

## Strategic Plan “Highlights”\*

This is an exciting time in San Mateo County as key First 5 California State Initiatives – particularly Early Brain Development and Preschool for All – 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 Early Childhood Education/Child Development Departments 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 Departments could better position themselves 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.



\*Complete Strategic Plan is available online at [www.canadacollege.edu/ece](http://www.canadacollege.edu/ece). Click on “Strategic Plan.”

## San Mateo County Community College District ECE/CD Departments Strategic Plan

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**FIRST 5 SAN MATEO COUNTY**



**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**

**Early Childhood Education/  
Child Development Departments**

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## Strategic Plan 2004 - 2008

Cañada College, Skyline College and the College of San Mateo

Prepared for:

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Community  
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## ***The NEED for a Well-Educated ECE/CD Workforce***

Data indicates that in San Mateo County for every licensed child care slot, there are three children estimated to need that slot, and approximately one-third of child care centers have waiting lists. According to US Census, the Hispanic population of the county 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%. Also 43% of the population speaks a language other than English at home. Almost one-third of children in the county ages 0-12 are Hispanic and one-fifth of the children ages 0-12 are Asian or Pacific Islander.

The need for more highly educated early childhood professionals is expected to increase as professional standards rise and the various state initiatives, including Preschool for All and Early Brain Development, are implemented. Health, safety and special needs issues as they relate to children 0-5 are also of particular concern in San Mateo County. 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. (Full documentation is available on line within the complete Strategic Plan at [www.canadacollege.edu/ece](http://www.canadacollege.edu/ece).)

The San Mateo County Community College District (SMCCCD) is uniquely poised to meet the early education workforce demands. The SMCCCD has been educating child care professionals for more than 30 years. Currently, over 1,200 students are enrolled in Early Childhood Education/Child Development (ECE/CD) classes. The ECE/CD Department is one of the largest departments in the District's college system, and has programs at both Cañada and Skyline Colleges. As a result of the strategic planning process, that involved faculty, students, and key community professionals and stakeholders, five top priorities for improving and maintaining the quality of the District's ECE/CD departments were identified. Those priorities are summarized within this brochure.

### ***Strategy 1***

#### ***Improve student and community understanding of the ECE/CD Department***

- A. Create an orientation process and materials
- B. Improve counseling

### ***Strategy 2***

#### ***Improve the content of the ECE curriculum***

- A. Revise/update the curriculum
- B. Offer supervised field experience
- C. Improve support to students by hiring tutors
- D. Teach ECE/CD students to work in diverse communities

### ***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
- B. Get more students on a career ladder

### ***Strategy 4***

#### ***Provide support to more Second Language Learners***

- A. Provide more Spanish ECE courses
- B. Provide more support to diverse students
- C. Provide more outreach to diverse potential students who are in the community
- D. Improve English proficiency and literacy of all students
- E. Improve computer literacy for Second Language Learners
- F. Train ECE college faculty how to teach bilingual and culturally diverse students

### ***Strategy 5***

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

- A. Secure funding for a lab

### ***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. ASR has prepared examples of indicators in each strategy area. (See [www.canadacollege.edu/ece](http://www.canadacollege.edu/ece).)

### ***Strategy 1***

#### ***Improve student and community understanding of the ECE/CD Department***

- ECE Coordinator could ensure that departmental orientations occur at the second meeting of each course.
- Counselors could track on a yearly basis whether ECE/CD students have formulated an education plan.

### ***Strategy 2***

#### ***Improve the content of the ECE curriculum***

- 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.
- If the college creates General Education courses and bridge 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.

### ***Strategy 3***

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

- To evaluate whether more students are on a career ladder, the college could track annually, the number of Permits, Certificates, and advanced degrees.

### ***Strategy 4***

#### ***Provide more support to Second Language Learners***

- 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.
- If the college institutes literacy assessments, the college could track on an annual basis the number of ECE/CD students that transfer into English.

### ***Strategy 5***

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

- 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.