

*Request for Early Childhood Education/Child Development  
Full-Time Tenure Track Faculty Member February, 2014*

*Cañada College, ECE/CD Department*

*Val Goines, ECE/CD Department Coordinator, Patty Hall, ECE/CD Professor*

**The Early Childhood Education/Child Development (ECE/CD) Department would like to request that the College hire a full time ECE/CD Faculty member to begin work in the fall of 2014.**

**Part A. Department/Discipline/Program Criteria**

**1. Identify current Comprehensive Program Review (in cycle) and current Annual Program Plan documents with position need and justification in the annual plan.**

The last comprehensive program review was completed in the 2008/2009 academic year. The ECE/CD program is due for a comprehensive review in the 2014/2015 academic year. The current annual plan in addition to prior annual plans that have been submitted, include requests for a new FT, tenure track position for the ECE/CD Department.

**2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.**

The knowledge required for this position should include a comprehensive understanding of child development theory and practical applications. The ECE/CD Department provides a 24 unit certificate and an AS degree with a major in Early Childhood Education/Child Development. The 8 courses that make up the certificate and are required for the AS degree with a major in ECE/CD are all required courses that are aligned with the State of California's, "Curriculum Alignment Project" (CAP). This curriculum alignment across the State ensures that ECE/CD students are taking the same 8 courses that prepare them for positions in the early childhood education field in a variety of capacities. The ECE/CD Department submitted an AS-T in ECE/CD which gives ECE/CD students a transfer option to one of the California State Universities with ECE or Child Development Bachelor's degree programs.

In addition, the ECE/CD Department has recently developed a new Elementary Teacher Preparation AD-T. This degree will serve any student considering a career specifically in Elementary Education. Historically, students who were interested in Elementary Education completed a variety of transfer degrees on their path to become teachers. With this new degree they will be introduced to the field of teaching while engaging in a multi-disciplinary degree. We expect that this will be a popular degree as it will likely serve students who are interested in professional and paraprofessional positions at local elementary schools.

The courses requiring specialized knowledge are: Child Development, Curriculum in ECE, Child, Family and Community, Teaching in a Diverse Society, Principles in ECE, Health and Safety, Observation and Assessment and Practicum (student teaching), Introduction to Classroom Teaching (elementary education). In addition, the Department has just submitted a commitment to align 7 more courses within the state-wide CAP Project. This alignment will allow us to develop stackable certificates on top of our core certificate/degree and will require curriculum revision and development.

Finally, the ECE/CD Department is committed to staying at the forefront of educational trends and has as its goal to prepare students to be competent with the use of current technology. We currently offer one course fully online and use WebAccess to assist in others and we are planning to offer additional courses online and/or in a hybrid modality. Development of these courses takes specific content knowledge as well as sensitivity to the development of human behaviors necessary for students to be successful in their work with young children. To further our students proficiency with technology, we plan to implement the college developed ePortfolio with our over 500 majors, this will entail the development of key assignments in each core course, a tutorial system to assist students and faculty as they learn about ePortfolios, and an ongoing support system to keep the ePortfolio a vibrant opportunity for student growth and department-wide assessment.

**3. Identify extraordinary program development and/or needs (for example: are there laboratory oversight, industry connections, student mentoring, etc.).**

The Early Childhood Education/Child Development Department is extraordinary in that it is one of the largest programs at the college and it has the majority of students who identify it as their major.

If you have attended the commencement ceremonies you will have noticed the large cohorts of certificates and degree acknowledged each spring. These students are primarily women with a majority being first generation students and English language learners; 47% claim Spanish as their first language.

In its annual program plan and in the comprehensive program plan done six years ago, the need for an Early Childhood Education/Child Development lab was identified. The need for a properly educated and well prepared workforce in preschool and early care and education in San Mateo County continues. This need is particularly crucial in north and south counties where the need for preschool, child care and early education programs exceeds the current capacity in licensed programs and family child care homes. Having such an important service to students where students can learn best practices in the field has been identified in various strategic initiatives including the Cañada College Strategic Plan, the ECD/CD Strategic Plan, and the 2004 ECE/CD Community Advisory Committee Position Statement. The need for a lab that can be used as a child study center on campus remains an unmet need.

The ECE/CD Program Coordinator receives 3 units of release time to cover the full range of coordination responsibilities. The many specific coordination tasks and responsibilities in the ECE/CD Department include developing the course schedules for the spring, summer, and fall semesters, overseeing the communication with all adjunct faculty, completing adjunct faculty evaluations each semester, ensuring that all course curriculum is current and up-to-date in CurricUNET, entering all SLOAC data into Tracdat, meeting with prospective students as well as enrolled students on a regular basis, and advising and guiding students with regard to course offerings and assisting them with their educational and career options. In addition, the ECE/CD Department Coordinator oversees the ECE/CD Advisory Committee which meets twice each year during the fall and spring semesters. In addition to the coordination work of the department, the coordinator teaches a minimum of 12 units per semester.

The Program Coordinator collaborates with the First 5 Grant Coordinator in managing the First Five student support and book grant (\$335,493 annually). She oversees and monitors the Training Consortium Tuition Reimbursement Grant (\$12,500 annually) as well as the work of the Program

Services Coordinator including student advising and data entry responsibilities. These grants and others have contributed to the Programs success and the strength of the academic offerings for students. Maintenance of these grants and development of new ones in the future is critical for the success of the Program.

As mentioned below, the other full-time faculty member teaches between 40-60% each semester as she receives release time as the only identified faculty member to coordinate the Honors Transfer Program HTP for the college. This faculty member contributes to the overall oversight of the ECE/CD department by managing both the department's Facebook accounts and the department's website. In addition, she represents the department and discipline at the Academic Senate at the local, district, and state level. As a member of the State Chancellors Office Advisory Committee for ECE/CD and the Vice President of the California Community College Early Childhood Educators, she is well positioned to keep the program abreast of pertinent curricular and program trends.

As part of their responsibility to the community, both faculty members serve as Professional Growth advisors to dozens of students and community members. Any ECE/CD professional who is applying for initial or renewed Child Development Permits must identify and work with a Professional Growth Advisor. This responsibility includes meeting with each individual, developing a professional growth plan, and then periodically conferring and signing off on completed activities and permit renewal paperwork.

Supporting the College's goal to be connected with the broader community, faculty within the ECE/CD Program are members of various local and state organizations including: California Community College Early Childhood Educators, Local, State and National Associations for the Education of Young Children, SaMCARES advisory committee, Mentor Teacher Program Co-Coordinator and Selection Committee members, San Mateo County Child Care Partnership Council, and the San Mateo County School Readiness Task Force. These associations allow the Program optimal contact in the community which enhancing program growth and development.

Each year the Department hosts a minimum of three events. Each Spring, the Department hosts "Pathways to your Future" which is an opportunity for students to hear from representatives from

the ECE/CD program, the Counseling Department, the Financial Aid Department, San Francisco State's Child and Adolescent Department and the County Office of Education. Participation at this event has ranged from 75-200 students. This spring this event will host its 7<sup>th</sup> annual "Pathways to your Future" event.

A second event that has been hosted by the ECE/CD Department for the past 2 years and is supported through funds received from First 5 San Mateo County is a Leadership Summit for all levels of individuals in the ECE field. This year's event on February 8<sup>th</sup>, 2014, included a Keynote Speaker who is the Executive Director of First 5 San Mateo County, and four workshops led by professionals with special expertise related to their topics. This year, we had over 100 participants and 120 participants last year. Plans for a 3<sup>rd</sup> Summit are underway.

The third event that the department hosts is the "Orientation to the field of ECE/CD" event. This is presented at the beginning of the fall semester and this coming fall will be the 5<sup>th</sup> annual event. It includes a panel of ECE/CD program Directors who talk to participants about what they are looking for when hiring staff for their programs. Information about the State Department of Education's Child Development Permit process is also included. Participation at this event has consistently been from 80-100 participants.

Existing grants and community partnerships within the ECE/CD Program have fostered the development of specialized training in the area of Home-Based Care, Family Support, Foster Care Education, Mentor Teacher training, Child Development Training Consortium tuition reimbursement, Math for ECE students, an ECE/ESL Learning Community, School Readiness and Leadership Development. The grants have also provided needed supports to students to expand their professional development in the form of free textbooks, bilingual supports, and tuition reimbursements. Since August of 2005, the First 5 grant from the San Mateo County First 5 commission has also funded a Program Services Coordinator position to provide advising and support services to the ECE/CD students in the program. The Program maintains a strong outreach with the local child care community; classes are offered at a variety of times in numerous off-campus locations ranging from Half Moon Bay to Menlo Park. The program offers classes in both English and Spanish in order to serve the needs of our local community.

The college's new A2B program on campus has identified the ECE/CD program as one of two programs that they are focusing their resources on due to the size of the program and number of students. Staff associated with the A2B program is working closely with the ECE/CD Department Coordinator. In addition, an ECE adjunct faculty member has been hired by the A2B program to serve as a liaison between A2B and the ECE/CD Department. The A2B staff has signed up 130 students since the beginning of the fall semester and 80 of those have indicated an interest in ECE/CD and are currently enrolled in ECE/CD courses. A primary initiative of A2B is to replace the SF State Child & Adolescent Development AS to BS Program that was terminated in 2010.

All of the tasks, responsibilities, and work associated with the coordination of the ECE/CD Department would be enhanced by the hiring of an additional faculty member who would collaborate with existing faculty, strengthen the program, and support the success of students.

**4. Describe PT/FT faculty needs for the discipline/program.**

Since the retirement of the full-time program coordinator in 2005 and the retirement of the second full-time faculty member in 2007, the department has had 2 full-time faculty (down from 3). One is the Program Coordinator and the other is a full-time faculty member. Currently and for the past approximately five years, this faculty member has been teaching 40-60% in the department as she has been receiving release time to coordinate the Honors Transfer Program for the college. In addition to the two full-time faculty members in the Department, there are between thirteen and fifteen adjunct faculty members teaching each semester.

**5. Describe any budgetary implications of the proposal.**

The hiring of another full time instructor will come from the general fund and will require the reduction of adjunct faculty in the department

**6. Describe any future economic, community or governmental initiatives/mandates this proposal is addressing.**

**Federal:** President Obama spoke about early childhood education extensively in the 2014 State of the Union address.

Expanding access to high quality early childhood education is among the smartest investments that we can make. Research has shown that the early years in a child's life—when the human brain is forming—represent a critically important window of opportunity to develop a child's full potential and shape key academic, social, and cognitive skills that determine a child's success in school and in life. Participation in high-quality early learning programs—like Head Start, public and private pre-K, and childcare—will provide children from all backgrounds with a strong start and a foundation for school success. These programs also generate a significant return on investment for society; numerous economic studies have documented a rate of return of \$7 or more on each dollar invested through a reduced need for spending on other services, such as remedial education, grade repetition, and special education, as well as increased productivity and earnings for these children as adults. President Obama's comprehensive early learning agenda invests in and strengthens early childhood education, care, and development for our nation's youngest learners. It helps to prevent achievement gaps before they start, and invests from an early age in children as our most critical national resource.

This intense focus has developed initiatives for broadening the implementation and financing of early care and education. From Head Start expansion to universal preschool for all children, federal funding will provide California with the structure and initiative to bolster existing programs and expand services for all children birth to 5 years of age.

<http://www.whitehouse.gov/issues/education/early-childhood>

**California State:** Senate President pro Tem Darrell Steinberg has heard Presidents Obama's call and agrees with him. For example; "In recognition that too many California children are missing out on the early education they need to succeed in school, Senate President Darrell Steinberg is introducing the SB 837, the Kindergarten Readiness Act of 2014, which will make one year of high quality, voluntary transitional kindergarten available to every four-year-old child in California"

<http://sd06.senate.ca.gov/news/2014-01-07-steinberg-senate-democrats-introduce-kindergarten-readiness-act>

**San Mateo County:** Since all of these initiatives will be implemented at the local level, the San Mateo County Office of Education has approached the challenges and opportunities of early childhood education head on. “San Mateo County is in the top 1% of affluent counties in the nation, yet 42% of our children are not reading at grade level by third grade. This statistic rises to a startling 60% among our Latino, African American, and Pacific Islander children. The reason this matters so much is that until third grade, children learn to read. After third grade, they must read to learn. If they can’t read proficiently, they will have trouble learning science and tackling math problems.” <http://www.smcoe.k12.ca.us/Superintendent/Pages/PPLC.aspx>

What does this mean for the ECE/CD Department? It means that the field of early childhood education is growing and professionalizing. It means that we must prepare an expanding workforce of early childhood educators for the demands of the increasingly sophisticated work of preparing San Mateo County’s earliest learners for the academic, social, emotional and physical demands of kindergarten and elementary school. We must stay on top of current Preschool Learning Foundations and K-3 Common Core standards ... and provide coursework that enables our students to be proficient in hundreds of individual competencies in 12 competency areas. It means that we need to be ready to provide not only the academic foundation for these students to be successful, but the practical experience necessary to be able to implement curriculum, assess children, communicate with parents and related professionals and to run small businesses. As society increases their expectations for the field of early childhood education, so too must the ECE/CD Department grow to meet these needs. Because the expansion of early childhood education services will require a professional workforce we must facilitate the progression of the field. We must provide a strong career technical base in our certificate and AS degrees for those students who are working in the field while simultaneously preparing students for transfer and BS completion.

## **Part B. How the Position Helps to Meet the College’s Mission and Goals**

### **1. How is the request in line with the goals of the strategic plan?**

The ECE/CD Program embraces the College's mission and goals by providing an extensive high quality career and professional development education in the high demand field of early childhood education. The ECE/CD Program contributes to the mission and priorities of both the College and the San Mateo County Community College District by: 1) providing occupational education and training



directed toward career development in the early childhood education/child development profession; 2) providing a lower division program to enable students to transfer to baccalaureate institutions; and 3) celebrating the community's rich cultural diversity.

Members of the ECE/CD faculty have worked closely with Library and Learning Center staff, English Institute faculty and the CBET Program, Human Services faculty, Bookstore staff, Math faculty, A2B staff, and the Coordinator of the ECE/CD Department at Skyline College in order to provide comprehensive course offerings and student support to the students in the program. Additionally, ECE/CD faculty have consistently participated in shared governance activities including but not limited to: Faculty Hiring, Evaluation and Tenure Review committees, Academic Senate both at the college and district level, Planning & Budget Committee, Instructional Planning Council, SLOAC Committee and general college hiring committees.

In addition, this request for another full time faculty aligns with the goals of the college to improve success, retention, and completion of certificates and degrees as well as to strengthen workforce development. Students should have access to their instructors on a regular basis and this is more difficult when adjunct are present only during the time that they teach. With another full time instructor, students are likely to be more successful in all of the course work for the program whether it relates to basic skills, workforce skills, or courses required for transfer. More students will complete the program. Many of the ECE/CD students are underrepresented, low-income, mono or bilingual Spanish speakers and especially need the specific skills taught in the ECE/CD Program in order to enhance their ability to obtain employment in the ECE/CD workforce.

## **2. How will this position enhance retention or produce college wide growth?**

Research shows that students are more likely to stay in school if they can make contact regularly with their professors when questions arise. When Professors are available for clarifying assignments and/or providing support to students with questions about their progress in a course, there is more opportunity for student success. This is particularly important in the field of Early Childhood Education/Child Development with its complexity of regulations and standards. The system of regulation in California is not consistent across the Early Childhood Education workforce. The qualifications required for a teacher depends upon whether the program is state-

funded or non-state funded or receives funding from the federally funded Head Start Program. With an additional full-time faculty member in the ECE/CD department, the expectation is that there will be an increase in the number of students who complete their ECE/CD certificates as well as their AS degrees with a major in ECE/CD. This will ultimately impact college-wide growth.

**3. Describe how the position supports a pathway to student educational goal completion (certificate and/or degree) or GE transfer certification.**

The ECE/CD Program is designed to meet personal career goals, foster positive parenting skills, and increase the understanding and appreciation of childhood. Children's growth, developmentally appropriate practice, and professional development within the early care and education field are major aspects of the program. The child from birth to ten years is the primary focus. Current research and practical application are combined in order to assist students in planning their most effective role with children. In addition to courses offered for the ECE/CD Certificate and Associate Degree, the Program aligns itself with the Child Development Permit (Title V Permit Matrix), from the Commission on Teacher Credentialing in Sacramento. Since the fall of 2008 Cañada College has aligned with the Curriculum Alignment Project, a statewide initiative which created a "Basic 8" core curriculum for the ECE certificate and Associate Degree options at the college. Many students entering the program with a goal of completing a Certificate required by their employer, are often then encouraged to continue on to degree and/transfer. The expectation is that working in partnership with the A2B staff will assist students achieve this goal. In addition, students will have access to one additional ECE/CD faculty member who will be on campus regularly. The advising and one-to-one instruction will be more available and encourage more students to complete certificates and degrees or to work toward transfer.

**Part C. Historical Data Criteria Supporting Request**

**1. Discuss Department/Discipline/Program enrollment and student service trends the proposal addresses.**

Total unduplicated headcount in the ECE/CD Department for the spring of 2013 was 554. The FTES for the spring of 2013 was 4.88 and the load for the department for spring 2013 was 504 up from 479 in the spring of 2012. The average enrollment per section offered in the ECE/CD

Department for the spring of 2013 was 29.5. The number of courses offered was 15 and the number of sections offered was 27.

The total course enrollment, (duplicated count) for spring 2013 was 796 down from 840. This drop is parallel to the decrease in college enrollment. More students in the ECE/CD program are returning students, 79% in 2013 up from 63% in 2009.

More students are working toward AS degrees and transfer. There has been an increase in this percentage from 25% in 2009 to close to 45% in 2013. In addition, there has been an increase in the percentage of students interested in a goal of an ECE/CD certificate from 40% in 2009 to 45% in 2013.

The success rate is above the college average with 78.4% in the spring of 2013. The retention rate is also above the college average with 88.9% in the spring of 2013.