



Early Childhood Higher Education Inventory

The *Early Childhood Higher Education Inventory*, administered by the Center for the Study of Child Care Employment at the University of California at Berkeley, assists policymakers and other stakeholders develop a more coordinated and comprehensive professional preparation and development system for the early care and education workforce. The *Inventory* provides a mechanism for states to establish baseline descriptions of higher education offerings for early care and education practitioners, assess changes in the capacity of the higher education system over time, and answer the following policy questions:

- What is the primary purpose and focus (e.g. academic topics, age group coverage) of early childhood degree programs?
- To what extent do degree programs include clinical experiences?
- To what extent do programs articulate with each other?
- To what extent do programs align with state professional development systems?
- What services are provided to students?
- What challenges do the degree programs face?
- What are the academic and professional backgrounds of the faculty and what are their professional development needs?

The *Inventory* consists of:

- I. **Mapping Module:** Through an extensive document review, identifies the early childhood higher education programs in a state by collecting information on the: college or university; department in which the program is housed; and degrees and certificates offered.
- II. **Program Module:** Using an on-line survey tool completed by a program coordinator or dean, collects information on: required academic topics and age group focus; required clinical experiences including student teaching and practica; program/institutional information; connections to state standards; and characteristics of the students.
- III. **Faculty Module:** Using an on-line survey tool completed by all faculty members teaching in the program, collects information on: faculty demographics and employment status; teaching experience and expertise; professional development experiences and needs; and past experience within the early childhood field.

The State of Early Childhood Higher Education – Reports

Launched in 2012, CSCCE has conducted Inventories in seven states. Inventory reports are available for: New Hampshire, New Jersey and Rhode Island:

New Hampshire ([pdf](#))

New Jersey ([pdf](#)) ([New Jersey weblink](#))

Rhode Island ([pdf](#)) ([Rhode Island weblink](#))

Inventories have recently been completed in California, Indiana, Nebraska and New York. Check back to the CSCCE website for the reports in fall 2015. We gratefully acknowledge the Heising-Simons Foundation and the David and Lucile Packard Foundation for supporting the California and New York Inventories and the additional questions related to family engagement and early mathematical development in states' ECE degree programs.

Webinar: Taking Stock of the States

CSCCE, in a webinar hosted by the U.S. Department of Health and Human Services Administration for Children and Families, on 3/4/14 presented, *Early Childhood Higher Education Inventory: Taking Stock of the States*. As states across the country are working to establish coordinated early childhood professional preparation and development systems that are responsive to new and ongoing developments in the field, the ability to understand early childhood higher education offerings and to answer key policy questions is critical for policymakers, funders, advocates, and other stakeholders. This presentation provides an overview of the *Inventory* and describes how two states are using the data to inform policy and practice.

[Click here to access the presentation slides.](#)

For information about the Inventory, email us at cscceinfo@berkeley.edu with the subject "Early Childhood Higher Education Inventory".