

Early Childhood Teacher Preparation Programs in the United States



State Report for Maine

National Prekindergarten Center
FPG Child Development Institute
The University of North Carolina at Chapel Hill

Funded by the Foundation for Child Development

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The University of North Carolina at Chapel Hill

Design and layout of cover: Gina Walker, FPG Publications Office

This report was written by Kelly L. Maxwell, Chih-Ing Lim, and Diane M. Early. We want to thank all the chairs and directors of early childhood teacher preparation programs who participated in this study. A special thanks to Terry McCandies for coordinating data collection. We want to thank the following individuals for their help with this study and the report: Harriet Boone, Donna Bryant, Richard Clifford, Carolyn Cobb, Gisele Crawford, Chaka Coleman, Sean Doig, Cathie Feild, Jane Foust, Cristina Gillanders, Syndee Kraus, Kevin Robinson, Stephanie Shreve, Michael Spencer, and Pam Winton. Finally, we appreciate the great work of the UNC-CH Survey Research Unit team and, in particular, Anna Hoffmeyer, William Kalsbeek, and John White.

Suggested citation:

Maxwell, K. L., Lim, C-I, & Early, D. M. (2006). Early childhood teacher preparation programs in the United States: State report for Maine. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.

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OVERVIEW

In 2004, the National Prekindergarten Center (NPC) conducted a national survey of post-secondary early childhood teacher preparation programs that prepare individuals to work with children birth through age 4. The primary purpose of the study was to update and extend the 1999 national survey of early childhood teacher preparation programs conducted by the National Center for Early Development and Learning (NCEDL; Early & Winton, 2001).

This report provides state-specific information about early childhood teacher preparation programs that prepare individuals to work with children under age 5. It is intended to supplement the information provided in the national report (Maxwell, Lim, & Early, 2006) and should not be read in isolation. Readers are encouraged to read the national report first because it contains additional detailed information about the study context, purpose, and methodology as well as implications of the national findings. The purpose of this state report is to provide descriptive data about early childhood teacher preparation programs in a single state. Interpretations and implications of these state-specific findings are not included because they are more appropriately drawn by those with greater knowledge of the state context, policies, and practices that influence early childhood teacher preparation programs. We hope the data presented in this report will be useful to state policymakers, practitioners, and others who care about early childhood education and teacher preparation programs.

METHODOLOGY

We sought to obtain information from every degree-granting Institute of Higher Education

in the US and its territories that prepared individuals to work with children under age 5. We created a list of all IHEs in the United States and its territories that offered one or more programs that might prepare students to work with young children, according to the Integrated Postsecondary Education Data System (IPEDS), which is the National Center for Education Statistics (NCES) annual data collection from all IHEs (NCES, n.d.). For each IHE, we then identified and tried to recruit a key contact in the early childhood teacher preparation program (usually the program chair or director). Data for this study were collected between February and September 2004. A more detailed description of the study methodology is presented in the national report (Maxwell, Lim, & Early, 2006).

According to IPEDS of 2002, there were 34 degree-granting institutions in Maine that offer an Associate's degree, Bachelor's degree, Master's degree, and/or Doctorate in any discipline. Of these, 23.5% ($n = 8$) offered an early childhood teacher preparation program of some type. Respondents from 6 of the 8 IHEs with early childhood teacher preparation programs in Maine participated in the survey, yielding a response rate of 75%.

FINDINGS: PROGRAM CHARACTERISTICS

Of the 6 IHEs offering early childhood programs that participated in the study, 83.3% ($n = 5$) were 2-year institutions and 16.7% ($n = 1$) were 4-year institutions. Table 1 presents the percentages of programs that were housed in various types of institutions, including Historically Black Colleges or Universities (HBCU¹) and Tribal Colleges, as well as private and public.

¹ HBCUs are IHEs that were established prior to 1964 with the principal mission of educating Black Americans.

Table 1: Numbers of Institutions of Each Type (percentages appear in parentheses)

	HBCUs	Tribal	Other IHE	TOTAL
2-year private	0	0	0	0
2-year public	0	0	5 (83.3)	5 (83.3)
4-year private	0	0	0	0
4-year public	0	0	1 (16.7)	1 (16.7)
TOTAL	0	0	6 (100)	6 (100)

ADMINISTRATIVE HOME

Early childhood programs are administratively housed in various departments within institutions. In Maine, the only early childhood program in a 4-year institution was administratively housed within the Department of Education and Human Development.

The most commonly reported administrative homes for early childhood teacher preparation programs in 2-year institutions were Schools of Education (40%), and Arts and Sciences departments (40%).

DEGREE OFFERINGS

Overall, none of the institutions in the study offered a Doctoral program in early childhood education, 1 (16.7%) offered a Master's degree, 1 (16.7%) offered a Bachelor's degree, 5 (83.3%) offered an Associate's degree, 3 (50%) offered CDA training, and 5 (83.3%) offered a one-year certificate program. All 6 participating institutions offered more than one early childhood program. Three-fifths of the 2-year institutions offered a 1-year certificate, CDA, and an Associate's degree (see Table 2). Of the institutes offering an Associate's degree, 40% ($n = 2$) granted an Associate in Applied Science (AAS) with another 40% ($n = 2$) offering an Associate's of Science (AS) and 20% ($n = 1$) offering other types of Associate's degrees.

Table 2: Numbers of 2- and 4-Year Institutions Offering Various Combinations of Degrees (percentages in parentheses)

Degree/Certification Offered	2-Year <i>n</i> = 5	4-Year <i>n</i> = 1 ^c
1-Year Certificate ^a Only	0	-
1-Year Certificate and CDA ^b	0	-
1-Year Certificate, CDA, and Associate's	3 (60.0)	-
1-Year Certificate, CDA, Associate's, and Bachelor's	0	-
1-Year Certificate, CDA, Associate's, and Master's	0	-
1-Year Certificate and Associate's	2 (40.0)	-
1-Year Certificate, Associate's, and Bachelor's	0	-
CDA only	0	-
CDA and Associate's	0	-
CDA, Associate's, and Bachelor's	0	-
CDA, Associate's, Bachelor's, and Master's	0	-
CDA and Bachelor's	0	-
CDA, Bachelor's, and Master's	0	-
CDA, Bachelor's, Master's, and Doctoral	0	-
Associate's only	0	-
Associate's and Bachelor's	0	-
Associate's, Bachelor's, and Master's	0	-
Bachelor's only	0	-
Bachelor's and Master's	0	-
Bachelor's, Master's and, Doctoral	0	-
Master's only	0	-
Master's and Doctoral	0	-

^aStudents may work toward a certificate only or in conjunction with a degree. Some certificates are used to acknowledge specializations (e.g. infants and toddlers, birth to kindergarten), while others may be used to acknowledge an individual's completion of a course of study. Certificates may also be necessary for meeting state licensing requirements. ^bA Child Development Associate (CDA) is a national credential awarded by the Council for Professional Recognition (www.cdacouncil.org) to individuals who demonstrate particular competencies through their work in child care settings.

^cBecause data were available from only one program/institution, no data are presented in order to protect confidentiality.

AGE RANGES COVERED

In Maine, all of the Associate’s degrees covered a broad age range of infants, toddlers, preschoolers, and elementary school age children (see Table 3).

Table 3: Age Ranges Covered by Programs (in percentages)

Age range	Associate’s programs <i>n</i> = 5	Bachelor’s programs <i>n</i> = 1 ^b	Master’s programs <i>n</i> = 1 ^b	Doctoral programs <i>n</i> = 0 ^c
Infants/toddlers only (< 3 years)	0	-	-	-
Infants/toddlers and preschoolers (< 5 years)	0	-	-	-
Preschoolers (ages 3 and 4) only	0	-	-	-
Preschoolers and elementary school age (3-8 years)	0	-	-	-
Preschoolers and school age (3 and older) ^a	0	-	-	-
Infants/toddlers, preschoolers, and elementary school age (birth-8 years)	100	-	-	-
Infants/toddlers, preschoolers, and school age (birth and older) ^a	0	-	-	-

^a These categories cover children older than 8 years of age. The upper end of the range varies. Most commonly, it was 12 but could be as high as age 18 nationally. ^b Because data were available from only one program/institution, no data are presented in order to protect confidentiality. ^c In Maine, none of the institutions in the study offered a Doctoral program in early childhood education.

COURSEWORK REQUIREMENTS

In Maine, 20% ($n = 1$) of Associate’s programs required at least one complete course in working with children and families from diverse backgrounds and none required at least one complete course in working with bilingual children (see Table 4).

Table 4: Percentage of Early Childhood Teacher Preparation Programs Requiring An Entire Course or More in Various Content Areas

Content Area	CDA or other Certificate programs $n = 5$	Associate’s programs $n = 5$	Bachelor’s programs $n = 1^a$	Master’s programs $n = 1^a$
Education and care of infants and toddlers	40.0	100	-	-
Education and care of preschool aged children	80.0	80.0	-	-
Education and care of young children with disabilities	20.0	100	-	-
Working with families	0	20.0	-	-
Working with children and families from diverse ethnic and cultural backgrounds	0	20.0	-	-
Working with bilingual children learning English as a second language	0	0	-	-
Assessment and/or observation of young children	60.0	80.0	-	-
Emergent literacy and literacy strategies	20.0	100	-	-
Numeracy and math for young children	0	0	-	-

Content Area	CDA or other Certificate programs <i>n</i> = 5	Associate's programs <i>n</i> = 5	Bachelor's programs <i>n</i> = 1^a	Master's programs <i>n</i> = 1^a
Social and emotional development of young children	40.0	80.0	-	-
Physical health and motor development of young children	20.0	40.0	-	-
Appropriate learning environments and activities for young children	60.0	100	-	-
Classroom or behavioral management of young children	20.0	80.0	-	-
Early childhood program administration	20.0	60.0	-	-
Collaborating with professionals in other disciplines	20.0	40.0	-	-
Professional knowledge (e.g. confidentiality, ethics and codes of conduct)	20.0	20.0	-	-
Adult learning and development	20.0	20.0	-	-
Leadership and advocacy	0	0	-	-
Research and evaluation methods	0	20.0	-	-

^aBecause data were available from only one program/institution, no data are presented in order to protect confidentiality.

PRACTICUM REQUIREMENTS

For the Associate's, Bachelor's, and Master's programs, information was obtained about particular content covered in students' practicum requirements (see Table 5). Early childhood practicum was defined as supervised work in a care or educational setting with children, any ages from birth through 4 years. Practicum must include more than observation. Using this definition, practicum may be the same as field placement or student teaching. All the programs in Maine required a practicum.

Table 5: Percentage of Early Childhood Teacher Preparation Programs Requiring Practicum in Various Content Areas

Content Area	Associate's programs <i>n</i> = 5	Bachelor's programs <i>n</i> = 1 ^a	Master's programs <i>n</i> = 1 ^a
Education and care of infants and toddlers	80.0	-	-
Education and care of preschool aged children	100	-	-
Education and care of young children with disabilities	20.0	-	-
Working with families	40.0	-	-
Working with bilingual children learning English as a second language	20.0	-	-

^aBecause data were available from only one program/institution, no data are presented in order to protect confidentiality.

ACCESSIBILITY

Accessibility of programs to students is increasingly important as federal and state standards require more early childhood teachers to be “highly qualified.” Accessibility of programs is improved through a variety of strategies such as distance learning, branch campuses, and articulation policies. In Maine, distance education was offered by three-fifths of 2-year institutions (see Table 6).

Table 6: Accessibility of Early Childhood Teacher Preparation Programs (in percentages)

Accessibility Options	2-Year <i>n</i> = 5	4-Year <i>n</i> = 1 ^a
Satellite or branch campuses affiliated with their institutions where students can take courses but still receive their degree or credential from their institutions	80.0	-
Distance education option (e.g. web based instruction or videoconferencing for course dissemination)	60.0	-
Articulation policies affecting students wishing to go on for a Bachelor’s degree	100	-
Awards transfer credits to students entering with CDA credential	80.0	-
Awards college credit for CDA course work	100	-

^aBecause data were available from only one program/institution, no data are presented in order to protect confidentiality.

FINDINGS: FACULTY CHARACTERISTICS

Faculty members in early childhood teacher preparation programs play a crucial role in ensuring that future teachers can provide a high quality experience for young children and that they are well prepared to face challenges such as teaching diverse learners. This section describes characteristics of faculty in early childhood teacher preparation programs.

FULL-TIME/PART-TIME FACULTY AND FACULTY-STUDENT RATIOS

Part-time faculty at 2-year institutions made up 80.1% of the total faculty (see Table 7). Full-time faculty at 2-year institutions served an average of 73 students per faculty. It is important to note that only students enrolled in degree programs were included in the analyses of the number of students served by faculty. Faculty are also responsible for teaching other students in certificate programs, so their burden is even higher than what is reflected in Table 7.

Table 7: Mean Number of Full-Time/Part-Time Faculty and Mean Number of Students per Faculty

	2-Year <i>n</i> = 5	4-Year <i>n</i> = 1 ^b
Mean number of full-time faculty	1.2	-
Mean number of part-time faculty	5.0	-
Percentage of part-time faculty	80.1	-
Mean number of students per faculty (full- and part-time) ^a	14.3	-
Mean number of students per full-time faculty ^a	73.4	-

^aOnly students enrolled in degree programs (Associate's, Bachelor's, Master's or Doctorate) were included in the analyses. Faculty are also responsible for teaching students in certificate programs, so their burden is even higher than what is reflected in this table. ^bBecause data were available from only one program/institution, no data are presented in order to protect confidentiality.

RACE/ETHNICITY OF FACULTY

Most faculty members in early childhood teacher preparation programs at 2-year institutions were White, non-Hispanic (see Table 8).

Table 8: Race/Ethnicity of Faculty in Early Childhood Teacher Preparation Programs (average percentages across IHEs, with ranges in parentheses)

	2-Year <i>n</i> = 5	4-Year <i>n</i> = 1 ^a
Racial/ethnic composition of <u>full-time</u> faculty		
Black, non-Hispanic	0	-
American Indian or Alaskan Native	0	-
Asian	0	-
Hispanic	0	-
White, non-Hispanic	100	-
Others/Multiracial	0	-
Unknown, refuse, non-resident alien	0	-
Racial/ethnic composition of <u>part-time</u> faculty		
Black, non-Hispanic	0	-
American Indian or Alaskan Native	0	-
Asian	0	-
Hispanic	0	-
White, non-Hispanic	90.0 (50.0-100)	-
Others/Multiracial	0	-
Unknown, refuse, non-resident alien	10.0 (0-50.0)	-

^aBecause data were available from only one program/institution, no data are presented in order to protect confidentiality.

QUALIFICATIONS AND WORK EXPERIENCE OF FACULTY

Most of the faculty at 2-year institutions had a Master’s degree (see Table 9). All faculty members in 2-year institutions also had at least a Master’s degree. About nine in ten faculty members at 2-year institutions had worked with young children.

Table 9: Qualifications and Work Experience of Faculty in Early Childhood Teacher Preparation Programs (average percentages across IHEs, with ranges in parentheses)

Qualifications and work experience	2-Year <i>n</i> = 5	4-Year <i>n</i> = 1 ^a
Highest degree earned by faculty (including full-time, part-time, and adjunct)		
Doctorate	13.7 (0-40.0)	-
Master’s	86.3 (60.0-100)	-
Bachelor’s	0	-
Associate’s or CDA	0	-
High school	0	-
Faculty with an early childhood degree covering an age span that includes children ages birth to 4	53.0 (0-100)	-
Faculty who have had direct employment experience working with children ages birth to 4	91.0 (75.0-100)	-

^aBecause data were available from only one program/institution, no data are presented in order to protect confidentiality.

FINDINGS: STUDENT CHARACTERISTICS

To fully understand early childhood teacher preparation programs, it is important to gather information not only about the characteristics of those programs but also the characteristics of students in those programs. This section of the report presents basic information about the estimated enrollment and number of degrees awarded in these early childhood teacher preparation programs. Information on student race/ethnicity and employment while enrolled in school is also provided.

ENROLLMENT AND NUMBER OF DEGREES AWARDED

Data from this study suggest that over 500 people were enrolled in some type of early childhood degree program in Maine in 2004. A much smaller number—about 62—earned a degree in 2003. Of those who earned a degree, most earned an Associate’s degree (see Table 10).

Table 10: Estimated Number of Students Enrolled in Programs, and Estimated Number of Early Childhood Education Degrees Awarded in 2003

	CDA or Other Certification	Associate’s	Bachelor’s	Master’s	Doctorate ^a	Total (Degrees only) ^b
Students enrolled	38	432	90	55	-	577
Degrees or certificates awarded in 2003	12	62	0	0	-	62

^aIn Maine, none of the institutions in the study offered a Doctoral program in early childhood education. ^bThe totals exclude the CDA and other certifications because the individuals in those programs may also be enrolled in degree programs.

ESTIMATED STUDENT RACE/ETHNICITY

Respondents were asked to report the number of students in each of several race/ethnicity categories. These were often reported as estimates and should be interpreted cautiously.

Over four-fifths of the students in the Associate’s degree programs were White, non-Hispanic (see Table 11). Program chairs/directors estimated that about 2.5% of the students in Associate’s degree programs were Black, non-Hispanic.

Table 11: Race/Ethnicity of Students Enrolled in Various Degree Programs (average percentages across IHEs, with ranges in parentheses)

	Associate’s programs <i>n</i> = 5	Bachelor’s programs <i>n</i> = 1 ^a	Master’s programs <i>n</i> = 1 ^a	Doctoral programs <i>n</i> = 0 ^b
Black, non-Hispanic	2.5 (0-7.7)	-	-	-
American Indian or Alaskan Native	5.9 (0-20.0)	-	-	-
Asian or Pacific Islander	1.9 (0-7.7)	-	-	-
Hispanic	1.4 (0-3.9)	-	-	-
White, non-Hispanic	87.4 (76.9-98.6)	-	-	-
Race or ethnicity unknown	0.8 (0-3.9)	-	-	-
Others/Multiracial	0	-	-	-

^aBecause data were available from only one program/institution, no data are presented in order to protect confidentiality.

^bIn Maine, none of the institutions in the study offered a Doctoral program in early childhood education.

EMPLOYMENT WHILE IN SCHOOL

Respondents were asked to estimate the percentage of students who work full time while attending school. All of the Master's degree programs reported that almost all² students work full-time while in school. None of the Bachelor's degree programs reported that almost all students work full time while in school. Comparatively, none of the Associate's degree programs and 40% of the CDA or other certification programs reported that almost all students work full time while in school.

FINDINGS: CHALLENGES FACED BY EARLY CHILDHOOD TEACHER PREPARATION PROGRAMS

One of the purposes of this study was to document the challenges faced by early childhood teacher preparation programs. We asked chairs and directors of programs to rate 14 possible challenges on a 5-point Likert scale, ranging from 1 = not a challenge to 3 = somewhat of a challenge to 5 = a large challenge. Four types of challenges were covered: 1) student-related, 2) faculty-related, 3) institution-related, and 4) community-related. Three of the largest challenges for programs in 2-year institutions were students' competing work or family responsibilities, lack of full-time faculty in your department, and difficulty attracting and retaining ethnically diverse faculty (see Table 12).

² For purposes of this report "almost all" refers to 75% or more.

Table 12: Mean Challenges Facing Early Childhood Teacher Preparation Programs

Challenges Facing Early Childhood Teacher Preparation Programs	2-Year <i>n</i> = 5	4-Year <i>n</i> = 1^a
Student-related		
students' competing work or family related responsibilities	3.8	-
lack of student motivation	2.0	-
students' lack of academic preparation or skill	2.4	-
lack of financial support or scholarships	3.4	-
Faculty-related		
lack of faculty in your department with expertise in early childhood education	1.4	-
lack of full-time faculty in your department	3.8	-
poor faculty working conditions and wages	2.6	-
difficulty attracting and retaining ethnically diverse faculty	3.8	-
difficulty attracting and retaining linguistically diverse faculty	2.0	-
Institution-related		
problems with transfer of credits and articulation	3.0	-
lack of support from your college/university for early childhood teacher preparation	1.8	-
inability to serve the number of students who want to enroll	1.6	-
Community-related		
lack of quality early childhood practicum sites (any ages 0-4)	3.2	-
attracting and keeping students due to poor working conditions and wages in the field of early childhood	3.6	-

Note. 1 = not a challenge; 3 = somewhat of a challenge; 5 = a large challenge. ^aBecause data were available from only one program/institution, no data are presented in order to protect confidentiality.

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