare ECSE Teachers (n=113)*

	Frequency	Percent
Yes	66	58%
No	47	42%
Total	113	100%

Of the 47 programs who did not prepare teachers for ECSE, 71% (n=31) reported they planned to expand their program to do so, while the other 29% (n=12) reported no plans to expand their program for teacher education (see Table 9).

Table 9. *Plan for program expansion to prepare ECSE teachers (n=42)*

	Frequency	Percent
Yes	30	71%
No	12	29%
Total	42	100%

Numbers of Students

Fifty-three respondents provided a text entry for the average number of students graduating from their programs each year, with a maximum number of 300 students graduating per year and a minimum of 2 annually. The majority (75%) of programs reported less than 60 students per year graduated from their program on average, with the amount equally distributed between 1-14 (28%), 15-29 (23%), and 30-59 (25%) (see Table 10).

Table 10. *The average number of students graduating per year (n=53)*

Number of Students	Frequency	Percent
More than 150	3	6%
120-149	1	2%
90-119	3	6%
60-89	4	8%
30-59	13	25%

15-29	12	23%
1-14	15	28%
Not Available	2	4%
Total	53	100%

Diversity of Student Population in Programs

The survey collected information on whether the students in the programs represented diversity with respect to race, ethnicity, and linguistic background. Out of the 97 responses for this question, 94 (97%) report their student body represented a diverse population. Three (3%) respondents reported not having diversity (see Table 11).

Table 11. *Diversity of student body within programs*

	Frequency	Percent
Yes	94	97%
No	3	3%
Total	97	100%

Recruitment Efforts

Information requested about whether programs used recruitment strategies or participate in specific programs to encourage students from diverse backgrounds into the EC or ECSE field. The total responses (n=97) were split with 48 (49%) reporting they do not use tactics to bring in more diversity, and 49 (51%) report they did use strategies to encourage diverse students (see Table 12). Respondents reporting that they had incentives were asked to describe, in a text-entry form, what strategies they used. These included strategies to cut costs/lower amount of debt students are left with after graduating and using alternate teaching licensure pathways like teacher residency programs. A frequent strategy reported was using their own faculty for outreach, dedicating advisors for recruitment and mentorship, and having student cohorts. The most frequent strategies that respondents reported was the use of state and or district funded scholarships, grants, and tuition stipends.

Table 12. *Incentives to encourage students from diverse backgrounds (n=97)*

	Frequency	Percent
Yes	49	51%
No	48	49%
Total	97	100%

Challenges

Respondents provided short responses to the prompt "What are the biggest challenges you face in recruiting students from diverse backgrounds into early childhood or early childhood special education?" A total 87 respondents gave a text-entry description of the challenge(s) they experienced, and the answers fell into four separate themes.

The two least reported themes were those that mentioned the difficulty that students had when trying to pass teacher certification exams, and secondly, the lack of awareness/promotion about a programs' existence. The third consistent theme about challenges was the lack of funding for students, especially in regard to enrollment, and being able to provide practicum experiences. The most frequently reported challenge was the lack of enrollment in ECE programs due to the low salary of ECSE teachers. Students were less motivated to go into teaching ECE because the salary did not seem to compensate for tuition costs and left students in debt.