

Natural Allies

Surveying the Early Childhood Community College Landscape

Introduction

The purpose of this measure is to get your perceptions about how early childhood programs at community colleges in your state are preparing personnel to work with young children (0-5) and their families, including young children with special needs. The measure consists of questions about different components of preparing early childhood students at community colleges. This is not meant to be an exhaustive list of all the important dimensions of preparing early childhood teachers. Rather, the intent is to stimulate your reflection on current policies, linkages and practices and changes that might lead to improvement.

Part I

For the first six questions (1.a. through 2.d.), please check the appropriate box or fill in the blank, as requested. Please feel free to answer "I don't know" to any question.

1.a. Does your state have a **written plan** that guides the preparation of personnel to work with young children (0-5)?

- yes no I don't know

1.b. Does this plan reflect **coordination** with state plans for young children (0-5) with special needs (e.g., the Infant-Toddler Program or the 619/Federal preschool program for children with disabilities)?

- yes no I don't know

2.a. Does your state have an **existing group or groups (committee/s or task force/s)** for ongoing discussion about preparing personnel to work with young children and families?

- yes no I don't know

If no, please skip to the next page (Question #3).

2.b. If yes, please list the group(s). _____

2.c. To what extent **is this group/are these groups effective** in coordinating efforts related to preparing personnel to work with young children and families in your state?

- Do not know Not effective Somewhat effective Very effective

2.d. To what extent **is this group/are these groups effective** in coordinating efforts related to preparing personnel to work with **young children with special needs** in your state?

- Do not know Not effective Somewhat effective Very effective

For questions 3-15, rate your state based on your knowledge and experience. Read each question carefully. Circle one number on the corresponding 5-point scale (ranging from Never = 1 to Always = 5) that best reflects what you think is happening in early childhood programs at community colleges in your state.

	Where is your state now?					
	Do not know	Never	Seldom	Sometimes	Usually	Always
3. To what extent is a written plan being used to plan, implement and evaluate early childhood preparation at community colleges in your state?	0	1	2	3	4	5
4. To what extent are early childhood programs at community colleges in your state coordinated? (Are community colleges aware of each other's educational programs?)	0	1	2	3	4	5
5. To what extent are early childhood programs at community colleges in your state planned and implemented in a collaborative fashion? (For example, are educational programs or curricula planned and implemented across institutions?)	0	1	2	3	4	5
6. To what extent do early childhood programs at community colleges provide cross-disciplinary learning experiences? (For example, do faculty from different disciplines, divisions or departments plan and teach together?)	0	1	2	3	4	5
7. To what extent do community colleges and 4-year colleges/universities have articulation agreements with each other that support a career progression for early childhood students?	0	1	2	3	4	5
8. To what extent are early childhood programs at community colleges accessible to working professionals? (For example, do they accept part-time students, offer evening and weekend classes?)	0	1	2	3	4	5
9. To what extent do early childhood programs at community colleges emphasize content and issues related to working with young children with special needs or disabilities and their families?	0	1	2	3	4	5

Where is your state now?

	Do not know	Never	Seldom	Sometimes	Usually	Always
10. To what extent are community colleges in your state adequately preparing students to work with <u>all</u> children (including those with special needs) and their families?	0	1	2	3	4	5
11. To what extent are family members given the opportunity to participate in planning, implementing and evaluating community college course work and practical experiences?	0	1	2	3	4	5
12. To what extent are cultural and linguistic diversity infused into course work and practical experiences for early childhood students in your state (readings, assignments, opportunities to work with diverse families)?	0	1	2	3	4	5
13. To what extent do community college personnel (faculty and administrators) reflect the cultural and linguistic diversity of your state?	0	1	2	3	4	5
14. To what extent do community college course work and practical experiences count toward state and national certification and credentialing ?	0	1	2	3	4	5
15. To what extent are community college course work and practical experiences linked to increased compensation for early childhood personnel?	0	1	2	3	4	5

Part II

Summarized below are the community college topics addressed in Part I. Identify the three most important issues to address in your state: 1 = most important; 2 = second most important; 3 = third most important.

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|--|---|
| A. Using a written plan | H. Adequacy of community college preparation |
| B. Coordinated educational programs | I. Involvement of family members |
| C. Collaborative educational programs | J. Cultural and linguistic diversity infused in course work and practical experiences |
| D. Cross-disciplinary learning experiences | K. Cultural and linguistic diversity of community college personnel |
| E. Articulation agreements | L. Certification and credentialing |
| F. Accessible programs | M. Compensation |
| G. Working with young children with special needs or disabilities and their families | |

Write the letter from above in the appropriate space. For example, if you think A - Using a written plan is the most important issue, write the letter A on the line beside "most important".

Most Important _____ **2nd Most Important** _____ **3rd Most Important** _____

Thank you for your time and thoughtful input.