



Promoting Academic Success & Career Development for ECE/CD Students –

An Evaluation of Cañada College's
Early Childhood Education / Child Development Program



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**Cañada College,
San Mateo County
California
2009**

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II. Executive Summary

Program Background

There is a pressing need for well-educated early childhood professionals to meet the increasing child care needs of families in San Mateo County. The supply of licensed child care in the county falls far short of the number of families that need it. In 2006, there were 74,297 children ages 0-13 who were estimated to need child care because both parents were working or the single head of household was working, but there were only 23,673 licensed child care spaces available.¹ In fact, there is a critical need for a more culturally competent early childhood professional workforce given the changing demographics of San Mateo County and the increasing number of families who speak Spanish and Asian languages. In 2006, 16% of households in the county spoke Spanish at home (up from 15% in 2000), while 17% of households spoke an Asian language at home (up from 15% in 2000).²

The Early Childhood Education/Child Development Department (ECE/ CD) at Cañada and Skyline Colleges are well positioned to respond to the professional development demands of the early childhood education workforce. The ECE/CD Department at Cañada College began over thirty years ago and is now one of the largest departments in the college. Over the last ten years, the ECE/CD department, with the support of First 5 San Mateo County, has implemented a number of financial and academic supports to facilitate students' successful completion of classes, and to increase the rate of conferral of ECE Certificates and A.S. degrees, as well as more student transfers for B.A. degrees in early childhood education. More recently, the federal government has joined with First 5 San Mateo County to make the following services possible:

- Classroom talks by the Program Services Coordinator to educate students about the ECE/CD department supports and services including financial supports, the classes necessary to earn their degree, and career options in the ECE/CD field.
- Individual advising with the Program Services Coordinator for more personal one-on-one support for the students' educational and professional goals.
- A revolving textbook loan program so that students do not have to purchase books at high costs.
- Career Pathways Events offered twice a year so that students can learn more about the ECE/CD field and the educational opportunities at Cañada and Skyline Colleges.
- Spanish language tutoring (both in class and individual tutoring outside of class) so that English language learners can receive more support to be successful in their coursework.
- "Bridge" math classes so that students can begin to take General Education courses with ECE/CD content in order to receive their A.S. degrees.
- ECE/ESL (Early Childhood Education/English as a Second Language) Learning Community so that ECE students who are still struggling with the English language may get more support as they transition to General Education courses.

¹ California Child Care Resource and Referral Network, California Child Care Portfolio, San Mateo County, 2007.

² Ibid.

Evaluation

ASR was contracted to complete an evaluation of the recent interventions designed to help support students in their ECE/CD education. ASR had completed several past projects for the ECE/CD Department including two evaluations of supports offered to Spanish-speaking ECE students, as well as a five-year strategic plan for the ECE/CD Department. This current evaluation provides information on process measures and it assesses short term outcomes identified in the Federal appropriation grant. Sources of data included: 1) a self-administered survey of 556 ECE students conducted in Spring 2009 at Cañada or Skyline Colleges to assess satisfaction with academic supports, 2) Preschool for All (PFA) for data on the textbook loan program and advising sessions at both colleges with the Program Services Coordinator, 3) ECE/CD Department records for both colleges on enrollment in bridge classes, conferral of ECE Certificates and A.S. degrees, and assignment of Spanish language tutor supports, and 4) information from the Banner database (the San Mateo County Community College District's database) for student enrollment and demographics at Cañada College (Skyline College data were not made available).

The evaluation focused on all ECE/CD students enrolled at Cañada or Skyline College in the 2008-2009 school year. A sub-analysis examined differences between Spanish-speaking ECE students and non-Spanish-speaking students as differentiated by having ever enrolled in an ECE course conducted in Spanish.

Findings

The ECE student survey showed that students were very satisfied with the supports offered at Cañada and Skyline Colleges. The colleges met or exceeded most of their short-term outcomes. Figure 1 describes the desired outcomes for the ECE/CD Department and whether or not that outcome was met.

Specially, outcomes #1 through #5 were met or exceeded. These outcomes are related to increasing the knowledge of students about the ECE educational and career pathways, helping students to stay in the program, utilization of tutoring for Spanish-speaking students, and tutoring as an aid for students to remain in the ECE/CD program. All of the outcomes were met or exceeded except outcome #6 where we did not witness a 10% increase in the number of Spanish-speaking students taking ESL classes. The number of students reporting in the survey that they had taken an ESL class remained stable from last year to this year leading to this outcome not being met. Further, Objective #8 was only partially met. While receipt of ECE Certificates has increased dramatically since 2001 the number of students receiving Certificates decreased from 106 in 2007-08 to 87 in 2008-09. Many students need more than one year to complete certificate requirements because they are taking less than 12 units per term and have significant work and family obligations.

Figure 1: Completion Status of Short-term Outcomes

2008-2009 SHORT-TERM OUTCOMES	STATUS
Outcome 1: 75% of students receiving academic/career counseling report that services increased their knowledge of ECE educational and career pathways.	✓ 77% of students reported that individual advising with the Program Services Coordinator helped them learn what classes to take to reach their permit goals. 73% said it helped them learn which classes to take for their ECE Certificate and/or A.S. Degree. 71% reported that this service increased their understanding of the ECE permit levels.
Outcome 2: 75% of students report that academic/career counseling services helped them to stay in the program	✓ 90% of students reported that individual advising with the Program Services Coordinator helped them to stay in the ECE/CD program.
Outcome 3: 75% of students report that receipt of textbooks helps them to stay in program	✓ 92% of students reported that the textbook program helped them “a lot” or “some” to continue taking ECE/CD classes.
Outcome 4: 50% of Spanish-speaking students in Spanish-taught classes will utilize tutorial services.	✓ For six of the last seven terms the percent of Spanish-speaking ECE students who were enrolled in ECE classes conducted in Spanish for which there was a tutor present exceeded 50%.
Outcome 5: 75% of students who use tutorial supports report that supports have helped them to be more successful in their classes and stay in the program.	✓ 84% of students reported that the class tutor helped them “a little” or “a lot.” All (100%) of surveyed students who received individual tutoring reported that it helped them “a little” or “a lot” to do better in their classes.
Objective 6: 10% increase in the number of Spanish-speaking students taking ESL classes	– Survey respondents reported no change in attendance in ESL courses from last year to this year. Sixteen students participated in the ECE/ESL Learning Community in Spring, 2009.
Outcome 7: 75% of students attending Career Pathways events report that services increased their knowledge of ECE educational/career pathways	✓ 89% of surveyed students reported that Career Pathways helped them to understand their ECE educational options “some” or “a lot.”
Objective 8: 30% increase in the number of students receiving their 24-unit ECE Certificate.	The number of students receiving their ECE Certificate has increased dramatically since 2001. However, the number receiving ECE Certificates decreased from 106 in 2007-09 to 87 in 2008-09.

Additional Findings for Spanish-speaking ECE Students

Sub-analyses were conducted to determine how Spanish-speaking ECE students (i.e., those who had taken at least one ECE class taught in Spanish-designated as SP-ECE) might differ from other ECE students (designated as ENG-ECE). The student survey showed that the SP-ECE students were a significantly older group, about 6 years older than the ENG-ECE group. SP-ECE students were significantly more likely to be in the 30-50 year old age bracket than ENG-ECE students. They were also twice as likely to be caring for their own children while

going to school. SP-ECE students were also significantly more likely to be working full-time than ENG-ECE student (80% as compared to 52%).

Most importantly, the surveys also revealed that while the academic supports were helpful to the overwhelming majority of ECE students overall, greater proportions of SP-ECE students found **that they helped them to stay in the ECE/CD program**. This was the case for the Program Services Coordinator's classroom talks and the textbook loan program. SP-ECE students were also **twice as likely to have met individually with the Program Services Coordinator**.

ASR Recommendations

ASR suggests that the ECE/CD Department consider the following recommendations:

1. **Publicize more widely the services and supports that are available to ECE/ CD students** (such as the individual advising, the Spanish-speaking tutor, the textbook loan program and the "Pathways to Your Future" event). In the student survey, students were asked why they didn't use a particular support and in many cases, the student was not aware of the support or how to access it.
2. **Maintain and/or expand the role of the program services coordinator in the classroom.** Seventy-four percent of students who heard a talk by the program services coordinator said it helped them stay in the program. The talks had an even greater impact on SP-ECE students. Overall, students said that the talks helped them understand the permit levels and the classes they needed to take to get their ECE Certificate and/or A.S. degree.
3. **Maintain and/or expand the role of the program services coordinator in individual advising sessions.** One-third of students surveyed had met with the advisor, and SP-ECE students were twice as likely to have met with her. Ninety percent of students reported that the assistance helped them to stay in the program. The advising helped them to learn about the permit levels and which classes to take to get the permit and their ECE Certificate or A.S. degree. Of students who didn't meet individually with the program services coordinator, thirty-four percent did not know the service was available or did not know how to sign up. SP-ECE students were more likely to have difficulty making it to the office hours of the program services coordinator. Individual advising was ranked by students as the second most important support offered in the department to help them make progress in their education.
4. **Maintain the textbook loan program.** The great majority of students (77%) who participated in the program reported that it helped them "a lot" to continue to take ECE/CD classes. This was especially true for SP-ECE students (93%). Twenty-nine percent of SP-ECE students reported that they would not be taking classes this semester if it were not for the textbook loan program. The textbook loan program was ranked by students as the most important support offered in the department to help them make progress in their education.
5. **Maintain the role of the Spanish-speaking tutor** both in the classroom and outside the classroom. The majority of SP-ECE students who worked with the tutor in and outside of the class reported that it helped them "a lot."

6. **Further publicize the “Pathways to Your Future” event.** Only 13% of students surveyed reported attending the event, however, over half of those who did attend felt that they learned “a lot” from it.
7. **Offer more General Education courses and bridge courses targeted to SP-ECE students.** ENG-ECE students were more likely to have taken General Education classes than were SP-ECE students (69% vs. 43%). Thus, SP-ECE students will need more support in taking GE courses in order to pursue higher degrees.
8. **Help support students who are working full or part-time by considering offering courses on weekends and in the evenings and/ or other supports that might help a working student.** SP-ECE students were more likely to be working than were ENG-ECE (65% vs. 49%). SP-ECE students were significantly more likely to work in family child care programs and to be working full-time.
9. **Help support students with children, by making them aware of any child care resources that might be available to them,** and by offering courses in the evenings or weekends when more parents may be able to access them. According to the survey, SP-ECE students were twice as likely to have children under the age of 18 living with them (69% vs. 33% for ENG-ECE).
10. **Consider additional supports to help Spanish-speaking ECE students to enroll in ESL courses.** Spanish-speaking ECE students are still not enrolling in ESL classes to the degree desired by ECE/CD Department staff. In the 2004 evaluation of the ECE/ CD Department, Spanish-speaking students were asked why they didn’t take ESL courses and the top response was that the hours were inconvenient (some students said that ECE course times clashed with ESL course offerings).

Student Recommendations

Students were asked to provide more information about what would help them to make progress in the early child education field. The top four answers were:

- Meet with the counselor/advisor more to get information on classes/permits/degrees.
- Financial aid/book loan.
- More classes at night and on the weekend.
- More classes/information in Spanish.

III. Introduction

Program Background

The Early Childhood Education/Child Development Department began over thirty years ago and is now one of the largest departments in the college. As such it is well positioned to respond to the professional development demands of the early childhood education workforce. Over the last ten years the ECE/CD department with the support of First 5 San Mateo County has implemented a number of financial and academic supports to increase the success of ECE/CD students and to increase the rate of conferral of ECE Certificates and A.S. degrees

A Program Services Coordinator was hired in Fall 2005 to work with students to help them achieve their academic and career goals. She advises students, reviews their transcripts, provides career planning, helps students create an education plan, provides information on financial supports, and provides marketing assistance for the ECE/CD Department in the community. Career Pathways events are additional venues for conveying this information to students. In order to encourage students to take General Education courses in math so that they could achieve their A.S. degrees, a series of GE courses in math were created in Fall 2006 that contain ECE/CD content.

The ECE/CD Department has long identified monolingual Spanish-speaking ECE professionals as a group in special need of educational supports. With generous support from First 5 San Mateo County, the college provided textbooks in Spanish and began offering core ECE classes in Spanish in Spring 2001. A bilingual bicultural tutor was hired to provide support both in and outside of the classroom; the tutor had been performing more informal support to students but in 2004, the tutoring became more structured and tracked through a database system. In Spring 2009, an ECE/ESL bridge course was created for ECE students who were struggling with the English language. As a result, enrollment of primarily Spanish-speaking students increased by 154% between Spring 2001 and 2004 and conferral of ECE Certificates has increased as well.

San Mateo County applied for federal earmarks through the County manager's office and was approved in the Federal Appropriations Budget for \$300,000 to go through First 5 San Mateo County to the San Mateo County Community College District to improve the early childcare workforce to address the increasing early education needs. Those funds have been used to provide the above described supports at San Mateo County Community College District's Early Childhood Education / Child Development Program (ECE/CD) at Cañada and Skyline Colleges.

Purpose of the Evaluation

Short and long-term outcomes were identified to assess the impact of the academic supports funded by the federal appropriations and through First 5 San Mateo County. Applied Survey Research (ASR) was hired to conduct the evaluation of the short-term outcomes of the

academic interventions for the 2008-09 school year. The table below describes the desired outcomes for the interventions on behalf of ECE/CD students.

2008-09 SHORT-TERM OUTCOMES	
<u>Outcome 1:</u>	75% of students receiving academic/career counseling report that services increased their knowledge of ECE educational and career pathways
<u>Outcome 2:</u>	75% of students report that academic/career counseling services helped them to stay in the program
<u>Outcome 3:</u>	75% of students report that receipt of textbooks helps them to stay in program
<u>Outcome 4:</u>	50% of Spanish-speaking students in Spanish-taught classes will utilize tutorial services
<u>Outcome 5:</u>	75% of students who use tutorial supports report that supports have helped them to be more successful in their classes and stay in the program
<u>Objective 6:</u>	10% increase in the number of Spanish-speaking students taking ESL classes
<u>Outcome 7:</u>	75% of students attending Career Pathways events report that services increased their knowledge of ECE educational/career pathways
<u>Objective 8:</u>	30% increase in the number of students receiving their 24-unit ECE certificate

Sample

The evaluation focused on all ECE/CD students enrolled at Cañada or Skyline College in the 2008-2009 school year. A subset of analyses examined differences between Spanish-speaking ECE students and non-Spanish-speaking students. Spanish-speaking students were defined as those who had taken at least one of the ECE courses in Spanish; they are hereafter referred to as **“SP-ECE Students”** in this report. This selection criterion was established because it indicated students’ lack of comfort and / or proficiency with English. Conversely, the comparison students are those who had not taken at least one course in Spanish, but rather took all of their ECE courses in English and are referred to as **“ENG-ECE Students”** in this report. They might not, however, speak English as their native language.

Methodology

1. **ECE Student Survey.** ASR worked with the ECE/CD department to create a two-page self-administered survey. The survey primarily answered questions regarding satisfaction with the supports offered in terms of general helpfulness and contribution to the student’s educational and career progress. The survey was translated into Spanish, pilot tested with a small sample of students, revised, and finalized. The survey was administered for a two-week period in March and April of 2009 to classes at Cañada and Skyline. However, not all Spring 2009 classes met during those two weeks. For example, some classes are only offered on Saturdays and some Saturday classes did not meet during those two weeks. Similarly, some classes were just offered for one month in total, and did not meet during those two weeks. Students who took on-line courses were also not surveyed. Ultimately,

the survey reached 37 of the 46 ECE class sections offered at Cañada and Skyline (18 at Cañada and 19 at Skyline).

2. Preschool for All (PFA) database. The PFA database maintains records of data relevant to this evaluation including the textbook loan program and advising sessions conducted by the Program Services Coordinator. Data were collected for both Cañada and Skyline Colleges.
3. Department records. Enrollment in bridge classes, conferral of ECE Certificates and A.S. degrees, and assignment of Spanish language tutor supports are maintained by the ECE/CD Department. Data were collected for both Cañada and Skyline Colleges.
4. Banner database. The database keeps all student and course registration information. ASR worked with the administrative analyst at Cañada College to obtain data on enrollment of ECE students, demographics of students, and the number of Spanish-speaking students enrolled in ESL classes. Data were requested for both colleges but were made available for only Cañada College.

IV. Findings

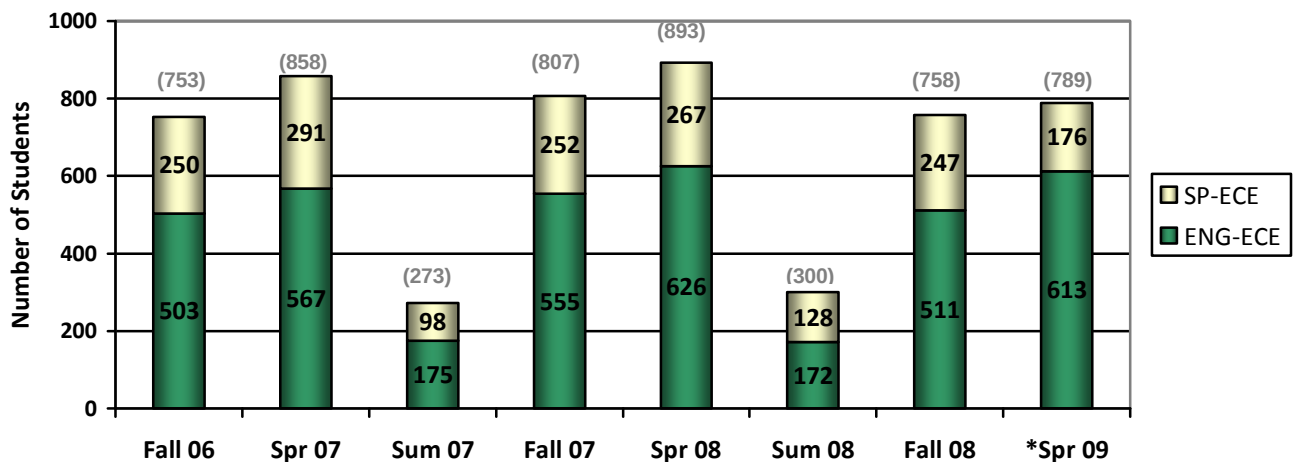
I. Student Enrollment and Demographics

Enrollment

Figure 2 shows the number of ECE students who were enrolled in at least one ECE or GE class at Cañada College for each semester. Those designated as SP-ECE have taken at least one ECE class in Spanish during this period and those designated as ENG-ECE have only taken classes taught in English. These designations do not reflect ethnicity or language spoken at home. These definitions have been used in previous evaluation studies conducted by ASR to assess efforts of Cañada College to support Spanish-speaking ECE students to advance in the field through San Mateo County First 5 funding.

The number of active ECE students has remained fairly steady over the last three years. For example, in Fall 2006, there were 753 ECE students and in Fall 2008, there were 758 students enrolled in at least one class. Typically, Spring terms having higher enrollment than in the Fall. The slight drop-off in Spring 2009 numbers is likely due to this data being pulled prior to the end of the semester and should be considered preliminary.

Figure 2: ECE Students Enrolled in at Least One Class at Cañada College by Language and Semester: 2006-2009



*Spring 2009 figures were obtained prior to term end so are preliminary and subject to change.

Source: Cañada Banner Database

Ethnicity

Latino/Hispanic students comprised about half (55%) of students enrolled at Cañada College in the Fall 2008 term, the most recent semester for which we have complete demographic data (Figure 3). Fifty percent of Latino/Hispanic students have taken an ECE class taught in Spanish and are thus in the SP-ECE analysis group. White non-Hispanic students are 26% of ECE students who took a class in the Fall of 2008, African-American non-Hispanic were 6%, and Asian/Pacific Islander were 7%.

Figure 3: Ethnicity of ECE Students at Cañada College, Fall 2008

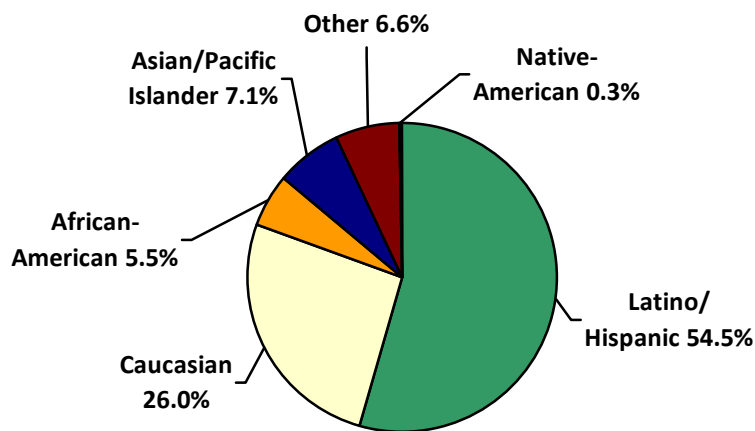


Figure based on 758 unique ECE students enrolled Fall 2008.

Source: Cañada Banner Database

Gender

The great majority, 91%, of ECE students are female. Only 8% are male and 1% did not disclose their gender.

Comparison of Cañada Database and Survey Populations

The above demographic profile of ECE students reflects data in the Cañada Banner database for the Fall 2008 semester, the most recent term for which final data was available at the time of data acquisition for this report. An additional primary source of data for this evaluation was a survey administered to ECE students in Spring, 2009. A comparison of demographic variables from these two sources of data is presented below in order to ascertain how closely the survey sample matches student demographics from school registration data.

While ethnic distributions were similar there were fewer Hispanic/Latino and more Asian/Pacific Islander students in the survey sample.

Figure 4: Demographics from Banner Database and ECE/CD Student Survey

Demographic	Banner Database Fall 2008 (n=758)	ECE Student Survey Spring 2009 (n=551)
School Attended		
Cañada	100%	51.4%
Skyline	N/A	44.3%
Cañada and Skyline	N/A	4.4%
Gender		
Female	91.0%	93%
Male	8.0%	7%
Did not disclose	1.0%	N/A
Ethnicity		
Hispanic/Latino	54.5%	46.4%
White/Caucasian	26.0%	28.8%
Asian/Pacific Islander	7.1%	15.1%
African-American	5.5%	4.4%
Native-American	0.3%	0.0%
Other/Multi-racial	6.6%	5.3%
Primary language		
English	*	55.7%
Spanish	*	31.7%
Both English and Spanish	*	8.3%
Other	*	3.4%
Ever took an ECE class taught in Spanish	32.6%	19.7%

Source: Cañada Banner Database. *The primary language field from the Banner Database is considered unreliable as a data source given the high variability in the code from year to year.

The ECE Student Survey results provide additional information to aid in better understanding the personal, educational, and career circumstances of ECE students. Because Cañada has created programs over the past few years to increase academic achievement of Spanish-speaking ECE students, some figures will distinguish between students who have taken an ECE class in Spanish (SP-ECE) and those who have not (ENG-ECE). These categories reflect primary spoken language rather than ethnicity.

Age

The average age of ECE students who took the survey was 32 though the median was 28 years. SP-ECE students were an older group averaging 38 years as compared to the average age of 27 for ENG-ECE students. There was a significant difference in ages between the SP-ECE and ENG-ECE student respondents with SP-ECE students more likely to be in the 30-40 and 40-50 year old age brackets. Conversely, there was a significant difference with ENG-ECE

student respondents more likely to be in the 17-21 year old age bracket. This finding is consistent with past evaluation reports.

Figure 5: Age Distribution of ECE Students

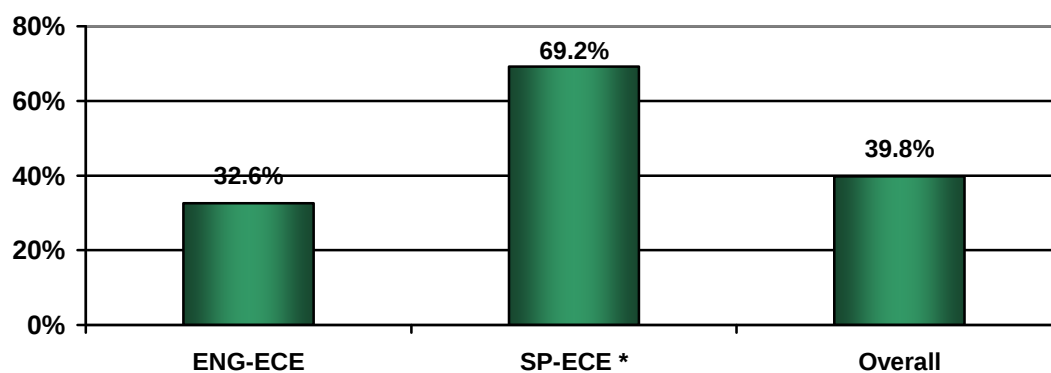
Age Grouping	ENG-ECE	SP-ECE	Overall
17 - 21 years	28.1%*	3.0%	23.2%
	117	3	120
22 - 29 years	32.4%	23.0%	30.6%
	135	23	158
30 - 40 years	18.0%	35.0%*	21.3%
	75	35	110
41 - 50 years	11.3%	27.0%*	14.3%
	47	27	74
51 years or more	10.3%	12.0%	10.6%
	43	12	55
Total	100.0%	100.0%	100.0%
	417	100	517

Source: 2009 ECE Student Survey. * Indicates percentages that are significantly higher than comparison group percentages (SP-ECE vs. ENG-ECE) according to chi-square tests ($p < .05$).

Children at Home

Not surprisingly then, SP-ECE were twice as likely to report having children of their own under the age of 18 living at home (69% vs. 33%). This difference was statistically significant. Overall, 40% of the ECE students were caring for their own children while going to school.

Figure 6: Has Children of Own Under the Age of 18 Living at Home



Source: 2009 ECE Student Survey. * Indicates percentages that are significantly higher than comparison group percentages (SP-ECE vs. ENG-ECE) according to chi-square tests ($p < .05$).

Education

Students were asked on the survey what is the highest level of education they have completed. Very few (7%) had less than a high school diploma. Over half (62%) did have their high school diploma or GED but no college degree and 31% had already earned an Associate's degree or higher.

SP-ECE students were more likely than ENG-ECE students to have less than a high school diploma (15% vs. 5%), and the difference was statistically significant. SP-ECE were also less likely to have earned a Bachelor's or Master's degree (9% vs. 21%), and this difference was also statistically significant. However, they were just as likely to have earned an Associate's degree.

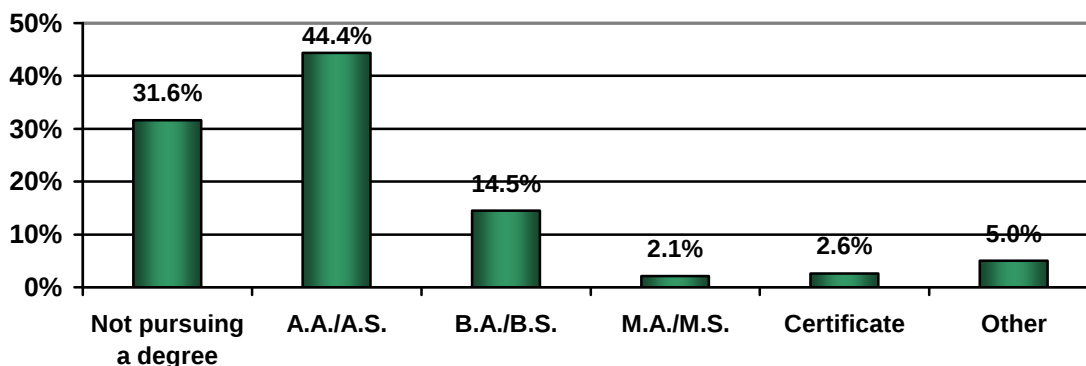
Figure 7: Education Level of ECE Students

Education Level	ENG-ECE	SP-ECE	Overall
Less than high school diploma	4.9%	14.9% *	6.7%
High school diploma / GED	61.4%	62.8%	61.6%
Some college but no degree	0.7%	2.1%	1.0%
A.A./A.S.	11.7%	11.7%	11.7%
B.A./B.S.	18.3% *	7.4%	16.3%
M.A./M.S.	3.0%	1.1%	2.7%

Source: 2009 ECE Student Survey. Based on 529 responses: 427 ENG-ECE and 94 SP-ECE. * Indicates percentages that are significantly higher than comparison group percentages (SP-ECE vs. ENG-ECE) according to chi-square tests ($p < .05$).

Students were then asked what degree they are currently working toward. Almost one-third (32%) indicated that they were not pursuing a degree now. The largest group, 44%, was pursuing an A.A./A.S. degree.

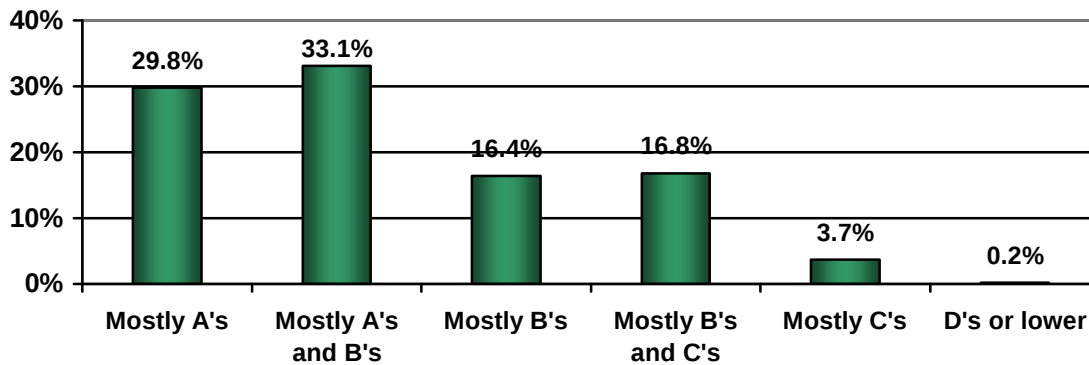
Figure 8: Degree Goals of ECE Students



Source: 2009 ECE Student Survey. Based on 532 responses. "Other" includes GED, self-educated, permit, and other.

The average self-reported GPA was 3.3 (based on 278 responses). However, many students did not know their GPA but could report the grades they typically achieve in classes.

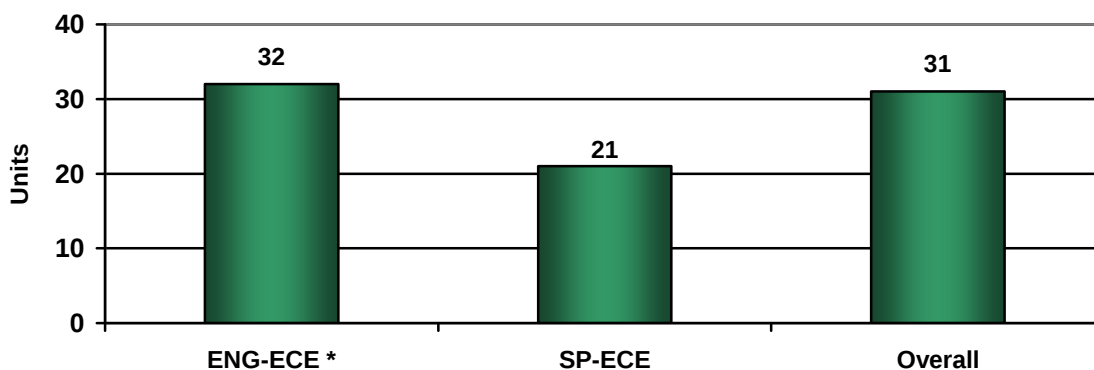
Figure 9: What Grades do You Get in Your Classes?



Source: 2009 ECE Student Survey. Figure based on 513 responses.

This sample of ECE students included 64% who reported that they had taken general education classes. Those who had taken GE classes reported completing an average of 31 units. ENG-ECE students were more likely to have taken any general education classes than were SP-ECE students (69% vs. 43%). Those ENG-ECE students who had taken GE classes also reported a higher average number of completed GE units than did SP-ECE students (32 units vs. 21 units), and the difference was statistically significant.

Figure 10: Average GE Units Completed



Source: 2009 ECE Student Survey. Based on 261 responses: 224 ENG-ECE, 37 SP-ECE. * Indicates percentages that are significantly higher than comparison group percentages (SP-ECE vs. ENG-ECE) according to chi-square tests ($p < .05$).

Work Status

One-half (52%) of ECE students were currently working in the ECE/CD field. SP-ECE students were more likely to be working than were ENG-ECE (65% vs. 49%), and the difference was statistically significant. Of those who are working, the great majority (78%) are in center-based facilities with only 22% working in a family child care program. A little over half (59%) of those who work are doing so full-time. SP-ECE students were statistically more likely to work in family child care programs and to be working full-time.

Figure 11: ECE Students' Work Status

	ENG-ECE		SP-ECE		OVERALL	
Currently working in the ECE/CD field	211	49.1%	67	65.0%*	278	52.2%
Center-based	153	83.2%*	35	61.4%	188	78.0%
Family child care	31	16.8%	22	38.6%*	53	22.0%
Full-time	91	51.7%	45	80.4%*	136	58.6%
Part-time	85	48.3%*	11	19.6%	96	41.4%

Source: 2009 ECE Student Survey. Based on 533 responses: 430 ENG-ECE and 103 SP-ECE. * Indicates percentages that are significantly higher than comparison group percentages (SP-ECE vs. ENG-ECE) according to chi-square tests ($p < .05$).

2. Academic Supports

With funding support from First 5 San Mateo County and the federal appropriations the ECE/CD department has been able to institute a number of financial and academic guidance supports. This section of the report will provide information on utilization of these offerings as well as satisfaction with the assistance each provides.

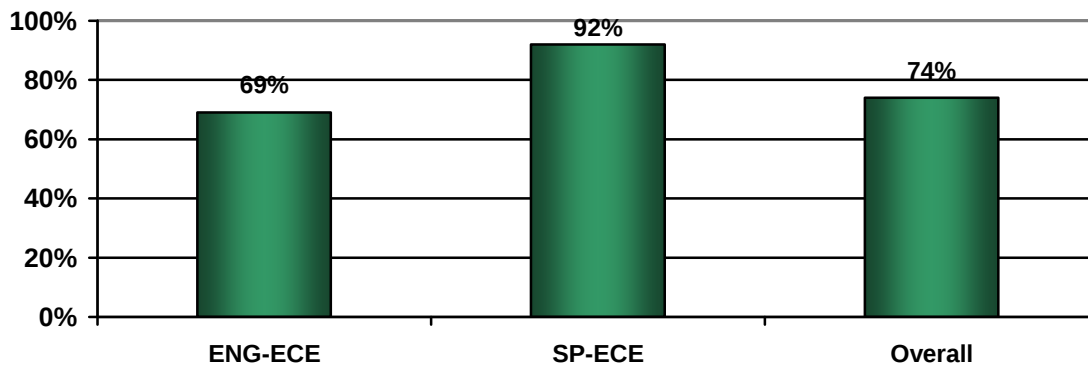
Academic Support	Cañada	Skyline
Classroom talks by Program Services Coordinator	✓	✓
Individual counseling with Program Services Coordinator	✓	✓
Textbook loan program	✓	✓
Career Pathways Events	✓	✓
Spanish language tutoring (in class and individual)	✓	
Bridge Math class	✓	
ECE/ESL Learning Community	✓	

Program Services Coordinator Classroom Talks

At the beginning of each semester, the Program Services Coordinator visited each ECE/CD class at both the Cañada and Skyline campuses to introduce herself and the services she provides. In addition, she reviewed academic and career options in the ECE field.

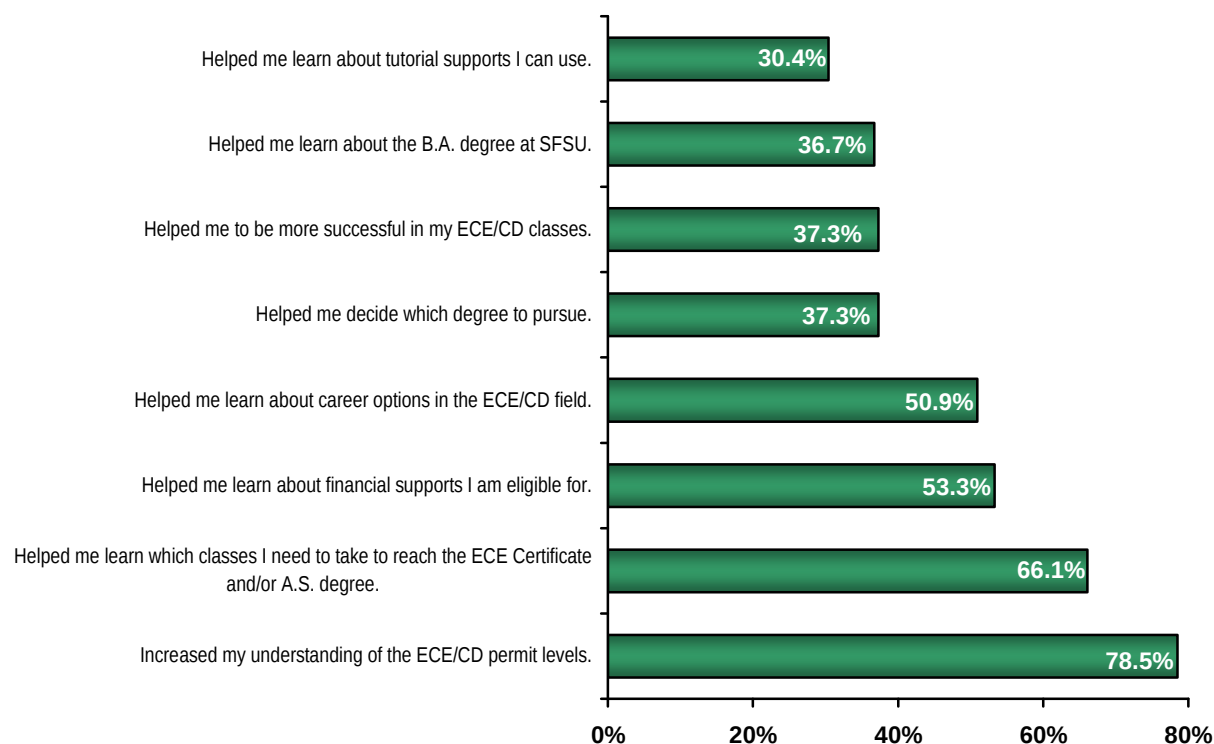
The great majority of students surveyed (71%) had heard a classroom talk from the Program Services Coordinator; 74% of those who heard a talk indicated that it helped them to stay in the ECE/CD program. The talks had an impact on a greater proportion of SP-ECE than ENG-ECE students.

Figure 12: Percent for whom the Program Services Coordinator's Talk Helped them to Stay in the ECE/CD Program



Source: 2009 ECE Student Survey. Based on 363 responses: 276 ENG-ECE and 87 SP-ECE.

The top two ways that the talk helped was by “increasing my understanding of the ECE/CD permit levels” (79%) and “helped me learn which classes I need to take to reach the ECE Certificate and /or A.S. degree” (66%) (Figure 13). These were the top two responses for both SP-ECE and ENG-ECE students. The third top option for SP-ECE students was “helped me learn about career options in the ECE/CD field” while for the ENG-ECE students it was “helped me learn about financial supports.”

Figure 13: Ways Classroom Talks by Program Services Coordinator Helped

Source: 2009 ECE Student Survey. Multiple response question with 381 respondents offering 1494 responses.

Program Services Coordinator Individual Advising Sessions

The Program Services Coordinator met with students to provide guidance on academic and career goals as well as academic and financial supports available to them. One-third of survey respondents had met with the Program Services Coordinator individually. According to responses on the student survey SP-ECE students were twice as likely to have met with her as were ENG-ECE students (56% vs. 27%). **Ninety percent of students reported on the survey that the assistance they received individually from the Program Services Coordinator helped them to stay in the ECE/CD program.** The number of unique students and total advising sessions has been steadily increasing. For example, in Fall 2007 there were 165 advising sessions, increasing to 308 in the Spring of 2008, and then 195 sessions in Fall 2008.

Figure 14: Program Services Coordinator Advising Sessions

School Term ¹	Total Advising Sessions	Unduplicated Students	Percent of Advised Students who are Spanish Speaking ²
Summer 2007	14	14	42.9%
Fall 2007	165	151	19.9%
Spring 2008	308	251	39.8%
Summer 2008	116	110	32.7%
Fall 2008	195	171	37.4%

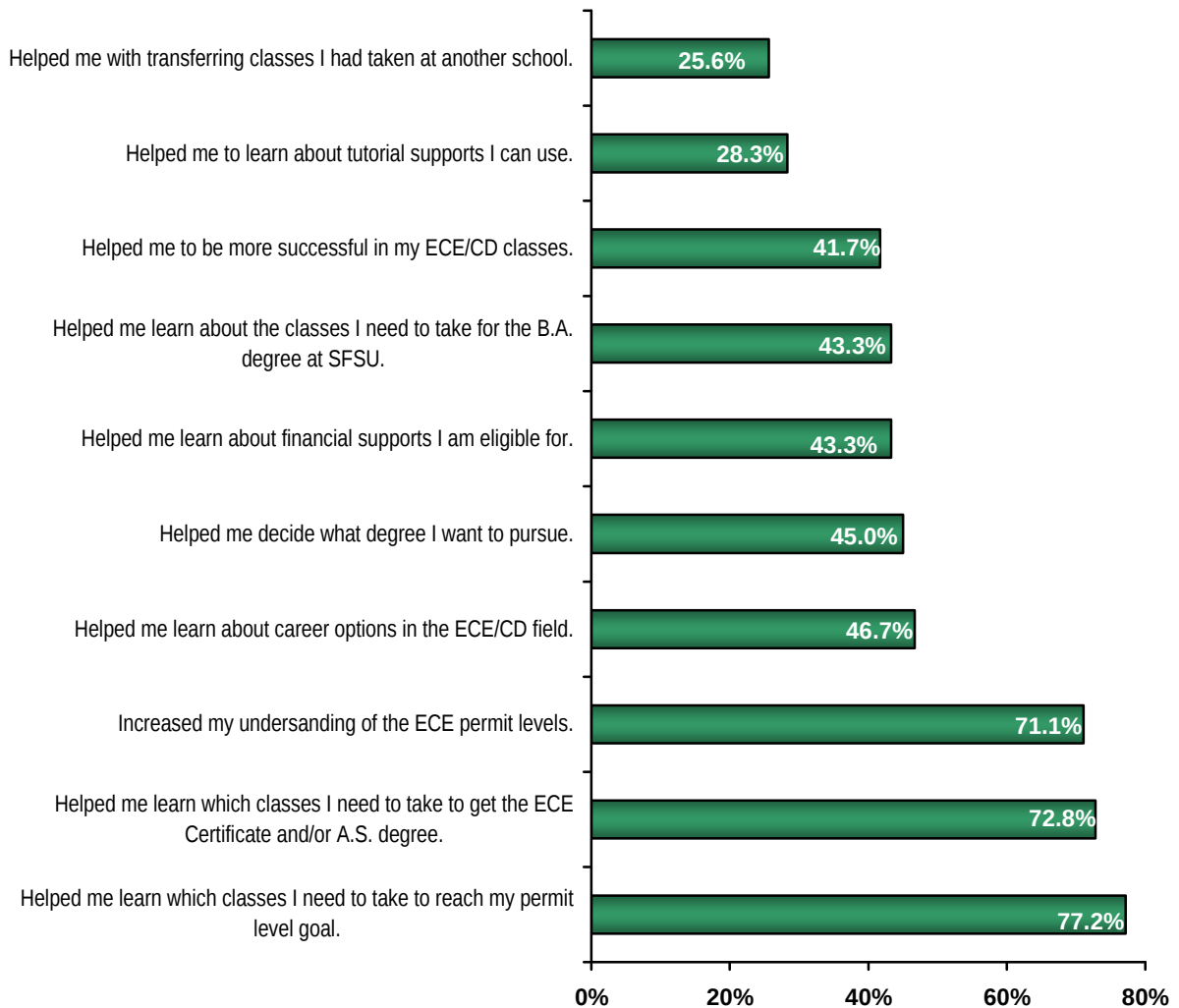
¹ For 2005-06 and 2006-07, data available only by entire school, not by semester. From Fall 2005 to Spring 2006, 224 students (48% Spanish-speaking) had a total of 274 advising sessions. From Summer 2006 to Spring 2007, 334 students (39% Spanish-speaking) had a total of 420 advising sessions.

² Monolingual Spanish or bilingual

Source: Cañada Program Services Coordinator & PFA Database

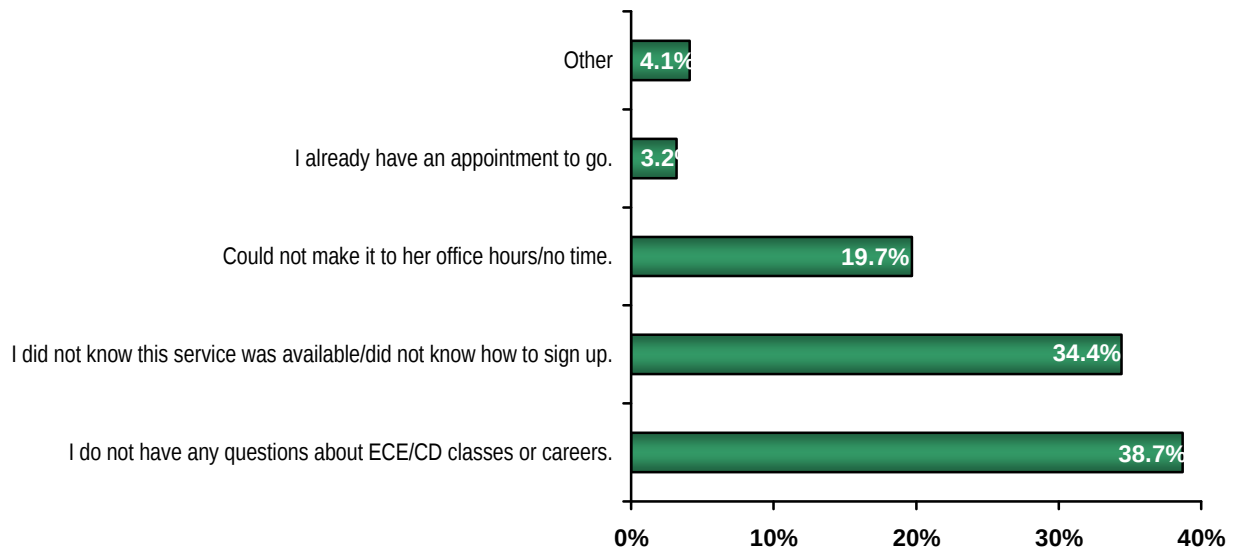
The top three ways that the individual counseling assisted students was helping them to learn which classes to take to reach their permit level goal (77%), which classes to take to get the ECE Certificate and/or A.S. degree (73%), and increasing understanding of the ECE permit levels (71%).

Figure 15: Ways that Individual Advising by Program Services Coordinator Helped



Source: 2009 ECE Student Survey. Multiple response question with 180 respondents offering 894 responses.

Students who have not met with the Program Services Coordinator were asked why they had not done so. The leading reason provided by 39% was lack of questions about ECE/CD classes or careers. This was more frequently cited by the ENG-ECE than the SP-ECE students (42% vs. 16%). The next most frequent response provided by 34% was that they did not know this service was available or did not know how to sign up for a time to meet. SP-ECE students were more likely to have difficulty making it to her office hours than were ENG-ECE students (33% vs. 15%).

Figure 16: Reasons for Not Meeting Individually with the Program Services Coordinator

Source: 2009 ECE Student Survey. Figure based on 346 responses.

Textbook Loan Program

The textbook loan program reduces one of the financial barriers to taking ECE courses. The program started as a “give-away” program in 2001 but became a revolving textbook loan program in 2004, which allowed the program to expand. Now, students borrow books and at the end of the semester have the option of returning or purchasing them. It is an extremely popular program with eighty-one percent of surveyed students having ever participated in the program. Of those who have *ever* participated, 92% borrowed books in the Spring 2009 term. Over half (56%) of surveyed students have used the program for two or more semesters. SP-ECE students were more likely than ENG-ECE students to have used the program for two or more semesters (74% vs. 51%). The number of students who are borrowing two or more textbooks has been growing as well.

Figure 17: Student Receipt of Textbooks

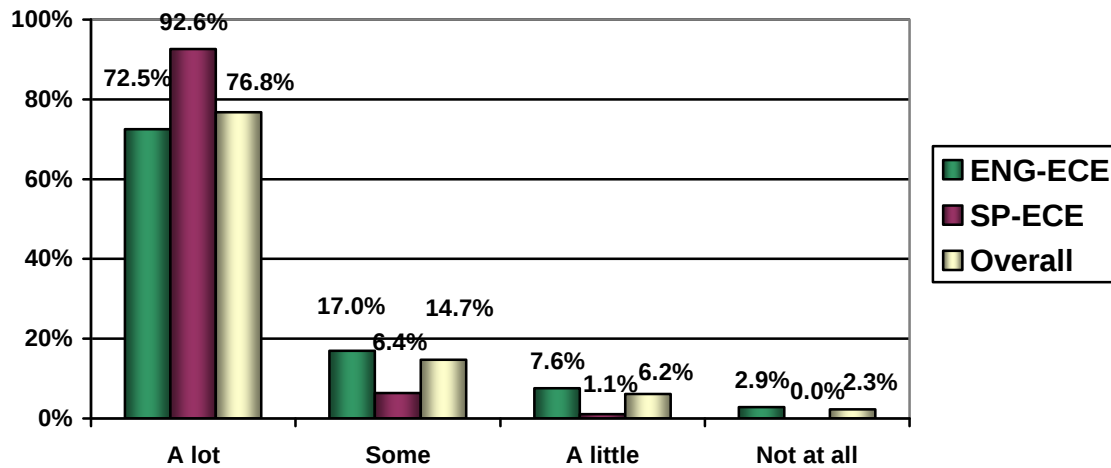
Semester	Unduplicated Students Receiving Textbooks	Students Receiving Two or more Textbooks	
		Number	Percent
Summer 2007*	131	N/A	N/A
Fall 2007	653	5	0.8%
Spring 2008	652	43	6.6%
Summer 2008	222	37	16.7%
Fall 2008	598	92	15.4%

*Summer 2007 may be incomplete because it was prior to full implementation of the PFA database.

Source: Preschool for All Database

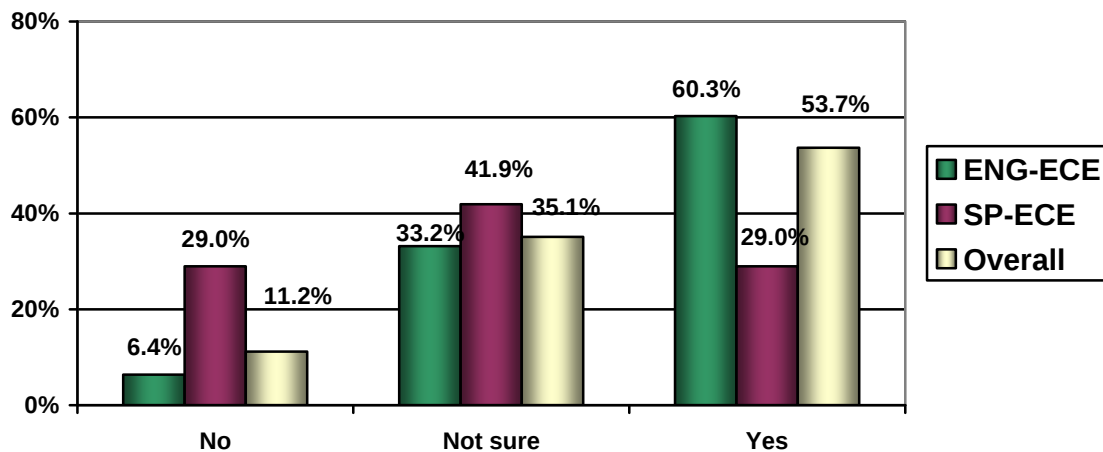
The great majority (77%) of students who participated in the textbook loan program reported that it helped them “a lot” to continue to take ECE/CD classes (Figure 18). This was the case even more so for SP-ECE students for whom 93% reported that this program helped them “a lot.” Twenty-nine percent of SP-ECE students reported that they would not be taking classes this semester (Spring 2009) if it were not for the textbook loan program (Figure 19).

Figure 18: How much has the text book program helped you to continue taking ECE/CD classes?



Source: 2009 ECE Student Survey. Figure is based on 436 responses, 343 ENG-ECE and 93 SP-ECE.

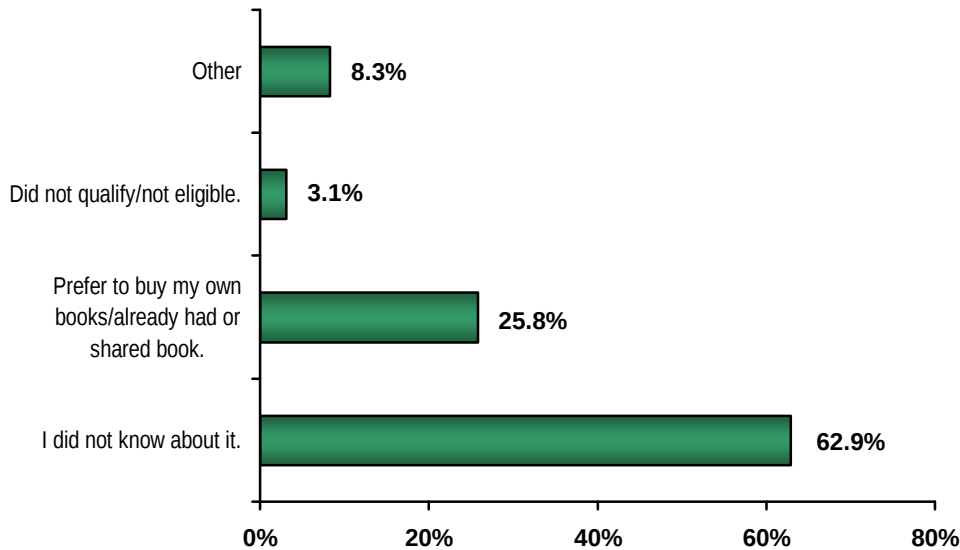
Figure 19: If the textbook loan program did not exist, would you be taking classes this semester?



Source: 2009 ECE Student Survey. Figure is based on 436 responses, 343 ENG-ECE and 93 SP-ECE.

Students who did not participate in the textbook loan program were asked their reasons. The primary reason indicated by 63% “was not knowing” about the program or how to sign up for it. One-quarter of those who did not avail themselves of the program either had borrowed the book or preferred to purchase their own books.

Figure 20: Reasons for Not Participating in the Textbook Loan Program



Source: 2009 ECE Student Survey. Figure based on 97 responses.

Spanish Language Tutorial Supports

A bilingual student tutor who has taken all of the ECE classes and received her ECE/CD Certificate was hired to help students taking Spanish language ECE classes at Cañada College. The tutoring program began informally prior to 2004 but in 2004 a new tracking system was put in place to help evaluate the tutoring program. The tutor sits in on classes taught in Spanish and provides assistance during class. She also provides individualized and group support outside of class. She refers students to the Program Services Coordinator, helps students with registering for classes on the computer, informs them of which courses are offered in the upcoming term, and provides feedback on classes she has taken.

The ECE/CD department offers four or five Spanish language classes each semester. Over the last three years the tutor has been able to attend two to four of these classes each semester.

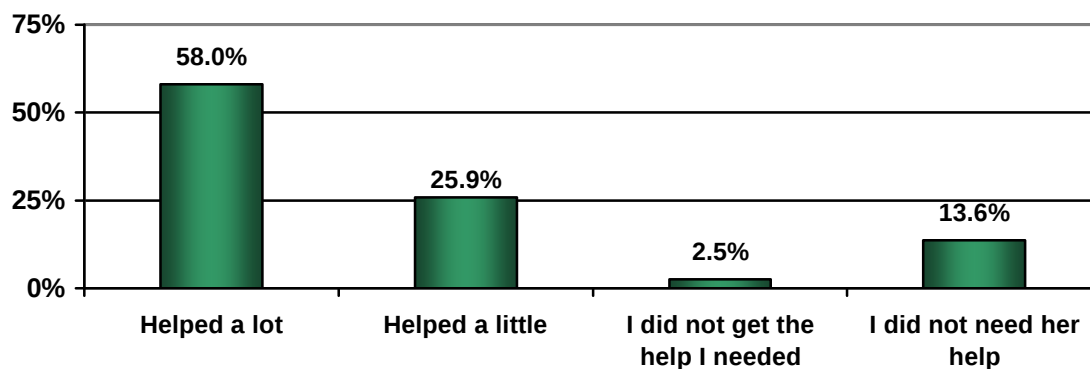
Figure 21: ECE/CD Classes with Tutor

School Semester	Number of Spanish-language ECE Classes	Number of Spanish-language ECE Classes- WITH TUTOR	Number of Students Enrolled in Spanish-language ECE Classes	Number of Students Enrolled in Spanish-language ECE Classes – WITH TUTOR	Percent of Students enrolled in Spanish-language classes – WITH TUTOR
Spring 2006	6	4	252	180	71%
Summer/Fall 2006	5	4	149	108	72%
Spring 2007	5	3	180	104	58%
Summer/Fall 2007	4	2	152	51	34%
Spring 2008	4	2	154	79	51%
Summer/Fall 2008	5	3	160	111	69%
Spring 2009	5	3	169	103	61%

*These figures do not represent an unduplicated count - students may be enrolled in more than one course per semester. Spring 2009 data is preliminary and final enrollment is subject to change.

Sources: Cañada ECE/CD Department & Banner Database

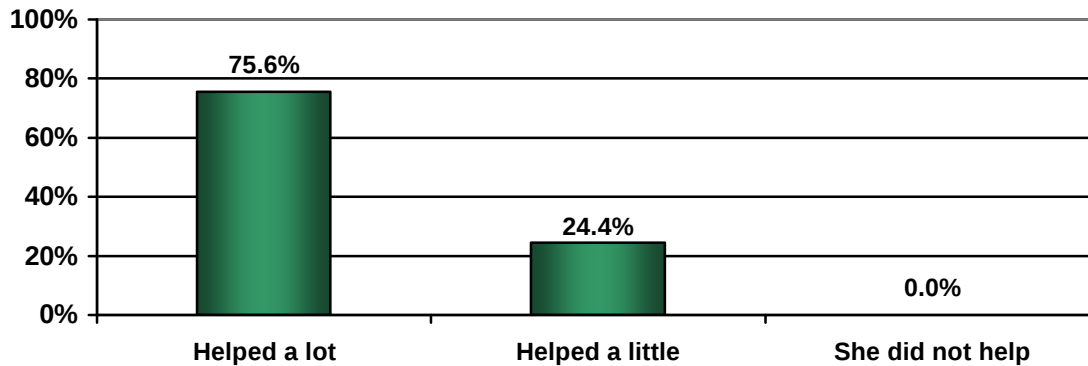
Twenty percent (109 students) of surveyed students had taken an ECE/CD class taught in Spanish at Cañada. Of that group, 79% had attended a class in which the tutor has been available to help students in class. When asked if the tutor helped them do better in class, 58% said “a lot” and 26% said “a little.”

Figure 22: Did the class tutor help you to do better in the class?

Source: 2009 ECE Student Survey. Figure 24 is based on 81 responses.

Forty-three percent of students who had taken an ECE class taught in Spanish got individual help outside of class from the ECE/CD tutor. Three-quarters of those thought that the assistance provided by the tutor helped them “a lot” to do better in their classes.

Figure 23: Did the individual tutoring help you to do better in your class(es)?



Source: 2009 ECE Student Survey. Figure is based on 41 responses.

The majority of students (67%) who did not seek individual help from the tutor indicated that they “did not need any help.” However, 24% “did not know this was available.” A small number (7%) had scheduling conflicts and could not meet when she was available.

Bridge Math Classes

In order to make advancements along the ECE/CD career ladder students must take general education courses. This remains a barrier for some, particularly for those students who do not feel strong in their English language skills. In order to reduce resistance to taking GE courses departments have begun working together to develop bridge courses which incorporate ECE content. The Cañada Math Department has been offering algebra courses in conjunction with the ECE/CD Department since Fall 2006.

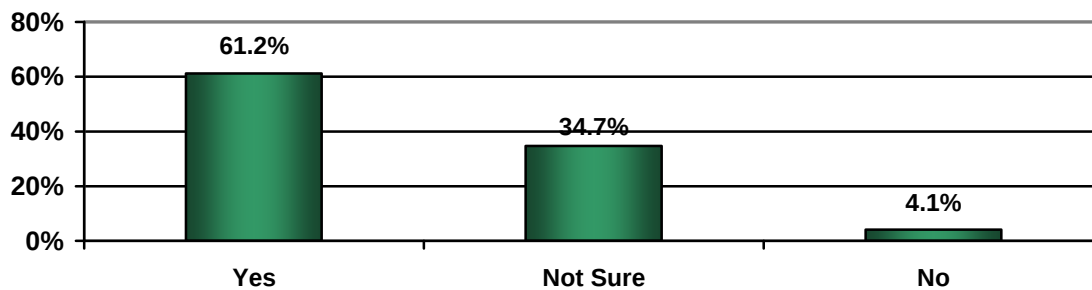
Figure 24: Math - ECE/CD Bridge Course Offerings and Enrollment

School Semester	Course	Total ECE Students Enrolled	Spanish-speaking ECE students
Fall 2006	Elementary Algebra 1	9	11% (1)
Spring 2007	Elementary Algebra 1	11	18% (2)
Fall 2007	Elementary Algebra 2	8	62% (5)
Spring 2008	Pre-Algebra	6	17% (1)
Fall 2008	Elementary Algebra 1	8	12% (1)

Source: Banner database.

Most students who had taken the GE-Math class for ECE majors reported on the survey that they would have taken a regular math class anyway if the bridge courses were not offered. However, 35% responded that they were not sure if they would have taken a regular math class.

Figure 25: If Cañada did not offer a GE-Math class for ECE majors would you have taken a regular math class anyway?



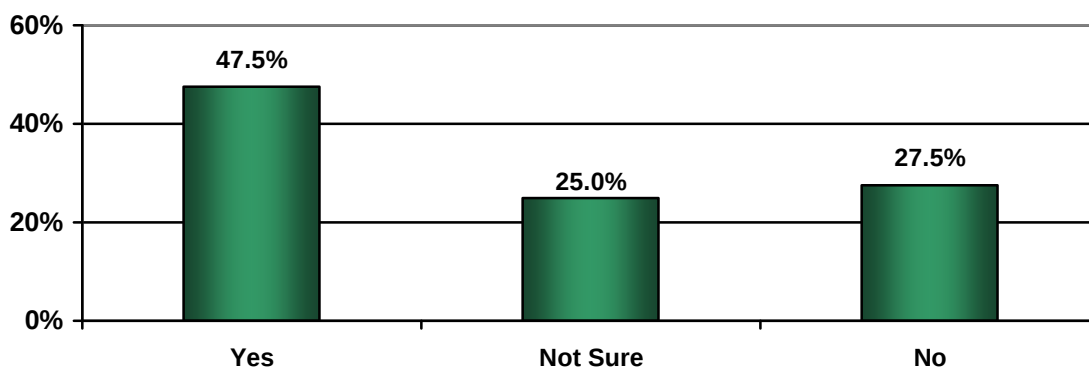
Source: 2009 ECE Student Survey. Figure is based on 49 responses.

ESL-ECE Learning Community

In order to advance to a permit level beyond the ECE Certificate and take GE classes, students must be able to take classes offered only in English. It has historically been difficult to get ECE students to take ESL classes offered at the colleges. For example while 20% of students in this survey had taken an ECE/CD class taught in Spanish, only 11% had taken an ESL class this or last year.

In order to encourage students to take the ESL classes, a bridge course was developed called the ESL-ECE Learning Community. Forty-four of the students surveyed reported having enrolled in this class.³ A little over half of those who said they took this class were not certain or wouldn't have taken a regular ESL class if the Learning Community was not offered. However, it should be noted that more people responded to this question than were officially enrolled in the course, possibly indicating some confusion with the question item.

Figure 26: If Cañada did not offer the ESL-ECE Learning Community class for would you have taken a regular ESL class anyway?



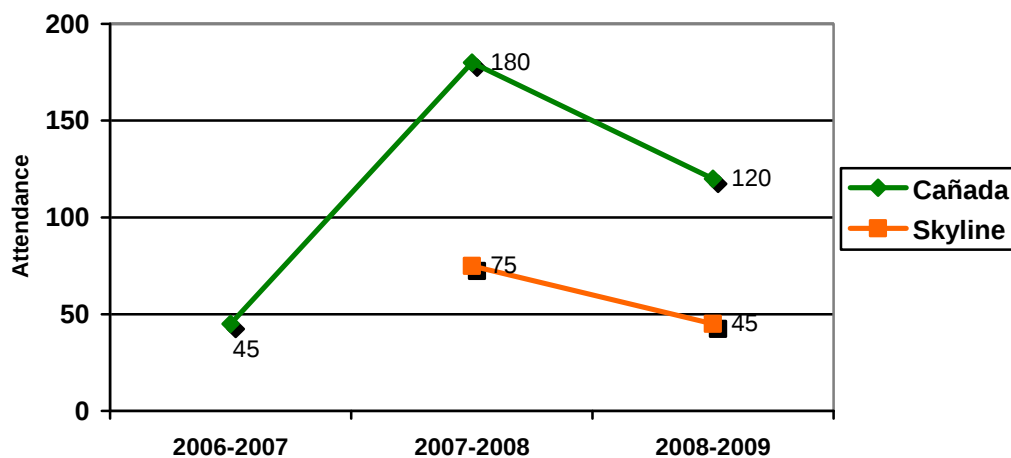
Source: 2009 ECE Student Survey. Figure is based on 40 responses.

³ According to ECE/CD Department records 16 students were actually enrolled in this class. Thus, there may have been some confusion on the part of respondents as to what course this questions was referencing.

Career Pathways

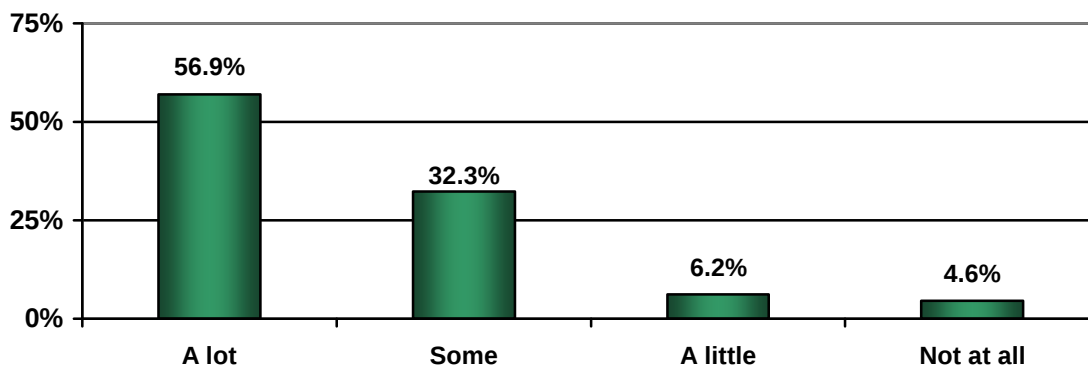
The ECE/CD department holds two Career Pathways events each year in order to provide students with information on their options for academic and career advancement as well as financial and academic supports. This year an event was held at Skyline in October 2008 and at Cañada in March 2009. One goal was to encourage students to advance so that they may enroll in the B.A. degree in Child/Adolescent Development at San Francisco State University. Attendance at the event, entitled “Pathways to Your Future” jumped dramatically from 2006-07 to 2007-08 but dropped some in 2008-09 (Figure 27). Indeed only 13% of students surveyed reported attending the “Pathways to Your Future” evening. Over half of those who did attend felt that they had learned “a lot” from Career Pathways (Figure 28).

Figure 27: Attendance at Career Pathways Events



Source: Cañada Program Services Coordinator

Figure 28: How much did the event help you understand your ECE educational options?

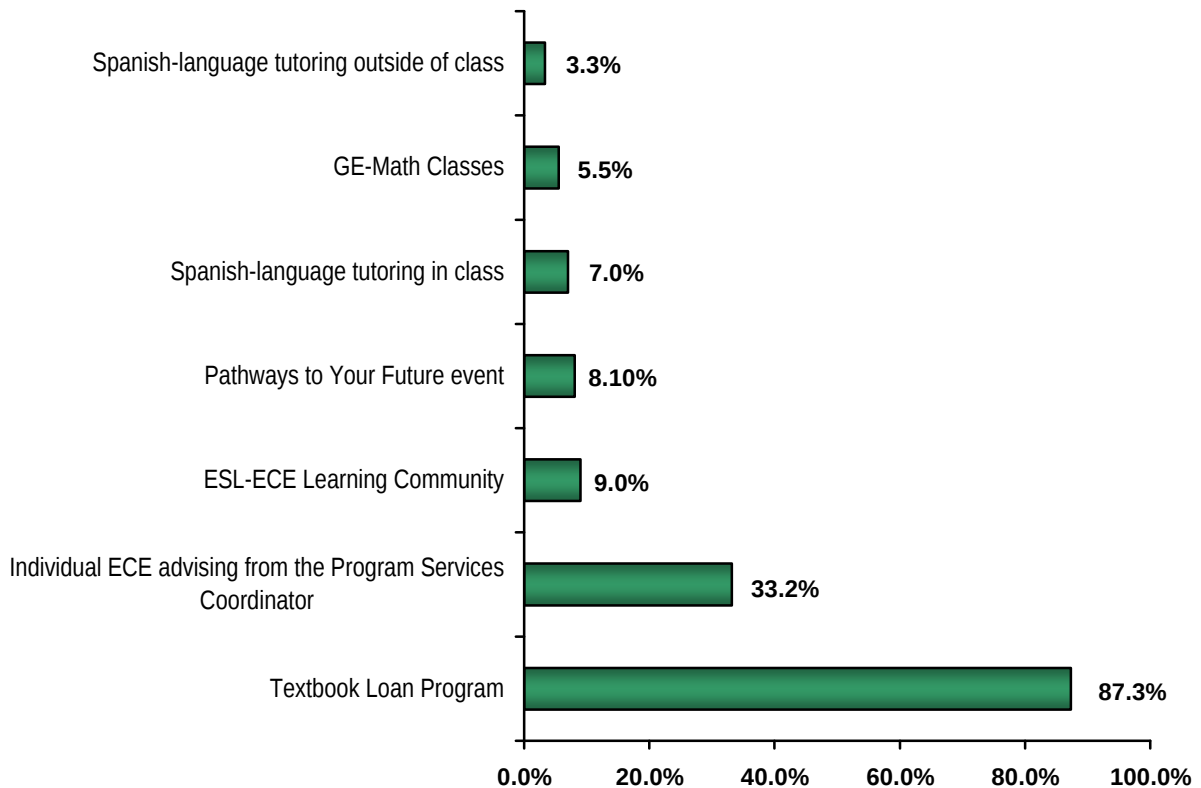


Source: 2009 ECE Student Survey. Figure is based on 65 responses.

Most Needed Supports

Students were asked on the survey which services or supports offered by the ECE/CD department helped them the most in making progress in their education. They had the option of selecting two answers to this question. The textbook loan program was cited by the largest number of respondents (87%) followed by individual advising from the Program Services Coordinator (33%).

Figure 29: What services or supports helped you the most?

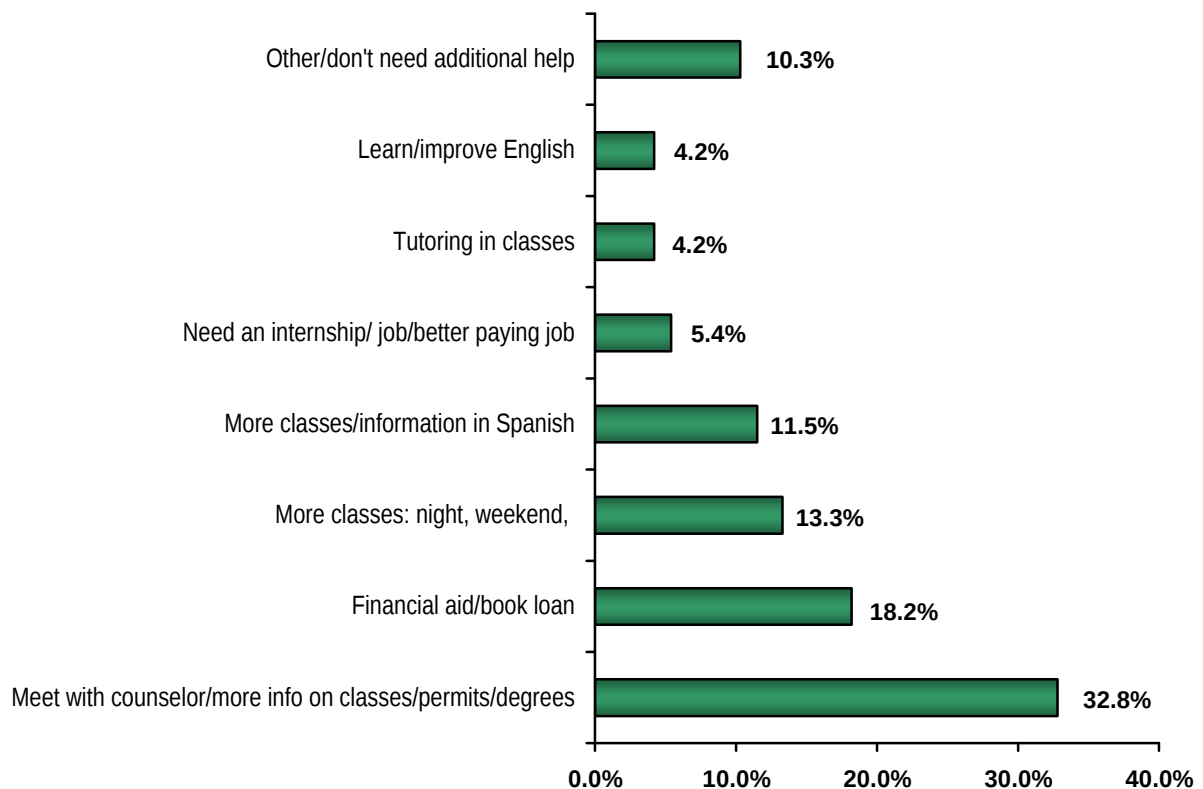


Source: 2009 ECE Student Survey. Figure is based on 698 responses from 455 respondents.

Students were asked to provide more information about what additional help that they needed to make progress in the early child education field (it was an open-ended question with respondents providing their own answers). The top four answers were:

1. Meet with the counselor/advisor more to get information on classes/permits/degrees (33%).
2. Financial aid/book loan (18%).
3. More classes at night and on the weekend (13%).
4. More classes/information in Spanish (12%).

Figure 30: What additional help do you need to make educational progress in the early childhood education field?



Source: 2009 ECE Student Survey. Figure is based on 165 responses.

Summary of Supports

Academic supports had a greater impact on SP-ECE students but were a great help for ENG-ECE as well. For example, while 74% of students overall found the classroom talks by the Program Services Coordinator helped them stay in the ECE/CD program, for SP-ECE students this rose to 92%. SP-ECE students were twice as likely as ENG-ECE students to have met individually with the Program Services Coordinator.

Not all students are aware of the supports available to them. In particular, notable proportions of surveyed students were not aware of the textbook loan program or that individual counseling is available from the Program Services Coordinator.

Students require support to understand permit levels as well as the classes required to reach these goals. The Program Services Coordinator and Career Pathways are valuable ways to transmit this information.

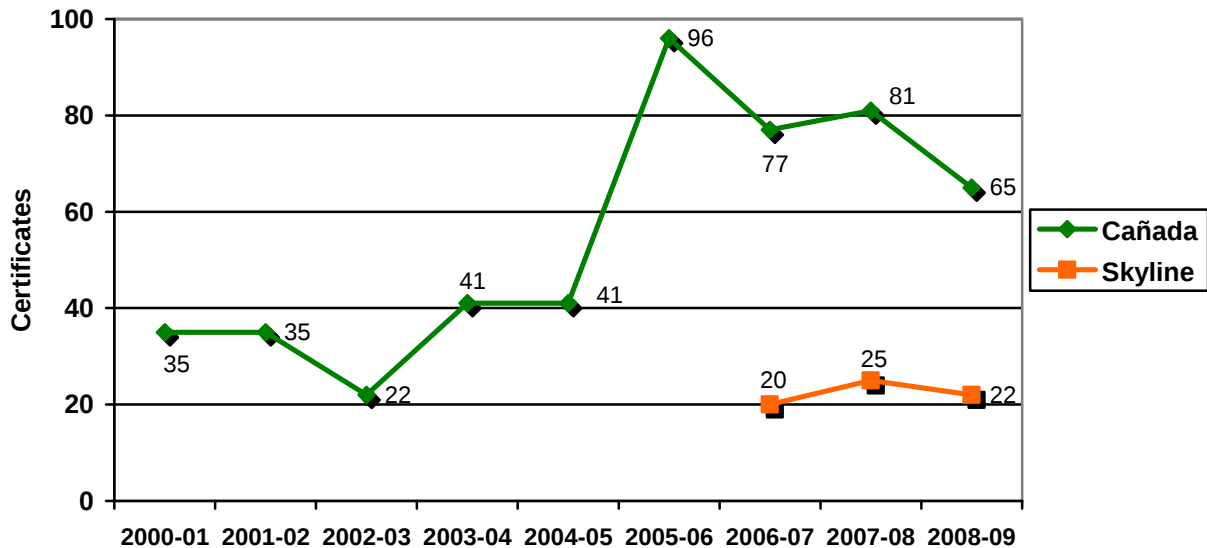
Financial supports of the textbook loan program are more crucial to SP-ECE students and greatly facilitate their ability to take ECE/CD classes.

3. Conferral of ECE Certificates and A.S. Degrees

Conferral ECE Certificates

Students must complete 24 units of a combination of core ECE courses and elective classes to earn their ECE Certificate. Only 7% of surveyed students stated that they currently had their ECE Certificate. However, SP-ECE students were more likely to have their Certificate than were ENG-ECE students (15% vs. 5%).

Figure 31: Conferral of ECE Certificates: 2001 - 2008



Source: Cañada Program Services Coordinator.

The jump in conferral of Certificates at Cañada College was likely due to increased department enrollment and new and expanded interventions. Over a period of four years, the enrollment grew from 403 students enrolled in at least one ECE course in the Spring of 2000 to 607 students in the Spring of 2004, an increase of over 51%.⁴

The number of SP-ECE students, who are typically highly focused on obtaining their Certificates as indicated by responses to this student survey, contributed to this growth in enrollment. The college began offering Spanish language ECE/CD courses in the Spring of 2001. That first Spanish language course had an enrollment of 66 students. As the number of courses conducted in Spanish increased, the enrollment of primarily Spanish-speaking ECE students grew in direct relationship. By Spring 2006, there were 184 SP-ECE students enrolled in 5 ECE Spanish classes, for an increase of 179%.⁵ As a result, fifty-one percent of the ECE Certificates conferred in school year 2005-2006 were to SP-ECE students (Source: Cañada Program Services Coordinator). This proportion dropped in the following two years (to 35% and 38%). In other words, overall enrollment increased in ECE, but especially in Spanish ECE

⁴ Applied Survey Research. Which Factors Promote Academic Success for Spanish-Speaking Early Childhood Education Students? An Evaluation of Cañada College's Early Childhood Education/Child Development Program, 2004.

⁵ Applied Survey Research. *Promoting Academic Success for Spanish-Speaking Early Childhood Education Students – Evaluation Findings*, 2007. One Spanish ECE course was offered in Spring 01, 2 were offered Fall 01, 3 offered Spring 02, 4 offered Fall 03, and 5 offered Fall 04).

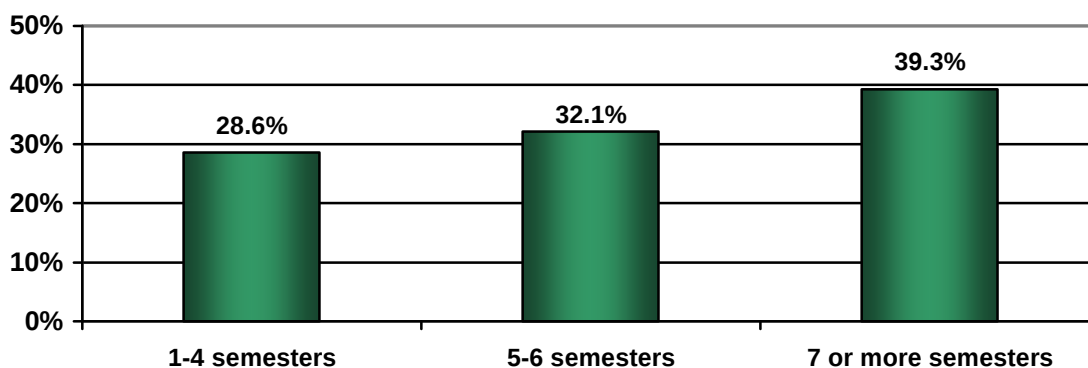
courses, and there was a subsequent increase in SP-ECE students who received their ECE Certificates.

Supports for ECE students have also contributed to the increase in ECE Certificates. Interventions for ECE students were funded by First 5 San Mateo County in October 2000 and services started in Spring 2001. These services included a textbook give-away program, informal tutoring of Spanish-speaking ECE students, curriculum development (especially pertaining to brain development and special needs), and outreach services. Following an evaluation of the interventions by ASR for SP-ECE and ENG-ECE students and a strategic planning process for the ECE/ CD Department in 2004, these interventions were expanded and slightly changed. For example, more ECE/ CD courses were offered in Spanish, and a textbook program (which started as a “give-away” program in 2001) became a revolving textbook loan program in 2004, which allowed the program to expand. The Department also expanded and began tracking tutoring for Spanish-language classes in 2004, hired the Program Services Coordinator who offered advising in both English and Spanish in 2005, and provided new General Education Bridge courses in math in 2006. Individual advising in Spanish and English increased dramatically in Fall 2007 with 165 advising sessions, as compared to 14 sessions in Summer 2007. In Spring 2008, there were 308 total advising sessions, and 40% of the students advised spoke Spanish. In the Spring 2009 survey, students reported that the textbook loan program and the advising sessions helped them the most in making progress in their education.

Expected Length of Time to ECE Certificate

Twenty-eight of the 38 surveyed students who obtained their Certificate reported the month they did so. From this was calculated the length of time in semesters from when they began taking classes to award of the Certificate (Figure 32). It is taking some students quite a while to meet all of the necessary requirements with almost 40% of students surveyed reporting taking seven or more semesters to earn their Certificate.

Figure 32: Semesters Required to Obtain ECE Certificate

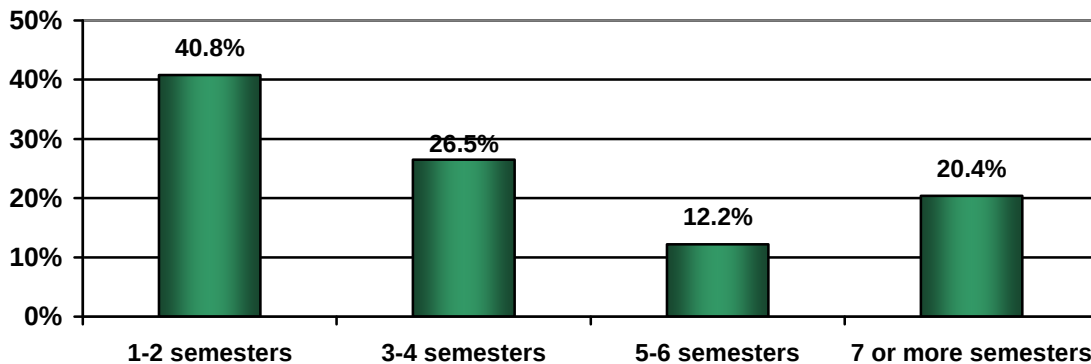


Source: 2009 ECE Student Survey. Based on 28 responses.

Students who were still taking classes toward their ECE Certificate were asked when they hoped to get their Certificate. The amount of time from when they first started taking classes to when they expected to earn their Certificate was calculated and converted to semesters.

The largest group of students, 41%, thought that they could obtain their Certificate in one to two semesters.

Figure 33: Additional Semesters Needed to Earn ECE Certificate

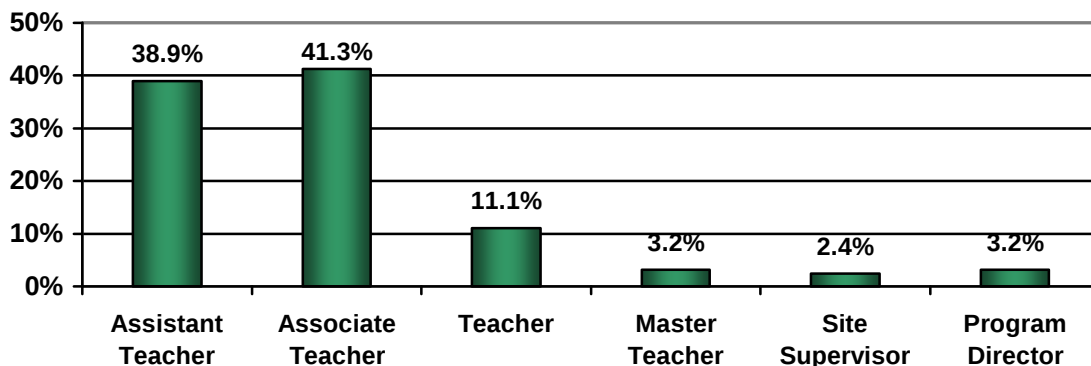


Source: 2009 ECE Student Survey. Based on 245 responses.

Child Development Permits

Almost one-quarter (24%) of surveyed ECE students indicated that they had a permit. Of that group of 126 students, 39% were assistant teachers, 41% were associate teachers, and 11% were teachers. SP-ECE students were more likely to say they had a permit than were ENG-ECE students (44% vs. 19%). Further, SP-ECE student respondents were more likely to be older and working full-time in child care settings.

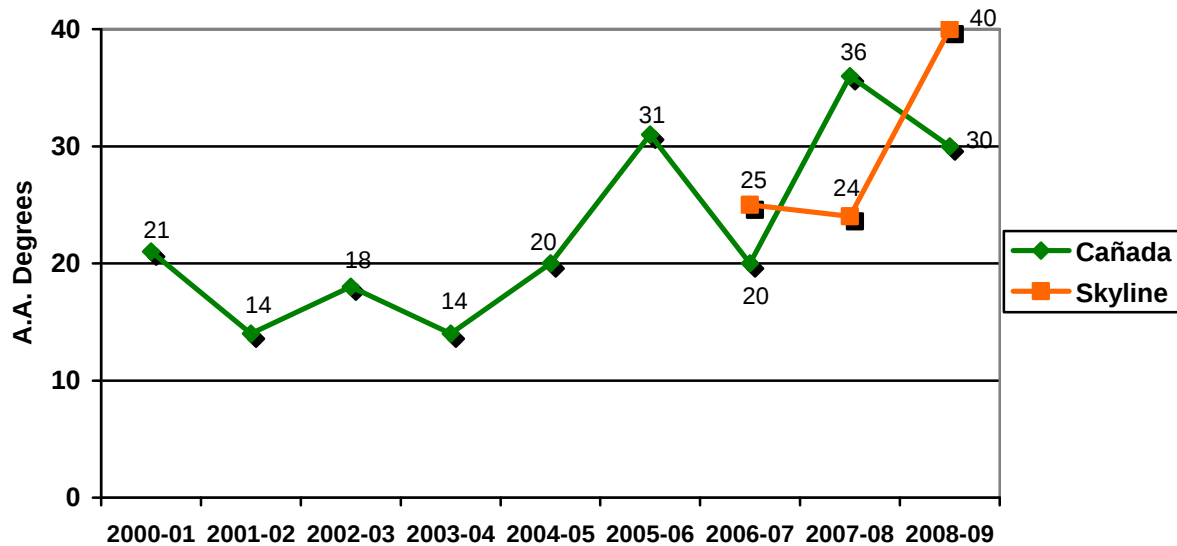
Figure 34: Child Development Permit Level



Source: 2009 ECE Student Survey. Based on 126 responses. Excluded are 403 students who did not have a permit.

Conferral of A.S. Degree

Conferral of A.S. degrees for ECE/ CD students at Cañada College has been changeable from year to year, ranging from a low of 14 A.S. degrees in 2001-2002 and 2003-2004 to a high of 36 A.S. degrees in 2007-2008 (please see Figure 35 below). From 2000-01 to 2008-09 there was a 43% overall increase in A.S. degrees for ECE/ CD students at Cañada. At Skyline, there were 25 A.S. degrees in Early Childhood Education in 2006-2007, followed by 24 degrees in 2007-2008, and 40 degrees in 2008-2009. There was a large jump in 2008-09 with a 67% increase from the previous year.

Figure 35: Conferral of A.A./A.S. Degree by Year

Source: Cañada Program Services Coordinator

The number of SP-ECE students earning an A.S. degree is small but growing. This statistic has been tracked since 2005-2006. That year there were no SP-ECE students who earned their A.S. degree. The following year that rose to 3 students, 15% of total degrees conferred. In 2007-2008 there were 9 SP-ECE students earning their A.S. degree, comprising 25% of all of the degrees conferred that year.

Summary of ECE Certificates, Permits, and A.S. Degrees

- The number of students who received their ECE Certificate, based on ECE/CD departmental records, increased dramatically since 2001, though there was a drop from 2007-08 to 2008-09.
- Almost one-quarter (24%) of surveyed ECE students indicated that they had a permit. Of that group of 126 students, 39% were assistant teachers, 41% were associate teachers, and 11% were teachers.
- Conferral of A.S. degrees at Cañada and Skyline Colleges has shown a generally positive increasing trend.
- The number of SP-ECE students earning an A.S. degree is small but growing.

4. Outreach

During the 2008/2009 academic year, there was a strong outreach effort towards current students, prospective students, and the community at large.⁶

Outreach Events for ECE/CD: Both on-site and off-site Community Outreach events took place. They included:

- A Cañada College information table at the July 4th holiday celebration in Downtown Redwood City (RWC).
- A community registration event for the College held in the RWC Main Library.
- A presentation given to the Hispanic Day Care Association.
- Participation in Midnight Madness to allow prospective students to register for classes from 6-12 pm.
- Participation in both Transfer Day and College Night on campus.
- Attendance at a Fiesta with the Hispanic Day Care Association members.
- Participation in a Redwood City Community Child Care Open House.

Campus Outreach Presentations: Additional presentations were given to groups of students who visited Cañada College from San Mateo Union High School District and from Sequoia Union High School District. Also presentations and a campus childcare center tour were given to groups of students from the following districts: South San Francisco Unified School District, Jefferson Union High School District, San Mateo County Regional Occupation Program, and San Mateo Union High School District at an information session at Skyline College.

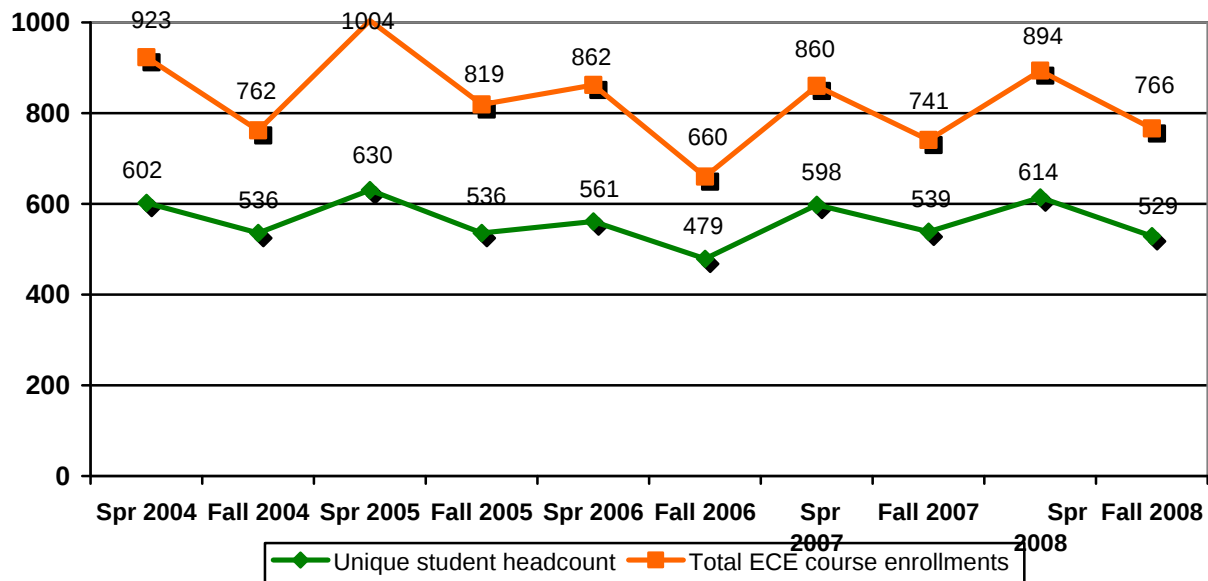
Career Day at Peninsula High School: In May of 2009 Skyline College partnered with the counseling staff at a local continuation high school to extend information to the students interested in the field of early care and education. Five current Skyline students and the new Program Services Coordinator shared personal experiences, course content, artwork from the childcare facility located at Skyline and answered questions that students had about the fields of Early Childhood Education, teaching, the permit process, and the benefits to advancing their education beyond high school.

English as a Second Language (ESL) Transfer Parade and Community Based English Tutoring (CBET) Information Night: Presentations were made to both the day and evening ESL students at Cañada and to the CBET students encouraging them to continue their education in either English or Spanish in the ECE program. Several individuals expressed an interest in the ECE/ESL Learning Community.

Presentations and Visits to Local Child Development Centers: Students were met at various centers on the Coast and on the Peninsula to discuss options for meeting their goals in getting their Certificates and Degrees from the Colleges, and their Permits from the State of California.

The number of unique students enrolled in at least one ECE class at Cañada as well as the total enrollments in all class sections is presented in Figure 36. There was a very small decrease of 2% from Fall of 2007 to Fall of 2008.

⁶ San Mateo Community College District/ Cañada College. Preschool For All Year-End Report for the period July 1, 2008 – June 30, 2009.

Figure 36: Unique Student Count & Total Enrollments in ECE Classes

Source: Program Review Department Data Packet – ECE.

5. Regional Collaboration

This academic year, the Program Services Coordinator participated in PFA Partner's quarterly meetings, monthly meetings of the Early Childhood Professional Development and Education Collaborative (EPEC), formerly known as Bay Area Professional Development Collaborative, and attended meetings of the Program Quality Committee of the Child Care Partnership Council.⁷ In addition, participation in the Working for Quality for Childcare Conference, attendance at various workshops presented by the Silicon Valley Leadership Group including Preschool: The Future of Our Workforce, and attendance at the Watercooler meetings in Sacramento, and numerous others, has benefited the faculty and the students by keeping them abreast of what is current in the field of Early Childhood Education and what changes might be possible.

⁷ Ibid.

V. Summary of Overall Findings

The ECE student survey showed that students were very satisfied with the supports offered at Cañada and Skyline Colleges. The colleges met or exceeded most of their short-term outcomes. Figure 37 describes the desired outcomes for the ECE/CD Department and whether or not that outcome was met.

Specially, outcomes #1 through #5 were met or exceeded. These outcomes are related to increasing the knowledge of students about the ECE educational and career pathways, helping students to stay in the program, utilization of tutoring for Spanish-speaking students, and tutoring as an aid for students to remain in the ECE/CD program. All of the outcomes were met or exceeded except outcome #6 where we did not witness a 10% increase in the number of Spanish-speaking students taking ESL classes. The number of students reporting in the survey that they had taken an ESL class remained stable from last year to this year leading to this outcome not being met. Further, Objective #8 was only partially met. While receipt of ECE Certificates has increased dramatically since 2001 the number of students receiving Certificates decreased from 106 in 2007-08 to 87 in 2008-09. Many students need more than one year to complete certificate requirements because they are taking less than 12 units per term and have significant work and family obligations.

Figure 37: Completion Status of Short-term Outcomes

2008-2009 SHORT-TERM OUTCOMES	STATUS
Outcome 1: 75% of students receiving academic/career counseling report that services increased their knowledge of ECE educational and career pathways.	✓ 77% of students reported that individual advising with the Program Services Coordinator helped them learn what classes to take to reach their permit goals. 73% said it helped them learn which classes to take for their ECE Certificate and/or A.S. Degree. 71% reported that this service increased their understanding of the ECE permit levels.
Outcome 2: 75% of students report that academic/career counseling services helped them to stay in the program	✓ 90% of students reported that individual advising with the Program Services Coordinator helped them to stay in the ECE/CD program.
Outcome 3: 75% of students report that receipt of textbooks helps them to stay in program	✓ 92% of students reported that the textbook program helped them “a lot” or “some” to continue taking ECE/CD classes.
Outcome 4: 50% of Spanish-speaking students in Spanish-taught classes will utilize tutorial services.	✓ For six of the last seven terms the percent of Spanish-speaking ECE students who were enrolled in ECE classes conducted in Spanish for which there was a tutor present exceeded 50%.
Outcome 5: 75% of students who use tutorial supports report that supports have helped them to be more successful in their classes and stay in the program.	✓ 84% of students reported that the class tutor helped them “a little” or “a lot.” All (100%) of surveyed students who received individual tutoring reported that it helped them “a little” or “a lot” to do better in their classes.
Objective 6: 10% increase in the number of Spanish-speaking students taking ESL classes	– Survey respondents reported no change in attendance in ESL courses from last year to this year. Sixteen students participated in the ECE/ESL Learning Community in Spring, 2009.
Outcome 7: 75% of students attending Career Pathways events report that services increased their knowledge of ECE educational/career pathways	✓ 89% of surveyed students reported that Career Pathways helped them to understand their ECE educational options “some” or “a lot.”
Objective 8: 30% increase in the number of students receiving their 24-unit ECE Certificate.	The number of students receiving their ECE Certificate has increased dramatically since 2001. However, the number receiving ECE Certificates decreased from 106 in 2007-09 to 87 in 2008-09.

Additional Findings for Spanish-speaking ECE Students

Sub-analyses were conducted to determine how Spanish-speaking ECE students (i.e., those who had taken at least one ECE class taught in Spanish-designated as SP-ECE) might differ from other ECE students (designated as ENG-ECE). The student survey showed that the SP-ECE students were a significantly older group, about 6 years older than the ENG-ECE group. SP-ECE students were significantly more likely to be in the 30-50 year old age bracket than ENG-ECE students. They were also twice as likely to be caring for their own children while

going to school. SP-ECE students were also significantly more likely to be working full-time than ENG-ECE student (80% as compared to 52%).

Most importantly, the surveys also revealed that while the academic supports were helpful to the overwhelming majority of ECE students overall, greater proportions of SP-ECE students found **that they helped them to stay in the ECE/CD program**. This was the case for the Program Services Coordinator's classroom talks and the textbook loan program. SP-ECE students were also twice as likely to have met individually with the Program Services Coordinator.

ASR Recommendations

ASR suggests that the ECE/CD Department consider the following recommendations:

1. **Publicize more widely the services and supports that are available to ECE/ CD students** (such as the individual advising, the Spanish-speaking tutor, the textbook loan program and the "Pathways to Your Future" event). In the student survey, students were asked why they didn't use a particular support and in many cases, the student was not aware of the support or how to access it.
2. **Maintain and/or expand the role of the program services coordinator in the classroom.** Seventy-four percent of students who heard a talk by the program services coordinator said it helped them stay in the program. The talks had an even greater impact on SP-ECE students. Overall, students said that the talks helped them understand the permit levels and the classes they needed to take to get their ECE Certificate and/or A.S. degree.
3. **Maintain and/or expand the role of the program services coordinator in individual advising sessions.** One-third of students surveyed had met with the advisor, and SP-ECE students were twice as likely to have met with her. Ninety percent of students reported that the assistance helped them to stay in the program. The advising helped them to learn about the permit levels and which classes to take to get the permit and their ECE Certificate or A.S. degree. Of students who didn't meet individually with the program services coordinator, thirty-four percent did not know the service was available or did not know how to sign up. SP-ECE students were more likely to have difficulty making it to the office hours of the program services coordinator. Individual advising was ranked by students as the second most important support offered in the department to help them make progress in their education.
4. **Maintain the textbook loan program.** The great majority of students (77%) who participated in the program reported that it helped them "a lot" to continue to take ECE/CD classes. This was especially true for SP-ECE students (93%). Twenty-nine percent of SP-ECE students reported that they would not be taking classes this semester if it were not for the textbook loan program. The textbook loan program was ranked by students as the most important support offered in the department to help them make progress in their education.

5. **Maintain the role of the Spanish-speaking tutor** both in the classroom and outside the classroom. The majority of SP-ECE students who worked with the tutor in and outside of the class reported that it helped them “a lot.”
6. **Further publicize the “Pathways to Your Future” event.** Only 13% of students surveyed reported attending the event, however, over half of those who did attend felt that they learned “a lot” from it.
7. **Offer more General Education courses and bridge courses targeted to SP-ECE students.** ENG-ECE students were more likely to have taken General Education classes than were SP-ECE students (69% vs. 43%). Thus, SP-ECE students will need more support in taking GE courses in order to pursue higher degrees.
8. **Help support students who are working full or part-time by considering offering courses on weekends and in the evenings and/ or other supports that might help a working student.** SP-ECE students were more likely to be working than were ENG-ECE (65% vs. 49%). SP-ECE students were significantly more likely to work in family child care programs and to be working full-time.
9. **Help support students with children, by making them aware of any child care resources that might be available to them,** and by offering courses in the evenings or weekends when more parents may be able to access them. According to the survey, SP-ECE students were twice as likely to have children under the age of 18 living with them (69% vs. 33% for ENG-ECE).
10. **Consider additional supports to help Spanish-speaking ECE students to enroll in ESL courses.** Spanish-speaking ECE students are still not enrolling in ESL classes to the degree desired by ECE/CD Department staff. In the 2004 evaluation of the ECE/ CD Department, Spanish-speaking students were asked why they didn’t take ESL courses and the top response was that the hours were inconvenient (some students said that ECE course times clashed with ESL course offerings).

Student Recommendations

Students were asked to provide more information about what would help them to make progress in the early child education field. The top four answers were:

- Meet with the counselor/advisor more to get information on classes/permits/degrees.
- Financial aid/book loan.
- More classes at night and on the weekend.
- More classes/information in Spanish.

About the Researcher

ASR is a nonprofit, social research firm dedicated to helping people build better communities by creating meaningful evaluative and assessment data, facilitating information-based planning, and developing custom strategies. Incorporated in 1981, the firm has over twenty-eight years of experience working with public and private agencies, health and human service organizations, city and county offices, school districts, institutions of higher learning, and charitable foundations. Through community assessments, program evaluations, and related studies, ASR provides the information that communities need for effective strategic planning and community interventions.

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Appendix I: Student Survey

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(Office use)

 **Early Childhood Education (ECE) Student Survey** 

This survey asks you questions about your experiences taking classes and using some of the supports available in the Early Childhood Education/Child Development (ECE/CD) departments in the San Mateo County Community College District. Please answer as many questions as you can. Thank you very much!

MARK BOXES LIKE THIS → ☒

1. Where do you take classes?
☐ Cañada ☐ Skyline ☐ Both Cañada and Skyline

2. Have you ever participated in the textbook loan program at Cañada or Skyline College?
☐ No ☐ Yes *If yes, →*

a1. How many semesters have you used the textbook loan program, including this semester?
 _____ Semesters (Office use)

a2. Are you in the textbook program this semester?
☐ No ☐ Yes

a3. How much has the textbook program helped you to continue taking ECE/CD classes?
☐ A lot ☐ Some ☐ A little ☐ Not at all

a4. If the textbook program did not exist, would you be taking classes this semester?
☐ No ☐ Yes ☐ Not sure

If no,

b. What is the primary reason why you have not participated in the textbook loan program?
☐ I did not know about it.
☐ I did not know how to sign up.
☐ I prefer to buy my books.
☐ Other reason: _____

3. Have you ever heard a classroom talk from the Program Services Coordinator (Sue Eftekhari)?
☐ No ☐ Yes *If yes, →*

a. In what way(s) did the classroom talk by the Program Services Coordinator help you? (Check all that apply)
☐ Increased my understanding of the ECE/CD permit levels.
☐ Helped me decide which degree to pursue.
☐ Helped me learn which classes I need to take to reach the ECE Certificate and/or A.S. Degree.
☐ Helped me learn about tutorial supports I can use.
☐ Helped me to be more successful in my ECE/CD classes.
☐ Helped me learn about financial supports I am eligible for (e.g. SAMCARES, textbook loan, scholarships).
☐ Helped me learn about career options in the ECE/CD field.
☐ Helped me learn about the B.A. degree in Child/Adolescent Development at San Francisco State University.
☐ Other: _____

b. Did the Program Services Coordinator's talk help you to stay in the ECE/CD program?
☐ No ☐ Yes ☐ Not sure

4. Have you ever met individually with the Program Services Coordinator (Sue Eftekhari) for advising or other help?
☐ No ☐ Yes *If yes, →*

a1. In what way(s) did the individual advising with the Program Services Coordinator help you? (Check all that apply)
☐ Increased my understanding of the ECE permit levels.
☐ Helped me learn which classes I need to take to reach my permit level goal.
☐ Helped me decide what degree I want to pursue.
☐ Helped me learn which classes I need to take to get the ECE Certificate and/or A.S. Degree.
☐ Helped me learn about tutorial supports I can use.
☐ Helped me to be more successful in my ECE/CD classes.
☐ Helped me learn about financial supports I am eligible for (e.g. SAMCARES, textbook loan, scholarships).
☐ Helped me with transferring classes I had taken at another school.
☐ Helped me learn about career options in the ECE/CD field.
☐ Helped me learn about the classes I need to take for the B.A. degree in Child/Adolescent Development at San Francisco State University.
☐ Other: _____

a2. Has the help you got from the Program Services Coordinator helped you to stay in the ECE/CD program?
☐ No ☐ Yes ☐ Not sure

If no,

b. Why have you not met with the Program Services Coordinator individually for advising?
☐ I did not know this service was available.
☐ I could not make it to any of her office hours.
☐ I did not know how to sign up for a time to meet with her.
☐ I do not have any questions about ECE/CD classes or careers.
☐ Other reason: _____

5. Do you have your ECE certificate?
☐ I am not pursuing an ECE certificate.
☐ Yes → **a. When did you get your certificate?**
☐ No → **b. When do you hope to get your certificate?**

Month / Year (Office use)

Month / Year (Office use)

6. When did you first start taking ECE/CD classes at the San Mateo County Community College District (Skyline or Cañada campuses)?
 Month / Year (Office use)

7. What is your current permit level?
☐ I do not have a permit. ☐ Teacher ☐ Site supervisor
☐ Assistant teacher ☐ Master teacher ☐ Program director
☐ Associate teacher

8. Do you have your.... (Please choose the highest level achieved.)
☐ A.A./A.S. ☐ M.A./M.S.
☐ B.A./B.S. ☐ Other degree: _____

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(Office use)

9. What degree are you currently working toward now?
(Please choose only one answer)

- ☐ Not pursuing a degree now ☐ M.A./M.S.
☐ A.A./A.S.
☐ B.A./B.S. ☐ Other: _____

a. When do you hope to get your degree?

Month / Year (Office use)

10. What grades do you get in your classes?

- ☐ Mostly As ☐ Mostly Bs ☐ Mostly Cs
☐ Mostly As and Bs ☐ Mostly Bs and Cs ☐ Ds or lower

11. What is your GPA? _____

(Office use)

12. Have you taken any GE (general education) classes (math, English, etc.)?

- ☐ No ☐ Yes If yes, →

a. Approximately how many GE units have you completed?

_____ Units (Office use)

If no,

13. Have you taken any of the GE-Math classes for ECE majors?

- ☐ No ☐ Yes If yes, →

a. If Cañada did not offer a GE-Math class for ECE majors would you have taken a regular math class anyway?

- ☐ No ☐ Yes ☐ Not sure

If no,

14. Did you take an ESL (English as a Second Language) class THIS year (fall or spring semester 2008-2009)?

- ☐ No ☐ Yes

15. Did you take the ESL-ECE Learning Community class offered at Cañada (ECE 211 / ESL 832)?

- ☐ No ☐ Yes If yes, →

a. If Cañada did not offer the ESL-ECE Learning Community class would you have taken a regular ESL class anyway?

- ☐ No ☐ Yes ☐ Not sure

If no,

16. Did you take an ESL class LAST year (fall or spring semester 2007-2008)?

- ☐ No ☐ Yes

17. Did you attend one of the "Pathways To Your Future" events (an evening event to learn about the ECE field)?

- ☐ No ☐ Yes If yes, →

a. How much did the event help you understand your ECE educational options?

- ☐ Not at all ☐ A little ☐ Some ☐ A lot

If no,

b. Why did you not attend?
(Please choose only one answer)

- ☐ I did not know about it.
☐ I had a schedule conflict.
☐ I was not interested.
☐ Other reason: _____

(Office use)

18. Have you ever taken any ECE/CD classes that were taught in Spanish at Cañada?

- ☐ No
☐ Yes If yes, →

19. Have you attended a class at Cañada in which the ECE/CD tutor (Amalia Andrade) has been available to help Spanish-speaking students?

- ☐ No ☐ Yes If yes, →

a. Did the class tutor help you to do better in the class?

- ☐ No, because I did not need her help.
☐ No, I needed help but did not get it.
☐ Yes, she helped me a little.
☐ Yes, she helped me a lot.

If no,

20. Did you get individual help outside of class from the ECE/CD tutor (Amalia Andrade)?

- ☐ No ☐ Yes If yes, →

a. Did the individual tutoring help you to do better in your class(es)?

- ☐ No, she did not help.
☐ Yes, she helped me a little.
☐ Yes, she helped me a lot.

If no,

b. What is the primary reason why you did not get individual help from the tutor? (Choose only one)

- ☐ I did not know this was available.
☐ She was not free to meet when I was free.
☐ I did not need any help.
☐ Other reason: _____

If no,

21. What services or supports offered by the ECE/CD department help you the most in making progress in your education? (Please choose only two)

- ☐ Textbook Loan Program ☐ Individual ECE advising from Sue Eftekhari
☐ GE-Math Classes
☐ Tutoring from Amalia Andrade in class ☐ ESL-ECE Learning Community
☐ Tutoring from Amalia Andrade outside of class ☐ Career Pathways Event

22. What additional help do you need to make educational progress in the early childhood education field?

23. Are you currently working in the ECE/CD field? ☐ No ☐ Yes

a. If yes, in what setting: ☐ Center-based program ☐ Family child care program

b. If yes: ☐ Part-time ☐ Full-time

24. What is your primary language (the language you are most fluent in)?

- ☐ English ☐ Spanish ☐ Both English and Spanish
☐ Other language: _____

25. What is your ethnicity?

- ☐ Hispanic/Latino ☐ Asian
☐ Black/African-American ☐ Alaskan Native/American Indian
☐ White/Caucasian ☐ Multi-racial
☐ Pacific Islander ☐ Other: _____

26. What is your date of birth?

Month / Day / Year (Office use)

27. What is your gender? ☐ Female ☐ Male

28. Do you have children of your own under the age of 18 living at home?

- ☐ No ☐ Yes

29. What are your initials?

First Middle Last

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Thank you for completing this survey!