KIDS COUNT in the College Classroom: A Descriptive Report

Prepared by
Susan Jekielek
Pilar Marin and
Brett Brown,
Child Trends*

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EXECUTIVE SUMMARY

This report explores how KIDS COUNT products are being used by professors in their teaching of college courses, and which products are being used. Child Trends used two data collection methods to address these questions. First, we identified and analyzed 50 syllabi of college courses that make use of KIDS COUNT. Second, we conducted in-depth interviews with eleven professors, all of whom use KIDS COUNT in their teaching.

Key findings include the following:

- KIDS COUNT is used to teach both graduate and undergraduate students. A slight majority of syllabi identified were for graduate courses.

- Professors tend to repeat their use of KIDS COUNT, either because they teach the same course annually (an average of 3.5 times since 2000 among the 11 professors interviewed), or they include KIDS COUNT in multiple courses.

- Professors from a wide range of disciplines use KIDS COUNT, with Social Work being the most common discipline we identified through our analysis of syllabi.

- The eleven professors interviewed have exposed approximately 3,640 students to KIDS COUNT since the year 2000. Though reliable estimates of national rates of student exposure could not be generated, one may safely assume that many times that number of college students have been exposed to KIDS COUNT materials in their courses given the number of syllabi identified on the Internet that included KIDS COUNT materials.

- The National Databook was the most frequently mentioned product used in teaching (48% of the syllabi and 91% of the professors interviewed mentioned this product).

- A wide variety of other KIDS COUNT products were also mentioned, including the State Databooks, national and state websites, on-line Census data tool, Right Start data, national and state level reports (outside of the databook), CLIKS, the International Datasheet, and the Data Wheel.

- Using products as a course resource (e.g. for papers and other assignments) was one of the most frequently mentioned ways that professors used KIDS COUNT in their teaching—about 44% (n=22) of the syllabi and 82% (n=9) of the interviewed professors mentioned using KIDS COUNT in this way.

- Many of the professors interviewed reported using KIDS COUNT in their lecture material (73%, n=8).

- KIDS COUNT is also used as assigned reading, for data analytic assignments, and student presentations, and KIDS COUNT grantees themselves have been invited by professors to talk about the data to students.

INTRODUCTION

This report explores whether and how KIDS COUNT products are being used by professors in their teaching of college courses. It is part of a larger effort by the Annie E. Casey Foundation to better understand how their products are being perceived and used by different audiences, in this case college professors and their students. Primary questions of interest include: To what extent are KIDS COUNT products used in college teaching? Which products are used? How are they used?

Child Trends used two data collection methods to address these questions. First, we identified and analyzed 50 syllabi of college courses that make use of KIDS COUNT. This method allowed us to examine the department affiliations of professors who use KIDS COUNT, the types of students they teach, which products they use, and how they use them.

Second, we conducted in-depth interviews with eleven professors, all of whom use KIDS COUNT in their teaching. These interviews enabled us to collect additional data that we could not collect from the syllabi alone, such as how many students are exposed to KIDS COUNT in the classes, how many classes the professors use KIDS COUNT in, more detailed responses as to how the products are used in the classroom, and their suggestions for promoting the use of KIDS COUNT in the classroom.

The report proceeds as follows. First we summarize the results from the survey of syllabi. Second, we summarize the results from the in-depth interviews. And finally, we conclude with suggestions for increasing the use of KIDS COUNT in the classroom.

SURVEY OF SYLLABI ON THE INTERNET

Methodology

We conducted a search for syllabi using the web-based search engine Google. The Google search engine searches over 8 billion web pages with search terms specified by the users. Our search, conducted on April 5, 2005, yielded 370 hits using the search terms “syllabus and ("KIDSCOUNT" OR "KIDS COUNT")”. Since we had originally estimated that we had the resources to code up to 50 syllabi, these results surpassed our expectations.

We selected 50 syllabi from our search according to the following guidelines. First, we selected the syllabi in the order of their appearance on our list of hits. Second, we excluded hits that did not produce ‘valid’ syllabi. There were several reasons why some hits did not produce ‘valid’ syllabi. The most common reason was that some pages were not syllabi, but web pages containing both the words “syllabus” and “KIDS COUNT” (about 60 hits). We excluded hits that were university, department, or library resource pages (about 35 hits) and duplicate syllabi (about 20 hits). Course websites where class assignments, course resources, and other information were not listed in a

single syllabus format and organization or university newsletters were also excluded (about 10 each). Lastly, we also excluded several of the following: syllabi that were longer than 25 pages, model or 'template' syllabi, grant applications, pages that would not load, courses that we weren't sure were ever actually taught, and CVs. We identified 50 valid syllabi on the first 213 hits of our results. However, it was evident from the search that far more than 50 professors using KIDS COUNT could be identified.

Also, we speculate that due to the nature of our search strategy, we may have been more likely to identify course syllabi that are very recent (since they remain available on-line) or those from instructors or departments accustomed to using the internet as a tool for teaching.

While a majority of the hits were from course syllabi, our search indicated that some college and university departments and libraries have KIDS COUNT publications as a resource for students or suggest KIDS COUNT websites as a resource for students.

Results

Question 1: To What Extent are KIDS COUNT products used in college teaching?

We were able to reach our goal of identifying 50 syllabi available on-line. Nearly all (49 of 50) of these courses had been taught since the year 2000. Each was taught by a different professor. Various types of post-secondary institutions were represented in the search results. State colleges and universities were the most frequent type, but the search results also included small liberal arts schools, online colleges and courses, and Ivy League universities.

Our search of syllabi indicates that KIDS COUNT is used as a resource in a wide variety of college courses. The courses represented the most in the syllabi were taught by Professors in Social Work departments (30 percent), followed by Health and Nutrition (16 percent), Education (12 percent), Sociology (10 percent), Political Science (8 percent), Public Policy (6 percent), and Family and Consumer Sciences (6 percent). (See Table 1) Other departments that only appeared once included Psychology, English, Legal Studies, Journalism, Nursing, Social and Behavioral Sciences, and Arts and Sciences Interdisciplinary Program (each 2 percent).

Among the 50 syllabi analyzed, 21 syllabi (42 percent) represented undergraduate courses, 26 syllabi (52 percent) represented graduate courses, and 3 syllabi (6 percent) represented courses offered to both undergraduate and graduate students. (See Table 1)

Table 1. Descriptive Results from Analysis of Syllabi

	Percent	Number
Total	100%	50
Department		
Social Work	30	14
Health, Nutrition	16	8
Education	12	6
Sociology	10	5
Political Science	8	4
Public Policy	6	3
Family and Consumer Studies	6	3
Psychology	2	1
English	2	1
Legal Studies	2	1
Journalism	2	1
Nursing	2	1
Social and Behavioral Sciences	2	1
Arts & Sciences Interdisciplinary Program	2	1
Total	100%	50
Year		
2005	18	9
2004	37	18
2003	14	7
2002	14	7
2001	4	2
2000	10	5
1995	2	1
Total (excludes 1 missing value)	100%	49
Course Level		
Undergraduate	42	21
Graduate	52	26
Undergraduate/Graduate	6	3
Total	100%	50
Product		
National Databook	48	24
National Website	26	13
State Databook	16	8
State Website	12	6
Census Data	8	4
Right Start Data	2	1
National Report	2	1
International Datasheet	2	1
KIDS COUNT Guest Lecturer	2	1
Type of Exercise		
Resource for Papers/course	44	22
Assigned Reading	48	24
Data Analysis Assignment	8	4
KIDS COUNT Guest Lecturer	2	1
Class Presentation by Student	2	1

Source: Original analysis of syllabi from an online search conducted by Child Trends

Question 2: Which KIDS COUNT Products are used in the classroom?

More than three quarters of the syllabi listed one KIDS COUNT product (39 syllabi or 78 percent), but 10 syllabi (20 percent) listed two KIDS COUNT products, and 1 syllabus (2 percent) listed three products.

The KIDS COUNT products found in the syllabi were coded into the following categories: The National Databook, national website, state databook, state website, Census data, Right Start data, national report, international datasheet, and KIDS COUNT guest lecturer.[1] The most frequently mentioned product was the National Databook. Nearly half (48 percent) of the syllabi mentioned the National Databook, followed by the national website (26 percent), state databook (16 percent), state website (12 percent), and Census data (8 percent). Other products, appearing on only one syllabus each, include Right Start data, national report, international datasheet, and KIDS COUNT guest lecturer. (See Table 1)

Question 3: How are KIDS COUNT products used in the classroom?

For the purpose of this analysis, the KIDS COUNT products were categorized into the following types of exercises: course resource, assigned reading, data analysis assignment, guest lecturer, and class presentation by student. When used as a course resource, the KIDS COUNT product was often listed with other websites or publications at the beginning or end of the syllabus as a suggested source of information that was helpful or relevant to the course. Sometimes course resources were listed for specific class periods, assignments, or topics, and were given so that students could choose to gain further background on a topic.

Data analysis assignments required students to examine and interpret data. In some cases the assignment required students to view data and make comparisons, such as to see how their state compared to the nation as a whole on various indicators. In other cases students used data to support their analyses. One example is an economic analysis report, where students put data into tables and figures to illustrate and support what they identified as major economic factors in public health decision-making.

The guest lecturer was a local KIDS COUNT coordinator and the class presentation required students to present to the class on child & adolescent issues using the KIDS COUNT Alaska website as a source about intervention models.

Ninety-two percent of the courses represented by the syllabi used KIDS COUNT data as either a course resource or assigned reading (44 percent and 48 percent, respectively). (See Table 1) Data analysis assignments accounted for 8 percent of exercises, and guest lecturer and class presentation by students each accounted for 2 percent of the exercises.

[1] The guest lecturer, a coordinator for the local county KIDS COUNT, was a guest at the first class meeting during which the KIDS COUNT project was introduced.

PERSONAL INTERVIEWS WITH A SAMPLE OF PROFESSORS WHO USE KIDS COUNT

Methodology

Sample. Child Trends conducted personal interviews with professors who used KIDS COUNT in their teaching. This method allowed us to ask about specific topics that we were not able to collect from the syllabi, such as how many students are exposed to KIDS COUNT in the classes, how many classes the professors use KIDS COUNT in, detail as to how the products are used in the classroom, and their suggestions for promoting the use of KIDS COUNT in the classroom.

Respondents were identified through a list generated by KIDS COUNT grantees of professors who were likely to use KIDS COUNT data in their teaching. We also used a snowball method of identifying additional respondents by asking each respondent to name other professors who use KIDS COUNT in their teaching. We interviewed professors from different departments, in order to reflect knowledge from a variety of disciplines. We excluded any professors who were Kids Count Grantees (with the exception of one professor whose interview was used to pre-test our questionnaire). In addition, we screened respondents out if they had not taught with KIDS COUNT resources since the year 2000, so that our data would reflect recent use of KIDS COUNT.

Child Trends conducted interviews with every professor who responded positively to our request between April and June, although six professors did not fulfill our criteria of having used Kids Count in their teaching since the year 2000, and were therefore excluded from our final sample. This yielded 11 successful personal interviews which we conducted during the months of mid-April through early June, 2005, with professors who have recently used KIDS COUNT in their teaching.

Data Collection. In order to address the study questions, respondents were asked a series of questions via a telephone-administered survey. (See Appendix) The survey instrument was pre-tested, and revisions were made to improve the flow of the questionnaire. Questions about the type of KIDS COUNT product used incorporated probes about specific national, state, and on-line data tools produced by KIDS COUNT, in order to gather as complete responses as possible. We also included any responses that were not represented on our list. For example, two respondents mentioned that they used 'the wheel' in their courses.[2] A similar approach was used in asking professors about how they used the KIDS COUNT products in their teaching. The responses for each category were then tabulated across the 11 interviews.

Respondents were also asked to report details about each course in which they used KIDS COUNT data since the year 2000 (name, department, year, number of students

[2] The Data Wheel is a product that allows users to view the status of children in every state and the District of Columbia, based on information from the 2004 KIDS COUNT Data Book. Users can spin the wheel to an individual state and discover that state's rate on each indicator and the state's overall rank.

enrolled, number of times taught since the year 2000). These answers allowed us to both describe our respondents, as well as estimate the number of students whom they have exposed to KIDS COUNT data.

An open-ended question about suggestions for how the KIDS COUNT products could be effectively promoted for use in the college classroom was asked with the purpose of providing the Annie E. Casey Foundation with insight into how to further disseminate KIDS COUNT publications to other educators. These responses were content-analyzed to identify common themes, and summarized. An open-ended question about how respondents became familiar with KIDS COUNT was also content-analyzed for this purpose, although its original intent was to help us screen out current KIDS COUNT grantees.

Finally, additional questions helped us identify non KIDS-COUNT data resources used by the professors, whether professors would be likely to use the updated KIDS COUNT website in their future courses, other professors they know who use KIDS COUNT, and whether they would be willing to share their classroom materials relevant to KIDS COUNT.

Results

Question 1: To what extent are KIDS COUNT products used in college teaching?

We identified 11 professors (none of whom had syllabi used in the previous section) willing to participate in an in-depth interview about their use of KIDS COUNT data in their teaching. (See Table 2)

We interviewed professors from different departments, in order to reflect experience from a variety of disciplines. We interviewed 3 professors from Family and Consumer Sciences Departments, 3 from Sociology, and 1 each from Social Work, Public Health, Government, Education, and Psychology.

All had taught at least one course with KIDS COUNT products since the year 2000 (this was a pre-requisite for the interview). The courses ranged greatly in size, from courses as small as 4, to large introductory level courses of 200. The average number of students per class was 32. All in all, the 11 professors interviewed taught approximately 3,640 students in their courses utilizing KIDS COUNT since the year 2000.[3] (See Table 3).

In addition, almost all of the professors interviewed taught these courses repeatedly, an average of 3.5 times since the year 2000, thereby using KIDS COUNT repeatedly. (See Table 3)

[3] We calculated this number by adding the number of students in each course taught with KIDS COUNT products since the year 2000, as reported by the 11 professors interviewed for this project. When professors reported teaching the same course multiple times since 2000, we multiplied the average number of students reported for this course by the number of times it was taught since the year 2000.

Table 2. Descriptive Results from Interviews

	Percent	Number
Total	100%	11
Department		
Social Work	9	1
Public Health	9	1
Education	9	1
Sociology	27	3
Government	9	1
Family and Consumer Studies	27	3
Psychology	9	1
Product		
National Databook	91	10
State Databook	73	8
Census Data Tool	27	3
CLIKS	18	2
National Report	18	2
State Report	18	2
'The Wheel'	18	2
KIDS COUNT Guest Lecturer	18	2
Type of Exercise		
Resource for Papers/course	82	9
Lecture Material	73	8
Data Analysis Assignment	55	6
Required Reading	36	4
KIDS COUNT Guest Lecturer	18	2

Source: Data collected by Child Trends from in-depth interviews with university professors.

Table 3. Course Descriptions from Interviews

	Number
Course Size	
Average	32
Minimum	4
Maximum	200
Number of times a single course was taught	
Average number of times taught with KIDS COUNT data since 2000	3.5
Number of students taught	
Total from all courses taught by all respondents since 2000	3640

Source: Data collected by Child Trends from in-depth interviews with university professors.

Question 2: Which KIDS COUNT Products are used in the classroom?

The most commonly used KIDS COUNT product used by the professors interviewed was the National Databook—10 out of 11 professors used this product. Eight of 11 professors used the State databooks, 2 each reported using special National Reports and special State reports, 2 reported using the CLIKS online data tool, 3 reported using the online Census data tool, and 2 reported using the 'wheel', and 2 invited state grantees to talk to students about KIDS COUNT data. No other products were mentioned. (See Table 2)

Question 3: How are KIDS COUNT products used in the classroom?

One of the most common methods of using the KIDS COUNT products among the 11 professors interviewed was not captured by looking at the syllabi: 8 out of 11 professors used KIDS COUNT products in their lecture materials. Nine of 11 professors used KIDS COUNT products as resources for their students to use in their papers, 6 used them for data analytic assignments, 4 required them as reading material, and 2 invited state grantees to talk to students about KIDS COUNT data. (See Table 2)

Additional Insights: Suggestions for promoting the use of KIDS COUNT
Responses to the open-ended question "Do you have suggestions for how KIDS COUNT could effectively promote the use of KIDS COUNT data in the college classroom?" yielded many potential strategies. In particular, clear communication about what products might be useful to professors and when they are available was a common response. Supporting this potential strategy, three of the eleven respondents first became familiar with KIDS COUNT products when they were sent actual publications by their state's KIDS COUNT organization. Two professors (from Alaska and Maryland) complained that the hard copies of state databooks were difficult to get, implying that facilitating this process would make teaching with them easier. Specific strategies can be summarized as follows:

1. Contact individual professors
    - Send a straightforward, easy to read, bulleted list of ideas of how to use the data sources in teaching
    - Send one copy of everything available with a simple hand- written note saying "would any of these be useful for your classes?"
    - Contact the dean of a college and ask them to get the word out that this is a resource for teachers
    - Send flyers out with information on when and what is available
    - Don't tell people to go to the website. Do send an email with a link.
    - Notify professors by email when products become available or numbers are updated

2. Target professors of specific disciplines or studying specific topics
    - Anyone who works with rural populations
    - Social Work

- Anyone who teaches research methodology
- Psychology
- Social Sciences, in general
- Sociology of Childhood
- Anyone who teaches any type of inequality
- Business
- Nursing

3. Make Power Point slides available that can be easily downloaded
    - "The Alan Guttmacher Institute has ready-made Power Point presentations….especially the maps"

4. Advertise through professional associations and conferences
    - Go to a rural provider's conference (in June)
    - Summits on Fetal Alcohol Syndrome in Alaska
    - The National Association of Social Workers conference
    - We note that advertising in other professional newsletters, e.g., the Society for Research in Child Development or the American Association for Policy and Management, would be another way to make academics aware of KIDS COUNT

5. Edit/Update Website and Data
    - Make it easer for the user to define their own categories with the data on the website
    - Make state website as interactive as national website

Additional Insights: Would professors be likely to use the updated website in their teaching?

In response to a description of the improvements being made to the KIDS COUNT website (which were completed in summer 2005, after the interviews took place), 9 of 11 respondents answered with an unqualified 'yes', they would be likely to use this in future college courses. Two people qualified their answer, one saying 'if [it were] easily accessible', and another saying it would depend upon the timing of his course and whether he thought it was valuable to add in.

Additional Insights: What other on-line data resources do professors use?

Six of the eleven respondents reported using other on-line data resources in the same courses where they use KIDS COUNT. These resources include:

- Centers for Disease Control (WISQARS)
- The Children's Defense Fund
- Childstats.gov
- Child Trends website

- Elementary and secondary education data available on the same site as Missouri's KIDS COUNT
- The Green Book (by the Ways and Means Committee)
- Kaiser Family Foundation
- Missouri State Data Center (for Census data)
- National Institute of Aging
- The Population Reference Bureau
- The U.N., particularly UNFund for Population Assistance
- U.S. Census Bureau
- The World Bank

Additional Insights: Enthusiasm for KIDS COUNT products

While it was not the intent to ask respondents their opinion of the KIDS COUNT products they use in their teaching, many respondents volunteered their enthusiasm. Since these comments may provide insight into the utility of KIDS COUNT for academics, beyond the reasons discussed thus far in this report, we provide some of them here.

'It is marvelously useful [for grantwriting]'….'Whenever people see that [he has KIDS COUNT data] they want it'.
-Test-Respondent, Northern Michigan University.

'I do a lot of public presentations [where he demonstrates how one's county stacks up]…to community leadership groups and area associations.' 'This is where [I] usually use the KIDS COUNT'…. 'If you are concerned about problems, you are most likely to make a difference [educating people] close to home rather than writing your congressman. Local people can grab a hold of it.'
-Professor of Rural Sociology, University of Missouri-Columbia.

'I don't even know who sent me [the National Databook]! But I found it was a wonderful resource…it was important to me that it was updated.'
-Professor of Education, Dakota State University

'I wrote a descriptive paper using CLIKS [that she could share with Utah KIDS COUNT]'.
-Professor of Family and Consumer Sciences, The University of Utah

'This stuff [the KIDS COUNT data] is really important to the rural areas….A lot of my students do not have access to computers since they are rural, so it is not useful to send them on-line…. Everyone has had to write grants and the KIDS COUNT materials are awesome!'
-Professor of Psychology, University of Alaska-Fairbanks

‘I think they ought to encourage [Name withheld] and I to write a book on how to use databases and KIDS COUNT data throughout the Social Work curriculum. It is such useful information and really helps describe to students the resources that they have to use in their practice.’
-Professor of Social Work, University of South Dakota

‘Having this kind of data really helps me to help make the connections for our students. It just generates substantive interest. I really appreciate the efforts that you all are making to make this data accessible to undergraduates.’
-Professor of Sociology, University of Alaska-Anchorage

‘My students are very interested in children so the child indicators of Utah are really relevant to the class.’
-Professor of Family and Consumer Studies, University of Utah

SUMMARY

In this report, we used two methods to explore whether and how KIDS COUNT products are being used by Professors in their teaching of college courses. First, through the internet we identified and analyzed 50 syllabi of college courses that make use of KIDS COUNT. Second, we conducted in-depth interviews with eleven professors, all of whom use KIDS COUNT in their teaching. These methods allowed us to examine the following questions.

First, to what extent are KIDS COUNT products used in college teaching? It was not within the scope of this project to derive nationally representative estimates, but the methods used are complementary and informative:

- The eleven professors interviewed exposed approximately 3,640 students to KIDS COUNT since the year 2000. Though reliable estimates of national rates of student exposure could not be generated, one may safely assume that many times that number of college students have been exposed to KIDS COUNT materials in their courses given the number of syllabi identified on the Internet that included KIDS COUNT materials.
- KIDS COUNT is used to teach both graduate and undergraduate students.
- Professors tend to repeat their use of KIDS COUNT, either because they teach the same course annually (an average of 3.5 times since 2000 among the 11 professors interviewed), or because they include KIDS COUNT in multiple courses
- Professors from a wide range of disciplines use KIDS COUNT, with Social Work being the most common discipline we identified through our analysis of syllabi.

Second, which products are used, and how are they used?

- The National Databook was the most frequently mentioned product used in teaching-- 48% of the syllabi and 91% of the professors interviewed mentioned using this product.

- A wide variety of other KIDS COUNT products was also mentioned, including the State Databooks, national and state websites, on-line Census data tool, Right Start data, national and state level reports (outside of the databook), CLIKS, the International Datasheet, and 'the Wheel.'
- Using products as a course resource (e.g., for papers and other assignments) was one of the most frequently mentioned ways that professors used KIDS COUNT in their teaching—about 44% (n=22) of the syllabi and 82% (n=9) of the interviewed professors mentioned using KIDS COUNT in this way.
- Many of the professors interviewed reported using KIDS COUNT in their lecture material (73%, n=8).
- KIDS COUNT is also used as assigned reading, for data analytic assignments, and for student presentations. In addition, KIDS COUNT grantees themselves have been invited by professors to talk about the data to students.

Finally, respondents offered a number of insights for increasing the use of KIDS COUNT among educators:

- Contact individual professors in a diversity of disciplines.
- Attend professional conferences to promote KIDS COUNT.
- Advertise in the newsletters of professional organizations
- Send professors a straightforward, easy to read, bulleted list of ideas of how to use the data sources in teaching (using KIDS COUNT data to teach research methods concepts cuts across disciplines).
- Inform professors what products are available and notify them of updates/new products.
- Some professors preferred receiving this information as a hand-written note; others would be happy to receive an email with the links--most importantly, respondents value the updated and timely information produced by KIDS COUNT, but don't always have time to track it down.
- Communicate to professors that KIDSCOUNT can be useful for grant-writing (this may help draw some professors to the data).
- In many cases, state grantees at universities have been the key to communicating about KIDS COUNT to professors in their states, either by talking to classes, sending out notes to professors, or sending professors actual publications; extending these actions to professors of other universities (and specifically universities in rural areas) may promote the use of KIDS COUNT

APPENDIX 1: SURVEY QUESTIONS

1. I'd first like to confirm—do you use KIDS COUNT products in your teaching?

2. How did you become familiar with KIDS COUNT?

3. There are a number of KIDS COUNT Products that could be used in teaching. For example, there are national publications, such as the KIDS COUNT Databook and Right Start publication; There are state-specific publications; and there are also on-line data tools, such as the on-line census data, the on-line data book, and the on-line Right Start data.

What types of KIDS COUNT Products do you use in the classroom?

[CHECK ALL THAT APPLY]

Product
National DataBook
National Right Start pub
National reports
State Databooks
State reports
Online KC Census data
Online CLIKS system
Online Right Start data
National data book online
Other

Probe: It sounds like you have used (national/state/online)…any other national products? State products? On-line data?

4. And how have you used them?

(check all that apply)
As reading material for discussion
Students accessed data
Part of an exercise
Sources for papers
Lecture material
Data for student thesis
Other

5. Now I'd like to ask you some specific questions about the courses where you've used KIDS COUNT data:
Beginning with the most recent course, could you tell me:

Name of course
Department
Semester/yr
Average number of students enrolled
Graduate or undergraduate?
N times taught with KC data since 2000

6. KIDS COUNT is currently developing a more integrated online data system that will provide state-level data from many sources, bringing together estimates from the databook, census, the American Community Survey, The State and Local Area Telephone Survey (SLAITS), and other sources. Is this something you would be likely to use in future college courses?

7. Do you have suggestions for how the KIDS COUNT products could be effectively promoted for use in the college classroom?

8. Are there other online data sources that you use in the same classes where KIDS COUNT data are used? Which ones are they?

9. How many other professors do you know who also use KIDS COUNT in their teaching?

10. Would you be willing to provide their names and contact information so that we may also contact them?

11. Would you be willing to share with us any of your classroom materials that deal with KIDS COUNT?

APPENDIX 2: LINKS TO SYLLABI USED IN ANALYSIS

1. http://www2.uta.edu/ssw/syllabus/documents/Archive/Spring04/3306.Quinn.doc
2. http://ivccourses.ed.uidaho.edu/Common/GetFile.asp?ID=23123
3. http://www.jrn.columbia.edu/studentwork/children/syllabus.asp
4. http://www.clas.ufl.edu/users/shehan/spring2005/sya4930/sya4930_syllabus.pdf
5. http://utopia.uoregon.edu/F03-04Wrksht_files/327GlobalLead.htm
6. http://ssw.unc.edu/syllabi/sp2002/292%20Orthner.pdf
7. http://statereport.coe.uni.edu/syllabi/440_045.pdf
8. http://www.lourdes.edu/syllabi/spring05/socialwork/pdf/swk%20314.pdf
9. http://teacher.sierranevada.edu/syllabi/05SpringEDUC540-1LaRoche.doc
10. http://www.fcs.uga.edu/syllabus/CHFD_6130_colemanm_0103.pdf
11. http://www.gse.harvard.edu/usp/Prosem2004.pdf
12. http://www.fiu.edu/~stepick/SFlorida.htm
13. http://hmi.muhealth.org/course_materials/Residential_HSM/semesters/W2000/424/HSM424SyllabusE1.htm
14. http://www.canyoncollege.edu/cc/hadmin2_1/syllabus/ch500.htm
15. http://www.cofc.edu/~ainae/EDEE510.html
16. http://www.tcnj.edu/~kpearson/syllabi/250f00.html
17. http://legalstudies.berkeley.edu/course_loader.php?term=05Spring&course=LS168
18. http://www.iser.uaa.alaska.edu/iser/people/Diane/papers/edl%20639%20S04%20syllabus.pdf
19. http://www.epi.umn.edu/academic/pdf/f03_5630.pdf
20. http://www.communitypsychology.net/courses/hazelP631-2000.html
21. http://www.utexas.edu/ssw/eclassroom/syllabi/padilla/sp1995sw311.pdf
22. Rob Reich, reich@stanford.edu, http://www.stanford.edu/~reich/, Political Science 131 "Children's Citizenship: Justice Across Generations"
23. http://www.atmch.org/Syl%20601%20-%2020051.pdf
24. http://www.wws.princeton.edu/courses/syllabi_f01/wws593a.pdf
25. http://www.sw.uh.edu/schedules/fall2004/SOCW6351colby.pdf
26. http://www.uky.edu/Provost/AcademicCouncil/Past_Meetings/2002/mar26/NUR732CourseChange.pdf
27. http://research.umbc.edu/~meyers/353syl.htm
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APPENDIX 3: LIST OF PROFESSORS INTERVIEWED

Mary Kay Helling, South Dakota State University
Jonathan Kotch, University of North Carolina
Linda Venekamp, Dakota State University
John Saxon, University of North Carlolina
Sarah McConnell, University of Alaska Fairbanks
Deb Norris, University of South Dakota
Lori Kowaleski-Jones, University of Utah
Elizabeth Osborn, St. Mary's College of Maryland
Nancy Andes, University of Alaska Anchorage
Daryl J. Hobbs, University of Missouri-Columbia
Sonia Salari, University of Utah

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