SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

San Mateo County Community College District

Early Childhood Education / Child Development Department

Cañada College, Skyline College and the College of San Mateo

Strategic Plan

2004 – 2008

ASR
APPLIED SURVEY RESEARCH

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Spring 2005

To the Early Care and Education Community of San Mateo County:

The Early Childhood Education / Child Development Department of the San Mateo County Community College District decided in 2003 to undergo a strategic planning process. The study was funded by First 5 San Mateo County and Applied Survey Research was the social research firm that gathered, assessed and evaluated relevant data. The goal of the strategic plan was to determine how the ECE / CD Department could better position itself to meet the growing needs of the early education community and support the developing early childhood workforce.

This is an exciting time in San Mateo County as key First 5 California State Initiatives – particularly Early Brain Development and Preschool for All by 2010 – reflect the critical importance of quality experiences in the early years of children's lives. The need for highly trained early childhood professionals is expected to increase, and as San Mateo County becomes more diverse it will be essential that these professionals be culturally competent to teach a diverse group of young children.

The College District is working to respond to the expanding needs of San Mateo County, including the increasing need for a well-trained early childhood workforce. This was a significant time for the development of a Strategic Plan to ensure that community issues be addressed and that quality within the ECE / CD Department be maintained.

We wish to thank all of those involved in this process for their support, expertise and vision. We are committed to making this Strategic Plan a *living document* dedicated to the professional development of teachers and early care educators in San Mateo County.

Sincerely,

Dianne Eyer   Val Goines
ECE/CD Program Coordinator   ECE/CD Program Coordinator
Cañada College   Skyline College

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Acknowledgements

The strategic planning process of the Early Childhood Education / Child Development Department of the San Mateo County Community College District would not have been possible without the help of many people. In particular, the Department and the District would like to acknowledge the invaluable support of the following:

Executive Summary

To meet the needs of young children in San Mateo County, an increase in the quality and quantity of the early childhood workforce is needed. For instance, between the years of 1990 to 2000, the population of San Mateo County grew more diverse, with a 35% increase in the Hispanic population and a 42% increase in the Asian population.[1] Almost one-third of children in the county ages 0-12 are Hispanic and one-fifth of children ages 0-12 are Asian or Pacific Islander.[2] To ensure these children enter school socially and cognitively ready to learn, they will need well-trained early childhood educators who are culturally competent. Further, the demand for well-trained providers is increasing, as seen by the fact that approximately one-third of all licensed preschool programs have waiting lists.[3]

The Preschool for All Initiative (PFA) is a new program funded by First 5 and other funders that will offer universal voluntary preschool for all San Mateo County three and four year olds by 2010. The new PFA Initiative will create a demand for a more highly educated child care workforce. As of January 2005, lead teachers in PFA needed AA or AS degrees in addition to 24 units of Early Childhood / Child Development education. By 2010, lead teachers will be required to have a BA or BS degree. According to research in 2004 at the Center for the Study of Child Care Development, 23% of family child care providers and 38% of center based teachers had a BA degree or higher in San Mateo County.[4] As for AA and AS degrees, only 16% of Latino family child care providers had an AA or AS degree or higher as compared to 19% of African American, 30% of Caucasian, and 66% of Asian / Pacific Islander family child care providers. The Community College District should place special emphasis on these populations of family child care providers, so that they may participate in PFA. According to the Preschool for All Supply and Demand Study, child care centers indicated that one of the top challenges for PFA will be the educational requirements and professional development of the early childhood workforce.[5]

The San Mateo County Community College District (SMCCCD) is uniquely poised to meet these early education workforce demands. The SMCCCD has been educating child care professionals for over 30 years. Currently, over 1,000 students are enrolled in Early Childhood Education (ECE) classes. The Early Childhood Education / Child Development Department (ECE / CD) is one of the largest departments in the District's college system, and has programs at both Cañada and Skyline Colleges.

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[1] San Mateo County QuickFacts from the US Census Bureau, July, 2004; County of San Mateo, Health Services Agency, http://www.co.sanmateo.ca.us/smc/department/home from the US Census, 2000.

[2] First 5 San Mateo County, the Child Care Coordinating Council of San Mateo County and the David and Lucille Packard Foundation, *Preschool for All Supply and Demand Study*, 2004, page 23.

[3] First 5 San Mateo County, the Child Care Coordinating Council of San Mateo County and the David and Lucille Packard Foundation, *Preschool for All Supply and Demand Study*, 2004, page 12 indicates that approximately one-third of all centers (including Title 5, Title 22 and exempt centers) had waiting lists.

[4] Marcy Whitebook, Dan Bellm and Laura Sakai, Center for the Study of Child Care Employment, University of California, Berkeley, *Raising Teacher Education and Training Standards For Universal Preschool in California: Assessing the Size of the Task*, January 2004.

[5] Ibid page 19.

To respond to the increasing and changing early education needs of the county, the ECE / CD Department decided to undergo a strategic planning process. The process, funded by First 5 San Mateo County, sought to identify the top priorities over the next five years to meet the needs of the workforce, ECE students, the PFA Initiative, and other First 5 and county initiatives focused on enhancing early education.

The ECE / CD Department of the San Mateo County Community College District hired Applied Survey Research (ASR) to design and conduct the strategic planning process. The process included interviews with key informants who are experts in the early care and education profession, as well as faculty, students, the Advisory Committees of the ECE Departments of Cañada and Skyline Colleges, and the ECE / CD Coordinators of both colleges. Several group discussions were also held with those experts to refine internal findings and generate priorities.

As a result of the strategic planning process, five top priorities for improving the District's ECE / CD department were identified:

1. Improve student and community understanding of the ECE / CD Department;

2. Improve the content of the ECE / CD curriculum;

3. Align the ECE / CD curriculum and school supports with educational milestones such as the CD Permit, the ECE Certificate, and AS and BA degrees;

4. Provide more support to Second Language Learners; and

5. Create a lab site to serve as a model child development center.

Participants in the strategic planning process outlined action items for each strategy. The coordinators of the ECE / CD Departments of Cañada and Skyline Colleges prioritized the action items for the next two of five years. The strategies and the priority activities are as follows:

Strategy 1

Improve student and community understanding of the ECE / CD Department

A. Create an orientation process and materials

An orientation meeting and materials should be given to all new students in the ECE / CD Department at the second meeting of each course. Full-time and adjunct faculty should be trained to give orientations so that consistency of information is maintained throughout the Department. Orientation packets should be given to trained counselors, faculty, and child care resource people in the community.

B. Improve Counseling

Counseling should be recommended for all ECE / CD students. Counselors, however, need more expertise in ECE and it would be helpful if they were Spanish-speakers. Counselors should be encouraged to provide presentations to ECE / CD classes at both colleges. Students, especially Second Language Learners, should be encouraged by counselors to take General Education courses so that they may further their educational careers and pursue AS and BA degrees.

Strategy 2   *Improve the content of the ECE curriculum*

A. Revise the curriculum

The curriculum should be revised to reflect current trends and issues including the PFA and the Early Brain Development Initiatives, as well as emphasizing school readiness, sensitivity to diversity, and cultural competency. The curriculum should be reviewed across the ECE / CD Departments at both Cañada and Skyline Colleges, and across courses, not just within courses. The Department should consider ESL placement tests, or course pre-requisites, so that students have the appropriate language skills for the coursework. The ECE Department should considering working with other academic disciplines to create "bridge courses" and General Education courses with ECE content.

B. Offer supervised field experience

Supervised field experience should be recommended for all students seeking the ECE Certificate. Some respondents suggested that supervised field experience should be a program requirement; others felt that this might be a burden to students. Some respondents recommended two placements for each student during their educational experience at SMCCCD. It is also suggested that the ECE / CD Department develop more specific criteria for what constitutes a model site for placement.

C. Improve support to students by hiring more tutors for ECE / CD students, especially for Second Language Learners

Tutoring services should be made more available to students, especially in the evenings, on weekends, and off-campus.

D. Teach ECE / CD students to work in diverse communities

ECE / CD professionals should be trained to work with diverse children and their families, including people from different races, religions, ethnicities, sexual orientations, income levels, and languages. All ECE / CD courses should include information about cultural diversity and cultural competence. The Department should provide information to students about "best practices" to teach young children who are Second Language Learners or Multiple Language Learners.

| **Strategy 3** | *Align the curriculum and school supports with educational milestones such as the CD Permit, the ECE Certificate, and AS and BA Degrees* |

A. Explore the possibility of course sequencing

Students come from different educational backgrounds and it could be helpful for them to take the four core ECE / CD courses prior to selective courses so that all students enter higher-level classes with a shared knowledge base. A possible sequencing of the four core courses might include: 1. Principles, 2. Child Development, 3. Child, Family, and Community, and 4. Curriculum. The core courses could be taken prior to selective courses but not in any particular order and course sequencing could begin with new students. Course sequencing, however, could dissuade some students from taking any courses. It is recommended, therefore, that there be further study of the possible benefits and consequences of course sequencing.

B. Get more students on a career ladder to the CD Permit, ECE Certificate, and AS or BA degrees

The colleges must work to ensure that more students are on appropriate paths to higher education. San Francisco State University (SFSU) currently offers classes at Cañada College so that students can pursue a BA degree in Child and Adolescent Development (CAD) on the Cañada campus. It is recommended that the SMCCCD work more closely with SFSU and other four-year universities so that students can attain higher degrees. SFSU should be encouraged to provide more classes at Cañada College at convenient hours for students. Counselors at the community colleges should be encouraged to monitor students' completion of the necessary coursework toward their degrees.

| **Strategy 4** | *Provide more support to more Second Language Learners* |

A. Provide more Spanish ECE courses

As of Fall 2004, 38% of the students in the ECE / CD program were Hispanic / Latino. Some of those students only speak Spanish. Monolingual Spanish speakers enroll in the Spanish core ECE classes, but after students complete the four core classes, there are very few selective courses offered in Spanish. It is recommended that the ECE / CD Department consider offering more selective courses in Spanish so that monolingual Spanish speakers might continue their education and obtain the ECE Certificate. It is also recommended that monolingual Spanish speakers be encouraged to enroll in ESL courses to learn English so that they will have more economic opportunities and career mobility.

In response to requests for more selective Spanish language ECE / CD courses, and the discussions raised by this strategic planning process, ECE Coordinators decided in September 2004 to offer selective courses in Spanish including Infant / Toddler Development (223), Infant / Toddler Environment (225), Principals / Policies in Home Based Child Care (384), and Activity Planning / Curriculum for Home Based Child Care (386). These courses will allow students to further their education and work towards an ECE Certificate.

The Colleges should ensure that Spanish core class units are transferable to four-year universities. The Colleges should also consider providing General Education and ESL classes with ECE content for Spanish speakers.

B. Provide more support to diverse students on campus

The colleges should consider providing counselors who speak Spanish and are experts in ECE as well as improve the tutorial services and access to tutors, especially for Second Language Learners. It is also important that economic supports, such as tuition reimbursement and free textbooks be continued for students as there are many lower-income Spanish-speaking ECE / CD students. A fall 2004 survey of Spanish-speaking ECE / CD students at Cañada College found that 63% of respondents reported household earnings of less than $25,000 per year.

C. Provide more outreach to diverse potential students who are in the community

The ECE / CD Department should send flyers about ECE courses to child care programs and include ECE course flyers with mailings from the SaMCARES program. Orientations to students from diverse backgrounds should also be provided by the ECE / CD Department.

D. Improve English proficiency and literacy of all students, including Second Language Learners and native English speakers

The ECE / CD Department should consider recommending or requiring literacy assessments for all ECE students. Second Language Learners should also be encouraged to take more ESL courses. ESL courses should be offered at convenient times and locations. It is recommended that ESL and General Education courses have ECE / CD content so that students find the material more relevant to their career goals.

E. Improve computer literacy for Second Language Learners

Respondents said that some Second Language Learner students had very little experience with computers. It is highly recommended that they enroll in a computer course that also counts towards the computer literacy requirement on campus.

F. Train ECE college faculty how to teach bilingual students

The colleges should train faculty about the best ways to teach Second Language Learners who are ECE / CD majors. Faculty should utilize teaching strategies that are especially appropriate for Second Language Learners such as more visual aids, group discussion, small group work, repetition, writing information on the board, speaking more slowly, culturally and language appropriate materials, and respect for experiential knowledge. Faculty should also maintain a current list of resources for Second Language Learners including information about the ESL courses offered, the Learning Center, and counselors.

Strategy 5 — *Create a lab site to serve as a model child development center*

A. Secure funding for a lab

Currently, there is no official child development laboratory in the San Mateo County Community College District. A building has been constructed for this purpose at Cañada but lacks "start-up" funding. Both Skyline and the College of San Mateo have child care centers that are used to meet the child care needs of students, staff, and faculty members, but the child care centers do not function as laboratories. A lab site would function as a model teacher preparation center for ECE / CD students in San Mateo County. This site would be a valuable resource for the community by also exemplifying "best practices" for the PFA and Early Brain Development Initiatives. It would also provide quality early education for children in San Mateo County. The ECE / CD Department is in the process of creating a business plan for the child development lab and should continue to provide support for this effort. It will be critical to obtain outside funding for the lab, as well as commitment from the SMCCCD for the project.

I. Introduction

A. The Need for Early Educators in San Mateo County

In San Mateo County there are insufficient child care spaces for young children and approximately one-third of child care centers have waiting lists.[6] Early childhood needs are expected to change and increase in the county due to population increases, greater diversity of the population, and the introduction of the Preschool for All Initiative (PFA). In general, the population of San Mateo County is increasing. The population increased by 9% from 1990 to 2000 and then witnessed a decline of 1.4% from 2000 to 2003.[7] According to the US Census, the population of the county in 2003 was estimated to be 697,456. The population is also becoming more diverse. There is a greater percentage of Hispanic and Asian people in the county, and fewer Caucasians and African-Americans in the county. The Hispanic population increased by 35% and the Asian population increased by 42% from 1990 to 2000, while the Caucasian population decreased by 10% and the African-American population decreased by 30%.[8]

The legal immigrant population has increased in San Mateo County. Approximately 52,000 legal immigrants arrived in the county between 1990-1998.[9] With more immigrant populations, there are also more people who speak languages other than English. The Census only collects data for people over the age of five years old who speak languages other than English at home. In San Mateo County, 42% of the population over the age of five years old speak a language other than English at home. One may infer, however, that there are more children under the age of five who speak a language other than English. Furthermore, almost one-third of children in the county ages 0-12 are Hispanic and one-fifth of children ages 0-12 are Asian or Pacific Islander.[10] Finally, the birth rate in San Mateo County outpaces the death rate. There were 53,000 more certified births than deaths from 1990-1999.[11] In other words, there are more young children who will be entering the school system, including the preschool system, and the children are more diverse and speak more languages.

The supply of licensed child care in the county falls short of the number of families estimated to need it. In 2003, there were 74,395 children ages 0-13 who were estimated to need child care because both parents were working or the single head of household was working.[12] There were, however, only 21,953 licensed child care spaces available. In other words, for every licensed child care slot, there were three children estimated to

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[6] First 5 San Mateo County, the Child Care Coordinating Council of San Mateo County and the David and Lucille Packard Foundation, *Preschool for All Supply and Demand Study*, 2004, page 12 indicates that approximately one-third of all centers (including Title 5, Title 22 and exempt centers) had waiting lists.

[7] San Mateo County QuickFacts from the US Census Bureau, July, 2004.

[8] County of San Mateo, Health Services Agency, http://www.co.sanmateo.ca.us/smc/department/home from the US Census, 2000.

[9] County of San Mateo, Health Services Agency, http://www.co.sanmateo.ca.us/smc/department/home from the US Census, 2000.

[10] First 5 San Mateo County, the Child Care Coordinating Council of San Mateo County and the David and Lucille Packard Foundation, *Preschool for All Supply and Demand Study*, 2004, page 23.

[11] San Mateo County QuickFacts from the US Census Bureau, July, 2004.

[12] California Child Care Resource and Referral Network, California Child Care Portfolio, 2003.

need the slot.[13]   There has been a modest growth in the number of spaces in family child care homes (13%); but there has been an overall decrease of 23% in child care center spaces for infants and toddlers from 1998-2000.[14]   There is a pressing need, therefore, for more child care and for early childhood professionals to teach those children.

Child care was one of the fastest growing occupations in California in 2004.[15]   According to the California Employment Development Department, child care is listed as one of the occupations with the greatest projected job growth from 2001-2008 in San Mateo County. There is an expected growth of 24% in the child care workforce from 2001-2008 in San Mateo County.[16]

The need for more highly trained early childhood professionals is expected to increase in the county due to the new Preschool for All Initiative. PFA is a voluntary preschool program for three and four year old children. The goal of the PFA Initiative is to reach all three and four year olds in the county by 2010, but initial implementation began in January 2005, with children in PFA classrooms. The new initiative requires a more highly trained early childhood professional workforce because there are new educational requirements of the PFA teachers. As of January 2005, a lead teacher (Teacher A) in PFA needed an AA or AS degree in addition to 24 units of Early Childhood / Child Development education, including the core courses, 2 units of direct supervision, and either holding or qualifying and applying for the California Child Development Teacher Permit. Teacher B requirements include 24 units of ECE / CD education, including the core courses and either holding or qualifying and applying for the California Associate Teacher Permit.[17]   By 2010, lead teachers will be required to have a BA or BS degree and enough units or experience in Early Childhood Education / Child Development to qualify for a master teacher permit on the Child Development Permit Matrix.[18]   These higher educational requirements will necessitate more training of early childhood professionals. A January 2004 study by the Center for the Study of Child Development showed that 23% of family child care providers and 38% of center based teachers had a BA degree or higher in San Mateo County.[19]   As for AA and AS degrees, only 16% of Latino family child care providers had an AA or AS degree or higher as compared to 19% of African American, 30% of Caucasian, and 66% of Asian / Pacific Islander family child care providers. The Community College District should place special emphasis on these populations of family child care providers, so that they may participate in PFA.

San Mateo County is becoming more diverse and it will be essential that early childhood professionals be culturally competent to teach a diverse group of young children. It is also desirable to have a diverse group of early childhood professionals that reflect the diversity of children. Currently, almost one-third of San Mateo

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[13] Ibid.

[14] Whitebook, M., Sakai, L., Voisin, I., Duff, B. Waters Boots, S., Burton, A., Young, M. (2003). California Child Care Workforce Study. Center Based Child Care Staff in San Mateo County. Washington, DC: Center for the Child Care Workforce.

[15] California Employment Development Department, Labor Market Information, California Short-Term Occupational Projections for 2004.

[16] California Employment Development Department, Labor Market Information, San Mateo County-Occupations with Greatest Growth, 2001-2008.

[17] Ibid.

[18] First 5 San Mateo County, *Invitation to Negotiate: Preschool for All Implementation*, June 22, 2004.

[19] Marcy Whitebook, Dan Bellm and Laura Sakai, Center for the Study of Child Care Employment, University of California, Berkeley, *Raising Teacher Education and Training Standards For Universal Preschool in California: Assessing the Size of the Task*, January 2004.

County children ages 0-12 are Hispanic but only one-fifth to one-fourth of child care teachers are Hispanic in the county. Similarly, almost one-fifth of children ages 0-12 are Asian or Pacific Islander, but only 13% of teachers and 8% of assistant teachers are Asian or Pacific Islander.[20] Furthermore, Spanish-speaking parents were surveyed about the new PFA Initiative and over 90% of them said it was essential to have teachers who speak Spanish.[21] To meet this need of parents, there will have to be more highly trained Spanish-speaking early childhood professionals for the PFA Initiative.

The San Mateo County Community College District currently plays one of the largest roles in educating the child care workforce and will play an even more critical role in training the necessary workforce for the Preschool for All Initiative. Creating a diverse and culturally competent group of early childhood professionals should be at the center of the District's educational mission.

The San Mateo County Community College District is working to respond to the changing needs of San Mateo County, including the increasing child care needs, the increasing diversity of the population, and the need to train more early childhood professionals for the PFA Initiative.

B. Purpose of the Study

The San Mateo County Community College District decided to undergo a strategic planning process to determine how the ECE / CD Department can better position itself to meet the early education needs of the workforce, the students, PFA, the First 5 initiatives, and other county initiatives and entities that have a stake in developing the local early childhood workforce.

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[20] First 5 San Mateo County, the Child Care Coordinating Council of San Mateo County and the David and Lucille Packard Foundation, *Preschool for All Supply and Demand Study*, 2004, page 23.
[21] Ibid, page 58.

2. Methodology

A. Research Design

Applied Survey Research (ASR) worked with the San Mateo Community College District to design a strategic planning process that included two phases, each with several components. Phase 1 was intended to scan for and prioritize the broad issues or strategies for improving the department. Once those strategies were identified, Phase 2 of the planning was to brainstorm and prioritize activities to roll out each of the top strategies.

Phase 1 consisted of:

1. Key informant interviews to conduct a broad scan of strategic issues for the District in order to improve the preparation of the child development workforce.

2. A focus group with faculty from Cañada, Skyline, and the College of San Mateo to determine the appropriate priorities for strategic action over the next five years.

3. A focus group with students from Cañada College to determine how the ECE / CD Department is working for students, student satisfaction with the program, and ways to make the program more enriching.

4. The presentation of preliminary findings to the Joint Advisory Committee of the Early Childhood Education Department for final feedback, refinement, and prioritization of strategies.

Phase 2 consisted of:

1. Convening a strike team of ECE / CD Department staff to probe more deeply into specific gaps within each strategy area and identify key activities.

2. Individual key informant interviews to probe specific gaps within each strategy area and identify key activities.

3. Presentation of Phase 2 findings to the Joint Advisory Committee for final feedback, refinement, and prioritization of strategies.

Key steps within these two phases are described below in more detail.

B. Methods

Key Informant Interviews

Staff members from the ECE / CD Departments of Cañada and Skyline College helped select fourteen key informants who represented a diverse array of perspectives from ECE stakeholders including: ECE administrative staff, faculty, county agency personnel, representatives of community based organizations working on child care issues, as well as state funded and private child care providers.

Applied Survey Research (ASR) interviewed the fourteen key informants by telephone in March and April of 2004. On average, the telephone interviews lasted one hour and fifteen minutes. A copy of the Key Informant Survey is included as Appendix 2. The goal of the interviews was to gather key informants' qualitative assessments about:

1. Strategies for how the colleges can prepare and enlarge the early care and education workforce.

2. How the ECE / CD programs could better serve as community resources for the whole county.

3. How to meet the needs of the Preschool for All Initiative, the Brain Development Initiative, the School Readiness Initiative and SaMCARES.

4. The biggest threats to the ECE / CD programs of the community colleges.

5. The indicators of success for the ECE / CD programs.

6. Other stakeholders who are concerned with the success of the colleges' ECE / CD programs.

7. Ways to improve the ECE / CD programs of the colleges.

The results of the key informant interviews are summarized in Appendix 3.

Faculty Focus Group

ASR conducted a faculty focus group in April 2004 at Cañada College to present the findings of the key informant interviews including their suggestions for the top strategic things the District can do to prepare and enlarge the child care workforce. Faculty members added other top strategic items to that list and prioritized two strategic areas for action. The results of the faculty focus group are included as Appendix 4.

Student Focus Group

ASR conducted a student focus group in May 2004 at Cañada College with twelve students drawn from two ECE courses. Students were asked to describe what worked well for them at the college, what was not working well, their level of satisfaction with the program, and ways to make the program more enriching. Results of the student focus group are included as Appendix 5.

Presentation of Findings to Joint Advisory Committee

In May 2004, ASR presented the findings of the key informant surveys and the faculty and student focus group findings to the Joint Advisory Committee of the Early Childhood Department of the Community College District. ASR presented the top issues for improvement from all three data collection efforts. Advisory Committee members were asked to prioritize the top five strategic issue areas. A summary of those findings is included as Appendix 6. Advisory Committee members also made suggestions for key informants to be contacted in order to provide more in-depth analysis of possible strategies for future action.

Strike Team

In June 2004, ASR conducted a strike team meeting of three staff and faculty of the ECE Department in order to probe more deeply into four issue areas prioritized by the Joint Advisory Committee for action within the next five years. Strike team members analyzed the feasibility of instituting potential strategies for the ECE Department and a possible time-line for implementation. These findings are contained in the next section of the report entitled Strategies.

Key Informant Telephone Interviews

ASR conducted six in-depth telephone interviews with key informants about the fourth issue area prioritized by the Joint Advisory Committee. The fourth strategy area was: *provide more support to Second Language Learners*.

3. Strategies

Five Strategies for the Future

ASR worked with key informants, staff, faculty, and students to identify five top issues or strategies for the San Mateo County Community College District ECE Department to better meet the increasing needs of early childhood education and the child care workforce. These strategies, ranked in priority by the Joint Advisory Committee, are:

1. Improve student and community understanding of the ECE / CD Department.

2. Improve the content of the curriculum.

3. Align the curriculum and school supports with educational milestones such as the CD Permit, the ECE Certificate, and AS and BA degrees.

4. Provide more support to Second Language Learners.

5. Create a lab site to serve as a model child development center.

The following pages describe each strategy and the activities to support them, as identified by the Joint Advisory Committee.

Strategy 1	*Improve student and community understanding of the Early Childhood Education / Child Development Department*

Members of the Joint Advisory Committee of Cañada, Skyline, and the College of San Mateo prioritized student understanding of the ECE / CD Department as the **most important issue** to work on over the next five years. The faculty who participated in a faculty focus group placed student understanding of the department as the second most important issue to work on over the next five years.

It was also clear from a student focus group that students did not have a complete understanding of the department and the majority of students had not contacted counselors. Out of the students in the focus group, four had utilized counselors and six had not.

Several key informants raised the issue of student understanding and the need to strengthen counseling. In fact, strengthening counseling was the third most commonly raised issue by key informants during key informant interviews.

Key informants, faculty, students, and members of the Joint Advisory Committee suggested methods to improve student and community understanding of the ECE / CD Department. A small group of Cañada and Skyline faculty made further refinements to the suggestions raised by other key stakeholders. Stakeholders also suggested that the ECE / CD Department work in collaboration with the Joint Advisory Committee and community agencies such as SaMCARES in support of the strategic plan and in defining action steps from the strategic plan. The following is a list of ways in which the issues may be addressed over the next five years.

1. Improve student understanding of the ECE / CD Department

A. Create an orientation process and materials for all students in the ECE / CD Department at the second meeting of each course

The coordinators of the Cañada and Skyline ECE / CD Departments should initially offer orientations about the ECE / CD Department during the second meeting of each course during every new term. The coordinators should also provide training to full-time and adjunct faculty about the ECE / CD Department so consistency of information is maintained throughout the Department.

At the time of these orientations, a packet of materials should be handed out to students. Packets will be identical at both colleges and will include some brochures and worksheets that have already been created for the ECE / CD Department such as the student worksheet, the CD Permit, the program brochure, a brochure about career opportunities, a brochure about the National Association of the Education for Young Children (NAEYC), information about college life, a transfer requirement worksheet, and a checklist for how to obtain the ECE Certificate. Orientation packets should also contain information about counseling, child care, transportation to school, student support groups, financial aid, ESL courses, and tutoring opportunities.

Orientation packets should also be made available to all counselors and all ECE / CD faculty at each college, as well as child care directors, child care supervisors, and school district personnel. In this way, students, faculty, and members of the community will be informed about the ECE / CD Department, the educational requirements within the field, and career opportunities in early childhood care and education. Currently, some child care directors and supervisors provide information about the ECE / CD Department to their staff. These new orientation packets will allow such people to have more knowledge about the Department. School district personnel should also be informed about the ECE / CD Department especially in light of the new Preschool for All Initiative that will be instituted in San Mateo County.

B. An education plan should be recommended for all students consistent across campuses

Currently, Skyline College encourages students to have an education plan formulated with the help of school counselors. When students create education plans with their counselors at Skyline, students are given priority to register for courses during the next semester. ECE / CD staff at Cañada College should also pursue a similar strategy to encourage students to develop education plans.

2. _Improve counseling_

A. Recommend counseling for students about the ECE / CD Department and their ECE / CD education

Students are not required to visit counselors to plan their educational careers. In fact, of students who participated in the ASR-lead student focus group, only four students had utilized counselors and six had not contacted counselors. Key informants, faculty, and the Joint Advisory Committee members suggested that students should be required to meet with counselors to educate themselves about the ECE / CD field and the courses necessary to advance in their careers. Respondents said it would be especially helpful for students to learn about career opportunities and educational opportunities such as attaining an ECE Certificate as well as AS and BA degrees. Furthermore, the new Preschool for All Initiative will likely recommend that students receive counseling. A requirement that students meet with counselors, however, may be difficult to implement at this time, thus it is strongly recommended that students meet with counselors. The ECE Department may want to consider eventually requiring that students meet with counselors since there was strong support by respondents for such a requirement.

B. Counselors need expertise in ECE

Not all counselors at Cañada and Skyline Colleges have expertise in the ECE field.   The new Preschool for All Initiative will necessitate more students entering college to obtain advanced degrees in ECE. The colleges, therefore, will need to provide counselors with expertise in ECE to increase the capacity of San Mateo County to provide Preschool for All. Furthermore, the field of ECE is becoming more professionalized and it would be beneficial to work with school counselors about the changes in the ECE field.

The coordinators of Skyline and Cañada Colleges currently meet with school counselors at least once each semester. Coordinators should continue to meet with counselors as a group, and individually, as well as providing packets of information to them about the ECE / CD Department. Special counseling binders should also be created to be used by counselors in their meetings with ECE / CD students. ECE / CD staff will need to create such counseling binders.

First 5 San Mateo County has recently approved funding for a part-time (0.20%) position for a counselor with ECE expertise. The position should start by Spring 2005. The District should consider hiring a bilingual counselor to aid the Spanish speaking ECE / CD student population, which has been increasing over the last several years and is expected to grow further.

C. Counselors should be encouraged to attend ECE classes at both colleges to provide presentations about the ECE field

Counselors should inform students about the services they provide, how to schedule an appointment, and their contact information.

D. Provide training to faculty to become Professional Growth Advisors

Currently, faculty at both colleges provide informal advising to students about the ECE / CD Department. The Child Development Training Consortium provides formal training to all ECE / CD faculty statewide to ensure complete and uniform knowledge related to the CD Permit. More ECE / CD faculty in the SMCCCD should be encouraged to take this training and become Professional Growth Advisors.

E. Work with students to get their education credits evaluated from foreign schools

Some students have difficulties getting their education credits transferred from foreign schools and universities to the San Mateo County Community College District. Counselors should be available to help students with this process.

F. Support students in taking General Education courses, especially Second Language Learners

According to some study respondents, Second Language Learners may be reluctant to take General Education courses due to their unfamiliarity with the English language and concerns or fears taking college courses. Counselors should encourage Second Language Learners to take ESL courses to prepare for General Education courses. Counselors should also determine an ECE / CD's student's interest in more education or obtaining an AS or BA degree, and encourage those students to pursue General Education coursework.

3. Improve the community's understanding of the ECE / CD Department

A. Educate child care directors, supervisors, child care community resource staff, school districts, PFA stakeholders, and other community members about the ECE / CD Department

Members of the community should have a deeper understanding of the ECE / CD Department of the San Mateo County Community College District. Child care directors and supervisors provide guidance to their staff about possible educational tracks that staff could pursue. Additionally, the Preschool for All Initiative will necessitate that more teachers obtain higher educational requirements. The school districts will also play a role in the Preschool for All Initiative. It is important, therefore, for PFA and school districts to know about the ECE / CD Department. Coordinators of the ECE / CD Department should provide packets of information to community members. Counselors should also be encouraged to provide presentations about the ECE / CD Department to high school students, family child care associations, community groups, and parent / family groups.

| Strategy 2 | *Improve the content of the curriculum* |

The new Preschool for All Initiative will require more highly trained teachers in the areas of school readiness, early literacy, and teaching Second Language Learners. The ECE curriculum should be updated to reflect these increasing needs. Members of the Joint Advisory Committee ranked updating the ECE curriculum and requiring a supervised field experience as the second most important issue area to pursue over the next five years.

Key informants ranked second the issue area of *updating the curriculum / developing a course sequence / aligning the ECE / CD program with the CD Permit*, in answer to the question of the two most strategic issues the District should focus on over the next five years. The key informants also mentioned the issue area more often than any other response during questions 1-6 and 8 of key informant interviews.

Faculty from the faculty focus group ranked *curriculum / course content / sequence of courses / supervised field experience* as the most important area to pursue over the next five years. Within the issue of improving the content of the curriculum, the faculty prioritized *supervised field experience* as the most important issue.

Some students from the student focus group mentioned that the ECE curriculum was working well for them, that current early childhood issues were being addressed in the curriculum and that classes have been added for new topic areas. One student from the student focus group said that curriculum was redundant across classes because there were no course requirements.

1. Revise the curriculum

A. **ECE Coordinators and ECE / CD faculty should revise the curriculum to reflect the needs of Preschool for All (PFA) and the Early Brain Development Initiative, while also emphasizing school readiness and cultural competency.**

Key informants, faculty members, and Joint Advisory Committee members said to include the following in the curriculum:

a)   Supervised field placement
b)   Developmentally appropriate practices / school readiness
c)   Curriculum development / learning objectives / writing a lesson plan
d)   Team building for staff
e)   Inclusion
f)   Second language acquisition
g)   Literacy
h)   Cultural diversity
i)   Discipline and guidance
j)   Child development theory / research
k)   Assessment / observation
l)   Family support
m) Professional development
n)   Supervision
o)   Early brain development
p)   Phonemic awareness / sounds / rhyming
q)   Two curriculum classes
r)   Special needs
s)   NAEYC membership
t)   Teach ECE / CD students about the importance of open space for children
u)   Information about family violence, divorce, working parents, immigrant issues
v)   Working with children's feelings

B. **Review curriculum across both ECE Departments of the community colleges, and across courses, not just within each course**

According to key informants and some faculty members, the curriculum is not reviewed across the two ECE Departments, or across all course offerings at each college. ECE Coordinators and faculty should provide this review.

C. Consider ESL placement tests or pre-requisites so that students have appropriate language skills for the coursework

During key informant interviews and the faculty focus group, several respondents said that some students don't have the necessary English Language skills to fully participate in the classroom or course assignments. This was true both for Second Language Learners and native English speakers. The colleges should consider placements tests to ensure that students have the necessary skills in English. Alternatively, the colleges could consider course pre-requisites to ensure a certain level of knowledge and expertise in courses that demand more advanced skills.

D. Create bridge courses, applied courses, and basic skills courses

Respondents recommended providing Second Language Learners with better transitions from Spanish language courses to English language courses and that all students could be helped with the transition from ECE / CD courses to General Education courses. The ECE Department should consider working with other academic disciplines to create bridge courses for students.

2. Offer Supervised Field Experience

A. Supervised field placement should be recommended for students

Currently, there is no ECE Department requirement for supervised field experience, yet respondents felt that practical teaching experience was essential for the education of future teachers. Many respondents felt that supervised field placement should be a requirement; others felt that this might be a burden to students. Some members of the Joint Advisory Committee and the faculty recommended two placements for each student during their education at the SMCCCD.

B. Develop a criteria for model sites in which to place students

Some respondents said that the quality of child development sites, in which students took their field placements, varied from site to site and were not in all cases model sites. Members of the Joint Advisory Committee and faculty, therefore, suggested that the ECE / CD Department develop more specific criteria by which to examine child development sites.

3. *Improve Support To Students*

A. Encourage study groups for students

Some faculty said that study groups were especially helpful to student's progress in the courses.

B. Have faculty partner with the Learning Center

Faculty could facilitate study groups at the Learning Center.

C. Encourage the formation of an ECE club for students

Some stakeholders said that students lacked peer support in their education and that more support would help them be successful in their coursework and their ability to attain ECE Certificates and degrees. Stakeholders suggested that an ECE / CD student club would help students support each other in their educational and career goals.

D. Improve the tutoring services for ECE / CD students, especially for Second Language Learners

Some respondents said that tutoring was essential for student success and that tutors should be more available to students, especially in the evening, on weekends, off-campus, and for Second Language Learners. Some respondents said that tutors did not have expertise in early childhood education and that it would be more helpful if tutors had that kind of educational experience. In addition, it would be helpful if tutors were Spanish-speakers.

4. *Teach ECE students to work in diverse communities (diversity would include race, religion, ethnicity, sexual orientation, socioeconomic level, and language)*

A. Teach ECE students about cultural diversity in all course offerings

San Mateo County is becoming increasingly diverse, especially in terms of race and ethnicity with the growth in the Hispanic and Asian populations. ECE professionals will be educating an increasingly diverse preschool population. It is important to teach ECE students to be culturally competent. All course offerings, therefore, should contain information about cultural competency, cultural diversity, and culturally appropriate teaching materials.

B.   Teach ECE students about language development and literacy

ECE / CD college students will be teaching an increasingly diverse group of young children in the county and many of those children will be Second Language Learners. ECE professionals should be educated about how best to teach children to read and develop their language skills.

Strategy 3	*Align the curriculum and school supports with educational milestones such as the CD Permit, the ECE Certificate, and AS and BA Degrees*

Members of the Joint Advisory committee ranked this issue area as the third most important issue to work on over the next five years.

Key informants frequently mentioned the need to both align the ECE courses to the permit matrix, and get students on a career ladder through the ECE Certificate, and the AS and BA degrees. Key informants mentioned getting students on the career ladder eight times during the key informant interviews.

Respondents from the Faculty Focus Group grouped together the sequencing of courses with curriculum, course content, and supervised field experience, and ranked the issue area as the most important to work on over the next five years. The faculty then brainstormed an appropriate sequence for classes.

Students from the Student Focus Group said they were in the ECE Department for increased professionalism / promotion at the job / and as a job requirement (5 of 12 students), to move up the permit ladder (3 of 12 students), to achieve the ECE Certificate (2 of 12 students), to transfer to the California State University system (2 of 12 students), and out of interest in the field (2 of 12 students).

It is especially important to align the Early Childhood Education / Child Development curriculum with the Child Development Permit Matrix so that students may grow professionally as child educators. As child care professionals attain more education and experience, they are able to climb the Child Development Permit Matrix from assistant to associate teacher, teacher, master teacher, site supervisor, and program director. Research from the Child Development Training Consortium shows a substantial increase in the number of Early Childhood educators who received child development permits over the last several years. Figure 1 below summarizes the number of child development permits submitted to the California Commission on Teacher Credentialing over the past eight years.

Figure 1 — History of Child Development Permits Submitted to the California Commission on Teacher Credentialing by the Child Development Training Consortium

	96-97	97-98	98-99	99-00	00-01	01-02	02-03**	03-04***	Total
Assistant	0	1	3	4	1	1	9	13	**32**
Associate Teacher	0	9	13	16	21	15	53	55	**182**
Teacher	6	5	7	10	8	10	31	33	**110**
Master Teacher	*	2	6	4	3	1	14	10	**40**
Site Supervisor	*	10	10	11	10	0	28	33	**102**
Program Director	*	*	0	2	6	0	15	18	**41**
Renewals	*	*	*	0	1	0	6	4	**11**
Total Processed	**6**	**27**	**39**	**47**	**50**	**27**	**156**	**166**	**518**

Source: Child Development Training Consortium (CDTC), *History of Child Development Permits Submitted to the CA Commission on Teacher Credentialing by the CDTC, by Permit Level and Year,* 2004.

* Funding not available to process these levels through the Child Development Training Consortium.

** The 2002-2003 Child Development Permits were funded by both the Department of Education, Child Development Division (3,694) and the California Children and Families Commission (3,391).

*** The 2003-2004 Child Development Permits were funded by both the Department of Education, Child Development Division (3,663) and the California Children and Families Commission (2,971).

Note: This history does not include Children's Center Instructional Permits processed by the CDTC prior to the Child Development Permit, which became available in February 1, 1997, or Child Development Permits with a School-Age Emphasis that became available in July 2002.

Since 1996, there has been a remarkable increase in the number of individuals receiving Child Development Permits. In 1996-1997, there were a total of 6 permits processed, increasing to 166 permits in 2003-2004. The majority of the permits in 2003-2004 were given to associate teachers, teachers, and site supervisors. The trend suggests that more early childhood professionals will climb the Child Development Permit Matrix, and this number is expected to increase with the advent of the Preschool for All Initiative that necessitates higher educational requirements. The Colleges should facilitate student progress through the Child Development Permit Matrix by aligning coursework and supervision units with the Matrix.

1. Explore the possibility of course sequencing

A. A possible course sequence would be: 1. Principles, 2. Child Development, 3. Child, Family, and Community, and 4. Curriculum

Many faculty in the faculty focus group recommended a course sequence and developed the possible sequence that is outlined above. The core courses could be taken prior to selective courses, but they need not be taken in any particular order. Further, course sequencing could begin with new students. There was some concern, however, that sequencing classes might dissuade some students from taking

ECE / CD courses. Some ECE / CD students may only be interested in taking one course and some courses may not require formal prior education in the subject matter. It is recommended, therefore, that there be further study of the benefits and consequences of course sequencing.

2. Get more students on a career ladder to the CD Permit, ECE Certificate, and AS and BA degrees

A. The San Mateo County Community College District should work more closely with San Francisco State University and four-year universities to create bridges for ECE students to attain higher degrees

Students need support in transferring from the community colleges to four-year universities. Support should include counseling, an education plan, financial aid information, degree programs, and information about whether or not course units are transferable.

B. Offer more San Francisco State University classes at Cañada College in the later evening so that they are more accessible to working students

Some ECE / CD students said that SFSU classes were offered too early in the evenings and that their work schedules precluded them from taking the classes. The ECE Department should encourage SFSU to offer more classes and classes at more accessible hours.

C. The counselors should use a tracking system to monitor completion of the student education plan to ensure that the student is on a career ladder

Some students never visit counselors and not all students have education plans. Stakeholders recommended that students meet with counselors to develop education plans to ensure that students know the necessary requirements for their educational goals. Further, respondents suggested that counselors should be encouraged to track students in their progress towards those educational goals.

Strategy 4

Provide more support to Second Language Learners

The Joint Advisory Committee ranked this issue as the fourth most important to work on over the next five years. In response to the question of the two most strategic things to do in the District over the next five years, five of 14 key informants said to add more Spanish language ECE courses; four said there should be more outreach to diverse students; two said the District should improve English proficiency and literacy; and two respondents said the District should teach students to work in diverse communities. Key informants and faculty also thought Spanish speaking students should get more support on campus and that there should be more outreach to them to become ECE students. During the faculty focus group, faculty discussed the need to: increase the number of Second Language Learner students in ECE; provide more support to the Latin American community; have smaller classes for Spanish speaking students; focus on literacy for both English and Spanish speakers; have ESL placement tests; encourage English speakers to learn Spanish so that they may offer bilingual education to students; and cultural diversity. Some key informants and faculty members said that Spanish selective courses should be added, not just Spanish language ECE core courses. In the student focus group, one student requested courses in Tagalog.

Cañada College also completed a satisfaction survey of Spanish speaking students who were enrolled in Spanish language ECE core courses in Spring 2004. One hundred and twelve students correctly completed surveys. Students were asked to indicate the information and services that they needed from the ECE / CD Department. See Figure 2 below for the list of needs from the student survey.

Figure 2 — Services and information needed from the ECE / CD Department
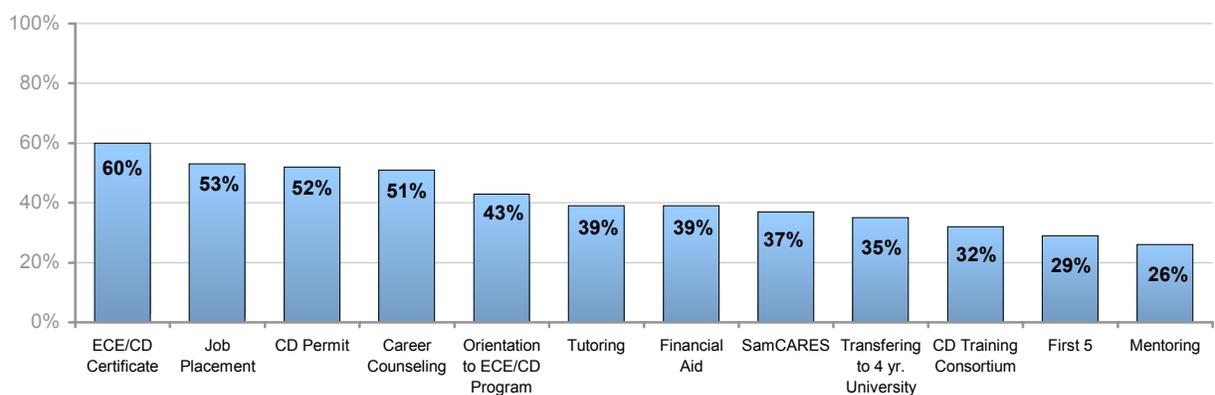
Satisfaction Survey: Spanish Speaking/ Latino Students, Spring 2004, Cañada College.

Spanish speaking student needs were: information about the ECE Certificate (60%), job placement (53%), information about the Child Development Permit Process (52%), career counseling (51%), orientation to the ECE / CD program (43%), tutoring and financial aid (39%), SaMCARES (37%), transferring to a four year university (35%), CD training consortium (32%), First 5 (29%), and mentoring (26%).

ASR completed individual telephone interviews with six key informants, including Spanish and English speaking ECE teachers who had Spanish-speaking students in their classrooms. One focus of those interviews was how best to teach Second Language Learners, especially Spanish speaking students. Suggestions from all key informants, including representatives from the child care community, faculty and students, are included below.

1. Provide more Spanish ECE courses

A. Create new selective courses in Spanish

As of fall 2004, 38% of the ECE / CD students at the colleges were Hispanic / Latino. Some of these students only speak Spanish. Spanish speaking monolingual speakers enroll in the Spanish core ECE classes but after they complete the core classes, there are very few selective courses offered in Spanish. Spanish speaking students, therefore, are unable to obtain the ECE Certificate because it requires 24 units that are not available in Spanish. If more selective courses were offered in Spanish, students could pursue further education. They would also be able to pursue the ECE Certificate. Some respondents recommended that the ECE / CD Department offer more selective courses in Spanish to further the education of Spanish speakers and to allow them to obtain the ECE Certificate. Some respondents, however, raised concerns with more selective Spanish courses in that students would then pursue only Spanish language courses rather than learning English and transitioning into English language ECE / CD classes. Some respondents felt that staying in Spanish language courses would limit the job opportunities of students to Spanish only child care settings. One key informant raised the issue of safety for children being improved if child care professionals could speak English, especially in cases of emergencies where a teacher would need to contact emergency personnel.

Overall, respondents showed strong support for additional selective courses in Spanish as well as strong support for encouraging Spanish speakers to pursue more ESL studies in order to be able to enroll in English language ECE / CD courses so that more job opportunities might be available to bilingual child care professionals.

In response to requests for more selective Spanish language ECE / CD courses and discussions raised by this strategic planning process, ECE Coordinators decided in September 2004 to offer selective courses including Infant / Toddler Development (223), Infant / Toddler Environment (225), Principals / Policies in Home Based Child Care (384), and Activity Planning / Curriculum for Home Based Child Care (386). These courses will allow students to further their education and to work towards an ECE Certificate.

B. Provide more Spanish core courses including in the evenings, on weekends, during summer, at child care centers, and in North County as well as coastal areas. Provide smaller Spanish language core courses. Ensure that Spanish core courses transfer to four-year universities

According to some respondents, Spanish language core classes are often full. Some respondents said that many students work during the day and need more classes offered in the evenings and on the weekends. Some child care professionals work until 6 pm so they would need classes to begin after 6 pm. Some Spanish-speaking students have difficulty with transportation to the colleges. It would be helpful to offer courses in other parts of the county and at child care centers where a group of child care professionals may take the course together. The colleges should also ensure that Spanish core class units are transferable to four-year universities.

C. Provide General Education and ESL classes with ECE content for Spanish Speakers

According to some respondents, Second Language Learners may be reluctant to take General Education courses due to their unfamiliarity with the English language and their concerns or fears taking college courses. To help facilitate the transition from ECE courses to General Education and ESL courses, the college should consider offering General Education and ESL courses with ECE content. (Similar to Strategy 1, Action 2F above).

2. Provide more support to diverse students on campus

A. Provide counselors who speak Spanish and are experts in ECE including having knowledge about the path to the CD Permit, the ECE Certificate, and AS and BA degrees

Not all counselors at Cañada and Skyline Colleges have expertise in the ECE field. The new Preschool for All Initiative will necessitate more students entering college to obtain advanced degrees in ECE. The colleges, therefore, will need to provide counselors with expertise in ECE to increase the capacity of San Mateo County to provide Preschool for All. Furthermore, the Spanish speaking ECE student population has been increasing. The District, therefore, should consider hiring a bilingual counselor to aid the Spanish speaking ECE / CD student population. (Same as Strategy 1, Action 2B above).

B. Improve the tutoring services and hours available to Second Language Learners

Some respondents said that tutoring was essential for student success and that tutors should be more available to students, especially in the evening, on weekends, off-campus, and for Second Language Learners. Some respondents said that tutors did not have expertise in early childhood education and that it would be more helpful if tutors had that kind of educational experience in addition to speaking Spanish. (Same as Strategy 2, Action 3D above).

C. Continue to provide economic supports to students such as tuition reimbursement and providing free textbooks

In the fall of 2004, Spanish-speaking students in Spanish language ECE courses at Cañada College were surveyed and asked about their household income. Sixty-three percent of respondents said they earned less than $25,000 per year. This is a low-income, especially when compared to the median household income in San Mateo County, which was $95,000 in 2004.[22] Stakeholders in the strategic planning process said that tuition reimbursements and free textbooks were key components of student success in the ECE / CD Department, especially for lower-income students.

D. Consider having a pilot project for a group of students to pursue the ECE Certificate or AS degrees together

There is a pilot project in San Francisco for associate teachers with 12 ECE units to pursue education together. Students take General Education courses that have an ECE focus and courses in study skills. The assumption is that pursuing a degree together and providing support for each other might help Second Language Learners.

3. Provide more outreach to diverse potential students who are in the community

A. College staff should visit the network of child care directors to ask them how to do the best outreach to potential students

Child care directors provide information to potential and current students about educational opportunities at the community colleges. It would be helpful if college staff asked child care directors for the most appropriate ways to do outreach to potential students.

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[22] United States Department of Housing and Urban Development, HUD User, 2004 Income Limits, San Francisco, CA, PMSA, which includes San Mateo County, FY 2004.

B. Send flyers about ECE courses to child care programs and include flyers with SaMCARES mailings

Many potential community college students currently work in the field of early childhood education. In order to reach this potential pool of new students, it would be beneficial to send ECE / CD course mailings to child care programs. The SaMCARES program sends information to child care programs about opportunities for child care professionals through the SaMCARES program. Community college course offerings could be included in those mailings.

C. Provide ECE orientations to potential students from different ethnic communities

Engage the entire family in an ECE orientation to potential students. Welcome the partners and children of the prospective student and include their concerns in orientation presentations. Recognize that some students may have partners that don't want them to attend school. Presentations at orientations may address some of these concerns and offer resources to help.

4. Improve English proficiency and literacy for all students, including Second Language Learners and native English Speakers

A. Recommend literacy assessments for all ECE students, including native English speakers

If a student has low-level English skills, the ECE / CD Department faculty could encourage them to attend Adult Education, ESL, or English courses. Literacy assessments could be recommended for all new ECE students or of all ECE students at the beginning of each course. Some respondents suggested requiring literacy assessments. Other respondents suggested that faculty could conduct informal literacy assessments by having students write a short essay or fill out a form about their educational background. One faculty member suggested meeting one-on-one with students to learn about their educational background.

B. Recommend ESL placement tests for Second Language Learners

Some faculty respondents discussed the difficulties of having Second Language Learners with low English skills in classes with native English speakers or students with higher-level English skills. Faculty reported that it was difficult to teach students at very different levels of abilities. Some respondents suggested that the Department recommend or require ESL placement tests for all Second Language Learners. Respondents were also concerned, however, that placements tests might dissuade some students from pursuing their ECE / CD education.

C. Encourage students to take ESL courses

Some Spanish speaking ECE students will have careers teaching in Spanish speaking child care centers or family day care centers and may not have as great a need for English language skills. But San Mateo County is becoming increasingly diverse and ECE professionals will have more opportunities if they learn to speak English. Currently, a greater percentage of assistant teachers are Hispanic (39%) than the percentage of teacher positions held by Hispanics (22%).[23] Several faculty key informant respondents said they encouraged students to enroll in ESL courses, but some faculty said that students were reluctant to enroll in ESL due to the lengthy nature of the program.

D. Offer more ESL classes at convenient times and in convenient locations

Some faculty key informant respondents said that more students would enroll in ESL classes if the classes were offered at more convenient times and locations.

E. Offer ESL courses with ECE content

According to some respondents, students might be more inclined to take ESL courses if the courses contained information about early childhood education. In this way, students could be learning both English and subjects of interest to them. (Same as Strategy 4, Action 1C above).

F. Offer General Education courses with ECE content

According to some respondents, students might be more inclined to take General Education courses if the courses contained information about early childhood education. (Same as Strategy 4, Action 1C above).

5. Improve computer literacy for Second Language Learners

Respondents said that some Second Language Learners might have less formal and/or informal experience with computers. It is highly recommended that they enroll in a computer course that also counts toward the computer literacy requirement on campus.

6. Train ECE college faculty how to teach bilingual students

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[23] First 5 San Mateo County, the Child Care Coordinating Council of San Mateo County and the David and Lucille Packard Foundation, *Preschool for All Supply and Demand Study*, 2004, page 23.

A. Train faculty in how to best teach bilingual students

There has been an increase in the number of students who speak languages other than English and an especially large increase in the number of Spanish speaking students in the ECE / CD Department. Faculty members have more students with different levels of ability in the English language. It is recommended that faculty be trained on how best to teach bilingual students.

B. Utilize teaching strategies that are especially appropriate for Second Language Learners

Appropriate teaching strategies include using more visual aids, videos, hands-on learning, more group discussion as opposed to lectures, more repetition, writing information on the board, making students feel more comfortable in the classroom, having the teacher speak more slowly, small group activities, assessing the educational and literacy levels of the students, culturally appropriate materials (including poetry, songs, drama, legends, and cultural practices), language appropriate materials including textbooks and hand-outs in various languages, one on one meetings with students, and respecting experiential knowledge.

C. Provide ECE faculty with a list of resources for Second Language Learners

Several respondents said that some Second Language Learners were not familiar with the resources available to them and were, therefore, not accessing services that might be helpful to them. If faculty had a list of resources, they might more easily educate students about available resources. Resources should include information about the ESL courses offered, the Learning Center, and counselors.

Strategy 5 — *Create a lab site to serve as a model child development center*

Currently, there is no official child development laboratory in the San Mateo County Community College District. A building has been constructed at Cañada College for this purpose but lacks "start-up" funding. Both Skyline and the College of San Mateo have child care centers that are used to meet the child care needs of students, staff, and faculty members, but the child care centers do not function as laboratories. A lab site would function as a model teacher preparation center for ECE / CD students in San Mateo County. This site would be a valuable resource for the community by also exemplifying "best practices" for the PFA and Early Brain Development Initiatives. It would also provide quality early education for children in San Mateo County. The ECE / CD Department is in the process of creating a business plan for the child development lab and should continue to provide support for this effort. It will be critical to obtain outside funding for the lab, as well as commitment from the SMCCCD for the project. Without outside funding, SMCCCD cannot move forward with a lab.

The Joint Advisory Committee chose the creation of the lab site as the fifth most important issue for the District to pursue over the next five years. It was also an important issue to many of the key informants. The lab issue was the third highest priority for the faculty during the faculty focus group. All twelve students in the student focus group said that a lab site at Cañada would make the ECE / CD Department more enriching. It was the highest ranked issue for students.

1. Secure funding for a lab

A. Create a business plan

The Community College District should prioritize the creation of a business plan in order to secure funding for a lab site at Cañada College. The business plan should include a blueprint for the lab, with details about the appropriate number and size of classrooms, and appropriate staffing. A Cañada faculty member was recently approved by the District to create a business plan for a lab site at Cañada College.

B. Obtain outside funding

The District should consider potential funders of the lab including the David and Lucille Packard Foundation, the Lucille Packard Foundation for Children's Health, First 5 San Mateo County, Child Care and Development Programs from the California Department of Education including Campus Child Care and Development, State Preschool, General Child Care and Development, and CalWORKS Child Care. The Preschool for All Initiative might also be a source of funding for a lab site / model child development site. Parent fees for the child development center may also be a source of funding for the lab site. Funding may also be generated from the average daily number of students who attend the lab.

C. Obtain commitment from the District and Cañada College

Stakeholders recommended that the ECE / CD faculty should continue to meet with the Chancellor, the Board of Trustees, and other leaders of the San Mateo County Community College District to ensure their commitment to the lab site. Stakeholders hoped that a better understanding of the benefits of the lab for the college and the community might result in more financial support for the lab.

2. Desired elements or services offered by the lab

- The lab will provide the following services: A. Teacher education and a teacher preparation site. B. A quality early education experience for young children. C. A parent resource center for parenting

support and parenting skills. D. A community resource center (including a library, information about early brain development, and community resource binders).

- An emphasis on early brain development.

- The Department should conduct a needs assessment of the early child care community to determine their needs for a lab/child development center.

- The Department should work with Stanford's Bing Lab, and Cabrillo and DeAnza Colleges to learn best practices for the lab / child development center.

- The creation of a library and faculty offices at the lab.

- The lab should do outreach to other agencies, child care programs, and the community to support best practices for children and to promote quality early education.

- There should be links between ECE / CD courses as well as psychology and sociology courses to the lab / child development center and to supervised field experience for students.

4. Performance Indicators

It is recommended that the SMCCCD track the progress of strategies that the college chooses to implement as a result of this strategic planning process. For each strategy area, the SMCCCD could collect baseline data and then track progress over time. ASR has prepared examples of indicators and in some cases, methods of measurement in each strategy area.

Strategy 1

Improve student and community understanding of the ECE / CD Department

o ECE Coordinators could ensure that departmental orientations occur at the second meeting of each course during every term.

o Counselors could track on a yearly basis whether ECE / CD students have formulated an education plan and how successful students are in achieving that plan.

o Counselors could track the frequency of counseling visits from ECE / CD students on a quarterly basis, and include the number of Spanish speakers that received counseling.

o To improve the community's understanding of the ECE / CD Department, counselors could track the number of presentations they make about the department to the community.

o To support students in taking General Education courses, the college could track on a yearly basis the number of GE courses in which ECE / CD students enroll and their grade point averages in the courses.

Strategy 2

Improve the content of the ECE curriculum

o Review the curriculum on a periodic basis to ensure that the curriculum reflects the needs of Preschool For All, the Early Brain Development Initiative, school readiness, and cultural competency.

o If the college institutes ESL placement tests and refers students to ESL courses, the college could track on an annual basis the number of ECE / CD students that transfer into ESL courses, and their grade point averages in ESL, followed by whether the ESL students enroll in English language ECE / CD courses, and their grade point averages in those classes.

o   If the college creates General Education courses, bridge courses, applied courses, and basic skills courses for Second Language Learners in the ECE / CD Department, the college could track the number of Second Language Learners who transition into such courses, and their grade point averages in those courses.

o   If the college expands the tutoring services for ECE / CD students who are Second Language Learners, the college could continue to survey the Spanish speaking students on an annual basis for their satisfaction with tutoring services, as was done in the fall of 2004.

o   If the college chooses to teach students how to work in diverse communities, the college could assess student levels of cultural competency before and after such coursework.

Strategy 3	*Align the curriculum and school supports with educational milestones such as the CD Permit, the ECE Certificate, and AS and BA Degrees*

o   To evaluate whether more students are on a career ladder to the CD Permit, the ECE Certificate, and AS and BA degrees, the college could track annually, the number of Permits, Certificates, and advanced degrees.

o   If the college institutes course sequencing of the core courses, the colleges could track enrollment levels in all courses as compared to current levels to track whether course sequencing dissuades students from enrollment.

o   Similarly, if the college institutes course sequencing, the college could track student grade point averages in selective courses after having taken the core courses in comparison to students' grade point averages in selective courses without course sequencing. This would allow an assessment of whether course sequencing improves students' performance in subsequent selective courses.

Strategy 4	*Provide more support to Second Language Learners*

o   If the college chooses to create more selective courses in Spanish, the college could track the levels of enrollment in new selective Spanish language courses.

o   If the college chooses to create more selective courses in Spanish, the college could track the number of Spanish speaking students who attain the ECE Certificate as a result of the additional courses in Spanish.

o   If the college hires a Spanish speaking counselor, the college could continue to track the satisfaction level of the Spanish speaking ECE / CD students on the Satisfaction Survey, and watch for changes from satisfaction levels in the fall of 2004.

o   If the college chooses to create a pilot project for a group of Second Language Learners to pursue together the ECE Certificate or the AS degree, the college could track whether more of the pilot group attains the Certificate or advanced degrees.

o   The college could track the number of outreach visits made by college staff to diverse groups in the community.

o   If the college chooses to send more flyers about ECE / CD courses to child care programs and with SaMCARES mailings, the college could track whether enrollment increases and if students learned about courses through those mailings.

o   If the college institutes literacy assessments for ECE students and refers students to English courses, the college could track on an annual basis the number of ECE / CD students that transfer into English courses and their grade point averages, followed by whether the students enroll in ECE / CD courses in English and their grade point averages in those classes.

o   If the college chooses to offer more ESL courses at more convenient times and locations, the college could track enrollment in those new courses.

o   If the college provides faculty with a resource list for Second Language Learners, the college could track the level of use of those resources such as the Learning Center, counselors, and ESL classes.

Strategy 5   *Create a lab site to serve as a model child development center*

o   The college could assess the effectiveness of developing a business plan for the creation of a lab site by the amount of funding obtained for the lab.

o   The college could track the effectiveness of various funding outreach efforts by the amount of funding obtained for the lab site and the number of funders.

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-four 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 1: Strategy Action Plans

Strategy 1: Improve student and community understanding of the ECE Department

Action	Who	When	Priority
1. Improve student understanding of the ECE Department			**1**
A. Creation of an orientation process and materials to give to all new students in the ECE / CD Department at the second meeting of each course	ECE Coordinators/Faculty	Fall 2004	1
• Orientations should be offered to full-time and adjunct faculty about the ECE / CD Department so faculty can orient students	ECE Coordinators	Fall 2004	1
• Orientation packets should be given to all trained counselors and faculty	ECE Coordinators	Fall 2004	1
• Orientation packets should be given to community resource individuals and community agencies. (See also Strategy 1-Action 3A below)	ECE Coordinators	Fall 2005	**2**
B. An education plan should be recommended for all students consistent across campuses	Counselors	Fall 2005	**2**
2. Improve counseling			**1**
A. Recommend counseling for students for their ECE education	ECE Coordinators / Faculty	Spring 2005	1
B. Counselors need expertise in ECE	ECE Coordinators / Counselors	Spring 2005	1
• ECE coordinators should meet periodically with counselors to keep them up to date on the ECE field	ECE Coordinators	Spring 2005	1
• Counselors need binders with ECE information (same as Strategy 1-Action 1A)	ECE Coordinators	Spring 2005	1
• Consider hiring a counselor with ECE expertise and who is bilingual in Spanish	Counselors	Spring 2005	1
C. Counselors should be encouraged to attend and provide presentations to ECE classes at both colleges	ECE Coordinators and Counselors	Spring 2005	1
D. Provide training to faculty to become Professional Growth Advisors	Child Development Training Consortium	On-going	**3**
E. Provide resources for students to get their education credits evaluated from foreign schools	Counselors	On-going	**3**
F. Support students in taking General Education courses, especially Second Language Learners (same as Strategy 4-Action 4F below)	Patty Dilko and Val Goines	Spring 2005	**2**
3. Improve the community's understanding of the ECE Department			**2**
A. Orientation packets should be given to community resource individuals and community agencies. (Same as Strategy 1-Action 1A above)	ECE Coordinators	Spring 2005	**2**

Strategy 2: Improve the content of the curriculum

Action	Who	When	Priority
1. Revise the curriculum			1
A. Revise the curriculum to reflect current and new needs including PFA and the Early Brain Development Initiative, while emphasizing school readiness and cultural competency	Patty Dilko, Val Goines, and ECE Faculty	Fall 2004	1
B. Review the curriculum across both ECE Departments and across courses, not just within courses	Patty Dilko, Val Goines, and ECE Faculty	Fall 2004	1
C. Consider ESL placement tests or pre-requisites so that students have appropriate language skills for the coursework (Same as Strategy 4-Action 4B below)	Patty Dilko, Val Goines, and ECE Faculty	Fall 2004	1
D. Create bridge courses, applied courses, and basic skills courses	Patty Dilko, Val Goines, and ECE Faculty	Fall 2004	1
2. Offer supervised field experience			2
A. Supervised field placement should is recommended, preferably two placements.	ECE Coordinators	Fall 2006	2
B. Develop criteria for model sites in which to place students	ECE Coordinators	Fall 2006	2
3. Improve support to students			3
A. Encourage study groups for students	All Faculty	On-going	3
B. Have faculty partner with the learning center so that faculty could facilitate study groups at the learning center	All Faculty	On-going	3
C. Encourage the formation of an ECE club for students	Patty Dilko and Val Goines	Spring 2005	3
D. Improve the tutoring services for ECE / CD students, especially for Second Language Learners (Same as Strategy 4-Action 2B below)	ECE Coordinators and Learning Center Staff	On-going	2
4. Teach ECE students to work in diverse communities	All Faculty	On-going	2
A. Teach ECE students about cultural diversity in all course offerings	All Faculty	On-going	2
B. Teach ECE students about language development and literacy	All Faculty	On-going	2

Strategy 3: Align the curriculum and school supports with educational milestones such as the CD Permit, ECE Certificate, AS and BA degrees

Action	Who	When	Priority
1. Explore the possibility of course sequencing. A possible course sequence could be 1. Principles, 2. Child Development, 3. Child, Family, and Community, 4. Curriculum	Patty Dilko and Val Goines	Spring 2005	**2**
2. Get more students on a career ladder to the CD Permit, ECE Certificate, AS and BA degrees			**1**
A. The District should work more closely with SFSU and four-year universities to create bridges for ECE students to attain higher degrees	ECE Coordinators	Fall 2004	**1**
B. Offer more SFSU classes at Cañada College in the later evening so that they are more accessible to working students	SFSU		**1**
C. The counselors should use a tracking system to monitor completion of the student education plan to ensure that the student is on a career ladder	Counselors		**2**

Strategy 4: Provide more support to more Second Language Learners

Action	Who	When	Priority
1. Provide more Spanish ECE courses			**1**
A. Create new selective courses in Spanish to fulfill ECE Certificate requirements including courses 223 (Infant/toddler dev.), 225 (Infant/toddler envir.), 384 (Principals/policies in home based c/c) and 386 (Activity planning/curric. for home based c/c providers)	Dianne Eyer	Fall 2005	1
B. Continue to assess the need for more Spanish core courses, including in evenings, weekends, summer, and at child care centers, North County and coastal areas. Provide smaller Spanish core classes. Ensure that Spanish core courses transfer to four-year universities	ECE Coordinators	Spring 2005	3
C. Provide General Education and ESL classes with ECE content for Spanish speakers	Academics from the Humanities Division	Curriculum Committee 2005-06; Implement: 2007	1
2. Provide more support to diverse students on campus			**1**
A. Provide counselors who speak Spanish and are experts in ECE and the path to the CD Permit, ECE Certificate, AS and BA degrees (Same as Strategy 1-Action 2B above)	Counselors	Spring 2005	1
B. Improve the tutoring services and hours available to Second Language Learners	Learning Center	Fall 2004	1
C. Continue to provide economic supports such as tuition reimbursement and free textbooks	First 5 / Child Development Training Consortium	Fall 2004	1
D. Consider having a pilot project for a group of students to pursue the ECE Certificate or AS degrees together	ECE Coordinators		3
3. Provide more outreach to diverse potential students who are in the community			**2**
A. College staff should visit the network of child care directors to ask them how best to do outreach to potential students	ECE Coordinators / The Child Care Coordinating Council / SaMCARES	Fall 2004	3
B. Send flyers about ECE courses to child care programs and include ECE course flyers with SaMCARES mailings	ECE Coordinators / SaMCARES	Fall 2004	2
C. Provide ECE orientations to potential students from different ethnic communities	ECE Coordinators / SaMCARES	Fall 2004	2

Action	Who	When	Priority
4. Improve English proficiency and literacy for all students, including Second Language Learners and native English speakers			**1**
A. Consider requiring literacy assessments of all ECE students, including native English speakers	ESL Faculty, Patty Dilko and Val Goines	Spring 2005	**2**
B. Consider requiring ESL placement tests for Second Language Learners (Same as Strategy 2-Action 1C above)	ESL Faculty, Patty Dilko and Val Goines	Spring 2005	**2**
C. Encourage Second Language Learners to take ESL courses	ESL Faculty and ECE / CD Faculty	Fall 2005	**1**
D. Offer more ESL classes at convenient times and in convenient places	ESL Faculty	Fall 2005	**1**
E. Offer ESL courses with ECE content (Same as Strategy 4-Action 1C above)	ESL Faculty	2005-2006	**1**
F. Offer General Education courses with ECE content (Similar to Strategy 1-Action 2F and 4-1C above)	College Faculty, Patty Dilko and Val Goines	Fall 2006	**1**
5. Improve computer literacy for Second Language Learners	Business Office / Technology Coordinator, Patty Dilko and Val Goines	Fall 2006	**2**
6. Train ECE college faculty how to teach bilingual students	The Learning Center Staff, ESL Faculty and Dianne Eyer	Fall 2006	**2**
A. Train faculty in how to best teach bilingual students	The Learning Center Staff, ESL Faculty and Dianne Eyer	Fall 2006	**2**
B. Utilize teaching strategies that are especially appropriate for Second Language Learners	The Learning Center Staff, ESL Faculty and Dianne Eyer	Fall 2006	**2**
C. Provide ECE faculty with a list of resources for Second Language Learners (English Institute, the Learning Center, counselors, ESL classes)	ECE Coordinators	Fall 2004	**1**

Strategy 5: Create a lab site to serve as a model child development center

Action	Who	When	Priority
1. Secure funding for a lab			
A. Create a business plan for the lab	Patty Dilko	Spring 2005	1
B. Obtain outside funding for the lab	Patty Dilko, Dianne Eyer	Spring 2005	1
C. Obtain commitment from the District and Cañada College for the lab	Patty Dilko, Dianne Eyer, and Val Goines	Fall 2004	1
2. Desired Services offered by the lab and elements of the lab:			**2**
• The lab will provide: 1. teacher education and teacher prep site, 2. quality early education for children, 3. parent resource center, 4. community resource center			
• The lab will emphasize early brain development			
• Perform a needs assessment of the ECE community to determine their needs for a lab			
• Work with Stanford's Bing Lab, and Cabrillo and DeAnza Colleges to learn best practices			
• Create a library and faculty offices at the lab			
• The lab should outreach to other agencies, child care programs, and the community to support best practices for children and to promote quality early education			
• Link ECE, psychology and sociology courses to the lab and to supervised field experience for students			

Appendix 2: Key Informant Interview Protocol

Strategic Issue areas, and *question probes*	A. What's the issue?	B. What has the San Mateo Community College District done to address the issue	C. Opportunities - What else need to be done?
1. **The San Mateo County Community College District's ECE / CD program is aimed at preparing and enlarging the quality of the child care and child development workforce.** **Over the next 5 years, what are the two most strategic things the district can do to achieve that goal?**	1. 2.	☐ Cañada ☐ Skyline	
2. *Over the next 5 years, how can the ECE / CD serve as a community resource of ECE knowledge for the whole county?*		☐ Cañada ☐ Skyline	
a. How can the ECE / CD department at Cañada become a resource lab site?		☐ Cañada	
b. What can the ECE program do to help or collaborate with the Preschool for All program (**PFA-Packard initiatve for all 3 and 4 yo in 10 years)?**		☐ Cañada ☐ Skyline	
c. **…SaMCARES (Compensation and Retention Ensures Stability) Stipends for ECE and GE units?**		☐ Cañada ☐ Skyline	
d. **…Brain Development Initiative (First 5 initiative for home visiting and community ed and an institute)?**		☐ Cañada ☐ Skyline	
e. **…CTA? (Rob Reiner and CTA initiative to raise commercial property taxes to go to PFA and k-12 ed)**		☐ Cañada ☐ Skyline	

Strategic Issue areas, and *question probes*	A. What's the issue?	B. What has the San Mateo Community College District done to address the issue	C. Opportunities - What else need to be done?
f. …School Readiness Initiative (SRI-4 neighborhoods that get special funding for Saturday school, family resource centers, home visiting, parent ed, mental health svs and screening)?		❑ Cañada ❑ Skyline	
g. Other?			
3. When we started this discussion, you mentioned that the top two needs were ____ and _____. Is there anything you want to add?		❑ Cañada ❑ Skyline	
4. What are the biggest threats to the ECE / CD's program over the next five years?		❑ Cañada ❑ Skyline	
5. If ECE / CD does its job well, what are the indicators of success?			
6. Is there anyone else I should talk to that has a stake in the success of the ECE / CD program?		❑ Cañada ❑ Skyline	
7. What could be done to improve the ECE / CD programs?		❑ Cañada ❑ Skyline	

Appendix 3: Summary of Key Informant Interviews

Introduction

The Early Childhood Education and Child Development Programs (ECE / CD) of the San Mateo Community College District play a vital role in the education and development of the early childhood workforce. First 5 of San Mateo County asked the Community College District to undergo a strategic planning process to determine how the ECE / CD programs can better position themselves to meet the needs of the workforce, the students, the First 5 initiatives and other county initiatives and entities that have a stake in developing the local early childhood workforce.

As a first step, staff from Cañada and Skyline Colleges identified fourteen key informants to interview about potential directions for the early childhood programs at the colleges. The fourteen key informants were drawn from ECE / CD administrative staff, faculty, county agency personnel, representatives of community based organizations working on child care issues, as well as state funded and private child care providers.

Applied Survey Research (ASR) interviewed the fourteen key informants by telephone in March and April of 2004. On average, the telephone interviews lasted one hour and fifteen minutes. The goal of the interviews was to gather key informant's qualitative assessments about:

- Strategies for how the colleges can prepare and enlarge the child care and child development workforce
- How the ECE / CD programs could serve as community resources for the whole county
- How to meet the needs of the Preschool for All Initiative, SaMCARES, the Brain Development Initiative, the CTA Initiative, and the School Readiness Initiative
- The biggest threats to the ECE / CD programs of the community colleges
- The indicators of success for the ECE / CD programs
- Other stakeholders who are concerned with the success of the colleges' ECE / CD programs
- Ways to improve the ECE / CD programs of the colleges.

Attached is a summary of responses to interview questions. Words that are italicized are the words and phrases of the respondents. The respondents have been kept anonymous. Common themes or sentiments that emerged during the interviews are summarized at the end.

Question 1: *What are the three most strategic things the district can do to prepare and enlarge the quality of the child care and child development workforce?*

What needs to be done? **(Multiple responses to Question 1. Words that are italicized are the words and phrases of the respondents.)**

- **More innovative dissemination of courses / more courses** in general **(11 respondents);** *including on-line classes, satellite classes, video classes, off-campus classes, classes at child development centers, evening and Saturday classes; Skyline should offer both administration classes each semester.*

    - **The issues:** *Students need courses offered in the community; there are not enough evening or Saturday classes; there must be more courses in both English and Spanish; ECE classes are necessary for both providers and parents; need more classes at more convenient times.*

    - **What's being done?** *Both colleges offer off campus courses; both colleges offer evening and Saturday classes but not long distance learning for ECE; both colleges are in the development phase of on-line classes; Skyline has expanded their overall ECE offerings from 5 to 12-15 classes but could do more to prepare for PFA.*

- **Update curriculum / develop a course sequence / align courses with permit matrix (8 respondents);** *evaluate curriculum for relevance and student needs; revise to reflect the permit process requirements including adult supervision and administration courses; revise to reflect the needs of PFA; include information about family violence, divorce, working parents, immigrant issues, working with staff and families; review curriculum across courses, not just within courses; teach ECE students how to develop a curriculum; teach students about children's feelings and how to work with children with special needs.*

    - **The issues:** *Curriculum is analyzed class by class but courses are not analyzed across the entire program or between the colleges; currently, there are no pre-requisites for classes and no sequence of classes; Skyline used to have an 18 unit ECE Certificate not 24, but 18 units only suffice for teachers, not master teachers or beyond; curriculum does not reflect community needs or current practices. Twelve units of special needs instruction is not enough. Permit matrix demands certain classes that are not always available or offered regularly (2); the permit matrix has a relationship to the career ladder.*

    - **What's being done?** *Neither college is working on the issue of course sequences; both colleges are working on curriculum planning now.*

- **Need a lab site / child development center (6 respondents);** *teacher prep center, model center (fully funded and offering workshops).*

    - **The issues:** *There is a child development center at Skyline and San Mateo colleges but not at Cañada College where one is needed; the college's reputation should be developed as a teacher preparation center.*

    - **What's being done?** *Cañada built a building for a lab but it needs to be converted into an actual lab.*

- **Require practicum (5 respondents);** *offer practicum every semester; include 8 hour paid shifts; allow model child development centers to confer practicum units.*

    - **The issues:** *Students need to learn how to teach; practicum courses are not part of the coursework; permit matrix requires practicum but neither college requires practicum; often teachers have done lab schools or internships but the practicums are not realistic because they are short days where students miss working on transitions with parents; students have good knowledge but not about social/emotional experience of children.*

    - **What's being done?** *Cañada offers practicum, Skyline has plan to offer one; neither school is working to make it a requirement; unsure if the colleges require the practicum; Cañada is discussing practicum; Skyline has some work experience but it is minimal and short (maybe one semester).*

- **More Spanish language ECE classes (5 respondents).**

    - **The issues:** *There are not enough Spanish language ECE courses.*

    - **What's being done?** *Colleges are offering classes in multiple languages; Cañada offers Spanish classes but Skyline does not; there have been tutorials in Spanish but not sure if Spanish language courses have been offered.*

o **Media outreach (5 respondents)** *about ECE issues to the District, President, Chancellor, Board of Supervisors, City Councils, Heath Services Agencies, parents, and the community; have PR booths at fairs at high school career days; do media about course offerings.*

  o **The issues:** *The community, students, and CBO's need to know about ECE issues and the programs.*

  o **What's being done?** *The District is doing a better job of outreach to the community to make it aware of ECE including offering off-campus courses and courses in Spanish.*

o Get students on the **career ladder from the ECE Certificate to AS degrees to BA degrees (4 respondents);** *work with SF State and four-year universities and the workforce.*

  o **The issues:** *New PFA Initiative will demand higher educational requirements, including a BA Degree; Workforce must be on the career ladder; PFA will put huge demands on the colleges for more students.*

  o **What's being done?** *Cañada is already working with students to get their BA's; Skyline needs to collaborate on BA issues.*

o **Outreach to more diverse students** (**4 respondents**), *especially the most marginalized and those that have never considered ECE as a career;* **focus on the Latin American population**; *offer classes in other languages, do a needs assessment for other languages in which to offer courses.*

  o **The issues:** *San Mateo County is very diverse culturally and linguistically and the colleges should address this diversity; PFA will have new requirements-few English speakers will enter ECE due to the low pay; it's good to focus on the Latin American population who have respect for education and for whom teaching is an upward career move.*

  o **What's being done?** *Colleges are offering classes in multiple languages; Cañada offers Spanish classes but Skyline does not.*

o Help students with their **GE courses (3 respondents)** *including especially Second Language Learners who may fear GE courses (create bridge courses, applied courses, basic skills courses, courses at child development centers).*

  o **The issues:** *A lot of child care staff are from other countries and they need GE classes; Second Language Learners are afraid to take GE course work, but it is necessary to advance and necessary for PFA; GE courses should be taught in learning communities (for example: where 3 child care centers' teachers come together off campus to take a GE English course with a focus on children's literacy).*

  o **What's being done?** *Other college departments teach off-campus courses in shared learning communities; one teacher is going to child care centers and teaching ECE.*

o **Strengthen counseling (3 respondents)** *of students about ECE (put counselors in the lab, have ECE faculty train counselors).*

  o **The issues:** *There is not enough counseling from ECE experts; counseling falls to SaMCARES.*

  o **What's being done?** *Cañada college counselors are not experts on ECE; unsure if Skyline offers counseling.*

o **More faculty meetings (2 respondents);** *include discussion and deliberation, not just information; include updates and text review; more faculty connection such as e-mails.*

  o **The issues:** *There are very few faculty meetings or ways for faculty to connect (2).*

  o **What's being done?** *There was only one joint faculty meeting, but it was great; Cañada has one faculty meeting per semester and Skyline has one a month; faculty meetings are more informational than deliberative; teachers, however, meet informally to discuss materials.*

o **Hire more full-time faculty** (**2 respondents**).

  o **The issues:** *There are only 4 full-time faculty and 25 part-time faculty; most part-time faculty have other full-time jobs.*

o **Improve English proficiency and literacy (2 respondents)** *for both Spanish and English speakers; also help Second Language Learners who have been in the field a long time.*

  o **The issues:** *There is a lack of English proficiency and literacy by both English speakers and Second Language Learners; there are a lot of people in the field who don't speak English, who are embarrassed at their lack of English skills and should be taught at one level; there should be more ESL classes or basic English classes at child care centers for people already in the field.*

- o Teach students to work in **diverse communities (2 respondents);** *create a practical guide for educators about cultural differences and bilingual learning.*

  - o **What's being done?** *The colleges are not teaching non-Latino students how to work with diverse communities.*

- o **Increase partnership with the community (2 respondents)** *including PFA.*

  - o **The issues:** *Departments have been positioning themselves to be partners with the community.*

  - o **What's being done?** *Cañada has been in existence for 30 years and their staff has been helpful by being in the community on task forces and committees; Skyline staff have been out in the community, visiting child care programs and broadening their advisory committee, they doubled their enrollment in 2 years.*

Unique Responses to Question 1

- o Focus on **improving wages and benefits,** *such as SaMCARES.*

  - o **The issues:** *ECE is a stepping stone to a "real job" due to low wages.*

- o Focus on getting resources to **improve outdoor environments** *for children at child development centers.*

  - o **The issues:** *Only non-profit providers qualify for funding for playgrounds but private centers may not be able to afford them.*

- o Provide **continuing education** classes.

  - o **The issues:** *Students need access to continuing education after they are already in the field teaching.*

  - o **What's being done?** *Respondent is unsure if colleges are offering continuing education.*

- o Help students get their **GED**, *especially family child care providers.*

  - o **The issues:** *Many child care providers don't have their GED; some have a high school diploma from another country; it costs $300 to get the Department of Education to decide if units are transferable.*

  - o **What's being done?** *Cañada has one center in Redwood City to help with GED, but unsure if it works or helps Spanish speakers.*

- o Make classes **more affordable.**

  - o **The issues:** *The price of units is going up, people can't pay the new price.*

- o **Teach providers about the field,** including low wages, low status, and working conditions.

  - o **The issues:** *Providers need to be more prepared about the field.*

- o **Coordinate with child care programs and directors** *to improve quality.*

  - o **The issues:** *Child care programs are faltering; directors don't have many ECE units; students get frustrated because they don't learn by working in programs; child care teachers are used as house cleaners and to control kids; directors may even get in the way of education.*

- o **English speakers should learn Spanish and vice versa** *so child care programs may be offered in both languages.*

  - o **The issues:** *Children could be learning both Spanish and English from their teachers.*

- o **Create study groups, hire tutors and teaching assistants,** *especially for Spanish core classes.*

  - o **The issues:** *Study groups and tutors are essential for all students, but especially for Spanish speakers; it would be ideal for tutors to be in the class, not at the tutorial center; previously tutors did not get paid and usually tutors don't communicate with teachers; Spanish classes have maximum enrollment so have a great need for support such as tutors or teaching assistants.*

  - o **What's being done?** *There are tutors at the tutorial center; this year, tutors got paid; one ECE course had a woman who organized a study group.*

- o Partner more with **for profit providers.**

- o Expand the ECE program.

Question 2: *Over the next five years, how can the ECE / CD Department serve as a community resource for the whole county?*

<u>What needs to be done?</u> (Multiple responses to Question 2)

- **College should participate more in community organizations (5 respondents),** including *community initiatives such as the Brain Development Initiative (Cañada could become a potential site. Colleges should work with parents and the workforce (including CDTC, the permit application process, SaMCARES, and the work council); both colleges should be involved in groups throughout the county. The college advisory group should be more linked to community and child care programs.*

  - **The issues:** *Cañada is not represented at many groups, including the state funded consortium or the child care partnership council; the colleges should have meetings with parents and providers to determine the needs of both groups. The advisory groups don't represent the diversity of the ECE community.*

  - **What's being done?** *Cañada had been at the partnership council, but is not now; Skyline is. The last advisory group was great and had a high level of involvement.*

- **Need a lab school with a full-time child care center** (**4 respondents**) *and develop a relationship between the lab and child care programs.*

  - **The issues:** *There is no lab school, teachers have to use the Bing Center at Stanford; the colleges need to have videos and trainings. Course work should be integrated into the lab. If the child development program has a good reputation, people will come to see it.*

  - **What's being done?** *There has been discussion about a chain of child care centers leading a center at Cañada; Cañada has some great teaching tools, such as videos, but they need more tools.*

- The colleges should **offer workshops, new creative ways to teach courses** (*like weekend or six-week courses*)**, off campus classes, classes in multiple languages, and Spanish non-core classes** (**4 respondents**).

  - **The issues:** *Learning should be more attractive. Many ECE students don't have cars to get to school. Classes should be offered in Chinese, Spanish, and Russian; offer more Spanish classes, not just core courses, so people can get 24 ECE units in Spanish.*

  - **What's being done?** *Both campuses offer provider trainings, even for non-licensed providers; unsure if colleges offer parent trainings. Cañada occasionally offers courses on the Coast, downtown Redwood City, and East County, but not regularly.*

- **Need specialized ECE counseling** (**2 respondents**).

  - **The issues:** *Counseling is weak at both colleges.*

  - **What's being done?** *Skyline hasn't done anything formal about counseling but there are some informal meetings with counseling staff.*

- **Become a one-stop shop resource center (2 respondents),** *a clearinghouse of information, with more staff and counselors.*

  - **What's being done?** *No action has been taken, only discussion.*

Unique Responses to Question 2

- The District must **raise community awareness,** *especially in the corporate community, of the importance of the early years for children.*

  - **The issues:** *The community must learn about the importance of the early years so there is public will for early learning.*

What's being done? *Cañada is working to get family child care providers knowledgeable about the early years*

Question 3: *How can the ECE / CD Department at Cañada become a resource lab site?*

The lab building has been built at Cañada, but is not being used (2); one respondent is afraid it won't be used; Cañada had a lab for four years but had to close it to build the new building; there has been no drive to open a lab at Cañada, but the College president is committed; at Skyline, there is no technical lab and no staff with the knowledge to run a lab. The strategic plan will draw attention to the need for a lab.

What needs to be done? ? (Multiple responses to Question 3)

o *Outside, sustainable funding (6),* including *financial support from the District and the College and a business plan.*

o A model child development center at the lab site **(5).**

   o **What's being done?** *CSM has a good child development center and it should be incorporated into an overall plan of the district; the Skyline child development center should be shifted from student services to academic services. the Skyline child development center needs to be connected with their ECE coursework; there is no child development program on the Cañada campus; there has been discussion about a chain of child care centers leading a center at Cañada; one respondent thought Cañada had a child care center.*

o *A Practicum; a link between courses, student teaching and the lab; multiple field experiences (4).*

o *Look at other lab models to see what is working, especially at Stanford (3).*

o *The lab should partner with other agencies, child care programs, and the community, including the California Early Childhood Mentor Teacher Program to identify master teachers off campus. (3).*

o *Create a library and place faculty offices at the lab.*

   o **What's being done?** *Cañada has in-house expertise for a lab, and already has books for a library and a faculty resource center; Skyline has developed books for a library.*

Unique Responses to Question 3

o *A needs assessment of the community for a lab.*

o *Work with Child Protective Services to get parents to attend a lab to learn better parenting skills.*

o *A Board for the lab would need to include: the college council, instructor and student committees, and the budget committees.*

o *Some students would be too far away from a lab site at Cañada, so the lab should be involved in the community to go out to where the students are.*

Question 4: *What can the ECE program do to help meet the needs of the Preschool for All Program?*

Many respondents said that PFA will demand higher educational requirements of child care providers and more teachers.

What needs to be done? (Multiple responses to Question 4)

o *Must get students into a clear path from the GED to the ECE Certificate program, to AS and BA degrees (7); workshops, orientations, and outreach to high school students would be helpful to educate people about the career ladder; need links to four year colleges like SF State. Must make curriculum for the AS conform to the requirements of a BA.*

  o **The issues:** *It will be a challenge to interest students in BA programs for ECE, usually students with BA's go into school district based elementary education; one respondent said that neither school is working to overhaul the curriculum to prepare for the career ladder necessary for PFA.*

  o **What's being done?** *Skyline is working to get an equivalent ECE Certificate program to Cañada; Cañada advertises the BA program with San Francisco State University.*

o *Offer more classes (5), including off-campus classes, long distance learning, summer school classes, the core classes, evening and Saturday classes.*

  o **The issues:** *First 5 is concerned that the colleges are slow to respond to matrix demands of PFA. Cañada did not have summer school last year which was a big problem. There needs to be help with the cost of enrollment. Courses taught in correct sequence.*

o *Colleges must be a part of PFA planning (3); Cañada must be part of the PFA planning; faculty should be involved with PFA even though their part-time status makes this difficult.*

  o **The issues:** *Cañada is not part of the PFA planning; both colleges have staff serving on PFA committees; both colleges were involved in creating the PFA standards; faculty are not involved in PFA.*

  o **What's being done?** *Skyline has been involved in the PFA planning from the beginning but respondent is unsure if Skyline has applied to be a lead agency; the colleges are not doing very much to support PFA; college staff sit on the partnership council, and had been on the design and strategic planning group for PFA.*

o *More counseling (3); counselors need education about PFA.*

o *New coursework in pre-Kindergarten (3) that is developmentally appropriate, "Desired Results Development Profile", ECERS, quality standards, assessment techniques, family support, diversity, linguistic development and competencies demanded by the permit process.*

  o **The issues:** *Children should be taught based on their level of development not as Kindergarten preparation.*

o *More Spanish classes (2); Skyline especially needs them.*

o *The colleges must be the key training and educational facilities (2).*

Unique Responses to Question 4

o *Look at the impact of PFA on private providers, including family day care homes and preschool programs, have focus groups to discuss the issue.*

o *Need to advertise the potential of the PFA Initiative for the state of California.*

o *Must discuss salary and job issues as a result of PFA.*

o *Need a universal preschool model at all three college campuses.*

Question 5: *What can the ECE program do to help meet the needs of SaMCARES?*

What needs to be done? (Multiple responses to Question 5)

- *Train school counselors and faculty about SaMCARES (5); have more of a relationship between faculty and SaMCARES, have joint faculty meetings with SaMCARES representatives; faculty could become professional growth advisors to help counsel students.*

    - **The issues:** *One respondent spends a lot of time training her child development staff about SaMCARES.*

    - **What's being done?** *The colleges are exploring counseling issues and faculty delivery of information; SaMCARES talks to faculty and shares counseling duties with faculty; SaMCARES and faculty exchange information all the time (2); according to one respondent, colleges do nothing formally with SaMCARES; the colleges and the program should work together more; Cañada is doing more on SaMCARES than Skyline because they have more courses; the colleges are already meeting the needs of SaMCARES; Val and Louise are on the SaMCARES advisory committee.*

- *Train students formally about SaMCARES (5); provide more counseling, train students in core courses, use video, CD-rom and orientations; teachers should give out applications.*

    - **The issues:** *SaMCARES is very helpful to Latin American students; tuition will be raised soon which will hit students hard so the program is even more important.*

    - **What's being done?** *SaMCARES presents information to classes.*

- *Advertise SaMCARES on campus (2), and advertise campus programs at SaMCARES. SaMCARES should send more students to college and demystify college.*

- *Colleges need to offer more courses to train students (2); more distance learning, more off-campus learning.*

    - **What's being done?** *The District is cutting classes rather than adding them.*

- *Increase stipends for GE courses.*

    - **The issues:** *SaMCARES is trying to adjust requirements for PFA, especially for GE courses.*

Unique Responses to Question 5

- *More funding of SaMCARES.*

- *Publicize class schedule.*

- *Study best practices out of the county for other ECE programs like Pacific Oaks which has an excellent ECE program, although it's not affordable.*

- *SaMCARES should explore the possibility of giving credit to students who work six or more hours in programs that meet specific criteria.*

Question 6: *What can the ECE program do to help meet the needs of the Brain Development Initiative?*

Several respondents were not familiar with the Brain Development Initiative **(5 respondents).**

What needs to be done? (Multiple responses to Question 6)

What needs to be done?

o *The college should have courses on brain development and add brain information to other classes* **(6)***; the college should offer weekend workshops and conferences on brain development.*

  o **The issues:** *There are no specific courses on brain development at either college; twenty years ago, when courses were started, there was not inclusion of brain research. Now, we need new curriculum; the Brain Development Initiative will be housed at First 5, and there may be subcontracts for training; there is a need for faculty to develop brain materials for courses.*

  o **What's being done?** *One respondent said all college teachers teach brain development. The college is also building a library of brain information.*

o *Brain knowledge and information including the brochure on the brain should be widely distributed* **(3)***; posters should be distributed widely too.*

  o **The issues:** *Students and the community need to know more about brain development.*

  o **What's being done?** *Cañada has a grant to publish brain information; colleges are building up their brain research in their libraries.*

o *The college should be involved in the Brain Development Initiative including being on the Brain Development Advisory Board and doing public relations outreach* **(2).**

  o **What's being done?** *The college already sits on the design and strategic planning group and helped to write the mission statement for the brain initiative; faculty aren't involved in the brain initiative.*

o *A lab would be useful to teach about the brain and see teaching in practice.*

  o **What's being done?** *Colleges lecture a lot about the brain but it would be better to see development of children in the lab.*

Unique Responses to Question 6

o *There are other cheaper ways to educate people about brain development than creating a center.*

o *Must wait for First 5 to see what steps they will take next; college should be alert to what they do.*

o *Need resources to train trainers about brain issues-including child development directors, teachers, and management so they can train staff.*

Question 7: *What can the ECE program do to help meet the needs of the School Readiness Initiative?*

Two respondents were not familiar with the School Readiness Initiative. According to one other respondent, people don't talk about SRI anymore, they talk about PFA and she considers SRI a subset of PFA.

What needs to be done? (Multiple responses to Question 7)

o *The colleges need a specific curriculum so students learn how to teach school readiness to children* **(9)**; *curriculum should include teaching Second Language Learners, early literacy, linguistics, and bilingual learners; students need to become part of the movement for School Readiness; key competencies for teachers should be designed at 12 and 24 units. College staff should formally discuss SRI with students.*

  o **The issues:** *Students don't know about SRI or other initiatives; there are no courses that teach people about school readiness or linguistics; do not duplicate curriculum whenever possible; early literacy is a weak spot in the curriculum; courses are not aligned with school readiness; state funded preschools use "desired results", courses should teach "desired results"; SRI and PFA are tied because PFA came out of interest in SRI; there are no standards to teach school readiness.*

  o **What's being done?** *One respondent has developed some school readiness information for courses. Some college staff informally tell students about SRI.*

o *The colleges should be involved in planning and developing SRI* **(4)**; *the college must enhance the relationship with the Peninsula Partnership; the college should partner with community, pre-K and elementary to create task force to define school readiness.*

  o **The issues:** *Peninsula Partnership is taking the lead on SR activities.*

  o **What's being done?** *One respondent did not know if Peninsula Partnership and the colleges are working together; one was not sure if the colleges are involved in SRI; one said the colleges have not been deeply involved; one said Cañada and Skyline are partners in SRI.*

o *It must be proven that SRI is working, it could be proven in a lab setting.*

  o **The issues:** *The respondent is opposed to many ways of testing young children.*

Unique Responses to Question 7

o *SRI information needs to be disseminated in a systematic way, including the Cañada brochure on school readiness.*

o *Child Development staff at centers should be trained about school readiness through classes, video and training materials.*

o *College faculty should be better educated about California and federal standards for school readiness and pre-school to Kindergarten transition issues.*

o *The college should have a comprehensive approach to teacher preparation in ECE and elementary like City College of San Francisco has.*

Question 8: *What can the ECE program do to help meet the needs of other programs or initiatives?*

What needs to be done? (Multiple responses to Question 8)

o *Colleges must partner and attend meetings **(5)** of: providers, program administrators, directors, hospitals, public schools, the CCCC, Parent Participation Nursery School, the Consortium, Family Child Care Associations, AEYC, CA Kindergarten Association, the Mentor Teacher Program, the Parent's Leadership Institute, and the San Mateo County Consortium for Quality Programs. Colleges need to find out what the community needs and develop coursework to fulfill those needs.*

  o **The issues:** *Colleges are not connected to many child care groups; there is no link with the San Mateo County Consortium for Quality Programs, a group of providers; there has been an historical divide between the colleges and the community. Directors need more knowledge about the field to advise their staff about courses. There are 21 school districts in the county and no real understanding of what community colleges can do to educate students.*

o *Colleges should look at the state master plan for ECE and determine the implications for the workforce, colleges should also think about the PFA plan in light of the state master plan and determine the role of the college in both plans **(2)**.*

o *Colleges should teach curriculum **(2)** that includes the use of "desired results" and information about special needs (special needs coursework should be a requirement of the ECE Certificate); the college should also work with the Inclusion Project for Special Needs Kids.*

  o **The issues:** *State funded programs are mandated to use "desired results", including assessment, environmental rating system and other complicated tools. Currently, special needs courses are electives.*

Unique Responses to Question 8

o *The colleges need to educate people about ECE including administrators, colleagues, senate, deans, vice-presidents, presidents, the chancellor, and the Board of Trustees.*

Question 9: *What are the biggest threats to the ECE /CD college programs over the next five years?*

What needs to be done? (Multiple responses to Question 9)

- *The Budget is a threat (11), the SaMCARES budget is also threatened. Therefore, 1. all campus administrators need to know about ECE, including the entire district, the Board, President, as well as policy makers and the community (3 respondents); 2. more classes need to be offered at the right times; 3. Community college should be free for ECE students. 4. The grant must be renewed for free books and tuition.*

  - **The issues:** *Colleges don't have enough money to offer courses in a timely manner to allow students to complete the program on time; higher tuition; due to CA budget crisis, fewer students will be placed in the Cal State system and more will attend community colleges; ECE could be a low priority for the district despite enrollments; the program may not be cut, but the growth potential could be cut. Competition among departments will be great, the college is looking at a $350,000 cut but there will be a tidal wave of students.*

  - **What's being done?** *Both ECE departments attend budget meetings; Cañada is working with the budget committee and Skyline is on the Senate; Cañada did not make drastic cuts to their course offerings last fall; ECE departments are working on budget issues; Skyline staff always discuss the importance of the program and they promote the program; Cañada administration is sensitive to enrollment, the President is also an advocate; Cañada is active in governance and this strategic planning document will be helpful; Cañada is also working with the PR department to get interviews with students who need child care; Cañada's ECE department is also working on a business plan with Dean Linda Hayes and President Rosa Perez.*

- *The colleges must offer distance learning and links to four year universities.*

  - **The issues:** *Colleges that offer distance learning like DeAnza and Foothill will be threats to the San Mateo Community Colleges.*

  - **What's being done?** *Other San Mateo Community College Departments offer distance learning; it is good that Cañada offers the BA with San Francisco State, but if other colleges do that, it will threaten the district.*

- *Getting a BA degree to be a PFA teacher will be too costly.*

  - **The issues:** *Providers will be forced to get BA degrees because of PFA. Maybe some teachers, like infant teachers, won't need BA degrees.*

- *Colleges should help people with their fears of GE courses.*

  - **The issues:** *People are afraid of GE courses, like English, Math, and History.*

- *Colleges should not pass students who are not prepared,-especially those without basic language skills because, children are at risk.*

  - **The issues:** *Colleges are paid per student, so there is a tendency to pass people without developing basic skills; respondent is horrified at how people with 24 units cannot read a thermometer.*

- *The college should be more responsive to the professionalization of the field (SaMCARES and the permit process).*

  - **What's being done?** *Skyline is expanding offerings; the Cañada textbook grant was great.*

Unique Responses to Question 9

- *The college should reach out to the ECE community more.*

- *Cost of living in San Mateo is a threat; students will move to cheaper locations like Hayward and attend Chabot.*

Question 10: *If the ECE / CD departments do their jobs well, what are the indicators of success?*

Indicators of Success:

- *Higher enrollment* **(8).**
- *More competent ECE teachers in child development programs* **(6)**, *with practical skills such as English and Math skills.*
- *Children's success* **(4)**, *including children's success by 3rd grade with children testing higher.*
- *Visibility of the ECE departments* **(3)**, *including visibility in the field with graduates and program directors.*
- *Students complete their ECE Certificates and AA degrees* **(2).**
- *More media for ECE issues* **(2).**
- *Public will for ECE* **(2).**
- *Greater retention of students in ECE college departments* **(2).**
- *More political awareness about ECE.*
- *More people in the ECE field.*
- *Increased number of phone calls to the ECE departments.*
- *Visibility of ECE departments at the college board.*
- *Model child development programs on all 3 campuses.*
- *Healthy mentor teacher program.*
- *Increase the number of people with permits and moving up permit ladder.*
- *Greater professionalism.*
- *Good quality lab.*
- *More teaching practicums.*
- *More funding.*
- *ECE college instructors will have more solid knowledge about curriculum to offer to future teachers.*
- *More students taking GE courses so they can get an AA and then a BA.*
- *ECE graduates refer other people to the program.*
- *Key staff and faculty involved as leaders in the child care community.*
- *Accessible and plentiful classes.*
- *Good curriculum.*
- *Success of SaMCARES*

> **Question 11:** *Is there anyone else we should talk to that has a stake in the success of the ECE / CD programs of the colleges?*

- *Erica Wood (2).*
- *Jan Stokley, Executive Director of the Child Care Coordinating Council.*
- *Neil Morimoto, Director of Provider Services for the Child Care Coordinating Council.*
- *Michelle Sartain, Association President for Family Child Care Providers in Redwood City*
- *Gloria Marshall, Director of Creative Montessori.*
- *Trish Hendrix.*
- *Donna Gay at Kids and Families 1st.*
- *Kris Perry at First 5.*
- *Casey Ward, Early Childhood Specialist at Our Second Home.*
- *Providers.*
- *Parents through the Child Care Coordinating Council.*
- *Rose Jacobs Gibson of the Board of Supervisors.*
- *Workforce Investment Programs.*
- *Fred Sloan of Health Services Agency.*
- *Claire Mosely, faculty at Skyline College.*
- *Barbara Applegate of the State Preschool Program, County Office of Education.*
- *Leslie Baxter, faculty at Cañada*
- *Tish Matulich of the San Mateo Parent's Nursery School.*
- *Fran Durekas at Children's Creative Learning, a private child development center.*

Question 12: *What could be done to improve the ECE / CD programs?*

o   *Create links between part-time and full-time faculty including faculty meetings and ways for faculty to work together to brainstorm, and encourage a sequence of courses (2).*

o   *Create a lab site.*

o   *One coordinator should serve both Skyline and Cañada.*

o   *Job placement services.*

o   *Internships.*

o   *Curriculum geared to children's emotional needs.*

o   *GE courses must become a focus for the ECE department.*

o   *Create communities of learning (groups of child development staff).*

o   *Change the elitist attitudes of the colleges.*

o   *Change the preference of the colleges for higher performing students to allow less educated students to get a chance.*

o   *Have SaMCARES, First 5, and Cañada work together to improve child care classroom environments for children including materials, toys, and furniture.*

o   *More Spanish classes and off campus classes.*

o   *Mentoring programs.*

o   *Leadership development.*

o   *Professional counseling for students.*

Summary of Common Themes

Across all areas of the interviews, specific themes emerged. In order of frequency:

- *Update the curriculum / develop a course sequence / align courses with the permit matrix*

- *More innovative dissemination of courses, more courses in general*

- *Strengthen counseling*

- *Create a lab site / model child development center*

- *Media outreach about ECE issues, including outreach to the Community College District, elected officials, and the public*

- *Increase partnership with the community, including Preschool for All and the School Readiness Initiative*

- *Get students on the career ladder through the ECE Certificate, AS and BA degrees*

- *Require a practicum for students*

- *More Spanish language ECE courses*

- *Provide outreach to more diverse students, especially the Latin American / Mexican population*

Appendix 4: Faculty Focus Group Notes

April 30th, 2004

1. **Review of Key Informant Interviews:**

Deanna Zachary gave an introduction to Phase 1 results of the strategic planning process and the top findings for the 14 key informant interviews. The question posed was "What are the top strategic things the district can do to prepare and enlarge the child care workforce?". Answers included:

- More innovative dissemination of classes: **11 respondents.**
- Update curriculum / develop a course sequence / align ECE / CD program with permit matrix: **8 respondents.**
- A lab site / child development center: **6 respondents.**
- Require practicum: **5 respondents.**
- More Spanish Language ECE classes: **5 respondents**
- Media Outreach: **5 respondents.**
- Get students on the career ladder from the ECE Certificate through the AS and BA: **4 respondents.**
- Outreach to more diverse students: **4 respondents.**
- Help students with their GE courses: **3 respondents.**
- Strengthen counseling: **3 respondents.**
- More faculty meetings: **2 respondents.**
- Hire more full-time faculty: **2 respondents.**
- Improve English proficiency and literacy: **2 respondents.**
- Teach students to work in diverse communities: **2 respondents.**
- Increase partnership with the community: **2 respondents.**

A faculty member asked for unique responses to the question and Deanna read off those responses: focus on improving wages and benefits; focus on getting resources to improve outdoor environments; partner with for profit providers; provide continuing education classes; help students get their GED; make classes more affordable; teach providers about the field; coordinate with child care programs and directors; English speakers should learn Spanish and vice versa; expand the ECE program; create study groups, hire tutors and teaching assistants.

2. **Brainstorming:**

ASR led the faculty through a brainstorming session to add top strategic things that the District could do to prepare and enlarge the child care workforce.

The faculty brainstormed additional issue areas including:

Curriculum / Course Content / Sequence of Courses / Practicum

- Update curriculum / develop course sequence starting with principals or child development / course sequence for core classes / c/d and brain development in all classes / community inclusion-assessment from 0-5 / special needs curriculum/ NAEYC membership as part of curriculum / alignment with matrix, permit process, and licensing / literacy / teach about need for open space for children / tiers of courses by level of ability
- Licensing requirements bring students in-need to align courses with licensing too
- Encourage English speakers to learn Spanish (faculty and students) in order to offer bilingual education to children
- Focus on literacy for Spanish and English speakers / ESL placement tests
- Study groups for students
- Practicum (with attention to day / evening challenges)

Student Understanding / Orientation / Counseling

- Student understanding of CD permit process / orientation to program / awareness of college / NAEYC
- Student education plan
- Require counseling / best practices elsewhere like DeAnza-which has software for counseling / faculty not fully informed to be able to counsel / faculty release time for counseling / educate counselors about ECE / make counseling convenient for students (including evenings)/ drop-in counseling / on-line counseling/ counseling binders
- Help students negotiate units from other countries
- Education of child care directors / supervisors including knowledge of CD permit

Resource Lab

- Lab site

Capacity / Growing the number of students in ECE / More faculty

- ECE not attractive due to low wages
- Support Latin American community and faculty (including smaller classes)
- More paid faculty meetings
- More full-time faculty - it also helps faculty coordinate

3.   Prioritization:

The areas were placed into groups by topics. Each faculty member voted on two topic areas. The votes were as follows:

1. Curriculum / Course Content / Sequence of Courses / Practicum: **7 votes**
2. Student Understanding / Orientation / Counseling: **6 votes**
3. Resource Lab: **2 votes**
4. Capacity / Growing the number of students in ECE / More faculty: **1 vote**

4.   Action Planning:

Starting with the top vote choice of *Curriculum / Course Content / Sequence of Courses / Practicum*, the faculty brainstormed ways to improve the area. The discussion focused on two areas: A. curriculum content and B. course sequencing. A complete list of faculty responses and votes for each response follows:

A. Curriculum content: Topics perceived to be most in need, or in need of improvement:
- Practice Teaching / Practicum: **5 votes**
- Developmentally Appropriate Practices / School Readiness: **4 votes**
- Curriculum Development: Learning Objectives / Writing Lesson Plan: **4 votes**
- Team Building for Staff: **2 votes**
- Inclusion: **1 vote**
- Second Language Acquisition / Presenting a Story: **1 vote**
- Literacy: **1 vote**
- Cultural Diversity: **1 vote**
- Discipline: **1 vote**
- Child Development Theory / Research.
- Assessment / Observation
- Family Support
- Professional Development
- Supervision
- Phonemic Awareness / Sounds / Rhyming
- Two Curriculum Classes

B. Sequencing of Classes:
The faculty then chose to prioritize developing a course sequence and faculty brainstormed the appropriate sequence. The group decided that students should start with:

1. Introduction
2. Child Development
3. Child Family / Community
4. Curriculum

The faculty would like another focus group to discuss other issues such as requiring the course sequence, handling behavior, practicum, and observation / assessment.

5.   Long-term goals / Purposes of the ECE / CD programs?

The faculty were asked about their long-term goals / purposes of the ECE / CD programs. Answers included:
- Improve the quality / lives of children and families
- Improve the provider's ability to form relationships, and ability to facilitate relationships amongst children, esp. given the multicultural issues
- Teach ECE students about child development
- Teach ECE students and the children they work with to respect differences between people. Teach social justice
- Focus on the importance of values and role of teaching values
- Teach ECE students how to teach their young students
- Help ECE students feel like professionals in the field
- Help move students from the ECE Certificate to degrees and CD permits

Appendix 5: Student Focus Group Notes

Notes from May 5th, 2004 at Cañada College. 12 students participated.

1. **Why are you in the ECE / CD Department?**

   - For increased professionalism at job / promotion at job / job requirement: **5 votes**
   - To move up the CD permit ladder: **3 votes**
   - For continuing education: **2 votes**
   - To get a ECE Certificate: **2 votes**
   - Interest / introduction to the field: **2 votes**
   - It helps with transfer to CSU: **2 votes**
   - It helps as a parent / for better understanding of kids
   - Possibilities in this field "open up"

2. **How is the program working for you?**

   A. **What is working well?**

   - Free textbooks: **all 12 are receiving** free textbooks
   - Experienced teachers / teachers have real life experience, not just textbook learning / Patty is helpful / teachers are: responsive, involved in the community, passionate, inspiring, a resource if child development centers need to hire / there is a variety of instructors / teachers are involved in AEYC: **4 votes**
   - Variety of class formats / once a week / off site class: **4 votes** / Day, evening, weekend classes: **3 votes**
   - Current issues being addressed in curriculum, classes are added for new topics
   - The college is a good resource to educate workers
   - Incentives like SaMCARES (guest speakers come to first classes during the semester), and Co-op (where a student can earn 4 units by providing services at the student's current job)
   - The ability to get a BA from SFSU on the Cañada campus—which is close by
   - Flexible teachers—teachers understand late papers, they understand that folks are working, they have been through it themselves

   B. **What is not working as well?**

   - It's hard to do group work outside of class because everyone lives in different places: **10 votes** (Suggestion: Students need more class time)
   - Counselors: **4 students** had utilized counselors, **6 students** did not try to contact counselors. Counselor Kathy had knowledge about transferring
   - Hard to do off site assignments like classroom observations: **3 votes** (Suggestion: Save for observations class)

- It's difficult to have a class load when papers are all due at once: **3 votes** (Suggestion: Teachers could coordinate better. Is it necessary to have "midterm" time?)
- Curriculum is redundant across classes because of no course requirements - it diminishes class quality: **1 vote** (Suggestion: Need sequence, prerequisites)
- Text books must be read outside of class, there is not much in-class time to read
- No time to apply what she has learned to her work
- Classes are full

3. What would make the ECE / CD Program more enriching?

- Have a lab at Cañada: **12 votes** (Have the lab designed based on research / a lab site would mean less off-site observation / practicum work)
- Add more classes at night during the summer, and add off-site classes: **5 votes**
- Add more SFSU classes at different hours or later in the evening. Many students cannot come at the current time because they work
- Offer courses in Tagalog, "Taglish"
- There should be partnerships between Cañada and Site Directors to ease field observations / cold calls are hard for placements
- Have an ECE chat room to brainstorm issues
- Need a better explanation to students of what to expect in course requirements / load

4. Where did you gain an understanding about the program?

- Director / boss: **3 votes**
- Professor: **3 votes**
- Counselor: **3 votes**
- ECE Brochure: **3 votes**
- Course Catalogue: **1 vote**
- Menlo Park Facility, OICW: **1 vote**

5. How satisfied are you with the ECE / CD program?

- Satisfied: **10 vote**
- Medium / mediocre: **2 votes**
- Less than satisfied: **0**

6. Would you recommend this program to people?

- **All 12** answered **yes.**

Appendix 6: Joint Advisory Committee Meeting Notes

I.   Overview of the Planning Process

ASR described the three primary data collection efforts thus far:

- A key informant study where ASR interviewed 14 people throughout San Mateo County that have a stake in the future of the ECE programs of the colleges. Respondents included: College staff, faculty, providers, non-profit organizations, ECE agencies, and county agency personnel.
- A focus group with Skyline, San Mateo, and Cañada faculty.
- A focus group with Cañada ECE / CD students.

II.   Findings

Next, ASR presented the common themes or "strategic issues" that emerged from the data collection efforts:

Top Issues for Improvement	Key Informants	Faculty	Students
7. Update the curriculum / require a practicum	X	X	
8. Develop a course sequence / align courses with the CD Permit	X	X	
9. More innovative dissemination of courses / more courses / courses at night, weekends, summer, and off-site	X		X
10. Better student understanding of the program / strengthen counseling / student orientation / outreach	X	X	X*
11. Create a lab site / model child development center / practicum site	X	X	X
12. Media outreach about ECE issues	X		
13. Increased partnership between the ECE programs and non-profit organizations, county initiatives, and the community	X		
14. Get students on the career ladder through the ECE Certificate, AS and BA degrees	X	X	
15. More Spanish language ECE courses	X	X	
16. Provide more support and outreach to diverse students, especially the Latin American / Mexican population	X	X	
17. Group work should be done in class, not outside of class			X

* Only four students had utilized counselors, six students did not try to contact counselors.

Details of Findings regarding the Top Issues:

1. **Update the curriculum**: Key informants said to: Evaluate the curriculum for relevance and student needs. Revise it to reflect the needs of Preschool for All and the School Readiness Initiative. Review curriculum across courses not just within courses. Faculty said to include in the curriculum: child development, brain development, literacy issues, special needs, school readiness, developmentally appropriate practices and how to develop a curriculum for the classroom. Faculty discussed ESL placement tests. **Require a practicum**: Key informants and faculty both said that a practicum should be a requirement because students need to learn how to teach. The practicum is not currently required, but the CD permit requires a practicum.

2. **Develop a course sequence / align courses with the CD permit** : Key informants and faculty agreed about this. Currently, there are recommended sequences of classes, but no required sequence. Key informants and faculty said that students need to have required classes to build on prior knowledge. The faculty brainstormed a possible sequence of classes starting with: 1. Principles, 2. Child Development, 3. Child, Family, and Community, and 4. Curriculum. Also, classes should be in alignment with the CD permit so students can more easily move up the CD Permit ladder.

3. **More innovative dissemination of courses.** Key informants and students both wanted innovative dissemination of courses including on-line courses, satellite courses, video courses / **more courses in general and / courses at night, weekends, summer and off-site** at child development centers. Students especially wanted more classes at night, off site, and during the summer. Students also wanted SFSU classes at different hours or later in the evening. Many students were working during the time that SFSU classes were offered.

4. **Better student understanding of the program / strengthen counseling / student orientation / outreach**: Key informants said that many counselors do not have expertise in ECE, so students are forced to go to their professors for guidance. Counseling also ends up falling to people from the SaMCARES program. Faculty felt that students did not fully understand the program, or the CD Permit process and recommended a student education plan and requiring counseling as well as making it more convenient (evenings, drop-in, on-line, and counseling binders). Students were asked about counseling and four students had used counselors but six students had not sought out counselors. The students didn't say counseling was a problem, but ASR felt that the lack of use of counselors pointed to problems in this area.

5. **Create a lab site / model child development center / practicum site:** All three groups felt that a lab site and model child development were necessary. Key informants said a lab building had been built but was not being used as a lab. Key informants also said there was a child development center at Skyline and San Mateo but not at Cañada and that Cañada needs one. Six key informants said that outside funding or funding from the district and college were necessary for a lab. Key informants thought there should be a link between courses, student teaching, and the lab. They also suggested that Cañada work with Stanford's Bing Lab to learn best practices for a lab. All 12 students in the student focus group said that a lab would make the ECE / CD program more enriching. Students also had a lot of difficulty going off-site to do observations and practicum, so an on-site lab and child development center would help students a lot.

6. **Media outreach about ECE issues:** Key informants thought that the colleges should do media outreach to the district, the President, Chancellor, Board of Supervisors, City Councils, Health Services Agencies, parents, and the community. Key informants recommended public relations booths at fairs and high schools and more media about the ECE programs.

7. **Increased partnership between the ECE programs and non-profit organizations, county initiatives, and the community**: Key informants felt that the colleges should be more involved with the community including community initiatives like Preschool for All, the School Readiness Initiative, other community organizations, parent groups, and provider groups. Some key informants said that the colleges participated in many groups and organizations but other key informants thought that they were not represented at some groups. Some key informants highlighted a historical division between academia and the community. **Students did not feel this way;** they felt that faculty was very involved in the community.

8. **Get students on the career ladder through the ECE Certificate, AS and BA degrees.** Key informants and faculty also wanted to work with students to get their GED's, to get education credits

transferred over from foreign schools, and to support students in taking General Education courses, which they are often afraid of.
9.   **More Spanish language ECE courses:** Many key informants and faculty talked about adding Spanish ECE courses, not just core courses but selective courses so that people could get more units and more ECE Certificates.
10. **Provide more support and outreach to diverse students, especially the Latin American / Mexican population.** Key informants and faculty thought that Spanish speaking students should get more support on campus and that there should be more outreach to them to become students. Faculty had a discussion also about literacy issues facing Spanish speakers and there was debate about literacy assessments prior to taking ECE courses. Literacy was also an issue for English speaking students.
11. Ten of the 12 students said that it was very **difficult to do group work outside of class** because people live in different areas, they have work, school, and families and it was very hard to get together to do the group work. They suggested more in class time for such activities.

III.   **Prioritize Top Five Strategic Issue Areas**:

Next, of the 11 issues that emerged, ASR ask the group to prioritize the top 5 strategic issue areas for the department to tackle over the next five years. Prior to voting, the advisory committees grouped some issues together and omitted issues that the ECE / CD department was not in a position to effect.

The votes were as follows:

4. Better student understanding of the program / strengthen counseling / student orientation / outreach	**9**
1. Update the curriculum / require a practicum	**7**
2. Develop a course sequence / align courses with the permit matrix / get students on the career ladder through the ECE Certificate, AS and BA degrees	**6**
7. More Spanish language ECE courses / provide more support and outreach to diverse students / meet linguistic needs of EL's	**5**
8. Faculty: diversity / curriculum, content, integration, less duplication, use part-time faculty more creatively, more full-time faculty:	2
5. Create a lab site / model child development center/ practicum site	2
6. Increased partnership between the ECE programs and non-profit organizations, county initiatives, and the community / visibility in community so people know about the college / buy in from students / media about ECE	2
3. More innovative dissemination of courses / more courses / courses at night, weekends, summer and off-site	0

There was a tie between Issues 5, 6, and 8, so there was a run off vote, in which **Create Lab Site** emerged as the fifth issue (6 votes, as opposed to increased faculty (4) and community partnership (1 vote).

IV.   Next Steps

The advisory committee members were asked to recommend contact people for more in-depth information about the top issues selected by the committee. The persons are:

- ❑ **Issue: *Better student understanding of the program / strengthen counseling / student orientation / outreach***: Sherry Hancock at Skyline, Dean of Counseling Services; Rosa Perez, President; Patty Dilko, Val Goines, and Dianne Eyer. Include students and explore how it's done at other colleges such as Contra Costa, DeAnza, Alameda, City of San Francisco.

- ❑ **Issue: *Update the curriculum / require a practicum:*** Val Goines, Dianne Eyer, and Faculty.

- ❑ **Issue: *Develop a course sequence / align courses with the permit matrix / get students on the career ladder through the ECE Certificate, AS and BA degrees:*** Val Goines, Dianne Eyer, Janet Egiziano from SFSU, Barbara Applegate, someone from SaMCARES.

- ❑ **Issue: *More Spanish language ECE courses / provide more support and outreach to diverse students / meet linguistic needs of EL's:*** Barbara Applegate, Jan Lawrence, Spanish speaking students (from the ECE evaluation), Contra Costa and DeAnza Colleges.

- ❑ ***Issue: Create a lab site / model child development center / practicum site:*** Dianne Eyer, Rosa Perez, Kate Brown, Cabrillo and DeAnza Colleges (Kathryn Burson).