



## **PROGRAM REVIEW**

**Business, Workforce, & Athletics Division  
Early Childhood Education/Child Development**

**2008-2009**

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Program Coordinator**

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**EXECUTIVE SUMMARY**  
**EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**  
**Cañada College**  
**Business, Workforce, & Athletics Division**

**Short Summary of Findings:**

**Program Description:**

The Early Childhood Education/Child Development 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 Childhood Education/Child Development profession are major aspects of the program. The child from birth to ten years is the primary focus. Current research and practical applications are combined in order to assist students in planning their most effective role with children. In addition to courses offered for the Certificate and Associate Degree, the Program aligns itself with the Child Development Permit (Title V), from the Commission on Teacher Credentialing in Sacramento. Beginning in fall 2008, the program submitted an "Intent to Align" agreement 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.

**THREE STRENGTHS OF THE PROGRAM:**

**1) Overall Program Quality and Scope:**

- a) Curriculum/Course Offerings. The curricular offerings can be divided into three categories:
- **Certificate/Permit/Degree Requirement:** Since the fall of 2008, the program has implemented a 24 unit core curriculum for the Certificate and for the A.S. degree with a major in ECE. This "Basic 8" curriculum is aligned with the statewide initiative designed to provide for consistency across ECE/CD departments in the state.
  - **Specialized curriculum/grants/community partnerships:** The Department, in collaboration with community partners, has designed relevant and current curriculum. A General Education Math course designed with ECE students in mind and funded through our grant with First 5 has been offered four consecutive semesters and is increasing in enrollment each semester. Beginning with the spring 2009 semester, the ECE/CD Department implemented a "Learning Community" offering an ECE 211 Curriculum course taught in Spanish paired with an ESL course. The course content focuses on ECE curriculum for young children in both classes. This learning community is also funded through the grant with First 5.
  - **General ECE electives and In-Service course work:** These one to three unit courses are offered to provide opportunities for graduates of the Program to continue their education and upgrade their job skills for working with children and families.

## **2) Qualifications and Dedication of the Faculty:**

- The faculty are extremely well qualified and are professionally active in their respective disciplines. All of the ECE/CD faculty have worked, or currently work, in the early care and education and/or child development field and bring practical, relevant experience to the classroom. The faculty are committed to on-going community involvement and serves on numerous local and state task force groups.

## **3) Program Services Coordinator:**

- The position of ECE/CD Program Services Coordinator has been funded by the San Mateo County First 5 Commission, through a grant with the San Mateo County Office of Education's Preschool for All Program, (PFA). This position has been funded for three years and we have recently been awarded an extension of the funding that will fund the position through June 30, 2012 dependent upon the upcoming political election.

## **THREE SUGGESTIONS FOR IMPROVEMENT:**

1. The ECE/CD Program will monitor current trends (challenging behaviors, mental health issues, family support, school readiness/school success, preschool for all and infant/toddler development) for appropriate inclusion in the curriculum.
2. The ECE/CD Program will continue to collaborate with The University Center to foster career expansion for students seeking advanced degrees in the child development profession.
3. The ECE/CD Program will continue to collaborate with the Math Department, English As a Second Language Department, and the Learning Center to provide appropriate support to the growing population of ESL Learners.

## **EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT PROGRAM REVIEW**

### **PART A: OVERVIEW OF PROGRAM**

- 1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.**

In 2000, the ECE/CD Program was awarded a grant from the Children and Families First Commission in, now called First 5. That grant has received several extensions since then and we recently were awarded another extension that will provide funding through 2012. Three grants, beyond the First 5 grant mentioned above, have been continued each year. The Child Development Training Consortium, using Federal Block Grant monies (\$12,500), provides tuition reimbursements to ECE/CD students working directly in the child care field, and resource materials for instructional expansion. The Foster Parent Training Grant (\$93,741) from the State Chancellor's Office provides funds for specific training to foster parents in San Mateo County. The Mentor Teacher Program provides training and stipends for mentor teachers in San Mateo County. This state-wide project is housed at City College of San Francisco and monies for Cañada's coordinator and the mentor stipends are paid directly by the Mentor Teacher Program.

### **Goals and Objectives for 2006-2009**

#### Goal 1.

Continue First 5 grant to recruit and retain quality ECE/CD professionals in San Mateo County: 4 activities – textbook loan program; bilingual tutoring and student supports; program services coordinator and development of GE Math course for ECE students and ECE/ESL Learning Community. The grant was recently extended from July 2009 through June 2012.

#### Goal 2.

Continue collaboration and partnerships with additional local and state entities to provide incentives, stipends and tuition reimbursement for ECE students. Continue to maintain community and State partnerships and grants:

- Foster Care Education - on-going
- Child Development Training Consortium - on-going.
- Mentor Teacher Program - on-going.
- Tech-Prep (local) - on-going
- SaMCARES- ongoing

#### Goal 3.

The Program Coordinator will continue membership/participation in local, statewide and national organizations, partnerships, associations and committees in order to ensure that the program remains current and is proactively responding to the needs of the ECE/CD community including:

- SaMCARES advisory committee
- Curriculum Alignment Project (CAP)

National Association for the Education of Young Children  
Professional Growth Advising and Training  
Mentor Teacher Selection committee  
San Mateo County School Readiness Task Force  
California Community College Early Childhood Educators Association  
San Mateo County San Mateo County Vision 2020  
Child Development Training Consortium Advisory Committee member

**2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

The mission statement for Cañada College is to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses. professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students. teaching excellence, enhanced student learning, and enhanced student success. The ECE/CD Program embraces the College's mission and goals by providing quality career and professional development education.

The Early Childhood Education/Child Development 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 childhood education community are major aspects of the program. The child from birth to ten years is the primary focus. Current research and practical applications are combined in order to assist students in planning their most effective role with children. In addition to courses offered for certificate and associate degree, the Program aligns itself with the Child Development Permit (Title V), from the Commission on Teacher Credentialing in Sacramento.

The Program contributes to the mission and priorities of both the College and the San Mateo County Community College District by: 1) providing career technical 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.

**3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.**

The Program currently serves a very diverse student population and meets the training needs of the local early childhood education community. Enrollment statistics for fall of 2008 reflect the following ethnicity: Asian American/Pacific Islander - 8%; African American - 7%; Hispanic/Latino - 52%; Native American/Indigenous Persons - 0%; Caucasian/Non-Hispanic - 27%. The mean age is 30-32. Gender distribution is 8% male and 90% female. The amount of education achieved is: 10% have no high school education, 46% have high school degrees, 7% have foreign secondary degrees and 19% have postsecondary degrees. The Hispanic/Latino population has continued to steadily increase by approximately 7% since the

2003/2004 academic year. The need for continued supports to the Spanish speaking population is evident. We have offered at least four ECE courses taught in Spanish both at Cañada and offsite in various community locations. Our Spanish speaking students have had access to a tutor who provides support to the students in the classes as well as outside, by appointment. Our goal of providing the 24 unit certificate in Spanish to our Spanish speaking population was definitely tied to our efforts to be responsive to the demands of the ECE Spanish speaking community. Over the past several years, there have been increased numbers of Spanish speaking students taking the Spanish courses and receiving their certificates. Now we are finding that many of these same students and some Spanish speaking students new to the program are requesting that more classes be offered in Spanish rather than transitioning into English ECE courses. We have acknowledged this request and offered ECE 335 Handling Behavior during the fall 2008 academic year. The class had an enrollment of 50. The class is in the spring 2009 schedule and again has close to 50 students enrolled. In developing the 24 unit coursework leading to the certificate for Spanish speaking students, a secondary goal related to it was the hope that our Spanish speaking students would transition into English courses, (both ECE and GE), so that they could then work toward receiving their A.S. degrees. With the funding from First 5 and as a result of the recent ASR evaluation, (Promoting Academic Success for Spanish-Speaking Early Childhood Education Students, 2007) of the supports to our Spanish speaking population, the program is committed to continuing to offer these supports. Key findings of the evaluation included: there is high demand for the Spanish language ECE courses, Spanish-speaking students enrolled in more courses and had higher course completion rates than English speaking students, Students who took classes in both English and Spanish had better academic outcomes in the Spanish language courses; more mature students had better academic outcomes than younger students and Spanish-speaking ECE students earned a slightly higher GPA in their ECE courses than did English-speaking students. However, the number of Spanish-speaking students taking at least one English language course, (ECE or GE) has dropped since the evaluation that was done after the first 3 years of the grant. From the 2007 evaluation, we are finding that many of the Spanish speaking students are not moving forward into English courses. We will be working in proactive ways to more strongly encourage our Spanish speaking students to transition into English ECE and general education courses. This provided the impetus for the creation and implementation of the ECE/ESL "Learning Community" which has paired ECE 211 Curriculum with a Level 2 ESL course. The planning for the Learning Community took place during the fall 2008 semester and the two courses are being offered in Spring 2009. Outreach and recruitment activities took place over the summer and fall of 2008. Spanish speaking ECE students will be required to enroll in both courses. The faculty members will be teaching content based material in both ECE & ESL. The overall goal is to enhance the literacy skills of our bilingual ECE students. This course will be offered again in fall 2009 at an off campus location in a Redwood City School District classroom that has an adjoining preschool program. In addition, with the implementation of the new "Basic 8" required courses, there are now four courses that are not taught in Spanish.

**WSCH, FTE, LOAD, ILCI, Retention & Success  
For the ECE/CD Department**

<b>FALL</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Unique Headcount</b>	<b>536</b>	<b>536</b>	<b>479</b>	<b>539</b>	<b>529</b>
<b>WSCH</b>	<b>2246</b>	<b>2279</b>	<b>2089</b>	<b>2283</b>	<b>2412</b>
<b>FTE</b>	<b>4.6</b>	<b>5</b>	<b>4.5</b>	<b>4.3</b>	<b>4.7</b>
<b>LOAD</b>	<b>486</b>	<b>455</b>	<b>460</b>	<b>533</b>	<b>515</b>
<b>ILCI</b>	<b>74.9</b>	<b>76</b>	<b>69.6</b>	<b>76.1</b>	<b>80.4</b>
<b>Success Rate</b>	<b>77%</b>	<b>78%</b>	<b>79%</b>	<b>81%</b>	<b>77%</b>
<b>Retention Rate</b>	<b>88%</b>	<b>90%</b>	<b>88%</b>	<b>93%</b>	<b>85%</b>

<b>Year</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Certificates</b>	<b>41</b>	<b>42</b>	<b>70</b>	<b>57</b>	<b>82</b>
<b>Degrees</b>	<b>14</b>	<b>21</b>	<b>27</b>	<b>21</b>	<b>35</b>
<b>Transfer</b>					

Great stats for the college

The LOAD for the ECE/CD Department has significantly increased since fall 2004 from 486 to fall 2008 at 515. The overall average for the past five years in LOAD is 490. The departmental faculty members have been taking additional students into their classes and working closely with students outside of class time to ensure students are understanding the material being presented and being kept up to date in their particular courses. The ECE 366 Practicum course had two sections in fall 2008 and 3 in spring 2009 with a capped enrollment of 20 students. Unfortunately, there is a high drop out rate for this particular course due to the hours required for the onsite component of the course. This will definitely lower the overall department load. Also, other reasons for a lower load in fall 2008 includes offering the mandated court parenting course for the County of San Mateo with enrollment less than 20 students and the ECE 262 course is cross listed with HMSV 262 so we cannot have a maximum enrollment due to the ratio of Human Services students versus ECE students. It is quite exciting to see the issuance of Certificates and A.S. Degrees for the ECE/CD students. The significant increase has been due to the hiring of the Program Services Coordinator who works one on one with students and has strived to get a large percentage of students to apply for their much earned Certificate and Degree on a yearly basis. The Program Services Coordinator was hired in 2005 and you can see the difference since 2005. The Retention rate is higher overall than the College Retention rate and the Success rate is above the College Success rate.

**4. If the program utilizes advisory boards and/or professional organizations, describe their roles.**

The ECE/CD Program Advisory Committee consists of representation from a variety of facets of the early childhood education/child development community (center-based care; faculty; local Resource and Referral Agency, related community agencies, First 5, County Office of Education and a graduate of the Program). The Advisory Committee meets on a regular basis, (once each semester) to make recommendations and suggestions for curriculum development, professional development within ECE, and review ECE community issues.

The grants and community partnerships within the ECE/CD Program have provided needed supports to students to expand their professional and career development in the form of a textbook loan/rental program, bilingual supports, tuition reimbursements, mentor-teacher relationships, a learning community, Math GE courses, and stipends through the SamCares program. Since the fall of 2005, the program has been funded through a partnership with the First 5 Commission, to provide a full-time Program Services Coordinator position for the ECE/CD program. The program services coordinator provides invaluable support and assistance to students enrolled in and/or interested in the program.

The ECE/CD program is a member of the Child Development Training Consortium. This group of ninety six community colleges receives Federal Block Grant monies to provide tuition reimbursements to students teaching in the early childhood education field. The Consortium serves as a valuable link between ECE programs throughout California. Each year, Cañada's ECE/CD Department receives \$12,500 to provide for tuition reimbursement for the ECE/CD students. On Cañada's campus, the ECE Program has articulated through the University Center, a partnership with San Francisco State University's Child and Adolescent Development (CAD) Bachelor's Degree Program. Since 2005, 29 students from the ECE/CD Department have graduated from San Francisco State's CAD program. These partnerships (the State Consortium and the campus University Center) allow the Program optimal contact with other education institutions.

## **PART B: CURRICULUM**

### **1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered in narrative or quantitative evaluation)**

The curriculum in the ECE/CD Program is philosophically based on Developmentally Appropriate Practice for children from birth to ten years as outlined by the National Association for the Education of Young Children. At the State level, the 24 unit Certificate requirements align with the Child Development Permit, available through the Commission on Teacher Credentialing for child care and development centers operating under Title V (publicly subsidized programs). Students that complete the required 12 units, (ECE 201, 210, 211 and 212) still meet the requirements for Community Care Licensing, Department of Social Services, Title XXII (private/for profit programs). Students enroll in the ECE/CD Program to complete certificate/Permit/degree requirements, to upgrade current skills with children and families, to complete in-service units for salary increments and to enhance their personal and professional options in the early childhood education/child development field. Several of the required courses are taught in Spanish and have been well received by the Latino early childhood education community (over 50% of the ECE/CD Program population). Numerous other courses in the Program taught in English have Spanish textbooks and bilingual tutoring is available through the First 5 grant. Courses in the program are constantly addressing quality training issues and more than adequately meet the needs of the discipline and the students. Curriculum in the areas of Family Support, Violence Intervention/Prevention in ECE, Foster Care Education, The Teaching Experience,

Infant/Toddler Development and Environments, Children with Special Needs, The School Age Child and Children's Literature are examples of curricula offered as a direct result of outside funding and/or community partnerships. A GE Math course designed with ECE students in mind and funded through our grant with First 5 has been offered 4 consecutive semesters and is increasing in enrollment each semester. Beginning with the spring 2009 semester the program has implemented a "Learning Community" offering an ECE 211 Curriculum course taught in Spanish paired with an ESL course. The course content focuses on ECE curriculum for young children in both classes. This learning community is also funded through our grant with First 5.

In addition, there has been interest expressed in having online ECE courses. With this in mind, Professor Patty Dilko took one of the courses that she currently teaches, (ECE 366 Practicum in ECE), and designed and implemented it as an online course beginning this semester. This course was a logical starting point for an online course. Students spend 96 hours each semester in a "field placement" in a student teaching experience. Students then meet 6 times with the instructor and the other practicum students where they discuss specific content and also share their student teaching experiences in a seminar format. Currently, the meeting time takes place online where Professor Dilko has developed a web based online journaling system for students to access their assigned work, complete it and submit it online as well as interact with other students and the instructor. The enrollment in the course began with 17 students and is currently at 6 students. Specialized outreach will be done this spring and over the summer to recruit more students for the online course that is scheduled for the fall 2009 semester.

## **2. State how the program has remained current in the discipline(s).**

The 24 unit Certificate program aligns itself with the Child Development Permit (Title V) and the Associate in Science Degree in ECE/CD, and defines the primary career/vocational training responsibilities of the Program. Since fall 2008, the program has implemented a 24 unit required core curriculum for the Certificate and for the A.S. Degree with a major in ECE. In the spring of 2008, the Department submitted an "Intent to Align" agreement 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 that was implemented beginning in fall 2008. These eight courses are now the required course work for students wanting the ECE/CD Certificate and/or their A.S. Degree with a major in Early Childhood Education. In implement-ing this new core curriculum, Cañada joins the many other community colleges in California that have or will be implementing this core curriculum soon.

The Commission on Teacher Credentialing issues the Child Development Permit. This permit was designed to enhance the professionalism of the ECE/CD field and to expand career options for teachers and child care providers. The six levels on the Permit matrix define the educational and experiential requirements for those persons in Title V Programs. The Permit is optional for people working in an ECE/CD setting licensed under Title XXII. As a result of the Master Teacher level guidelines, seven **specialization** areas (6 units in specific curriculum) have been developed within the ECE/CD Program at Cañada. The newest specialization will be added to the fall 2009 catalog. (Note: Specializations vary at different community colleges.) "Administration" is not considered a specialization area.

### **Curriculum "Specializations"**

	Units
Infant/Toddler Care	
ECE 223 Infant/Toddler Development	3
ECE 225 Infant/Toddler Environments	3
SAFE START - Violence Prevention	
ECE 250 Violence/Its Impact on Children	3
ECE 252 Violence Intervention Strategies	3
Children's Literature	
ECE 191 Children's Literature I	3
ECE 192 Children's Literature II	3
School-Age Child	
ECE 213 The School-Age Child	3
ECE 230 Creative Activities	3
Children with Special Needs	
ECE 260 Children with Special Needs	3
ECE 235 Handling Behavior	3
Family Support Program	
ECE 262 Introduction to Family Support	3
ECE 264 Life Cycle of the Family	3
The Teaching Experience	
ECE 244 Pre-K Learning and Development Guidelines	2
ECE 350 The Role of the Teacher	1
ECE 352 Communicating with Parents	1
ECE 351 Mental Development and Problem Solving	1
ECE 382 Male Involvement in ECE	1

A grant from the State Chancellor's Office to provide Foster Care Training is in its 20th year at Cañada. Currently, the training is non-credit bearing offering speakers and trainers in a workshop/seminar format for the foster parents as well as for interested community members.

**3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.**

Currently, there are 26 three unit courses described in the 2008/2009 catalog. In addition, there are 2 two unit courses and an additional 5 one unit courses and 2 half unit courses. This year, as part of the process of implementing the new curriculum in alignment with the Curriculum Alignment Project, (CAP), the Program Coordinator submitted changes to the curriculum committee for insertion in the new 2009/2010 catalog. Beginning with the 2009/2010 catalog, there will be 22 three unit courses, 2 two unit courses and 4 one unit courses. The following are the courses for the ECE/CD program with their designations:

ECE 191 Children's Literature I: 3 units	ECE 192 Children's Literature II: 3 units
ECE 201 Child Development: 3 units	ECE 210 Principles of ECE: 3 units
ECE 211 Curriculum: 3 units	ECE 212 Child, Family and Community: 3 units
ECE 213 The School Age Child: 3 units	ECE 223 Infant Development: 3 units
ECE 225 Infant Environments: 3 units	ECE 230 Creative Activities: 3 units
ECE 240 Administration/Bus Legal: 3 units	ECE 241 Administration/HR: 3 units
ECE 242 Adult Supervision: 2 units	ECE 244: PreK Learning/Dev Guidelines: 2 units
ECE 254 Anti Bias Curriculum: 3 units	ECE 260 Children with Special Needs: 3 units
ECE 262 Intro to Family Support: 3 units	ECE 264 Life Cycle of the Family: 3 units
ECE 333 Observational Skills: 3 units	ECE 313 Health and Safety: 3 units
ECE 335 Handling Behavior: 3 units	ECE 366 Practicum in ECE: 3 units
ECE 350 The Role of the Teacher: 1 unit	ECE 382 Male Involvement in ECE: 1 unit
ECE 352 Communicating with Parents: 1 unit	ECE 351 Mental Dev/Problem Solving: 1 unit
ECE 250 Violence and its Impact on Families: 3 units	
ECE 252 Teaching Violence Intervention Strategies to Children and Their Families: 3 units	

All of the courses listed above, are either aligned with the new Curriculum Alignment Project, (CAP), or are required courses for one of the Specializations for the Child Development Permit. All other courses have been banked and/or eliminated from the catalog. All of the "Basic 8" courses and the courses for the specializations have SLO's on file. As part of the process for aligning the course with CAP, all of the courses need to be updated and some of them need course title changes. The "Basic 8" courses need to be submitted with their revised course outlines to the CAP project in Modesto. The Program Coordinator has begun this process and will complete this process during the 2009/2010 academic year at which time all of the courses will be updated and submitted at the same time to the curriculum committee.

**4. If external accreditation or certification is required, please state the certifying agency and status of the program.**

As mentioned above, the new "Basic 8" courses that are part of the Curriculum Alignment Project, (CAP) will need to be submitted to the child development training consortium office housed at Modesto Community College in Modesto where the CAP is administered. This process does not have a specific deadline, ECE/CD departments are setting their own timelines for submission. The timeline for completion at Cañada was set to be done after the program review was completed.

**5. Describe how your program is articulated with similar departments within the SMCCCD, the Sequoia High School District and/or other four year institutions, (include articulation agreements, common course numbering, etc.)**

The ECE/CD Program Coordinator at Cañada College works very closely and collaborates regularly with the ECE Program Coordinator at Skyline College. Each semester, the coordinators work together to plan each program's schedule in order to balance what is offered on one campus with the other. The ECE/CD courses share course numbers and titles, especially now in light of both campus programs implementing the Curriculum Alignment Project (CAP) core curriculum. Several faculty teach on both campuses for each of the departments. For the past two years, the Program Services Coordinator at Cañada has spent one day a week at Skyline providing advising and support services to Skyline students. This will end at the conclusion of the spring 2009 semester. Beginning in July, Skyline will have its own individual providing these services for Skyline students. The First 5 Grant Coordinator, ECE/CD Program Coordinator and ECE/CD Program Services Coordinator recently worked with faculty from the English Institute to develop an ECE/ESL Learning Community, (with funding from the First 5 grant). One of the department's faculty members who teaches our ECE courses in Spanish teamed up with an ESL faculty member to create and design the curriculum for this Learning Community. This 7 unit learning community was offered for the first time this semester, (spring 2009) with an enrollment of 15. The ECE/CD department coordinates with the Office Technology Program because of the computer literacy and certificate/graduation requirement offered through the department. In addition, the First 5 grant provided funding to design and offer 3 Math for ECE majors courses offered in a sequence for ECE students needing to complete their Math GE requirement for the child development permit and for their AS degrees and transfer requirements. The Department has offered two of its required courses through an agreement with the East Palo Alto Charter High School. Department faculty also meets with the Human Services faculty and staff due to the Family Development Certificate offered through the ECE/CD and the Human Services Departments.

On Cañada's campus, the ECE Program has articulated through the University Center, a partnership with San Francisco State University's Child and Adolescent Development (CAD) Bachelor's Degree Program. Since 2005, 29 students from the ECE/CD department have graduated from San Francisco State's CAD program. These partnerships (the State Consortium and the campus University Center) allow the Program optimal contact with other education institutions. School-to Work/Tech Prep agreements exist with ROP, Sequoia and Menlo-Atherton High Schools and are updated on a regular basis in coordination with Carolyn Jung, Tech Prep Coordinator.

**6. Discuss plans for future curricular development and/or program modification.**

Beginning with the fall 2006 semester, a new course was added to the 12 "required" courses for the ECE/CD Certificate. The ECE 366 Practicum course became a required course. For the next two years, ECE/CD students were then required to take 15 units of required coursework and 9 units of "Selectives". The Department went from offering one section of the ECE 366 course each semester to three sections that are currently offered, (one at night, one in the late afternoon and one online). In addition, due to the demand, the ECE 366 course will be offered for the first time during the summer 2009 session. The ECE 366 course is limited to 20 students because the faculty that teach the course are required to conduct two visits each semester to the field sites where the students are placed to do observations and monitor the progress of the student teaching experience that the students are having. Implementing the requirement of the practicum has presented a challenge to the Spanish speaking students as the Practicum course is taught

in English by the three faculty members that teach it. One of the solutions has been to find placements for the Spanish speaking students where the supervising teacher at the site is bilingual Spanish/English. Other Spanish speaking Practicum students have specifically requested placement with English speaking teachers so that the student can improve their own English speaking skills.

The participation in and implementation of the coursework associated with the Curriculum Alignment Project, (CAP) has been a major undertaking for the department over the past eighteen months and has created significant changes to the program. Up until the fall of 2008, in order for students in the ECE/CD program to be eligible for the 24 unit ECE/CD certificate and/or the A.S. degree with a major in ECE/CD, they were required to take the 12 “core” units, (ECE 201, 210, 211 and 212) and then were allowed to “choose” the remaining 12 courses from the “Selectives” offered by the program. Students have adjusted very well to the new program requirements. What has contributed to this adjustment is having the Program Services Coordinator available to meet with all ECE/CD students to explain to them the program requirements. In addition, the Program Services Coordinator visits each ECE/CD class at the beginning of each semester where she makes a presentation to the students about the requirements for the Certificate and AS degree with a major in ECE/CD. There will continue to be challenges for the Spanish speaking students now that not all of the required courses are offered in Spanish. Since 2000, tutoring supports have been made available to the students enrolled in the Spanish speaking courses. Limited tutoring supports are now being made available to Spanish speaking students enrolled in the English ECE/CD courses and for students enrolled in the Math class taught in English for ECE students. As previously mentioned, proactive efforts to strongly encourage ECE Spanish speaking students to enroll in courses taught in English, (both ECE and GE) are underway.

The assessment of curriculum is an on-going process. At the most recent ECE/CD Advisory Committee meeting, input from advisory committee members included the need for curriculum that more specifically addresses how to work with children with “challenging” behaviors” as well as the need for curriculum that touches on the mental health needs of early childhood education professionals. These are definitely possible areas of expansion for the future in collaboration with First 5. In addition, with the new focused direction of First 5 related to Preschool For All including children ages 0-5, there is interest in collaborating with the Program for Infant Toddler Caregivers, (PITC) to offer half unit introductory workshops for teachers working in infant/toddler programs. Plans are being made right now to offer these half unit workshops beginning in the fall of 2009. These workshops would be complementary to the already existing 6 units of Infant Toddler curriculum that is currently offered in the program. There is possible interest in creating curriculum that focuses specifically on the Montessori curriculum model. One of the current faculty members is Montessori trained and has expressed interest in collaborating on the development of a Montessori specific course. Lastly, the issue of articulation of classes to the CSU system, (specifically San Francisco State), to promote career advancement in this field is being further expanded with the assistance of the University Center on campus. Currently, San Francisco State’s Child and Adolescent Development Program, (CAD) accepts 2 of the ECE/CD courses, (ECE 201 Child Development and 212 Child, Family and Community) for the CAD major. Just this month, a third course was approved for acceptance into the major, (the ECE 366 Practicum course).

### **PART C: STUDENT OUTCOMES**

- 1. Please attach all Bi-Annual State of the Department reports from the past six years.**

**NOT APPLICABLE**

2. **Update any analysis to include a summary of all years. Attach student learning outcomes here.**

**Upon successful completion of a Certificate, students will be able to:**

- 1) Demonstrate the knowledge and skills required to succeed on the job for which they have trained;
- 2) Articulate major practices which professionals within the discipline share;
- 3) Work independently and collaboratively within a team;
- 4) Read, interpret and write discipline-specific technical information;
- 5) Listen and communicate orally.

#### **PART D: FACULTY AND STAFF**

1. **List current faculty and staff members in the program, areas expertise, and how positions contribute to program success.**

At the present time, there are two full-time faculty members, (2.0 FTE) Valerie Goines and Patricia Dilko and fourteen adjunct faculty members who have expertise in particular areas. Below are the bios submitted by faculty members teaching within the CD/ECE discipline. Faculty within the ECE/CD Program are members of various local, state and national organizations. (California Community College Early Childhood Educators, San Mateo Association for the Education of Young Children, California Association for the Education of Young Children and National Association for the Education of Young Children) and serve on numerous boards, committees and task force groups. These associations allow the Program optimal contact with related community groups.

##### **Full-Time:**

##### **Associate Professor Valerie Goines, MA**

Valerie has been the ECE/CD Program Coordinator at Cañada College for four years and has taught in the ECE/Child Development Department at Cañada College for 28 years. She has a BA in Child Development from California State University, Chico and a MA in Early Childhood Education from Stanford University. She has been a strong advocate for early childhood professionals in the San Mateo County community for over 30 years, primarily through her work at the College as well as The Child Care Coordinating Council of San Mateo County where she worked for 23 years. She has been a presenter at local, statewide and national workshops and conferences on subjects related to child development and family support. She has a special interest in middle childhood, diversity in ECE, human resource administration and family support programs. Her community activities and memberships include: Member of San Mateo County School Readiness Task Force, SaMCares Advisory committee member, Mentor selection committee member and membership in NAEYC. She also serves as a Professional Growth Advisor for the Child Development Permit.

##### **Professor Patricia J. Dilko, Ed.D**

Patty received her BS in Sociology from The University of Connecticut and began her career working with families as an Advocate in the Fair Housing Department in Hartford Connecticut. When she relocated to Northern California she found her true passion was working with young children and their

families in child care and early education. As a site director, she has been instrumental in creating innovative programs for children aged 3 months to 13 years of age. She was a founding Director at Palfare, Inc. in Burlingame a nationally recognized day and nighttime program affiliated with San Francisco International Airport. After completing her Master's in Public Administration at The College of Notre Dame, in Belmont, CA in 1998, she joined Cañada College to start-up the Child Development Center. She currently teaches a variety of courses in the ECE/CD program as well as holding faculty leadership roles at the College, in the District and across the State. She completed her doctoral studies in 2008 by successfully defending her dissertation entitled: Personal Weblogs in the Early Childhood Practicum Experience: Asynchronous Group Experience as a Tool for Developing Reflective Teaching Characteristics.

### **Dianne Eyer, Professor Emeritus and First 5 Grant Coordinator**

Dianne received her MS in Child Development from Purdue University., her MA in Special Education from San Francisco State University and a Counseling Credential from San Jose State University.

Dianne was the ECE/CD Program Coordinator from 1978 until 2005. Dianne currently coordinates the ECE/CD departments First 5 grant to recruit and retain early childhood education professionals in the ECE/CD field. Dianne has developed curriculum related to violence intervention in ECE (Safe Start - grant from the Centers for Disease Control), Family Support (representing a unique collaboration with The Council of SMC and PSP of Fairfax) and Home-Based Child Care (Commission grant mentioned). She is co-author of *Infants, Toddlers and Caregivers*, 7<sup>th</sup> edition, 2007, Prentice Hall.

### **Adjunct Faculty Members:**

#### **Sharon Keplinger, MA**

Sharon has been an adjunct professor in the ECE/CD department at Cañada College since 1987. She has a BA in Child Development from California State University, Chico and a MA in Education from Stanford University. She has worked as a Teacher, Assistant Director, and Director in ECE programs since 1976 in the Bay Area. She worked for the Child Care Coordinating Council for 10 years in a variety of positions. For the past 15 years, she has been a Program Coordinator for the Palo Alto Unified School District. Her responsibilities include the preschool program, Young Fives and Parent Education programs.

#### **Julia Crockett Mannheimer, MA**

Julia joined the faculty of Cañada College in 1989 and has over 30 years of experience as an Early Childhood Specialist. Classes taught include: Child Development; Infant Development; Administration in ECE/Business and Legal; Anti-Bias Curriculum; The Teaching Experience; Communicating with Parents; and PreKindergarten Learning and Development Guidelines. She worked as a Teacher, Assistant Director and Director in ECE programs serving infants through school-age children and their families. She was the Executive Director of GeoKids, the parent co-op child care facility at the US Geological Survey in Menlo Park. Julia has worked as a consultant to ECE programs while employed by The Children's Health Council in the Outreach to Child Care Program. She lives in Danville with her husband and son and continues to work as a parent educator and consultant.

#### **Merrily King, MA**

Adjunct Professor since January 1995. Received B.A. in ECE from Hayward

State, M.S. Education with emphasis in Children's Literature from Hayward State. Courses taught at Canada include: Curriculum, Child Family & Community, Child Development, Principles, Value of Play, Advocacy for Children and Literacy in ECE. Coordinates the Foster Care Education Program funded through the Community College Chancellor's Office.

Employed with the Redwood City School District/Child Development Centers as an Educational Specialist. Focus of work has been on NAEYC Accreditation, quality improvements for children, Kindergarten Readiness and providing literacy rich classrooms for preschool children. Created a take home book bag program that was used as a model for the Raising a Reader Program through the San Mateo County Library.

### **Paul Proett, M.A.**

Paul has been an adjunct instructor since 2002, teaching courses at Cañada and Skyline Colleges. Paul also taught at Cañada, Skyline and Chabot Colleges in the previous years of 1985-87. Paul spent 20 years in various teaching and administrative roles in Early Childhood Education. He worked in advocacy and local resource and referral agencies as well as taught and directed in a variety of early childhood settings. Paul founded two child care centers- one for Apple Computer and a center called Palcare in San Mateo County. Paul also spent 15 years as a Human Resource professional in technology corporations, advising, consulting and training professionals. Paul holds a Bachelors (B.S) Degree and partial completion of a Masters (.M.Ed.) degree from University of California at Davis.

### **Jan Lawrence, M.A.**

Jan received her Masters in Early Childhood Education from Vancouver University Colleges, Early Childhood Education/Child Development. Jan teaches core ECE classes at Cañada including Child Development in Spanish. She received her B.A. from SFSU in Romance Linguistics and holds an American Montessori Society preprimary credential earned at CND. Her special interest is second language acquisition in early childhood. She co-founded and directed the Gourmet Language School for Children developing Spanish and French language classes and summer camps for ages 3-8 years. Over the last 20 years, she has taught and directed early childhood programs in San Mateo and at the Nato Bilingual Montessori in Agnano, Italy. As well as her classes at Canada, she teaches Practical Spanish for the Educator for the USD extension and is developing a children's art program. She is continuing graduate studies in multicultural education at SFSU. Professional memberships include the NAEYC and ACEI.

### **Debbie Proett Lukas, MA**

Debbie is an Early Childhood Education/Child Development instructor at Cañada College in Redwood City, teaching family support and development classes. She is a founding member of the Family Support Advisory Committee that developed the curriculum for the Family Support Specialization based on an interdisciplinary approach of child development and family life studies. Her background is in child and family development as an early childhood caregiver and parent educator for 20 years with a master's degree in Human Development from Pacific Oaks College. She works with the Parent Services Project (PSP), a nationally recognized nonprofit organization dedicated to integrating family support into early childhood programs through training, technical assistance, and education. Debbie joined the PSP Inc. staff after serving as the Family Support Project Manager at the Child Care Coordinating Council of San Mateo County.

**Maryanne Patterson, M. A.**

Maryanne received her Masters degree from Pacific Oaks College in Pasadena and has been teaching courses at Skyline and Cañada Colleges since 2002. Maryanne has been at the state level administering a state preschool program, center director for military child care centers, and director for city government child care programs and administering state preschool for a countywide program. She has been a presenter at local, state and national conference workshops on subjects related to child development, family support, and early school readiness. Maryanne is also a Professional Growth Advisor to many early childhood professionals. She is a board member to an early childhood program in San Mateo County.

**Susan Davis, M.S.**

Susan has been an Adjunct Faculty member in the ECE/Child Development Department at Canada College since January 2007. She has a BS degree in Child Development/Elementary Education from Iowa State University and an MS degree in Family and Community Relations from Teachers College, Columbia University. She is a member of NAEYC and Phi Delta Kappa. She has taught all ages – infants through adults. She helped found two parent involvement programs: a parent co-op day care center through Teachers College and the Columbia University School of Social Work, NYC, and a federally-funded parent involvement program through the Avoca School District, Winnetka, IL. She was teacher and director at the Menlo-Atherton Co-op Nursery School, Menlo Park; and teacher at Menlo-Atherton High School working in the Regional Occupational Program (ROP). Her work at Cañada College includes supervising student teachers and teaching at East Palo Alto Academy in Menlo Park.

**Marla Holtzman, BSN**

Marla has been an Adjunct Professor at Cañada College since 2004. She received her BSN from University of Cincinnati, College of Nursing, and Health. Currently, Marla has Regional Faculty status at the American Heart Association and is an instructor/trainer for both the American Heart Association and Medic First Aid. Since 2003, she has been an educator, for Health Education Services, which provides trainings for corporations and individuals in emergency care and readiness. As an employee of the Palo Alto Medical Foundation in the education division, she has been teaching courses with a prenatal focus since 1997. Marla's previous hospital experiences have ranged from a cardiac step down unit to labor and delivery. Health promotion and education are Marla's passions, and in her free time enjoys reading, knitting, exercising, traveling, and spending time with her family.

**Sue Eftekhari, BA, MA (in process)**

Sue has been the Program Services Coordinator at Cañada College since 2005. In this capacity, she is responsible for advising students on their career paths in Early Child Education/Child Development to enable them to get their certificates from Cañada and their teaching permits from the State of California. She has had a long career spent in the areas of education and administration with a focus on intercultural communication. She has a history of successful leadership and a team-oriented management style with the ability to set strategic directions and foster creative problem solving with both volunteers and paid staff. Career highlights include extensive experience working with diverse populations in terms of age and national origin, the operation of a full day ECE facility for children between the ages of 6 weeks and 6 years, the recruitment of host families to provide housing for international students, providing support and guidance to international people, teaching career development classes in a variety of subjects to a varied student body, the building of a volunteer speakers bureau and the direction of an English language

teaching facility on a leading university campus. Responsible for advising students on the career paths in Early Child Education/Child Development to enable them to get their certificates from Cañada and their teaching permits from the State of California.

**2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.**

The program has an active and professionally oriented team of faculty members representative of a wide-range of professional expertise. Patty Dilko, one of our full-time faculty members at Cañada recently completed her doctoral studies. She completed her doctoral studies in the fall of 2008 by successfully defending her dissertation entitled: Personal Weblogs in the Early Childhood Practicum Experience: Asynchronous Group Experience as a Tool for Developing Reflective Teaching Characteristics. Faculty from both Skyline and Cañada Colleges jointly meet once each semester and are committed to providing comprehensive, current and rigorous course content in a supportive and professional manner. Recent faculty meetings have been devoted to working collaboratively on developing SLO's and assessment for all of the core ECE/CD courses. Faculty have been brought up to speed regarding the changes in the program now that the Basic 8 core courses have been implemented at Cañada and will be implemented in the fall of 2009 at Skyline. "Job-alike" discussions have taken place at joint meetings for the past several years so that faculty teaching the same course can come together to talk with each other about course content, SLO's, assignments, teaching methodologies as well as to support each other and build relationships. The Program Coordinators at Cañada and Skyline have plans to provide forums for discussion about important content related to the CAP that must be "infused" in the entire course curriculum in addition to the specific content associated with each course. Examples of this are: school readiness, professionalism, children with special needs, English language learners and family relationships.

**3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

The District hiring guidelines are used for recruiting full-time, adjunct faculty, and staff. Recruitment is also done by networking at various conferences, seminars, meetings, contacting personnel from high schools and colleges in the area, and contacting professional organizations. Orientation for new faculty and staff is thoroughly completed at the Division level. The Dean for the Business, Workforce, & Athletics Division and the ECE/CD Program Coordinator meet with new faculty and acquaint them with procedures, regulations, etc. The Coordinator works closely with the new faculty member throughout the semester. The Vice President of Instruction holds an orientation session for faculty new to the College at the beginning of each academic year that includes the assignment of mentors. Student tutors, student assistants, and short term hourly employees (instructional aides) are recruited (especially bilingual students) from those who have successfully completed courses in the Program.

**PART E: FACILITIES, EQUIPMENT, MATERIALS AND MAINTENANCE**

**1. Discuss the quality and accessibility of the facilities, equipment maintenance, and materials available to the program. List projected needs.**

Since fall 2003, the majority of ECE/CD classes have been held in Building 22 in three and since 2007, two classrooms. The two classrooms are large and very conducive to student learning. Both classrooms are

SMART classrooms with the latest technology for quality instruction. Occasionally the video/DVD projector does not turn on. Mike Tyler has been fantastic in responding quickly to faculty requests for assistance. Building 22 also has a small room that is designated space for the adjunct faculty members. This has been a positive addition and adjunct faculty members have been pleased to be able to have access to a secure space where they can leave their materials, work on the available computer and printer in the office and also have access to the copy machine which is available in the work room in building 22.

In October 2007, the college adopted a Strategic Plan. Several surveys were completed in the internal and external environmental scanning process. In a survey completed by faculty and staff, an Early Childhood Education Lab was identified as a weakness of the college's academic programs. And the Plan went on to state "the college does not have a childcare facility on site which would sever as a laboratory for the program. Such laboratory experiences must be completed at area child care centers. Given this limitation and the competitive nature of the ECE programs at neighboring institutions, it is projected that the enrollment in the program will remain relatively stable during the next ten-year period."

The need for a properly educated and well prepared workforce in preschool and early care and education in San Mateo County is growing at an above average rate. This need is particularly crucial in north and south counties where the need for preschool, child care and early education programs far exceeds the current capacity in licensed programs and family child care homes. The Early Childhood Education/Child Development (ECE/CD) Departments at Cañada College and Skyline College are preparing to meet this growing workforce challenge with a number of important projects. As identified in the Spring 2005 Child Study Center Business Plan, the need for a child study center on campus, 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.

A Child Study Center would satisfy several needs at the College and in the surrounding communities. First, a Child Study Center is needed for pedagogical reasons. Students in the fields of early childhood education and elementary education need a learning laboratory. Currently there are over 700 students in ECE/CD classes each semester; in addition, for students in psychology, counseling, human services, sociology, fine arts and more, the Child Study Center would be able to gain academic experiences at the Child Study Center as soon as its doors were opened. In addition to these academic functions, the Child Study Center would provide support to all students in the form of subsidized child care which will help students persist and succeed in the completion of their educational plans. Ample data is available that shows that child care is among the top barriers that community college students face when they talk about the difficulties of staying in school. As an additional benefit, the Child Study Center would be available to staff and faculty. Given the high cost of living in San Mateo County, this important employment benefit is crucial as we attempt to recruit and retain qualified employees. The Child Study Center could be located in building #22 at Cañada College. Building #22 was specifically designed for use as a child development center and was later converted to adult classrooms. The management of the Child Study Center would fall under the current experienced Cañada College organization, with the Business, Workforce, & Athletics Division having direct responsibility for the day to day operation of the facility. This is the same model as when the child development center was operating between 1998 and 2002. A full-time, tenure track instructor with extensive public and private preschool and child care facility operation experience will be the Child Study Center Coordinator.

The ECE/CD Department offers a comprehensive program that creates an educational pathway from

certificate to degree and transfer. Through several innovative initiatives, such as the Spanish language certificate and multiple specializations, the Department has shown exemplary responsiveness to community workforce needs while maintaining a high academic standard. Toward this goal, in the fall of 2006, the Department increased its certificate and degree requirement to include one semester of ECE 366 Practicum. This is the course in which students do their “student teaching.” The *California Community College Comprehensive Guidelines for Child Development and Early Childhood Instruction and Services* (CCC Chancellor’s Office, 2003) states that the Practicum experience in the Child Development core curriculum should take place in an on-campus child development center. Instructional faculty should provide supervision of practicum/student interns. In addition, the guidelines recommend that where practical, a second practicum in a community placement approved by the Child Development program is advised. It is strongly recommended that the combination instruction and service model for Child Development programs be developed by the college. The Cañada College Child Study Center would strive to create a community of learners where children and adults explore their world together. When participating in the Child Study Center, students would gain knowledge and develop skills while working under the direct supervision and guidance of Cañada College instructors and master teachers. Having completed their ECE 366 Practicum requirements at the Child Study Center, ECE/CD students would have the knowledge and experience necessary to take positions in preschool and child care environments across the County. Incorporating current developmental and educational theories, students and instructional faculty co-create hands-on learning experiences in a variety of areas including: curriculum development, emergent literacy, kindergarten readiness, classroom management, parent communication, documentation, assessment, and professionalism. This model provides for the intensive reflection necessary for the students to move from unskilled paraprofessionals to skilled preschool teachers. Students could also participate in the program at the Child Study Center through a variety of experiences, including observation assignments, interviews, and a work-study option. The implementation of the Child Study Center is a next logical step in maintaining the highest level of education for Cañada’s ECE/CD students.

**2. Describe the use and currency of technology. List projected needs.**

The two full-time faculty members in the department each have desktop computers and printers in their offices. In addition, they have each been given a lap top computer to use off campus and for use in the classrooms. Adjunct faculty members have access to a desktop computer and printer in the adjunct faculty office in building 22. The Program Services Coordinator has a desk top computer in her office. It is recommended that a laptop computer be purchased for her use as well for when she goes off site to provide advising services at our off site classroom locations. In addition, it is recommended that one laptop computer be purchased for use by the adjunct faculty.

The SMART classrooms in building 22 and the one ECE classroom in building 13 have the latest equipment and furniture necessary for quality instruction. Major changes have occurred in the textbook publishing field, and professors in the Department are upgrading their skills in the use and development of multi-media presentations. In addition, the use of computer software and the Internet has enabled faculty to stay current with the changing social and political conditions that will be affecting children and families. Many of the current faculty use computer technology in their course delivery including power point presentations, internet video clips and online journaling. The Center for Teaching and Learning on Cañada’s campus serves as a vital faculty resource center. In the fall of 2008, Patty Dilko coordinated and arranged for a specific training for faculty on web access and design. Both ECE program coordinators from Cañada and Skyline, Patty and eight adjunct faculty members participated in this extremely useful training. With this need comes the requirement to make such technology available to faculty and provide continued

and ongoing relevant training to use technology in the teaching and learning environment.

**2. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

The Program maintains a strong outreach with the early childhood education community; classes are offered at a variety of times in numerous off-campus locations and there are courses offered in English and Spanish to serve the needs of our local communities. The ECE/CD Program Coordinator/faculty member, one additional full-time faculty member, the Program Services Coordinator, as well as many of the adjunct faculty have developed, maintained, and nurtured partnerships, collaborations and relationships with countless local, statewide and national level organizations, associations, boards, task forces and committees. In addition, the program’s ECE/CD Advisory Committee meets twice a year to provide support, advice and recommendations about the program’s direction, focus and overall purpose.

**PART F: BUDGET REQUEST**

**1. What faculty positions will be needed in the next six years in order to maintain or build the department?**

**A. Project resources needed in the next six years.**

At the present time, there are two full-time faculty in the ECE/CD Department and 2.70 FTE adjunct faculty members. At this time, three units of release time is given to the coordinator to carry out the responsibilities associated with overall program coordination and to supervise and monitor the work of the Program Services Coordinator. It is recommended that this release time be maintained. The second full-time faculty member has had up to 12 units of release time each semester for the past three years, to carry out responsibilities related to her work as Academic Senate President for Cañada College and more recently, Academic Senate District President. In addition, she has had release time to develop and implement the Honors Program at Cañada College. For the 2009/2010 academic year, she is scheduled to return to teaching ten units. It is recommended that one additional full-time faculty member be hired for the Department.

**Additional Budget Request**

<b>Item</b>	<b>2009 2010</b>	<b>2010 2011</b>	<b>2011 2012</b>	<b>2012 2013</b>	<b>2013 2014</b>	<b>2014 2015</b>
<b>Additional Full-time Faculty Member</b>	<b>1</b>					
<b>Additional Hourly Faculty FTE</b>		<b>.20</b>		<b>.20</b>	<b>.10</b>	<b>.10</b>
<b>Program Services Coordinator, full-time permanent (after grant funding expires-- dependent upon May political election)</b>						
<b>Two Laptops – one for Program Services Coordinator and one for ECE/CD Adjunct Faculty to share</b>	<b>1</b>	<b>1</b>				<b>1</b>

**2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?**

Currently, the Program Services Coordinator position has been funded by First 5 and is expected to be funded for an additional 3 years from July 2009-June 2012 depending upon the upcoming statewide political election. It is recommended that this position become institutionalized as a permanent classified position at the end of the three year funding cycle. The need for this position was identified in large part due to the need for more highly educated early childhood teachers as professional standards were raised and the various statewide initiatives including Preschool for All and Early Brain Development were implemented. The Preschool for All Initiative which while not entirely funded at a statewide level, has nevertheless been funded at the local level by our countywide First 5 Commission. A major component to the delivery of these services is the ECE teachers in the PFA classrooms. Around the state, ECE/CD departments are revising their curriculums to meet the newly developed Curriculum Alignment Project, (CAP) core program guidelines. Beginning in fall 2008, Cañada College has aligned its curriculum to meet the guidelines set out by the Curriculum Alignment Project. The Program Services Coordinator has been instrumental in informing our ECE students of the changes in our program requirements. Prior to the funding of this position, the ECE department at Cañada completed a Strategic Planning process that involved faculty, students and key community professionals and stakeholders. One of the 5 top priorities identified was: "Improve student and community understanding of the ECE/CD Department". Providing specific support and guidance to ECE students was identified as an objective related to this priority. The timing of the strategic plan coincided with the funding that became available through First 5 and the PFA program. We were able to hire for the ECE Program Services Position and the results have been outstanding in a significant increase in the number of certificates and degrees issued by the College since the Program Services Coordinator began at Cañada College.

**3. What equipment will be needed in the next six years in order to maintain or build the department?**

Specific equipment needs primarily related to technology, have been addressed in section F. under technology needs.

Two laptop computers, one for the Program Services Coordinator for off campus visits in the surrounding communities to recruit and track students and the other laptop for the adjunct faculty members to share when using technology in the classroom.

**PART G: ADDITIONAL INFORMATION**

**Describe any other pertinent information about the program that these questions did not address?**

The students enrolled in the ECE/CD Program will continue to be from diverse age, cultural/ethnic and economic groups. The educational backgrounds of the students will continue to be from the lowest ability students to students with earned degrees. The majority of the students enrolled in the Program are female (90%). Until major changes occur locally and nationally related to salary and career image, this gender difference is likely to remain.

The enrollments for the Program have steadily increased since 2003. During 2004 and 2005, the enrollment reflected through WSCH was 2246 and 2279 respectively. There was a downward trend in 2006, (2089) and up again in 2007, (2283). Enrollments for fall of 2008 reflect a considerable increase, (2412). This trend is similar to the College overall pattern and may be largely due to the current downturn in the economy in the Bay Area. The retention and success rates for the Program over the last five years have dropped slightly since the last program review done in 2002-2003, ranging from 85% to 90%, with an average retention rate of 89%. Retention rates can be attributed to the quality of the instruction, the dedication of the professionals teaching in the Program, the relevancy of the curriculum, and the program supports (tuition reimbursements, free textbooks, and tutors) available to the students. Most students enrolled in the Program also have definite goals and career plans.

**Specific retention activities implemented by the faculty and staff in the ECE/CD Program are as follows:**

\*The addition of the Program Services Coordinator has positively impacted the recruitment and retention of ECE/CD students. The role of the Program Services Coordinator is to provide support, guidance and assistance to the ECE students that are enrolled at Cañada College. Between the dates of July 1, 2005 and June 30, 2006, 274 student appointments were conducted. Between the dates of July 1, 2006 and June 30, 2007, 420 student appointments were conducted and this past year, between July 1 2007 and June 30, 2008, 620 student appointments were conducted, (at both Cañada and Skyline College). In June of 2008, 81 ECE certificates were awarded and 36 AS degrees with a major in ECE were awarded which is an increase over last year. Having the ECE Program Services Coordinator on staff has positively contributed to the overall support and services that we are able to provide to our ECE students. Students are receiving clear, consistent and informative information about the ECE program including the requirements for the certificate, the AS degree, as well as the child development permit process which is required for teachers working in state funded programs. Each student seen by the Program Services Coordinator completes an

education plan identifying what is needed for whatever the specific educational goal is for the student. The Program Services Coordinator works closely with the counseling staff at Cañada to ensure that ECE students see General Education counselors if their plans include receiving their AS degree and/or transfer. In addition, the Program Services Coordinator works closely with representatives from SF State's Child and Adolescent Development, (CAD) program in order to make connections for ECE students interested in pursuing their BA degrees.

\* Faculty consider the first class meetings very significant and numerous activities to "get-acquainted" are implemented. Name tags are created, individual profile and goal statements are collected, course materials are handed out and carefully discussed, and a "buddy system" (individuals getting to know individuals) is encouraged.

\* A Curriculum HIGHLIGHT sheet (a schedule of the coming semester's classes) is developed and printed for student and community use. This is usually available three to four weeks prior to the college schedule and greatly assists students in planning their work and family schedules.

\* As of 2001 free/rental textbooks and tutorial supports have been made available to ECE/CD students as a result of the grant from the First 5 Commission.

\* Materials are donated to the Library by department members on a regular basis. The grants within the department have allowed for the purchase of current materials (videos and books) that foster quality program instruction. Student usage of the Library is consistent and frequent.

\* Courses are offered at a variety of times (morning, afternoon, evening and Saturday) and in a variety of off-campus locations to accommodate students' schedules as much as possible.

\* Several of the ECE/CD courses are taught in Spanish, (ECE 201, 210, 211, 212, 262, 264 and 335)

\* The Program Coordinator, Program Services Coordinator and several of the Department faculty have been trained and serve as Professional Growth Advisors (as required by the Child Development Permit to document students' professional growth hours).

\* The bulletin board in the hall of building 22 serves as a job/career opportunities board. It also serves as a posting center for conferences and coming events in the community that are relevant to the ECE/CD field.

\*The Department members encourage students to participate in the opportunities provided by the Learning Center. Students are referred to the Counseling Center, Transfer Center, the University Center, the Cooperative Education Office, the Health Center, the Financial Aid Office, the English as a Second Language Department, the EOPS Program and the Psychological Services Program. Student success is a vital part of each course within the Program.

\* Cañada College's ECE/CD program is aligned with the Child Development Permit which is required for teachers that work in State-Funded ECE/CD programs and is issued by the Commission on Teacher Credentialing Office in Sacramento. Cañada's ECE/CD program participates in the Commission on

Teacher Credentialing's Verification of Completion Program (VOC). This entitles ECE/CD students that have completed their ECE/CD units at Cañada College to have their Child Development Permit applications "signed off" by one of the approved representatives in the ECE/CD Department. Once the student's application is received by the Commission in Sacramento, it is "fast-tracked" through the system so that the wait time for the approval and official permit is shortened.

**CAÑADA COLLEGE  
BI-ANNUAL STATE OF THE DEPARTMENT  
DATA COLLECTION DOCUMENT**

1) Department Name: ECE/CD

2) Curricular Offerings

a. New, deleted, “banked” and “unbanked” in the past two years ( check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank
ECE	316	First Aid for Children		X		
ECE	317	Pediatric CPR		X		
ECE	337	Child Parent Relations			X	
ECE	350	Issues in ECE				
ECE	351	Language Arts in Early Childhood				
ECE	353	Literacy in Early Childhood		X		
ECE	355	Storytelling in Early Childhood		X	X	
ECE	380	Family Day Care Training		X		
ECE	384	Principles and Policies for Home-Based Child Care		X		
ECE	386	Activity Planning & Curriculum for Home-Based Child Care			X	X

b. All current offerings except those previously identified in section A  
( check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	Date of last revision	SLO Cycle completed *
ECE	201	Child Development		
ECE	210	ECE Principles		
ECE	211	ECE Curriculum		
ECE	212	Child, Family and Community		
ECE	366	Practicum in ECE		
ECE	191	Children's Literature I		
ECE	192	Children's Literature II		
ECE	213	The School Age Child		
ECE	223	Infant Development.		
ECE	225	Infant/Toddler Environments		
ECE	230	Creative Activities for the Young Child		
ECE	240	Early Childhood Education Administration:		
ECE	241	Business/Legal		
ECE	242	Early Childhood Education Administration: Human		
ECE	244	Relations		
ECE	250	Adult Supervision in ECE/CD classrooms		
ECE	252	Prekindergarten Learning and Development Guidelines		
ECE	254	Violence and its Impact on Children and Their		
ECE	260	Families		
ECE	262	Teaching Violence Intervention Strategies to Children & Families		
ECE	264	Anti-Bias Curriculum		
ECE	313	Children with Special Needs		
ECE	331	Introduction to Family Support: Building Respectful		
ECE	333	Partnerships		
ECE	335	The Life Cycle of the Family		
ECE	382	Health and Safety for Young Children		
		Role of the Teacher		
		Observational Skills		
		Handling Behavior		
		Male Involvement in Early Childhood		
		*If the <a href="#">SLOAC form (pdf)</a> <a href="#">(word)</a> has been completed then a cycle has been completed		

- c. Recommended areas of curricular need based on current offerings ( check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
None at this time.					

### 3) Enrollment Data

- a. WSCH , FTES, LOAD, FTES, Retention and Success

<b>Unique Headcount</b>	<b>536</b>	<b>536</b>	<b>479</b>	<b>539</b>	<b>529</b>
<b>FALL</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>WSCH</b>	<b>2246</b>	<b>2279</b>	<b>2089</b>	<b>2283</b>	<b>2412</b>
<b>FTE</b>	<b>4.6</b>	<b>5</b>	<b>4.5</b>	<b>4.3</b>	<b>4.7</b>
<b>LOAD</b>	<b>486</b>	<b>455</b>	<b>460</b>	<b>533</b>	<b>515</b>
<b>ILCI</b>	<b>74.9</b>	<b>76</b>	<b>69.6</b>	<b>76.1</b>	<b>80.4</b>
<b>Success Rate</b>	<b>77%</b>	<b>78%</b>	<b>79%</b>	<b>81%</b>	<b>77%</b>
<b>Retention Rate</b>	<b>88%</b>	<b>90%</b>	<b>88%</b>	<b>93%</b>	<b>85%</b>

- b. Certificate, degree, and transfer status (If applicable and available) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2004	2005	2006	2007	2008
<b>Certificates</b>	<b>41</b>	<b>42</b>	<b>70</b>	<b>57</b>	<b>82</b>
<b>Degrees</b>	<b>14</b>	<b>21</b>	<b>27</b>	<b>21</b>	<b>35</b>
<b>Transfer</b>					

- c. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

The LOAD for the ECE/CD Department has significantly increased since fall 2004 from 486 to fall 2008 at 515. The overall average for the past five years in LOAD is 490. The departmental faculty members have

been taking additional students into their classes and working closely with students outside of class time to ensure students are understanding the material being presented and being kept up to date in their particular courses. The ECE 366 Practicum course had two sections in fall 2008 and 3 in spring 2009 with a capped enrollment of 20 students. Unfortunately, there is a high drop out rate for this particular course due to the hours required for the onsite component of the course. This will definitely lower the overall department load. Also, other reasons for a lower load in fall 2008 includes offering the mandated court parenting course for the County of San Mateo with enrollment less than 20 students and the ECE 262 course is cross listed with HMSV 262 so we cannot have a maximum enrollment due to the ratio of Human Services students vs ECE students. It is quite exciting to see the issuance of Certificates and A.S. Degrees for the ECE/CD students. The significant increase has been due to the hiring of the Program Services Coordinator who works one on one with students and has strived to get a large percentage of students to apply for their much earned Certificate and Degree on a yearly basis. The Program Services Coordinator was hired in 2005 and you can see the difference since 2005.

- 4) Faculty and Staff hiring requests: if a position has been requested then attach the justification. If the position will be requested please provide a brief description of the justification.

- a. Full time faculty

It is recommended that one additional full-time faculty member be hired for the Department.

- b. Adjunct Faculty

It is recommended that an additional .20 adjunct faculty be hired in 2010-11, 2012-13 - .20; 2013-2014 - .10; and 2014-2015 - .10.

- c. Staff

The position of ECE/CD Program Services Coordinator has been funded by the San Mateo County First 5 Commission, through a grant with the San Mateo County Office of Education's Preschool for All Program, (PFA). This position has been funded for three years and we have recently been awarded an extension of the funding that will fund the position through June 30, 2012 dependent upon the upcoming political election. This position definitely needs to become institutionalized by 2012.

- 5) Professional development needs:

Faculty from both Skyline and Cañada Colleges jointly meet once each semester and are committed to providing comprehensive, current and rigorous course content in a supportive and professional manner. Recent faculty meetings have been devoted to working collaboratively on developing SLO's and assessment for all of the core ECE/CD courses. Faculty have been brought up to speed regarding the changes in the program now that the Basic 8 core courses have been implemented at Cañada and will be implemented in the fall of 2009 at Skyline. "Job-alike" discussions have taken place at joint meetings for the past several years so that faculty teaching the same course can come together to talk with each other

about course content, SLO's, assignments, teaching methodologies as well as to support each other and build relationships. The Program Coordinators at Cañada and Skyline have plans to provide forums for discussion about important content related to the CAP that must be "infused" in the entire course curriculum in addition to the specific content associated with each course. Examples of this are: school readiness, professionalism, children with special needs, English language learners and family relationships.

6) Equipment Requests: (Item description, Number of Items, Total Cost)

Two Laptops – one for Program Services Coordinator and one for ECE/CD Adjunct Faculty to share

7) Facilities Requests: (Either new or maintenance issues)

In October 2007, the college adopted a Strategic Plan. Several surveys were completed in the internal and external environmental scanning process. In a survey completed by faculty and staff, an Early Childhood Education Lab was identified as a weakness of the college's academic programs. And the Plan went on to state "the college does not have a childcare facility on site which would serve as a laboratory for the program. Such laboratory experiences must be completed at area child care centers. Given this limitation and the competitive nature of the ECE programs at neighboring institutions, it is projected that the enrollment in the program will remain relatively stable during the next ten-year period."

The need for a properly educated and well prepared workforce in preschool and early care and education in San Mateo County is growing at an above average rate. This need is particularly crucial in north and south counties where the need for preschool, child care and early education programs far exceeds the current capacity in licensed programs and family child care homes. The Early Childhood Education/Child Development (ECE/CD) Departments at Cañada College and Skyline College are preparing to meet this growing workforce challenge with a number of important projects. As identified in the Spring 2005 Child Study Center Business Plan, the need for a child study center on campus, 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.

A Child Study Center would satisfy several needs at the College and in the surrounding communities. First, a Child Study Center is needed for pedagogical reasons. Students in the fields of early childhood education and elementary education need a learning laboratory. Currently there are over 700 students in ECE/CD classes each semester; in addition, for students in psychology, counseling, human services, sociology, fine arts and more, the Child Study Center would be able to gain academic experiences at the Child Study Center as soon as its doors were opened. In addition to these academic functions, the Child Study Center would provide support to all students in the form of subsidized child care which will help students persist and succeed in the completion of their educational plans. Ample data is available that shows that child care is among the top barriers that community college students face when they talk about the difficulties of staying in school. As an additional benefit, the Child Study Center would be available to staff and faculty. Given the high cost of living in San Mateo County, this important employment benefit is crucial as we attempt to recruit and retain qualified employees. The Child Study Center could be located in building #22 at Cañada College. Building #22 was specifically designed for use as a child development center and was later converted to adult classrooms. The management of the Child Study Center would fall

under the current experienced Cañada College organization, with the Business, Workforce, & Athletics Division having direct responsibility for the day to day operation of the facility. This is the same model as when the child development center was operating between 1998 and 2002. A full-time, tenure track instructor with extensive public and private preschool and child care facility operation experience will be the Child Study Center Coordinator.

The ECE/CD Department offers a comprehensive program that creates an educational pathway from certificate to degree and transfer. Through several innovative initiatives, such as the Spanish language certificate and multiple specializations, the Department has shown exemplary responsiveness to community workforce needs while maintaining a high academic standard. Toward this goal, in the fall of 2006, the Department increased its certificate and degree requirement to include one semester of ECE 366 Practicum. This is the course in which students do their “student teaching.” The *California Community College Comprehensive Guidelines for Child Development and Early Childhood Instruction and Services* (CCC Chancellor’s Office, 2003) states that the Practicum experience in the Child Development core curriculum should take place in an on-campus child development center. Instructional faculty should provide supervision of practicum/student interns. In addition, the guidelines recommend that where practical, a second practicum in a community placement approved by the Child Development program is advised. It is strongly recommended that the combination instruction and service model for Child Development programs be developed by the college. The Cañada College Child Study Center would strive to create a community of learners where children and adults explore their world together. When participating in the Child Study Center, students would gain knowledge and develop skills while working under the direct supervision and guidance of Cañada College instructors and master teachers. Having completed their ECE 366 Practicum requirements at the Child Study Center, ECE/CD students would have the knowledge and experience necessary to take positions in preschool and child care environments across the County. Incorporating current developmental and educational theories, students and instructional faculty co-create hands-on learning experiences in a variety of areas including: curriculum development, emergent literacy, kindergarten readiness, classroom management, parent communication, documentation, assessment, and professionalism. This model provides for the intensive reflection necessary for the students to move from unskilled paraprofessionals to skilled preschool teachers. Students could also participate in the program at the Child Study Center through a variety of experiences, including observation assignments, interviews, and a work-study option. The implementation of the Child Study Center is a next logical step in maintaining the highest level of education for Cañada’s ECE/CD students.

**Request for Early Childhood Education/Child Development Professor  
March, 2009  
From: ECE/CD Department**

The ECE/CD Department would like to request that the College hire a full time ECE/CD Professor to begin work in January 2010. After more than 35 years of distinguished service, Professor Dianne Eyer retired in December of 2005. In addition, Professor Marie Sandler retired in May of 2007. The following justification will describe the state of the department and the critical nature of a hire at this time.

### **Introduction**

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 child care community 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. Beginning with the fall 2008 semester, the program submitted an "Intent to Align" agreement 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. Students may enter the program with a goal of completing a Certificate required by their employer, they are then encouraged to continue on to degree and/transfer.

The grants and community partnerships within the ECE/CD Program have fostered the development of specialized training in the area of home-based child care, violence intervention and prevention in ECE, Family Support, Foster Care Education, Mentor Teacher training, Math for ECE students and an ECE/ESL Learning Community. 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.

### **A. The relationship of the position to the College's mission and goals**

The mission statement for Cañada College is to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses. professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students. teaching excellence, enhanced student learning, and enhanced student success. The ECE/CD Program embraces the College's mission and goals by providing quality career and professional development education.

The Early Childhood Education/Child Development 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 childhood

education community are major aspects of the program. The child from birth to ten years is the primary focus. Current research and practical applications are combined in order to assist students in planning their most effective role with children. In addition to courses offered for certificate and associate degree, the Program aligns itself with the Child Development Permit (Title V), from the Commission on Teacher Credentialing in Sacramento.

The 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.

The First 5 Grant Coordinator, ECE/CD Program Coordinator and ECE/CD Program Services Coordinator recently worked with faculty from the English Institute to develop an ECE/ESL Learning Community, (with funding from the First 5 grant). One of the department's faculty members who teaches our ECE courses in Spanish teamed up with an ESL faculty member to create and design the curriculum for this Learning Community. This 7 unit learning community was offered for the first time this semester, (spring 2009) with an enrollment of 15. The ECE/CD department coordinates with the Office Technology Program because of the computer literacy and certificate/graduation requirement offered through the department. In the past year members of the ECE/CD faculty have worked closely with The Library and Learning Center, the Human Services faculty, the Bookstore 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. For the past two years, Professor Goines has served on the College's Diversity Task Force and Professor Dilko has served on numerous college committees including Academic Senate President at Cañada Colled, District Academic Senate President, SLOAC committee and Honors Program chair.

Supporting the Colleges 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 enhances Program growth and development.

The ECE/CD program is a member of the Child Development Training Consortium. This group of ninety community colleges receives Federal Block Grant monies to provide tuition reimbursements to Cañada students teaching in the early childhood education field. On campus, the Program has articulated through the University Center, a partnership with S F State's Child and Adolescent Development (CAD) Bachelor's Degree Program. This allows a student to begin their college education as a lower division student here at Cañada and continue through to complete a Bachelors degree without traveling to San Francisco State. The core ECE/CD classes are articulated directly into the CAD program so that students can transfer seamlessly.

## **B. Historical quantitative data to support the request**

The program has increased rapidly over the past few years in response to an increasing demand for a highly educated workforce in early care and education. With the implementation of Preschool for All in San Mateo County, by 2010 every certified classroom for 3 and 4 year olds will be staffed with a Teacher holding a Bachelors degree. (San Mateo County CCPC/Preschool for All Program and Teacher Quality Committee Quality Standards) This dramatic increase in educational requirement has brought many ECE/CD students back into the classroom in both ECE/CD and general education courses.

The Program currently serves approximately 900 unduplicated students per year. Last year we granted 81 certificates and 36 AS degrees.

FALL	2004	2005	2006	2007	2008	
WSC	2246	2279	2089	2283	2412	
H						
FTE	4.6	5	4.5	4.3	4.7	
LOAD	486	455	460	533	515	
ILCI	74.9	76	69.6	76.1	80.4	

The program currently has 2 full time instructors: Val Goines and Patty Dilko (2.0 FTE). There are also 14 part time instructors teaching between 1 and 9 units per year (2.39 FTE).

Most ECE/CD classes fill shortly after registration begins. However, in response to Department of Education (Teacher Permit) and Department of Social Services (Child Care Center Licensing), the ECE/CD Program must offer a wide range of course and several unique specializations. At times these demands require that we continue classes with lower than average enrollment, this factor tends to lower the LOAD somewhat.

### **C. Other programmatic need**

The Program Coordinator receives 3 units of release time to cover the full range of coordination responsibilities. In addition, the Program Coordinator collaborates with the First 5 Grant Coordinator in managing the First Five student support and book grant (\$335,493). She oversees and monitors the Training Consortium Tuition Reimbursement Grant (\$12,500) as well as the work of the Program Services Coordinator including the 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.

### **D. Program Review information**

The last ECE/CD Program Review was completed in 2002-2003, at that time it was recommended that the Department maintain its current level of staffing, (3 FTE's)

Another recommendation from the Program Review was the actualization of a child development training laboratory. (ECE/CD Program Review Document) The need for a properly educated and well prepared workforce in preschool and early care and education in San Mateo County is growing at an above average rate. This need is particularly crucial in north and south counties where the need for preschool, child care and early education programs far exceeds the current capacity in licensed programs

and family child care homes. The Early Childhood Education/Child Development (ECE/CD) Departments at Cañada College and Skyline College are preparing to meet this growing workforce challenge with a number of important projects. As identified in the Spring 2005 Child Study Center Business Plan, the need for a child study center on campus, where students can learn best practices in the field, has been identified in various strategic initiatives including the Cañada College Strategic Plan, the ECE/CD Strategic Plan, and the 2004 ECE/CD Community Advisory Committee Position Statement.

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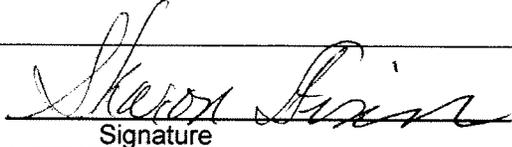


**CAÑADA COLLEGE**  
**PROGRAM REVIEW**  
**INSTITUTIONAL RESPONSE SHEET**

**Program Name: Early Childhood Education/Child Development**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

<b>#1. Division Dean</b>	 _____ Signature
<b>Comments:</b>	

<b>#2. Curriculum Committee Chair</b>	 _____ Signature
<b>Comments:</b>	

<b>#3. College Vice President</b>	 _____ Signature
<b>Comments:</b> 