



Group Meeting Notes

TEI Group: Early Childhood Education
Date/Time/Location: 6/19/2017 / 10 AM / Wyoming Hall, University of Wyoming
Members in Attendance: Mark Bittner, Tricia Johnson, Ley Liera, Nicole Novotny, Tim Shepard, Becca Steinhoff, Nic Whynott, Jennifer Zook
Support in Attendance: Jeanette Joyce, David Yanoski, Anaya Yates

Information Reviewed:

1. Updates on RWG process and focus-shared new information from Coordinating Council and Governing Board that stress projects should be innovative and different. There is a new proposal form on the TEI website
2. Existing data from Town Hall, Stakeholder Survey, and Literature Review conducted by TEI.

Discussion:

The news about “pushing the envelope” is at once exciting and alarming. We need to focus on research-based literature search rather than evidence-based. That is, we want to know where the space is, what has NOT been done, and any evidence supporting components of a new idea. The group wanted to know if it’s innovative for Wyoming, is that good enough, and there was general agreement that it would be.

The key findings from the existing data included a recommendation from Town Halls that to investigate the need for a Wyoming Early Childhood Educator license or certificate. Also, there is data from the USDOE Report on Teacher Shortages that Early Childhood, especially in the area of Special Education, is an area of teacher shortage nationally as well as in Wyoming for multiple years. In terms of the stakeholder survey results, most respondents indicated that they felt neutrally about the ECE program in terms of Program Selectivity, Technologies Used in Program Delivery, Candidate Advising and Career Counseling, Ease of Access to Program, Availability of Financial Aid, Faculty Expertise and Effectiveness, Program Recruitment Strategies, Quality and Diversity of Clinical Experiences, Quality of Course Scope and Sequence, Induction and Mentoring Program for Graduates, Program Facilities, and Graduates' Preparation in Evidence-Based Instructional Practices. The group discussed why it might be that the responses were chiefly neutral and the idea that these stakeholders most likely lacked a background in ECE was put forward, making the survey results less informative.

The group then moved on to a discussion of one of the broad ideas from last time which was **development of a degree program**. The group contemplated the following “dream” characteristics: connection with Special Education, a standalone Birth to 8 educator program, a degree offering in

Trustees Education Initiative Work Group Meeting Notes

ECE Administration, a bridge between CEUs and credit coursework, realistically complete-able in 4 years, a specialty in ECE Indigenous populations or other bilingual populations, and building a center for excellence that sends trained educators to disseminate best practices across the country. Then, we moved to potential sources of data collection around David's question of what do we need to know in order to craft a proposal.

The following questions arose:

What are other states are doing in terms of ECE certification?

What are public institutions offering in terms of programs?

What are the number of EC endorsements given over the last few years?

What is the range of education level in current ECE providers?

Where do UWyo ECE graduates end up and why?

What are the benefits of remaining connected to Elem Ed v. building something new with Family Services?

The group broke up into teams to pursue these three broad themes of lay of the land, endorsements, and the outcomes for recent graduates. There was a return to last time's discussion of are we doing a service to ECE providers by moving toward a required certification or degree, given the low pay and small job market. The group briefly discussed the increasing professionalization of the field, both inside Wyoming and outside. However, there are barriers that may need to be more fully explored. The possibility of a middle step, possibly something developed with/for the Educator Professional Growth RWG's Academy might be of value.

A brief discussion of one other broad idea-**awareness of the field**- was held, and key characteristics/ potential actions were listed as follows: the critical role of ECE in development and what ECE providers do, billboards similar to WY Quality Counts (<http://www.wyqualitycounts.org/>), PSAs, getting the research out to stakeholders, having an EC voice in statewide conversations about Education, and aligning initiatives across the state.

Votes/Actions:

Deadlines / Tasks /

Responsibilities:

Tricia will share with all the brief article on the four bases for ECE

Lety will continue to have conversations and write up notes for institutions outside the US, including Vancouver, Mexico, Australia, and possibly New Zealand

Trustees Education Initiative Work Group Meeting Notes

Mark and Nicole will look at the certifications/middle step/programs/fieldwork currently offered for ECE in Colorado, Hawai'i, Idaho, Maine, Montana, Nebraska, New Mexico, North Dakota, South Dakota, and Utah, using IPEDBS and other websites.

Jennifer will look into PTSB certification numbers.

Becca and Nicole will utilize STARS to get information about the current education level of current workers, and look at labor market numbers from the Department of Workforce Services.

Tricia and Tim will begin to compile questions for a possible qualtrics survey to graduates of the program.

Next Meeting Details: Monday, June 10th possibly in Riverton, TBD

Agenda items: All report back on their findings

Brainstorming around remaining big ideas: improving the profession, system coordination, program quality