

Results: Survey of Early Childhood Faculty at Minnesota's Institutes of Higher Education

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Agenda

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Q&A



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Research Questions

1. What are the experiences of Minnesota's early childhood educators in their respective institutes of higher education (IHE)?
2. What are the thoughts, perceptions, and beliefs of Minnesota's early childhood educators about the Power to the Profession program?

Methods

Online survey administered via Google Forms

Open and closed ended questions

Likert scale ranking

May 15th - June 10th, 2021

43.6% response rate

Approved by the UMN IRB



Survey to Early Childhood Faculty at MN Institutes of Higher Education

Thank you for taking the time to participate in this survey!

This survey was designed by Transforming Minnesota's Early Childhood Workforce project in partnership with the Center for Urban and Regional Affairs at the University of Minnesota.

Transforming Minnesota's Early Childhood Workforce project works to improve outcomes for young children by ensuring that Minnesota has a diverse, qualified, well-supported, and equitably compensated early childhood workforce. You can find out more about Transforming Minnesota's Early Childhood Workforce by visiting our website at <https://ecworkforcemn.org/> and signing up for our newsletter at <https://ecworkforcemn.org/sign-up-for-our-newsletter/>. You can also follow us on social media (Facebook: ECworkforceMN and Twitter: B8workforce).

Higher education is key to advancing the knowledge and credentials of the early childhood workforce and supporting better outcomes for children as well as potentially increased compensation for the workforce. Your feedback is critically important.

Please contact Vanessa Voller (voll0144@umn.edu) with any questions, concerns, or comments about the survey. Your answers will be kept confidential and aggregated into a summary used by Transforming Minnesota's Early Childhood Workforce. Although the final report for this project will be available publicly there will be no language linking you to any of the results you provide. This survey should take you approximately 15 minutes to complete. The deadline to complete the survey is Wednesday, May 27th, 2021, by 11:59 pm CST. Completed surveys will be entered into a random drawing for five \$100 gift certificates.

Sample of Participants

100% identified as female and white (n=23)

100% identified English as their first language (n=23)

Average age = 59.8 years with a range of 28-66 years

39% salaried over \$80,000, 35% salaried between \$70,000-79,999, and 26% earning less than \$70,000 with an average of \$50,000

Chart 1. Program Types

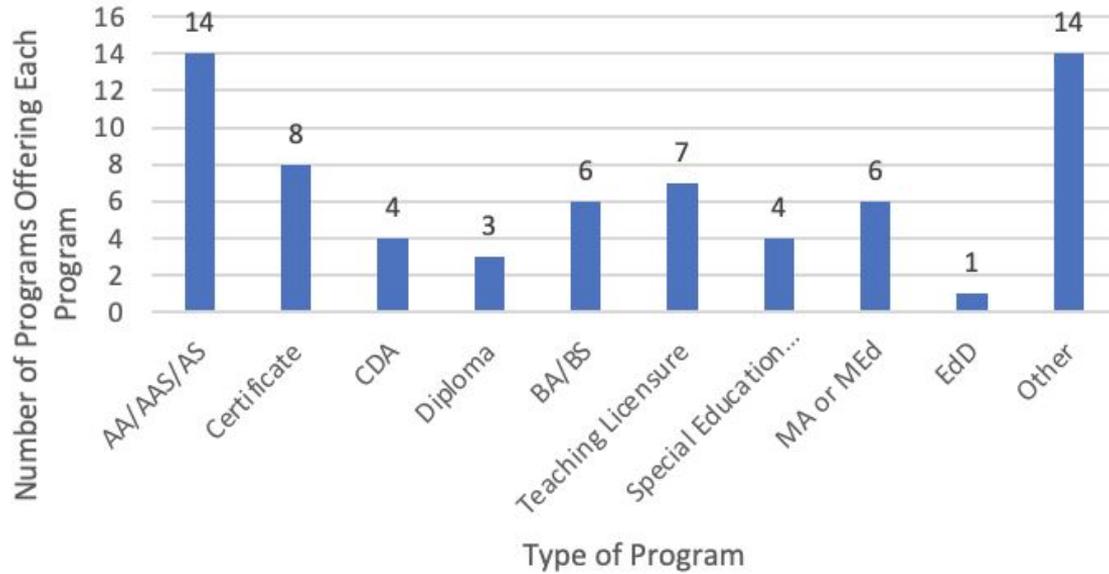
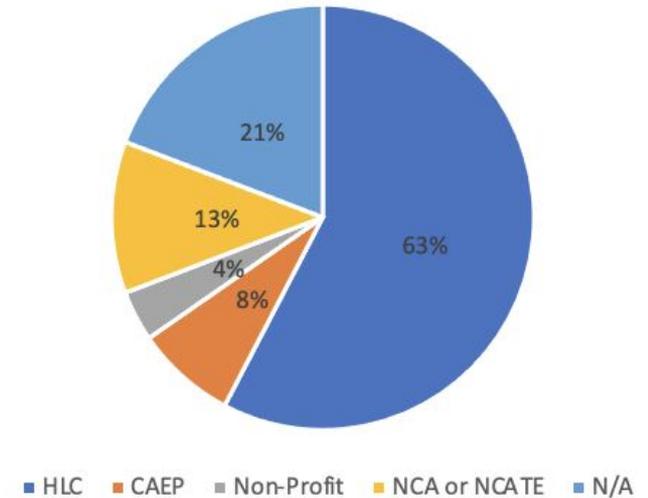


Chart 2. Program Accreditations



Results

1. Support for Faculty
2. Institutional Support
3. Student Support
4. Support from Leadership
5. Program Stability
6. Beliefs and Opinions about the Power to the Profession Program

1. Supports for Faculty

100% of respondents reported that they have many additional responsibilities to include:

- administration and management
- recruiting students (High School visits, open houses, campus visits, etc.)
- inventory and supply ordering
- class preparation and teaching
- advising/counseling students
- community involvement
- various college committees
- budget, evaluation

78 = average number of advisees

21% did not believe they are fairly compensated for their work.

Nearly all said they would need additional funding to support them in the implementation of the Power to the Profession Program

Only 12.5% believe their faculty reflect the racial and linguistic diversity of their students.

2. Institutional Support

Barriers and limitations to current technology:

- Not accessible for deeper data analysis
- Limited broadband access in rural areas
- Not user friendly
- Several of the programs are expensive and require a license
- VPN login while working remotely

45% are not offered any additional resources to maintain current accreditations.

3. Student Support

87.5% (n=21) offer advising programs

62.5% offer credit for CDA (all at community colleges)

54% (n=13) offer cohort models

41% offer credit for demonstrated competencies (all at community colleges)

29% (n=7) offer formal apprenticeship programs

25% (n=6) offer formal mentoring programs

100% will continue to offer online classes after COVID-19 restrictions have been lifted

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Chart 4. Educators Perceptions About Support from their Peers

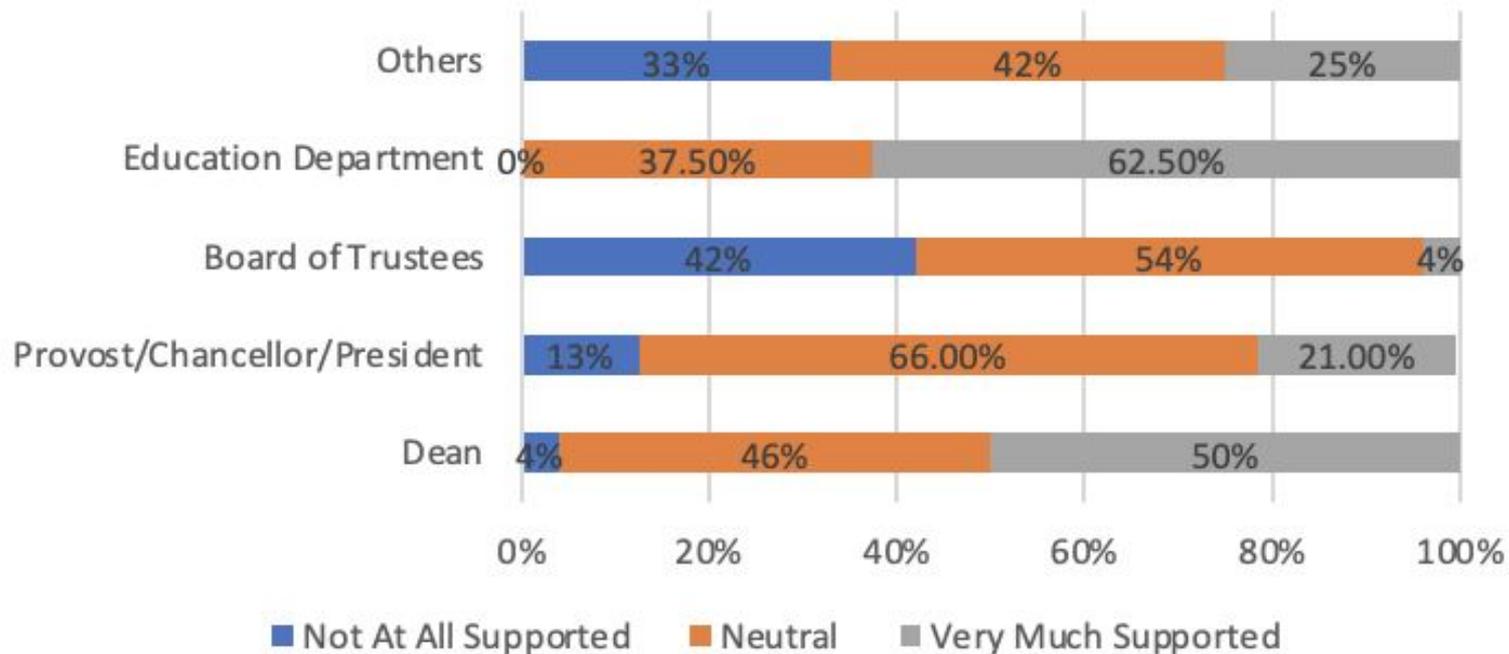
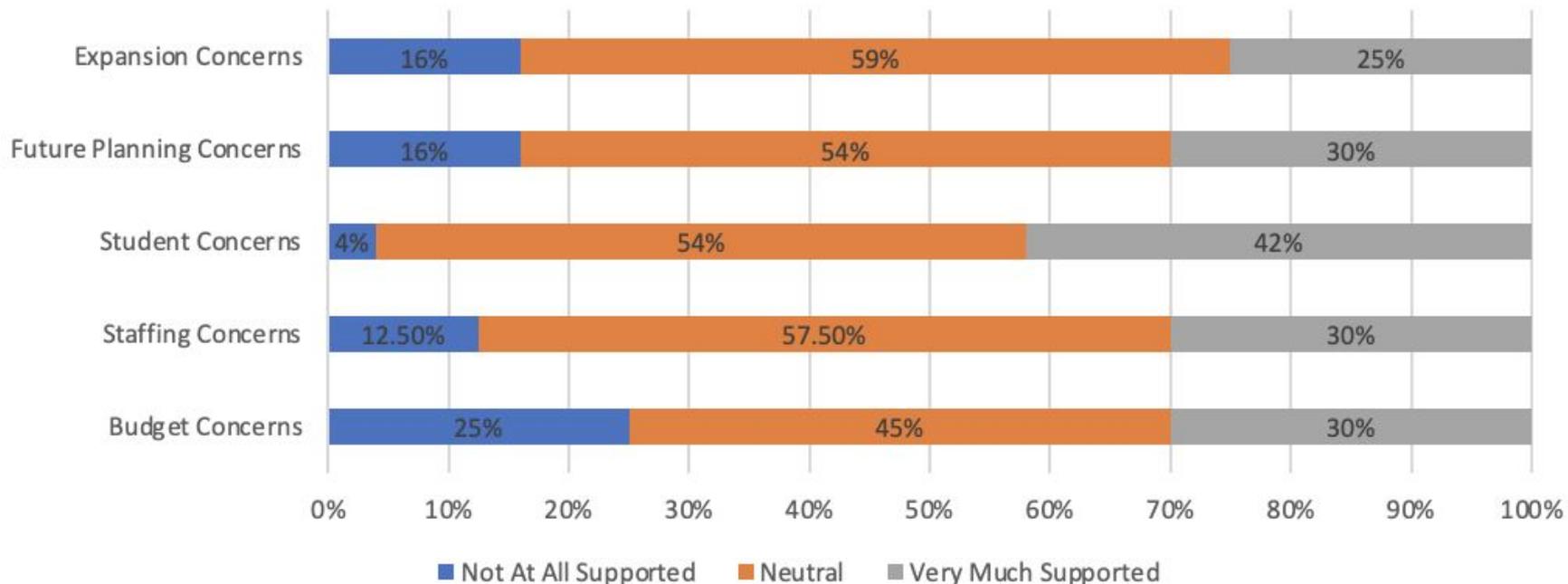


Chart 5. Educators Perceptions About Support for Specific Topics



“Plans not followed through on, lack of funding for program and professional development, general apathy and ignoring of my program.”

“I’m not sure the board (of Trustees) recognizes the dire need and extreme value of ECE. Teachers need support to go to school, they need cars that work and rent paid. I truly think teachers should be earning higher wages —it is vital work and we lose people because they can’t provide for their families as ECE teachers.”

“My former provost said he didn't know why [IHE removed for confidentiality] even had an early childhood program since people can't really make any money in that field. Uff.”

“They are willing to take meetings with us, but there is a lack of leadership to move forward on integrating new ideas or address concerns. The bureaucracy-red-tape binds our hands at every step. Any step forward is movement at a glacial pace.”

6. Program Stability

30% plan to change careers or retire in the next 3-5 years

25% are uncertain if their program will remain open.

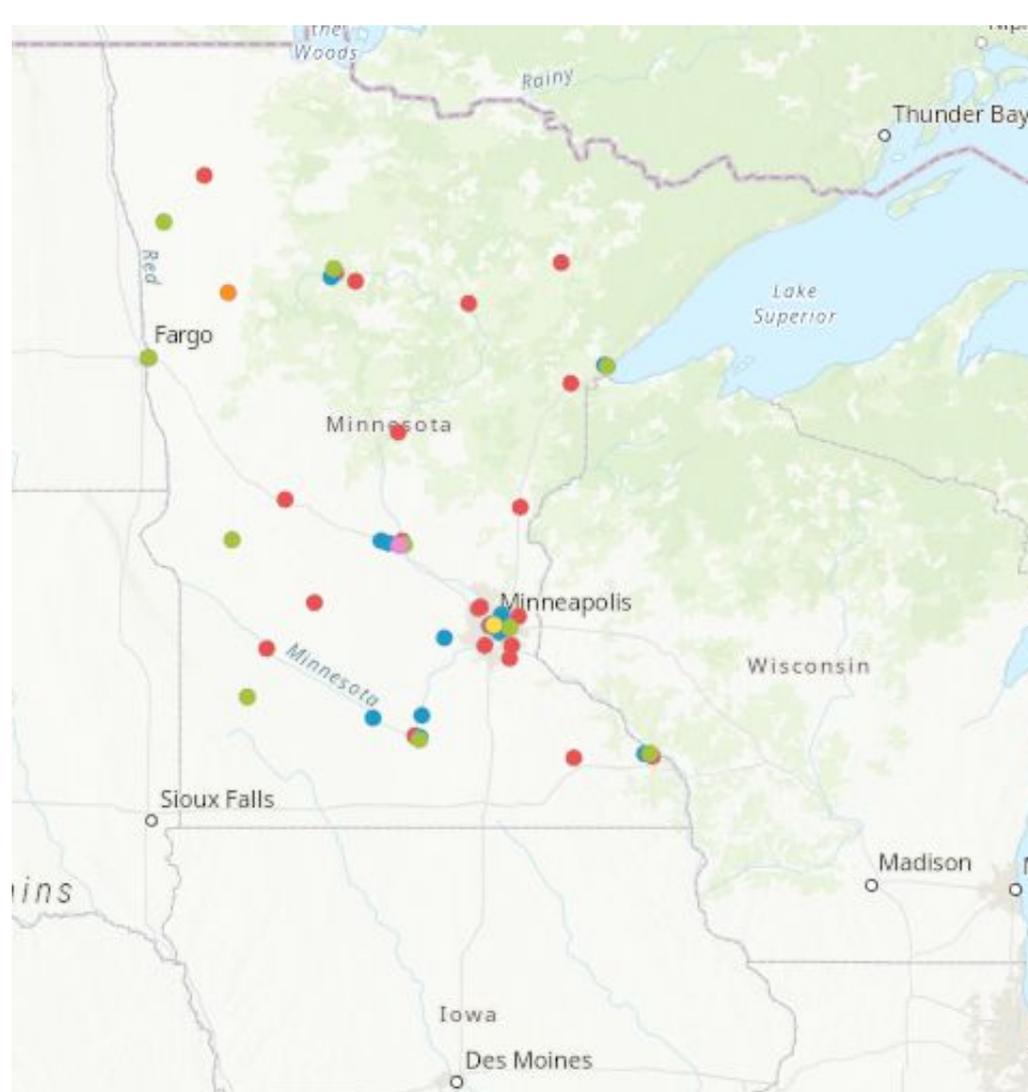
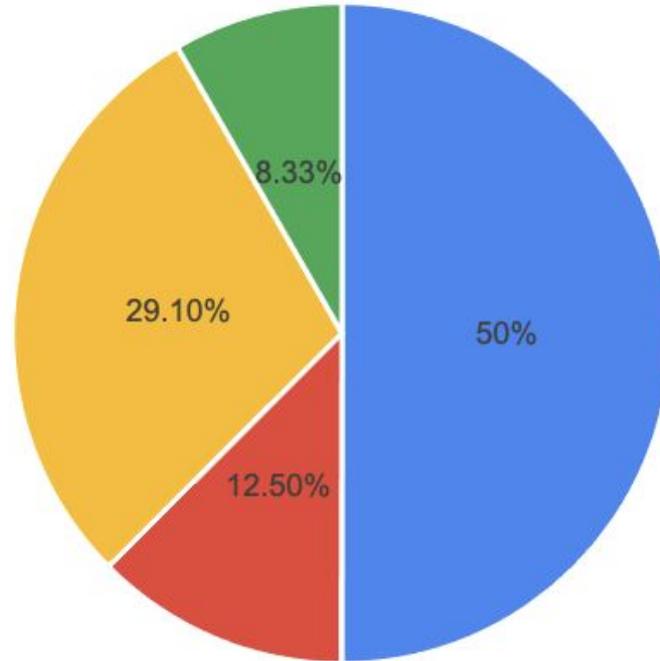


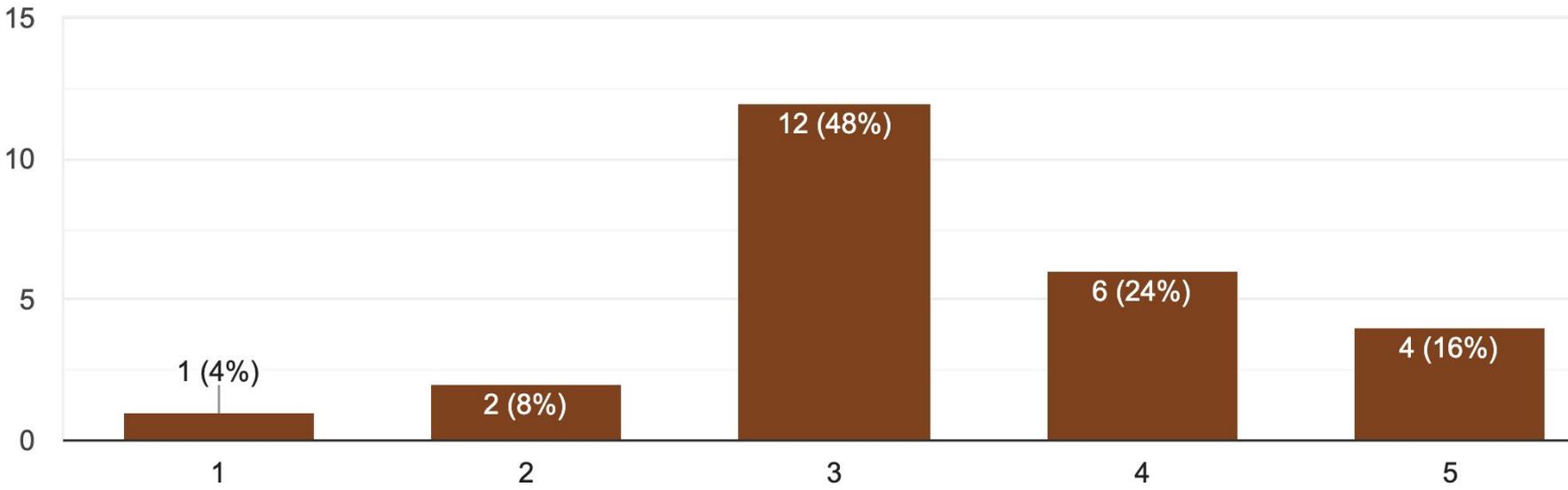
Chart 6. Educators Beliefs about the Importance of the Power to the Profession Program for the Field of Early Childhood Education



■ Strongly Agree ■ Agree ■ Neutral ■ Strongly Disagree

On a scale of 1-5, how excited/willing/interested are you to implement Power to the Profession at your institution?

25 responses



7. Power to the Profession, Barriers

The barriers include:

- Funding to include salary and pay for instructors (46%)
- time to implement the program (38%)
- Lack of familiarity of the Power to the Profession program within their IHE and the broader public (25%)
- An overwhelming belief that the current early childhood education system in Minnesota is broken and is thus challenging, if not impossible, to implement change (17%). In addition, many participants spoke of harrowing experiences being unsupported by their colleagues and others at their institution of higher education.

“I think it's [P2P] necessary to move us forward.”

“I feel like this [P2P] is a big step to getting the public to take the important time in a child's life seriously. It [P2P] sounds very well constructed and thoughtful of the impact on teachers, schools, families, communities, & children.”

“P2P is a wonderful structure but MN would need to get on board AS A SYSTEM, not in pieces and parts. Our DHS requirements are an embarrassment - woefully outdated and not aligned with anything we know about child development and the importance of the early years.”

1. Support for Faculty

100% of respondents reported that they have many additional responsibilities. However, none cited research and publications as part of these responsibilities.

78 average advisees per year

21% did not believe they are fairly compensated for their work.

Nearly all said they would need additional funding to support them in the implementation of the Power to the Profession Program

Only 12.5% believe their faculty reflect the racial and linguistic diversity of their students.

Thank you!

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