PROGRAM REVIEW: EARLY CHILDHOOD EDUCATION, FALL 2013

Early Childhood Education Program Review Self-Study Fall 2013

1.1 Introduction. The Early Childhood Education (ECE) program at Solano College has existed for over 40 years. Originally designed to train teacher assistants, the program has evolved to meet a variety of student educational goals and community needs. The department offers an Associate's of Science Degree and a Certificate of Achievement in Early Childhood Education. Many students come to the department with the goal of obtaining ECE units to gain employment at a child care center (most child care centers hire aides with 6-12 units), or to receive training to open their own family child care business. Still others come to take professional development courses to renew their child development permits or to advance in their careers. For example students take courses to obtain child care administrative credentials, or to get infant and toddler units to make them eligible to work with children two years of age and younger. Our department also offers a number of general education courses and courses that are prerequisites to other programs. Additionally, many parents take our courses to enrich their knowledge of child development and develop their parenting skills.

Over the 2012-2013 academic year, the Early Childhood Education (ECE) department underwent substantive changes. The ECE program combined with Human Development (HUDV) to create the department of Child Development and Family Studies (CDFS). Beginning fall 2013, the new CDFS department offers three opportunities for degrees and/or certification:

1. Associate of Science degree in Early Childhood Education (A.S. Degree)
2. Certificate of Achievement in Early Childhood Education
3. Associate of Science transfer degree in Early Childhood Education (A.S.-T Degree)

All options include eight courses that are a part of the Curriculum Alignment Project (CAP), a statewide effort to align 24 lower division ECE units across the entire California Community College system.

According to the Solano College catalogue, the "program offers a comprehensive study of child development, strategies for child guidance, techniques for effective classroom interaction with emphasis on the child in the context of family and culture, and curriculum that enhances the development of the whole child." As a department we describe our mission as to:

Provide quality instruction to students interested in early childhood education, developmental processes, and family studies. By bridging theory and practice, we help students develop workforce and transfer level skills that include critical thinking, culturally informed practice, knowledge of developmental theory and milestones, the value of individualized curriculum, skills for respectful and responsive interactions with children and families, and reflective practice. We seek to open student's minds and hearts, so they can make a positive impact on children during their formative years.

One of the strengths of our program is our relationship with the Solano College Children's Program. The Children's Program not only provides a valuable childcare service to student-

parents, but serves as the laboratory for our program. Entry-level and general education students are able to conduct observations to link information learned in the text to the real life "case studies" of child development. Approximately 210 students came to the Children's program during the 2012-2013 academic year to complete observations. Advanced students are able to take practicum courses and develop classroom management skills. An average of 17 practicum students are placed each semester in 5 of the classrooms. As student-teachers they have skilled mentors guiding their interactions so they have ample opportunity to practice appropriate child guidance, curriculum development, individualizing care, working with families, etc. It is critical that students have models of quality childcare so they can emulate best practices in the community.

Over the last four years our faculty has remained predominately consistent, but our department has undergone significant realignment. We began under the division of Applied and Behavioral Arts, and then were moved to the division of Health Occupations, Public Safety, and Family Studies, and now to the School of Human Performance and Development. Adjusting to the management styles of multiple deans and attempting to build community with different faculty has left our faculty a bit weary, but we are working to find our footing, and move ahead to maintain a strong program.

1.2 Relationship to College Mission and Strategic Goals. The CDFS department's mission closely aligns with that of the college. We educate an ethnically and academically diverse population of students to help them obtain their educational goals. We provide workforce education and training and transfer level education with innovative, hands-on classroom experiences. Faculty care deeply about the quality of education students receive as we know it directly correlates with the quality of care children and families in our community will receive. Healthy children and families make for a healthier, safer, Solano County.

Table 1. SCC's Strategic Directions and Goals

Goal 1: Foster Excellence in Learning	Program Evidence
Obj. 1.1 Create an environment that is conducive to student learning.	Faculty in our program work hard to build community in our classrooms by creating an environment of respect and openness to diverse ideas. We try to meet students where they are academically, and scaffold their learning while maintaining high standards. We are accessible in class and out, getting to know students names, providing timely feedback, and clear instructions. The faculty work to improve the aesthetics of the classroom by making the space more comfortable. We teach to a variety of learning styles, and make course materials available through MySolano or Solanonline.org. In a student survey conducted May 2013, our teaching was clearly our department's greatest strength. Students reported "The classes are a safe environment. The teacher gives many projects so we can learn personally and experiment with children," and "The teacher was organized and went over everything and made it a comfortable learning environment for everyone."
Obj. 1.2 Create an environment that supports quality teaching.	While the College as a whole sets the tone for objective 1.2, our faculty does try to utilize resources the college provides to support quality teaching. For example, we utilize Perkins funding for staff development and instructional materials. We utilize technological resources such as Solanonline and MySolano, and student services such as Disabled Student Services, library reference and counseling resources (such as walk-over mental health counseling for students).
Obj. 1.3 Optimize student performance on Institutional Core Competencies	Faculty conducts SLO assessments and their own self-reflections to evaluate student performance on ILOs. Our coursework have ILOs embedded in their content and assignments (writing, reading, civic awareness, personal responsibility, etc.), and some courses, such as the practicum, require active engagement on many levels. We feel that we could further optimize student success with more opportunities to collaborate as program faculty with more time to discuss student progress and link skills between courses.

Goal 2: Maximize Student Access & Success	Program Evidence
Obj. 2.1 Identify and provide appropriate support for underprepared students	Our syllabi list campus-wide student support services and we refer students as we see need. Many courses have prerequisites to help ensure students are prepared for the requisite skills. In the beginning of the semester some faculty ask for writing samples to identify need early in the semester. Other faculty give students learning-styles tests and pair them with other students based on their styles, so they can support one-another. We post/announce Student-Success Workshops.
Obj. 2.2 Update and strengthen career/technical curricula	Faculty align classes with the requirements of Community Care Licensing, the Child Development Permit Matrix, and the California Curriculum Alignment Project (CAP). We made major revisions since the last program review cycle to meet industry standards. Faculty aid course articulation with local high schools and four year college curriculum. We hold regular advisory meetings, and when able attend industry trainings and bring the information into our coursework.
Obj. 2.3 Identify and provide appropriate support for transfer students	Faculty created an ECE AS-T degree which is being offered for the first time in Fall 2013. We are working with the college articulation officer to obtain CI-D approvals to comply with the requirements of the California Transfer Model Curriculum. We changed our ECE AS major and certificate to align with the statewide ECE Curriculum Alignment Project. We teach courses that prepare students at the university level.
Obj. 2.4 Improve student access to college facilities and services to students	We announce workshops, and offer classes at a variety of times to meet our nontraditional student needs. Access to student services for night-students is a problem. Many of our students work full-time during the day. By the time they arrive for night classes, most student services are closed. Some faculty bought scantrons for night students whose work schedules do not permit them to get to campus during bookstore hours.
Obj. 2.5 Develop and implement an effective Enrollment Management Plan	Class schedule is geared to student completion of required courses to meet graduation and certificate requirements in a timely manner. Courses offered in sequence to meet student educational and vocational objectives.

Goal 3: Strengthen Community Connections	Program Evidence
Obj. 3.1 Respond to community needs	One of our department's strengths is its responsiveness to the community. We hold twice yearly advisory meetings, and have responded to the community's request for more counseling. A grant from First 5 Solano and Children's Network CARES Program Plus was used to pay a counselor to provide some specialized ECE counseling. We have offered specialized coursework to meet CARES (First 5) requirements. We hold an annual conference and invite presenters that support the professional development needs of the ECE community. We support the needs of childcare administrators by hosting director-mentor seminars and we facilitate a mentor-teacher program.
Obj. 3.2 Expand ties to the community	The program expands ties to the community through coursework and through local affiliations. In a number of courses guest speakers are brought in to teach about community resources for children and families, and observation assignments are required at childcare facilities in the community. Faculty and staff hold leadership positions in the Solano-Napa Association of Young Children, First 5, Childcare Planning Council, and have hosted events such as the Solano Kindergarten articulation tea. Faculty also engage in public relations in the community, promoting Solano ECE courses and events at local childcare organizations.
Goal 4: Optimize Resources	Program Evidence
Obj. 4.1 Develop and manage resources to support institutional effectiveness	Utilize Perkins funding to meet student needs.
Obj. 4.2 Maximize organization efficiency and effectiveness	N/A
Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.	N/A

1.3 Enrollment. Our last program review was completed during the 2008-2009 academic year, so data will reflect the 2009-2010 academic year to present. Numbers from both ECE and HUDV are examined as some of the HUDV courses are required for the major. All the ECE/HUDV courses are taught by the same faculty, and beginning Fall 2013 we will all be working under the same department title: Child Development and Family Studies.

ECE – Number of sections offered

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
15	14	16	11	13	12	12	11

ECE – Number of students enrolled

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
236	241	275	217	231	196	182	176

ECE – FTE

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
27.11	29.69	33.25	27.95	34.20	28.06	27.48	25.49

ECE – WSCH

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
813	891	997	838	1026	842	824	765

HUDV -Number of sections offered

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
21	18	21	19	18	16	18	17

HUDV –Number of students enrolled

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
654	550	582	580	581	541	534	453

HUDV – FTE

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
69.77	57.51	60.38	60.72	59.60	55.00	54.30	46.33

HUDV – WSCH

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
2093	1725	1811	1822	1788	1650	1629	1390

Combined ECE + HUDV -Number of sections offered

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
36	32	37	30	31	28	30	28

Combined ECE + HUDV –Number of students enrolled

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
890	791	857	797	812	737	716	629

Combined ECE + HUDV – FTE

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
96.88	87.2	93.63	88.67	93.8	83.06	81.78	71.82

Combined ECE + HUDV – WSCH

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
2,906	2,616	2,808	2,660	2,818	2,492	2,453	2,155

Enrollment in Early Childhood Education and Human Development courses is healthy, yet declining in recent years. We believe this trend, similar to the college trend as a whole, is due to a number of factors:

1. We were asked by administration to cut sections in recent years, dropping from 36 sections during Fall 2009 to 28 sections during Spring 2013. In the same time period, enrollment in ECE and HUDV courses dropped from 890 students to 629. Solano College enrollment dropped from 12,261 students to 9,739 during this Fall 2009-Spring 2013 time period.

2. Solano College administrators cancelled summer classes in 2012 likely causing students to turn to other institutions for their education goals.

3. The cost of tuition raised from $36 a unit in 2011 to $46 per unit in 2012, making tuition less affordable.

4. The recession hit Solano County particularly hard which we believe impacted student's ability to attend school. The high cost of textbooks, transportation to campus, etc. likely brought down enrollment. With high unemployment rates in recent years, several childcare centers in the county went out of business, and family childcare providers experienced fewer children enrolled. Cuts to Stage 3 funding through Cal WORKS also meant providers lost subsidies for children in their care, and children were disenrolled.

Despite these factors, labor market data shows an uptick in the job projections in coming years. Solano Family Children's Services did not have to disenroll families this year as funding stabilized. The College administration is also showing a willingness to add new sections in the coming years to bolster enrollment.

1.4 Population Served. The population served in ECE courses is predominately female (between 91-97% depending on the semester), while the HUDV courses are somewhat more gender diverse (75-79% female). Ethnic representation for ECE and HUDV courses are listed in the table below. Demographics were not analyzed in the last ECE/HUDV program review, so there is no comparative data, yet when comparing ethnicity demographics to the college as a whole, our numbers are fairly similar (see table).

Percentage of students by ethnicity 2009-2013

ECE Courses	%	HUDV Courses	%	Solano College	%
White	28-36	White	24-29	White	27-35
Black	18-24	Black	17-20	Black	15-17
Hispanic	16-26	Hispanic	16-23	Hispanic	14-23
Asian	8-10	Asian	14-18	Asian	13-17
Native American	1-2	Native American	1-3	Native American	.5-1
Other	13-27	Other	9-27	Other	14-28

In terms of age, ECE students tend to be older than "traditional" college students, with 36-46% (depending on the semester) being 30 years or older. We attribute this to the fact that many of our students are re-entry females that are building a career in the field of early childhood education. Others are family childcare providers or preschool teachers who are building their professional resumes or updating their skills and/or certification. Industry standards have also changed in recent years, leading many early childhood professionals to return to the classroom to maintain compliance. The Human Development students tend to fall more in line with college norms, as most of these students are working toward general education, or prerequisites to other programs such as Nursing.

Percentage of students by age 2009-2013

ECE Courses	%	HUDV Courses	%
Less than 18	2-11	Less than 18	15-24
Between 18-20	11-19	Between 18-20	26-32
Between 20-30	33-45	Between 20-30	29-40
Over 30	36-46	Over 30	12-20

Males are underrepresented in our program. We hypothesize there are several causal reasons why more women enroll in our program. First, women represent a greater portion of the college enrollment in general (approximately 60%). Second, our culture tends to socialize woman as nurturers, and many see the field of early childhood education as a place that embodies their desire to nurture the next generation. Conversely, many men see working with young children as a less "masculine" career and some face pressure/discrimination from their peers when choosing this profession. Professions in the field of Early Childhood Education are not high paying, and many do not require a high level of education (a family childcare can be operated with no college coursework, and employment in a child care center can typically begin with 6-12 units of coursework). Low salaries may dissuade students who are looking to be the principle breadwinners from choosing this profession. Many women enter the field in middle-age, and see the transition from raising their own children to working as a child care provider to be a logical transition. Others would like to stay at home with their own children, and see starting a family childcare as a source of income. Our Human Development courses have more males in them, as many are interested in learning about development as a general education option, and are pre-nursing students (a profession that has seen greater male involvement in the last decade). While we have not made specific efforts to recruit males in our program, we do encourage those that enroll. Some faculty inform males about the male forum that is part of the National Association for Young Children and refer them to literature about males working in the field. We do have male representation on the faculty, and have had several high profile male Early Childhood Educators as keynote speakers at our annual conference.

1.5 Status of Progress toward Goals and Recommendations.

Table 2. Educational Master Plan

Educational Master Plan Goals	Status
1. Consolidate Early Childhoood Education and Human Development into one department, called Child Development and Family Studies	Completed. CDFS courses offered Fall 2013
2. Alter degree requirements to align with the statewide ECE 8 Curriculum Alignment Project to support student transfer	Completed. New ECE degree with CAP alignment offered Fall 2013
3. Create a transfer degree in ECE in accordance with SB1440	Completed. AS-T in ECE offered Fall 2013.
4. Connect students to support services/resources (financial aid information, information on ESL courses, etc.)	On-going on individual basis and through course announcements. For example, students notified of new drop-in writing lab.
5. Create an Early Childhood Education student study room to support collaboration and team building skills	Submitted a 3 year plan two years ago to obtain funding, but did not receive resources. Still exploring use of Measure Q fund, or the strategic proposal process to create this student study room, resource area and storage.
6. Continue to recruit well-qualified instructors to teach specialized courses in the field	Currently recruiting for adjunct hiring; anticipating recruitment of ECE faculty as a retirement replacement for 2014-2015 academic year.
7. Provide basic math and English training in conjunction with program courses	Students referred to Math/English labs, student success workshops, etc.
8. Partner with service providers to offer hands-on work experience opportunities	ECE Practicum provides occupational work experience, and some students opt to take courses through the Occupational Education program. The Mentor Teacher program provides qualified mentor teachers training and opportunities to develop their expertise and mentor students.
9. Explore the potential to provide courses in Spanish	We do not seem to have a large enough Spanish-speaking population in ECE/HUDV courses to support entire courses. At the ECE annual conference we offer some workshops exclusively in Spanish and some bilingual, and utilize the Whisper system to translate. We are looking into have loaner textbooks in Spanish.
10. Diversify course delivery methods (online, evenings and weekends)	Offer courses online, nights, and weekends. Looking to hire more adjunct faculty to provide additional night and online sections.
11. Seek additional methods to provide	Annual ECE scholarship offered, and a new scholarship

financial assistance to students	added last year: Evelyn Elson Scholarship for ECE students. Three ECE students were recipients in 2012. The Child Development Training Consortium has a textbook loan program and an honorarium for students working in a child care setting.
12. Explore feasibility of offering a coaching or mentoring model for practicum courses	Completed.
13. Increase use of hands-on and "real life" experiences integrated into classroom based learning	Hands-on experimentation with materials is part of all curriculum classes. In several classes, students are taken on field-trips, and in practicum students get first hand experience interacting with children in a classroom including "lead teacher weeks."
14. Ensure students are prepared for courses through use of English assessment	Not in the scope of our program to require assessments, but have included English 01 advisories to many of our courses.
15. Bring current and relevant presenters to the ECE annual conference to support professional development and currency in the field	Have brought a number of nationally recognized presenters that have provided valuable professional development including Jose Luis-Orozco, Dan Gartrell, Janet Gonzalez-Mena and Deb Curtis.
16. Build media and technological resources to aid student learning	Obtained a video camera and digital cameras to be used with practicum students. Used Perkins funding to purchase a subscription to online ECE video streaming.

Table 3. Program Review Recommendations

Recommendation	Status
1. Help students develop readiness skills to be more successful in ECE/HUDV coursework.	Refer students to campus resources and student services. In introductory course, teachers provide regular feedback on content and grammar through weekly journals which promotes skill-building.
2. Develop a meeting space for ECE students as a resource/study room, computer lab, and mentoring site.	Have not completed this yet. We will look toward measure Q and the strategic proposal process to see if there is any opportunity to add such space to the campus.
3. Update faculty teaching materials and provide space for storage.	New materials were ordered for Music and Movement for ECE, and some for Art and Science. The closets in 1633 were cleaned out/reorganized to provide more space for materials. Still looking to increase storage space and update materials in all curriculum courses.
4. Integrate ECE/HUDV into one department:	Completed: CDFS course offered Fall 2013

Child Development and Family Studies (CDFS)	
5. Create a brochure about the CDFS program and educate students about the transition	The brochure was created and is in the process of being revised to reflect the changes to CDFS. Continuing students were educated about the transition during Spring 2013 through PowerPoint presentations, handouts, posters, and notifications on campus-wide monitors. Community partners were notified at the advisory meeting. During flex of fall 2013 a CDFS open house with information will be offered including advertising items (CDFS bags, handouts, etc.). Information will be disseminated at the annual ECE conference.
6. Increase adjunct faculty	Since the last program review, two rounds of adjunct hiring were initiated (2010 and 2013). We are still looking for high quality applicants. We find this search to be hindered by a comparatively low adjunct pay rate, and the fact that there are no public feeder Master's level programs in the county providing ECE degrees. Qualified applicants frequently have to take make long commutes from the greater Bay Area, Sacramento, etc.
7. Explore new technology to enrich on-line courses	The switch to CANVAS will provide a host of new technological opportunities to assist faculty and create a richer on-line environment. We will explore the use of Videatives, which are streaming ECE video clips, in our online courses.

1.6 Future Outlook. The need for a strong, viable Early Childhood Education (Child Development and Family Studies) program is projected to remain consistent over the next 5 years. As California and Solano county's economies revitalize, more and more residents will be returning to the workforce increasing the need for quality childcare. The State of California labor market data projects a 12% increase in the number of childcare workers between 2010-2020, an 11.5% increase in the number of preschool teachers, and an 11.4% increase in the number of preschool/child care center education administrators. The state occupational projections for employment for childcare workers are 127,500 with 4,950 annual openings, 60,900 positions with 2,060 annual openings for preschool teachers, and 9,800 positions with 350 annual openings for child care administrators. In Solano County is projected that between 2010-2020 there will be a need for 1,170 childcare workers.

Additional external factors also impact the need for strong early childhood education offerings. Research consistently demonstrates the correlation between quality preschool and later school success. Research also shows that the amount of training early childhood educators receive correlates with the quality of programming children receive. Based on this data, Head Start has started requiring more education for their teachers. By September 30, 2013 at least 50% of

teachers must have a baccalaureate or advanced degree. They are also requiring Early Head Start teachers to have more infant/toddler units. In 2010 the Kindergarten Readiness Act was passed, SB 1381, which incrementally changed the required birth date for admission into Kindergarten. For 2013-2014, children must be age 5 by October 1st, and for the 2014-2015 school year children must be age 5 by September 1st. To help younger children transition into kindergarten, transitional kindergartens and "Pre-K academies" were established a various sites within districts across California. In this adjusting landscape, educational opportunities for those educating children under age 5 will increase. We have seen more bachelors' level students returning to the college to take early childhood education courses.

The early childhood community across California and within Solano County is strong, with many organizations (First 5, California (and Napa/Solano) Association for the Education of Young Children, "Water Cooler", Solano Children and Family Services, California Community Colleges Early Childhood Education (CCCECE), Child Development Training Consortium, Early Childhood Mentor Project, Faculty Initiative Project, California Child Development Administrators Associations, Local Planning Councils, etc.) working toward the betterment of child care services and training for those working with young children. It is a dynamic field that is frequently adjusting to industry standards (new childcare competencies, statewide curriculum alignment projects, etc.) and economic changes. This changing landscape requires CDFS faculty to keep current and adjust our program offerings to match state requirements and the needs of children and families.

Internally, our program will be influenced by one, potentially two retirements in the next five years. Many of our adjunct faculty are also reaching (or at) retirement age. If we want to maintain a healthy, viable program that meets the needs of our students, we must hire replacement faculty expeditiously. The faculty members that are retiring run the Early Childhood Mentor Program, teach the practicum courses, as well as teach other core and specialization courses. These are positions we would need to train new faculty into, and the program would suffer greatly if they went unfilled even for a semester. In terms of adjunct faculty, we have experienced difficulty finding well qualified applicants and will continue to recruit for our adjunct pool. Solano adjunct pay rates are low compared to neighboring colleges, and there are few adjunct support services (offices, resources, etc.). Our county also does not have any feeder master's level public institutions in ECE which means adjuncts are typically traveling from outside the county to teach courses; high gas prices, commute traffic, coupled with lower pay dissuades many from applying or staying for a long period of time.

Our program has also been affected by administration's cutting of course sections. Some courses required for the major are only offered once a year at *either* a night or day time slot. We have both traditional and non-traditional students, and when we are not able to offer both a night and a day section each year, we may be precluding some students from graduating in a timely manner. When courses are cut in the weeks or days before school starts, this increases student frustration, delays students' ability to meet degree goals, and hurts adjunct faculty inordinately. Block scheduling has also influenced our faculty's ability to stay current in the field – which is vital to bringing the latest information to our students. Traditionally, our faculty

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taught classes Monday-Thursday, so they could attend the ECE trainings that are scheduled on Fridays. For example the California Community College Early Childhood Educators Meetings are on Fridays, as are the Faculty Initiative Project trainings (these help faculty learn how to teach that new California Preschool Foundations/Curriculum standards). Requiring the MWF teaching schedule means faculty are missing out on opportunities to stay current with industry standards. Many local community colleges such as Contra-Costa and Los Rios districts teach on a Monday-Thursday block schedule (MW, TR).

Another factor influencing teacher-training opportunities is the Solano College Children's Program had to shutter the infant program, meaning that it no longer serves children less than 12 months of age. This closure was due to significant cuts to funding. Having no children under the age of 1 year means that students interested in working with very young children do not have mentorship opportunities afforded to them at Solano College. Practicum students do not have the opportunity to practice their student teaching with very young children, and quality programming at this level does not get demonstrated to students taking the infant-toddler courses. More generally, the funding to the Children's Program isn't adequate to meet the needs of the program, and they are constantly looking to outside funding/grants and make-shift efforts to maintain quality services. Ideally there would be funding for one program specialist and two assistants per classroom (classified staff). This would eliminate higher teacher-turnover in the program as they wouldn't be dependent on low-paid student workers. Stability in staffing means higher quality services to children and families, and a laboratory setting that demonstrates best practice in child care.

Our program potentially has the opportunity to benefit from the new measure Q funding. It is possible that a child care facility will be added to the Vacaville Center, and we would very much like to explore the possibility of using funding to improve the classroom space for our students on the Fairfield campus. Additionally, we would like to explore the possibility of creating a CDFS resource room/study lab where students could gather and collaborate on class projects (see sections 4.2 and 4.3).

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1 The PLOs listed below are for the ECE Associate's degree and certificate. The assessments are based on work completed in ECE 66: Practicum II which is considered a capstone course for our program. It is the second semester of student teaching, and must be completed after completion of other courses such as ECE 62, 63, 65, and HUDV 38. The department will need to come to agreement about whether the PLOs will remain the same and how they will be assessed once the new ECE AS degree and AS-T degree begin fall 2013. We plan to meet during Fall semester 2013 to discuss our plans and then finalize our decisions. Since the last program review, we have lowered the number of institutional learning outcomes for each program level outcome to more concisely measure the core goals of each class.

Table 4. Program Level Outcomes

Program Level Outcomes	ILO (Core 4)	How PLO is assessed
1. Students will demonstrate an understanding of child development theory, current research, and trends in the field, and their application to responsive practice in early care settings.	(I A,B; **II A**,C)	Score of 70% or higher on documentation panel in ECE/CDFS 066
2. Students will demonstrate an understanding of the context of individual development including the centrality of family, culture, and community. Students will develop specific techniques for creating meaningful relationships between home and school.	(I D; II D; **IIIB**; IVA)	Score of 70% or higher on case study/family interview in ECE/CDFS 066
3. Students will develop curriculum and early care environments that are derived from unbiased observation and assessment of children's interests and developmental levels.	(**II**A, **D**; IIIC; IVA)	Score of 70% or higher on curriculum plans in ECE/CDFS 066
4. Students will demonstrate reflective practice in their work with young children by building awareness of self as teacher, child as learner, and early childhood pedagogy.	(ID, IIA,D; **IVA**)	Score of 70% or higher on journals and oral interview in ECE/CDFS 066

2.2 Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Level Outcomes

Early Childhood Education Associate's Degree

	PLO: 1 Child Development Theory, Research, Current Trends	PLO: 2 Contextual Development: Family, Culture, Community &Meaningful Relationships	PLO: 3 Curriculum Development based on Observations and Assessment	PLO: 4 Reflective Practice, Self Awareness
HUDV038	I	I	I	
HUDV050		D		I
ECE062	I	I	I	I
ECE063	D		D	D
ECE065		M	M	M
ECE066	M	M	M	M
ECE070			M	
ECE071			M	
ECE072	D		M	
ECE073			M	

We recently adjusted our curriculum map to add "mastery" level to ECE 066 for PLO 1 and PLO2. Recognizing this as our capstone course, we wanted to make sure we were measuring student learning in all four PLOs for this course. We will need to create a new map for the newly developed ECE AS-T degree and the AS degree and certificate in ECE that begin Fall 2013. These degrees have different courses and will need new maps.

Table 6. Program Level Assessments

Program Level Outcomes	Dates Assessed	Results	Action Plan
1. Students will demonstrate an understanding of child development theory, current research, and trends in the field, and their application to responsive practice in early care settings.	December 2012	One student of 15 did not receive a grade of 70% or better. It wasn't clear students had enough depth about what children were learning in the documentation panels. Theory wasn't integrated as substantially as it could have been. Yet, students began to see themselves as "teacher as researcher" and "teacher as observer" rather than a "recreation leader" which helped to improve their professional identity and improve their skills with children.	Work on developing a mechanism so that when a deficit is noticed in students, instructors teaching the foundational courses can better support the development of these skills. This includes more time for faculty to collaborate monthly and in specialized retreats. Take a field trip to the Solano Children's Program to evaluate the strengths and needed improvement in posted panels, and provide more opportunities for students to brainstorm together about children's learning inside of class and out. The addition of a student resource room would allow students the materials (paper cutters, printers, digital cameras, computer, etc.) the resources (books about theory), and space (round tables for collaboration, sample documentation panels on the wall, etc.) to improve the quality of their work.
2. Students will demonstrate an understanding of the context of individual development including the centrality of family, culture, and community. Students will develop specific techniques for creating meaningful relationships between home and school.	December 2012	All students received a 70% or higher on their case study/family interview. The family interview portion was not developed enough, which seemed to reflect their lack of relationship with the family members.	Students will be asked to write more about the family interview in the case study so they better understand the context of development, and will be encouraged to foster stronger relationships with the family. The addition of a resource room and office near the children's program would provide students a private space to have conversations and conferences with families, as well as their head teachers and practicum advisor.

3.	Students will develop curriculum and early care environments that are derived from unbiased observation and assessment of children's interests and developmental levels.	December 2012	Not all weekly curriculum plans were turned in by students, but the majority passed with a grade of 70% or better. Only 1 student did not pass. Students were able to recognize that their curriculum plans needed improvement or more depth to meet the children's needs, yet there wasn't opportunity to try again or revamp their ideas. Once they completed a planned activity they were able to report on the children's learning in greater depth, and understood the dimensions of learning across domains.	Change the assignments so that students can make changes and redo the curriculum activity so they could learn from their first attempts to better meet the observed needs of the children. Provide students with more opportunities to engage with curriculum materials themselves before they try them out with children. A small curriculum lending closet and more curriculum materials to use in the classrooms would help students be more aware of curriculum opportunities in the classroom and the strengths and weaknesses of the materials. More classrooms with large tables would make implementation of this practice possible. The addition of a resource room would also allow for more resource books that would broaden their ideas.
4.	Students will demonstrate reflective practice in their work with young children by building awareness of self as teacher, child as learner, and early childhood pedagogy.	December 2012	All students earned a 70% or higher cumulatively on journals. All passed their oral exams. Some students did not turn in their weekly journals, and others did not have advanced reflective skills. Those that have a hard time with abstract thinking struggled more. In the oral exam students must reflect on the challenges and experiences in their student teaching. Most students did a proficient job, reflecting their experiences. Some were nervous speaking in front of the group, or addressing the challenges they experienced. Overall students did high quality, professional work.	Keep scaffolding student learning so students feel prepared for oral exams. Keep working on understanding the individual needs of the students so support can be tailored to their needs. Continue to investigate ways of teaching reflective practice so students can deepen their understanding of child development, and staff/family dynamics. Build reflective skills in prerequisite courses. Digital recorders would allow students to practice their interviews by themselves or with a partner and grow more comfortable with their presentations before the day of the exam. A student resource room would provide the space for students to prepare for the exam. Provide more faculty training on use of reflective practice so they feel comfortable guiding students in this pursuit.

Student Learning Outcomes

2.4 Many of our SLOs were updated during this program review cycle to align with the Statewide Curriculum Alignment Project (CAP) standards. These include CDFS 38, 50, 53, 54, 62, 63, 64, and 65. The new SLOs will officially go into effect Fall 2013, yet they have not been changed in the SLO database. One of our short term goals is to update our school coordinator and the SLO faculty chair of these changes. Early in the review cycle, our program created a schedule for reviewing SLOs. At this time it was our understanding that courses were to be reviewed every 2 years, and just one SLO at a time. Our chief difficulties with the reviews was getting courses assessed that were only taught by adjunct faculty, and understanding which forms to use and where to input data (seemed to be a moving target). More recently, we were advised to assess all SLOs for a course once a year (even numbers in the Fall and odd numbers in the Spring). With the support of the school and college SLO coordinators we have come very close to this goal. Since last year, adjunct faculty are paid to complete SLOs.

Faculty members in our department are just beginning to dialogue about standardized measurement tools across sections. We are leaning toward a test question that would be used across all CDFS 38 and CDFS 70 sections to measure the SLOs, yet haven't worked out the specifics. One of our future goals is to create a reference document for faculty so that full time faculty and adjuncts would have easy access to the course SLOs and to the common assessment tools.

2.5 In terms of scheduling, our department plans to follow the guidelines of completing even numbered courses in the fall and odd in the spring (unless a course is taught once per year), until instructed otherwise by administration.

2.6 Currently, our course-level SLOs are almost entirely up to date. There are a few outstanding from Spring 2013, and the instructors have been contacted to complete them. We would like to meet as discipline faculty to discuss how we are measuring the SLOs and find greater consistency across sections. We also want to make sure faculty are not working in isolation, so that we can discuss together the strengths and weaknesses of the assessments and ensure we are linking this analysis to the program level outcomes and resource allocation. It would be ideal if we had more time during flex to do this collaborative work.

2.7 The goal of every faculty member completing all SLOs every year is relatively new to the institution. We need to make sure adjuncts know this expectation and have support if needed. We believe the dean should be responsible for ensuring the SLOS are completed by the required date and contacting individual faculty if they have not done so. We would like to have more discussions about standardizing some assessment tools and then we would like to make a reference tool that lists SLOs and the common assessment measures to be used.

2.8 Based on analysis of our SLOs, a number of instructors have made changes to their curriculum and means of assessment. Examples include:
- Creation of a rubric for evaluating the art portfolio which made expectations clearer

- Providing samples of well-written quality assignments so that students can more clearly understand the expectations
- Storing hand-outs and Power Points online so students can refer back and print notes to follow along in class
- Reading more about reflective practice in order to help develop better strategies for teaching this skill
- Purchasing a subscription to Videatives, an online source for ECE video clips
- Including more video clips and hands-on practice linking child development theory to practice
- Purchasing more digital cameras so that students can better document children's learning
- Changing the textbook to provide more examples of infant/toddler curriculum activities
- Purchasing more current curriculum supplies as well as recycled materials to provide students examples of developmentally appropriate practice and potential resources for their classrooms
- Arranged a class field trip to the infant/toddler programs on campus to demonstrate quality childcare environments

Curricular offerings

2.9 Course offerings.

Our department has made significant changes to the curriculum since the last program review cycle. Early in the cycle we went through curriculum review and deleted several courses that had not been taught for many years. These courses include ECE 055 Key Concepts in Early Childhood, ECE 086 Constructive Play: Challenging Children to Think, ECE 110 Emergent Literacy in Early Childhood, ECE 121 Family Childcare: Introduction and Licensing Regulations, ECE 122 Family Child Care: Guidance and Theory, ECE 123 Family Child Care; Health, Safety, and Nutrition, ECE 124 Family Child Care: Business and Legal Aspects, ECE 245 Foster Parenting, HUDV 052 Issues in Aging, and HUDV 058 Life Management. The courses are no longer being taught for a variety of reasons. First, there is a big push to standardize curriculum across the state, and our resources have been focused on supporting courses which align with the CAP project (see below). Other courses were added years ago to meet specific community requests that are no longer considered best practice. For example family childcare providers are now advised to take the ECE/HUDV/CDFS courses required for the major that will lead them toward a degree or certification. Additionally, some courses were part of programs that are no longer being offered by the college such as Life Management. Finally, the adjunct instructor who taught the aging class is no longer working for the college and a replacement has not been hired.

We changed the scope of our infant/toddler courses to avoid repetition and provide a more comprehensive curriculum. Previously there was ECE 075 Care of Infants and Toddlers and ECE 076 Programs for Two Year Olds. Now, both courses cover 0-3 years old, but are split between different topic areas - ECE 075 Care of Infants and Toddlers: Social-Emotional Foundations and ECE 076 Care of Infants and Toddlers: Curriculum and Environments. Presently we are

considering deleting ECE/CDFS 67 from our offerings due to limited funding (this course allows students to take their practicum off site, but requires faculty to conduct visits and assess their progress). Finally, we added a new course ECE/CDFS 105: Parenting in a Stressful World, by request of the Children's Program Director. There was an observed need at the Children's Program for parent education. However, in three semesters of offering the course it has not been heavily attended, and we are considering omitting it from our offerings.

We also changed some of the advisories and prerequisites for a few courses. Specifically, ECE 062 was removed as a prerequisite for ECE 071, and eligibility for ENGL 001 was added as an advisory for ECE 079, and 080.

More significantly, we have combined our ECE and HUDV courses into one department called CDFS: Child Development and Family Studies. With the combination of the departments, we had to adjust the numbers of some of our courses as the same number was present in both disciplines. For example there was a HUDV 050 and an ECE 050. A list of the new course numbers is attached. We made this change because faculty in ECE and HUDV teach courses in both areas and many of the HUDV courses are part of the ECE program. HUDV courses use to be part of the Home Economics program which is now defunct. It seemed efficient and more cohesive to fold HUDV courses (which do not have a degree) into one department with ECE – Child Development and Family Studies. In the future we will explore the creation of a new program under this department: Family Studies. To inform students of the impending change, we created posters to display around campus, created handouts and a PowerPoint presentation, advertised on the campus monitors (library, cafeteria, etc.), made CDFS tote bags that we disseminated when students completed their student surveys, and made announcements at the advisory meeting, and other ECE events.

Our department also agreed to participate in the California Curriculum Alignment Project (CAP) which aimed to align 24 units of ECE lower division coursework across the entire state community college system (childdevelopment.org). Currently 102 colleges have agreed to participate in this project, and 100% of the colleges in our region are aligned. Participation at Solano meant that 7 of our courses were adjusted slightly in content, objectives, and SLOs to meet the guidelines of CAP. Some course names were also changed to align. An additional class was added to our offerings to bring us into alignment: Observation and Assessment. The 8 aligned courses are:

CDFS 038: Child Growth and Development
CDFS 050: Child, Family, and Community
CDFS 053: Teaching in a Diverse Society
CDFS 054: Child Health, Safety, and Nutrition
CDFS 062: Introduction to ECE: Principles and Practices
CDFS 063: Introduction to Curriculum
CDFS 064: Observation and Assessment
CDFS 065: Early Childhood Education Practicum I

The CAP project also requires that these 8 classes be part of the major. In order to make this happen, we had to make some structural changes to our ECE AS degree. We added 053, 054, and 064 as requirements, and rather than making our four curriculum courses required (science, language and literature, music, and art) we allowed students to choose two of the four. All of the changes described were approved by our campus curriculum committee and the community college chancellor's office. Below you will see the requirements of the former ECE AS degree, and the new CAP aligned degree which will be offered for the first time Fall 2013.

REQUIRED COURSES, *Former AS Degree*	UNITS
ECE 038: Child Development	3
ECE 050: Child, Family, and Community	3
ECE 062: Introduction to Early Childhood Education	3
ECE 063: Early Childhood Education Theory and Practice	3
ECE 065: Early Childhood Education Practicum I	4
ECE 066: Early Childhood Education Practicum II	4
ECE 070: Science for Early Childhood Education	3
ECE 071 Language and Literature for ECE	3
ECE 072 Art for Early Childhood	3
ECE 073 Music for Early Childhood	3
TOTAL UNITS	**32**

Plus CSU, IGETC, or Solano Option A general education requirements

REQUIRED COURSES, *AS Degree beginning Fall 2013*	UNITS
CDFS 038: Child Growth and Development	3
CDFS 050: Child, Family, and Community	3
CDFS 053: Teaching in a Diverse Society	3
CDFS 054: Child Health, Safety, and Nutrition	3
CDFS 062: Introduction to ECE: Principles and Practices	3
CDFS 063: Introduction to Curriculum	3
CDFS 064: Observation and Assessment	3
CDFS 065: Early Childhood Education Practicum I	4
CDFS 066: Early Childhood Education Practicum II	4
Plus choice of <u>TWO</u> of the following courses:	
CDFS 071 Language and Literature for ECE	3
CDFS 072 Art and Creative Development for ECE	3
CDFS 073 Music and Movement for ECE	3
CDFS 074 Science and Math for ECE	3
TOTAL UNITS	**35**

Plus CSU, IGETC, or Solano Option A general education requirements

In order to be compliant with SB 1440, our department also submitted the required paperwork to the curriculum committee and chancellor's office for an ECE AS-T degree. The narrative is

attached. Our degree was approved by the chancellor's office, yet CI-D approval will need to be obtained for this degree to remain compliant in the coming years. The ECE AS-T degree also has the 8 CAP aligned courses. Below you will see the requirements of the transfer degree that will be offered for the first time Fall 2013.

REQUIRED COURSES for ECE AS-T degree, Fall 2013	UNITS
CDFS 038: Child Growth and Development	3
CDFS 050: Child, Family, and Community	3
CDFS 053: Teaching in a Diverse Society	3
CDFS 054: Child Health, Safety, and Nutrition	3
CDFS 062: Introduction to ECE: Principles and Practices	3
CDFS 063: Introduction to Curriculum	3
CDFS 064: Observation and Assessment	3
CDFS 065: Early Childhood Education Practicum I	4
TOTAL UNITS	**25**
CSU-GE or IGETC requirements (up to a total of 6 units can be double counted)	
37-39 units	
Electives (must be transferrable to CSU)	**2-4 units**
Total Maximum Units	**60 units**

Finding the most effective balance of classes taught at the Centers has been a learning process. During the last program review cycle 2-4 of our roughly 33 sections were located on the Vacaville campus, 2-4 in Vallejo, 2-3 online, and the remaining on the main Fairfield campus. We have experimented with adding additional courses to the Centers but in general enrollment is higher when courses are offered on the main campus. When we were asked by administration to cut sections, we chose to move some of our courses to the main campus. When we are only able to offer a course once a year, it makes logistical sense to place it on the main campus so students who live throughout the county can enroll. Ideally, we would like to offer more sections at the Centers, but worry that we don't have the capacity to fill them all efficiently.

On the following pages are the courses listed in the current 2013-2014 Solano College Catalogue for Child Development and Family Studies.

Child Development and Family Studies

(Formerly Early Childhood Education and Human Development)
Students enrolling in the following courses are strongly urged to see an instructor in the department prior to registration.

CDFS   038   3 Units
Child Growth and Development
Course Advisory: Eligibility for ENGL 001. This course examines the major physical, cognitive, and psychosocial developmental milestones (typical and atypical) and theories from conception through adolescence. Enphasis is placed on the interaction bewtween maturational processes and environmental factors. Current research and methodologies are examined. Child observations and analysis are included. Field trip may be required. Field trip may be required. Formerly HUDV 038. *Three hours lecture.*

CDFS   039   3 Units
School Years and Adolescent Development
Course Advisory: Eligibility for ENGL 001.
Development and maturation of the school-age child and the adolescent; the interrelationship of physical, mental, social, and emotional factors will be discussed along with a survey of community resources. Formerly HUDV 039. *Three hours lecture.*

CDFS   040   3 Units
Family Relationships
Course Advisory: Eligibility for ENGL 001. A study of sociological and psychological factors influencing relationships, particularly dating, family, and marital relationships, as well as alternative lifestyles in contemporary society, including factors that affect communication and interpersonal interactions within relationships. Formerly HUDV 040. *Three hours lecture.*

CDFS   050   3 Units
Child, Family and Community
Course Advisory: Eligibility for ENGL 001. An examination of the devloping child in a societal context focusing on the interrelationships of family, school and community, including historical and socio-cultural influences. Socialization and identity development are emphasized, as are teacher startegies for building respectful, reciprocal relationships that support and empower children and families. Formerly HUDV 050. *Three hours lecture.*

CDFS   052   3 Units
Children with Special Needs
Prerequisite: CDFS 038. Course Advisory: Eligibility for ENGL 001. An introductory study of children with special needs, including causes of disabilities, their incidence, care, management, and general remedial procedures. Emphasis is on the child with disabilities in the home and community settings. Formerly HUDV 075. *Three hours lecture.*

CDFS 053   **3 Units**
Teaching in a Diverse Society
Course Advisory: Eligibility for ENGL 001. Examination of teaching young children in a diverse society in an effort to support optimal identity development, competency, and inclusion. Theoretical and practical implications of oppression and privilege will be explored as they apply to children, families, programs, classrooms, and teaching. Various classroom strategies will emphasize culturally and linguistically appropriate anti-bias approaches. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media, and schooling. Formerly HUDV 053. *Three hours lecture.*

CDFS 054   **3 Units**
Child Health, Safety, and Nutrition
Course Advisory: Eligibility for ENGL 001, CDFS 038 and CDFS 062. Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children. This course is the same course as NUTR 054. *Three hours lecture.*

CDFS 055   **3 Units**
Impact of Violence on Children and their Families
Course Advisory: SCC minimum English standards. Exploration of violence in America and its impact on the physical and psychological well-being of children, their families and early childhood teachers. Emphasis on critical factors in understanding appropriate early childhood violence prevention and intervention strategies. Formerly ECE 050. *Three hours lecture.*

CDFS 056   **3 Units**
Intervention and Strategies for Working with Children with Challenging Behaviors
Course Advisory: SCC minimum English standards. Provides early childhood teachers knowledge and skills to respond to the needs of children and families who experience stress and chronic violence through exploration of the power of play in helping children resolve conflicts and methods for teaching alternative to violence. Formerly ECE 051. *Three hours lecture.*

CDFS 062   **3 Units**
Introduction to Early Childhood Education: Principles and Practices
Prerequisite: CDFS 038 (may be taken concurrently). *Course Advisory: Eligibility for English 001.* An examination of the underlying theoretical principles of developmentally appropiate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all young children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional indentity. Formerly ECE 062. *Three hours lecture.*

CDFS 063   **3 Units**
Introduction to Curriculum
Prerequisite: Minimum grade of C in CDFS 038 and CDFS 062. Course Advisory: Eligibility for English 001. This course presents an overview of knowledge and skills related to providing appropiate curriculum and environments for young children from birth to age 6. Students will examine a teacher's role in supporting development and fostering children's curiosity and learning. Through observation and assessment strategies students will develop appropiate play-based curriculum. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, music, math, and science. Formerly ECE 063. *Three hours lecture.*

CDFS 064   **3 Units**
Observation and Assessment
Course Advisory: CDFS 038; Eligibility for ENGL 001. This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessments tools are explored. Formerly ECE 064. *Three hours lecture.*

CDFS   065   **4 Units**
Early Childhood Education Practicum I
Prerequisite: Minimum grade of C in CDFS 062 and CDFS 063 (CDFS 063 may be taken concurrently). Course Advisory: Eligibility for ENGL 001. Supervised laboratory experience with infants through preschool children in the Solano College Children's Programs. Students will spend 8 hours in practicum, 1 hour in a teacher meeting, and 1 hour in seminar for a total of 10 hours per week. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprhensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as students teachers desgin, implement and evalute experiences that promote positive development and learning for all young children. During the first week of enrollment, students will be required to be fingerprinted and cleared through Department of Justice and have a negative TB skin test at the District's expense. Formerly ECE 065. *One hour lecture, nine hours by arrangement.*

CDFS   066   **4 Units**
Early Childhood Education Practicum II
Prerequisite: Minimum grade of C in CDFS 065. Course Advisory: Eligibility for English 001. Laboratory practicum emphasizing curriculum activities, comphrehensive case studies, methods of child observation, and relationships of theories to practices. Students may be placed in the Solano College Children's Programs on campus or with a Mentor teacher (selected by the SCC/ECE Mentor teacher selection committee) off campus. Students will spend 8 hours in practicum, 1 hour in a teacher meeting, and 1 hour in seminar for a total of 10 hours per week. During the first week of enrollment, students will be required to be fingerprinted and cleared through Department of Justice and have a negative TB skin test at the District's expense. Formerly ECE 066. *One hour lecture, nine hours by arrangement.*

CDFS   067   **4 Units**
Early Childhood Education Field Practice
Prerequisite: Minimum grade of C in CDFS 065. Course Advisory: Eligibility for English 001. Twenty hours per week of work experience at an approved early childhood job site under the direct supervision of a fully qualifed ECE teacher (preferably under the supervision of one of the SCC selected Mentor teachers), and attendance at a one-hour weekly seminar on campus which emphasizes child observation, curriculum planning, and relationships of theories to practices. Formerly ECE 067. *One hour lecture (related seminar), twenty hours weekly by arrangement (work experience).*

CDFS   070   **3 Units**
Lifespan Human Development
Course Advisory: Eligibility for ENGL 001. **Note: Not open for credit to students who have successfully completed HUDV 038/039 or CDFS 038/039.** A survey of human development throughout the life cycle, including physical, social, intellectual, and emotional development from conception to death. Includes direct observation. Formerly HUDV 070. *Three hours lecture.*

CDFS   071   **3 Units**
Language and Literature for ECE
Course Advisory: Eligibility for English 001 and CDFS 038. An introduction to children's literature and to the development of speech and language during early childhood. Students will explore teaching techniques which promote language acquisition including teacher-child interaction, story telling, puppetry, language games, flannel board stories, journaling, and the development of dramatic play materials. Culturally inclusive practices will be emphasized. Formerly ECE 071. *Three hours lecture.*

CDFS   072   **3 Units**
Art and Creative Development for ECE
Course Advisory: SCC minimum English and Math standards; CDFS 038. A study of art activities appropriate to the developmental needs of the young child. Emphasis is on children's use of art as a way to express their individuality and communicate their ideas about themselves and their world. Formerly ECE 072. *Three hours lecture.*

CDFS   073   **3 Units**
Music and Movement for ECE
Course Advisory: CDFS 038; Eligibility for English 001. Presents a curriculum of music appropriate for teachers of young children from infancy through the primary grades. Fundamentals of music and simple chording techniques will be introduced. Field trip may be required. Formerly ECE 073. *Three hours lecture.*

CDFS   074   **3 Units**
Science and Math for ECE
Prerequisite: CDFS 062 and CDFS 038 (may be taken concurrently). Course Advisory: Eligibility for ENGL 001 and SCC minimum Math standards. An exploration of scientific principles, materials, and information from the biological and physical sciences appropriate for young children. Through an emphasis on the choice and presentation of appropriate concepts and processes, students acquire basic science knowledge relevant to the intellectual development of the young child. Field trip may be required. Formerly ECE 070. *Three hours lecture.*

CDFS   075   3 Units
Care of Infants and Toddlers:
Social-Emotional Foundations
Course Advisory: Minimum standards: Eligibility for English 001. This course examines relationship-based infant/toddler group care, with an emphasis on social-emotional development. Theoretical foundations of quality care are addressed including the importance of home-family connections, cultural continuity, and responsive practice. Skills for individualizing care, routines, and working with children with special needs are explored. Formerly ECE 075. *Three hours lecture.*

CDFS   076   3 Units
Care of Infants and Toddlers:
Curriculum and Environments
Course Advisory: Eligibility for English 001. Based on theory and an holistic approach to development, this course explores quality environments and curriculum for infants and toddlers. Through observation and assessment, students develop skills for creating meaningful cognitive, physical, literacy, and social/emotional experiences in group care. Formerly ECE 076. *Three hours lecture.*

CDFS   080   3 Units
Early Childhood Administration
Prerequisite: C or better in CDFS 038 and CDFS 062. Course Advisory: Eligibility for ENGL 001. An overview of the fundamental duties and responsibilities of Early Childhood Administration, including preparation, implementation and evaluation of the program goals and budget controls. Meets requirements set by the California Commission on Teacher Credentialing for Site Supervisor and Program Director permit and State of California Community Care Licensing. Formerly ECE 080. *Three hours lecture.*

CDFS   081   3 Units
Early Childhood Staff Supervision
Prerequisite: C or better in CDFS 038, CDFS 050, and CDFS 062. Course Advisory: Eligibility for ENGL 001. A presentation of the fundamentals involved in becoming a more effective supervisor and methods and procedures in dealing with selection, supervision and evaluation of staff in an early childhood setting. Meets the requirements set by the California Commission on Teacher Credentialing for the Site Supervisor and Program Director Permit and State of California Community Care Licensing. Formerly ECE 081. *Three hours lecture.*

CDFS   082   2 Units
Adult Supervision: The Mentor Teacher
Prerequisite: C or better in CDFS 038, CDFS 050, and CDFS 062. Course Advisory: Eligibility for ENGL 001. Methods and principles of supervising student teachers in early childhood classrooms. Emphasis on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Required for the Master Teacher, Site Supervisor, and Program Director Permits issued by the California Commission on Teaching Credentialing. Formerly ECE 079. *Two and three-quarters hours (12 week course).*

CDFS   099   1.00 to 3.00 Units
Early Childhood Education Honors
Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a grade of B or better; an ability to work independently; permission of the Division Dean based on instructor availability. Course Advisory: Eligibility for ENGL 001. An independent study and research class in the areas of infant, toddler, and preschool early education programs. The student and instructor design an outlined program of study. May be repeated to a maximum of 6 units, including initial enrollment. Formerly ECE 099. *Three to nine hours weekly by arrangement.*

CDFS   101   0.5 Unit
Sensitive & Critical Topics in ECE
Course Advisory: SCC minimum English standard. A short course designed to include current topics in Child Development or Family Studies that are particularly sensitive in nature and/or subject to critical timing. It is designed especially as an update for teachers currently working in the field. Formerly ECE 101. *Eight hours lecture total for semester.*

CDFS   102   0.5 Unit
Curriculum Development
Course Advisory: SCC minimum English standards. Curriculum development techniques for young children in early childhood education programs in the areas of speech development, pre-reading skills, math concepts, science activities, music, art, cooking and nutrition. Emphasis in the above curriculum areas will be placed on the specialized needs of disadvantaged children. Formerly ECE 102. *Eight hours lecture.*

CDFS   105   0.5 Unit
Parenting in a Stressful World
Course Advisory: SCC minimum English and Math standards. This course is primarily designed for parents of young children (birth-five years). The course includes an overview of child development principles and an exploration of the role of parents in supporting the development of their children. The course will provide opportunities to explore and reflect on parenting in a stressful world and create a parent community. Discussions and assignments will relate directly to the participants interactions with young children. Formerly ECE 105. *Eight hours lecture.*

CDFS   200   0.5 Unit
ECE Mentor Teacher Seminar
Prerequisite: Selection as a Mentor Teacher with the California Mentor Teacher Program. Course Advisory: SCC English and math standards. A monthly seminar for Early Childhood Mentor Teachers to explore issues related to their roles as supervisors or early childhood student teachers. Seminar content will be individualized to meet the needs of each mentor. Participation and attendance in the monthly meeting is mandatory. Formerly ECE 200. *Eight hours lecture.*

CDFS   501   Non-Credit
Early Childhood Education Children's Programs
Course Advisory: SCC minimum English standard. Provides the opportunity for parents to become more involved with their child(ren)'s education, to gain the positive interaction skills appropriate for this age group, and to gain information about the normal behavior of preschool aged children. Expected of parents whose children are enrolled in the Solano Community College Children's Programs. Formerly ECE 501. *Sixteen hours by arrangement.*

CDFS   550   Non-Credit
Positive Parenting Practices
Course Advisoy: SCC minimum English standards. Focuses on those aspects of young children's normal behavior and needs which have the greatest significance for parents and others interested in behavior of young children. Formerly ECE 550. *Three hours lecture (8 week course).*

2.10 Instructional Quality. High quality instruction is one of our program's greatest strengths. Results of our student survey showed that out of 311 respondents, not a single student was either dissatisfied or very dissatisfied with the quality of instruction in the ECE/HUDV departments. Results showed 62% very satisfied, 35% satisfied, and 3% neutral. In the comments section of the survey, students reported the greatest strengths of the department. For example they stated:

 "The teachers are great; they love what they do so they make it interesting and fun to learn."
"The way the teachers teach and communicate with their students"
"The teacher did an outstanding job. I've learned so much from her – what an amazing woman."
 "Great teachers, genuine care for student learning"
"The lectures are well prepared by knowledgeable instructors"

We promote quality instruction by diversifying our classroom teaching strategies such as combining lecture with small group work, individual reflection, use of videos, hands-on classrooms experiences, etc. Each semester we reflect on what was successful and what needs to be changed to more effectively promote student learning. Importantly, we also work to build a sense of community in the classroom by being open, respectful, and by getting to know students by name. Many courses provide hands-on learning experiences in groups, which help students get to know one another. We are accessible during office hours, and are genuinely concerned about student learning. We refer students to campus services when we see a need, and encourage them to develop their skills either in basic skills courses or campus workshops.

To help insure appropriate depth and rigor we use the current industry standards for textbooks, and assess in a variety of formats such as observations, exams, journals, written papers, oral projects, etc. We are utilizing the newly developed California Preschool Learning Foundations and Curriculum Framework to guide students in ECE best practice. Faculty attempt to stay current in the field, though this has become more challenging in recent years as administration moved to 5 day a week block scheduling. It has become more difficult to attend ECE workshops on Fridays. Most of our courses have a classroom maximum of 35 students, yet some specialized courses like practicum and the administration courses have a lower student to faculty ratio.

2.11 Teaching Methodologies. As aforementioned, we teach courses to a variety of different learning styles. While instructors have different methodologies, all include a mixture of lecture, group work, individual reflection, and use of media. Some instructors will assess their students learning styles and then form groups based on these styles. While teaching, we include examples from different cultural perspectives, and encourage students to look inclusively at the children and families they will be working with. We are training future teachers and professionals that we hope are not only knowledgeable, but effective communicators, skillful problem solvers, and open, kind individuals. We try to model these characteristics in our classroom instruction.

The community is an important part of our curriculum and many courses try to integrate elements of the community in instruction. For example, community presenters come to talk about the services they provide, whether it is Child Protective Services, Planned Parenthood, Solano Child and Family Services, First 5 Solano, a food bank, Children's Nurturing Project, medical services, etc. We ask students to visit our campus Children's Program and other child care centers in the community to conduct observations and to learn about programs offered. Some courses take field trips together so students learn about resources they can utilize as a teacher. As an example, in the Science curriculum class students visit Rush Ranch, the Horticulture Department on campus, and the Lawrence Hall of Science Inventor's lab to learn how to build STEM into their curriculum. In the Introduction to ECE class, one of our instructors brings his students to a child-centered preschool in Roseville so they can see examples of diverse classroom methodologies.

2.12 Fill rates/Class size. Our general education courses typically fill well, particularly on-line offerings. Our most efficient course is ECE 071 which is offered once a year at night, though individual sections of HUDV 038, 40, and 70 have also been quite efficient. Our least efficient courses are specialized courses that require low enrollment due to capacity, such as practicum (ECE 65, 66) which requires placement in a preschool classroom on campus. Courses that are not part of the major, but are required for administration credentials (ECE 79, 80, 81) also do not fill as well. We see low enrollment in ECE 063, which has struggled to find a stable instructor, and ECE 062 offered in Vallejo. In general, we see lower fill rates at the Centers – both Vacaville and Vallejo. If efficiency alone were the goal, more sections might be cut, but we seek to offer classes at times that work for our non-traditional students, and the professional

development courses (such as administration courses) are necessary if we want to fill child-care administration positions in the community.

One of our short-term goals will be to submit paperwork to the curriculum committee requesting to alter some of our class maximums. Under Vice President Lisa Waits, some of our courses maximums were changed from 35 to 40. In most cases this change doesn't serve the needs of the particular class. For example ECE 076 is a curriculum class which requires hands on experiences and is better served with the traditional class max of 35. We typically are willing to over-enroll if the need presents itself, but the higher course maximum puts us in greater danger of our courses not reaching the 60% fill-rate and being cancelled.

In terms of supporting traditionally under-enrolled courses, there is a need for better promotion. We are considering creating a flyer about administrative courses to disseminate to licensed child-care providers to make them aware of opportunities to support their career advancement.

2.13 Course sequencing. During this past program review cycle, our courses had a degree of sequencing. HUDV 038 course was a theory-based prerequisite to several other courses, and ECE 062 was a prerequisite to ECE 63. ECE 065, Practicum 1 required HUV 038, 62, and 63, while ECE 066, Practicum 2, required successful completion of ECE 065. Quality instruction is vital to successfully sequenced courses. One of our challenges in the last several years was finding an adjunct instructor capable of teaching ECE 063 in such a way that prepared students for their practicum coursework. We plan to work closely with newly hired adjuncts to ensure that students are developing the skills in the ECE/CDFS 063 which will make them successful in their practicum courses.

With the changes to CDFS this fall, we have been more explicit about suggesting a progression of courses, which will be advertised in the catalogue. The Fall 2013 catalogue reads, "Full time students are advised to enroll in CDFS 038, CDFS 050, CDFS 062, and a required curriculum course (CDFS 071, 072, or 073) during their first semester. Second semester students should take CDFS 054, CDFS 063 and CDFS 064. In the third and fourth semesters student should take practicum (CDFS 065 and CDFS 066), CDFS 053, and a required curriculum course (CDFS 071, 072, 073, or 074). Students will spend their first semester of ECE Practicum I (CDFS 065) assigned to the Solano College Children's Program. A second semester may be spent either on campus (CDFS 066) or off campus (CDFS 066 or 067)." We plan on holding a fall open house to answer questions about the major including sequencing, and adding the advisement to our CDFS handbook.

Also, as we submit our courses for CI-D approval, a requirement of the ECE AS-T degree, we must align the practicum requirements with that of the CI-D guidelines. This means in the fall we will submit to curriculum committee a proposal to add CDFS 50, Child, Family, and Community as a prerequisite to practicum, in addition to CDFS 38, 62, and 63.

Offering curriculum in a reasonable time frame has been more challenging during this program review cycle. In years past, when enrollment was higher, we offered our curriculum courses every semester. Now, with the exception of art, they are only offered once a year. As we learned from the student survey, roughly half our students prefer day classes and the other half prefer nights. When a course is offered only once a year, in one time slot, it often precludes some students from getting the courses they need in a reasonable time frame. We try to rotate many of these courses, so that one year it is offered during the day and then the next year at night.

2.14 Basic Skills (if applicable). Our program does not offer basic skills courses, but students benefit greatly when their writing is at the college level. We recommend that students are at the college level before they take the foundational course in our program HUDV/CDFS 038: Child Growth and Development.

2.15 Student Survey. We had 311 students respond to a questionnaire administered May 2013. We principally focused our questions on course scheduling, location, and satisfaction with instruction. Approximately half of the respondents were non-majors, taking courses either for general education or as a prerequisite to another program. One-hundred sixteen of the respondents were ECE majors and another 54 were undecided. Our findings demonstrate the complexity of scheduling our courses as there is a great degree of variability in student preferences as far as timing and location. Fairfield was the most preferred campus location, followed by Vacaville then Vallejo. Respondents were able to mark their preferred time of courses (could mark more than one). We found that 61 people prefer early morning (8:00am), 153 morning (9-noon), 80 afternoon (1-4pm), 103 evening courses between 6-8:50pm and 74 evening between 6:30-9:20pm, and 27 had no preference. Seventy students said they would take courses Saturday mornings and 30 Saturday afternoons, 136 said they would not take classes on Saturdays. Interestingly, more students preferred a 6:00pm start time for courses (146 students) as compared to a 6:30pm start time (80 students). Students were asked if they would take an online course in the department; 51% responded yes, while 49% were not interested.

The survey demonstrated a student preference for 6:00pm start times, which we have not offered in the recent past (start times have been 6:30pm). We will add courses with this start time in the next round of scheduling. Student preferences also demonstrated a conundrum we anecdotally already knew: many of our students work during the day and need night courses, while others are "traditional" students or have school age children who prefer courses during the day. Until we are permitted to add more sections, so that students have a choice between day *or* night, we will work toward rotating sections so that students can meet their degree requirements.

2.16 Four-year articulation (if applicable). Currently, we have two courses that meet IGETC requirements for general education: HUDV 038 and 039 (they have now been changed to read CDFS). We have six courses that are on the CSU GE list: CDFS 038, 39, 40, 50, 53, 70. Yet most of

our courses are considered as CSU Baccalaureate level courses: CDFS 038, 39, 40, 50, 52, 53, 54, 55, 56, 62, 63, 64, 65, 66, 67, 70, 71, 72, 73, 74, 76, 80, 81, 82, and 99. There are five CSU campuses that accept the CAP 8 courses into their degree programs: Cal Poly, Chico, Humboldt, Fullerton, and Fresno. Once our AS-T degree in ECE begins Fall 2013, those courses will all be accepted to the CSUs.

2.17 High School articulation (if applicable). We have two courses that have articulation agreements with local high schools. ECE 063 is articulated with Vanden, Fairfield, and Sam Yeto C. High Schools, with an agreement dated 2010 and ECE 075 is articulated with Sam Yeto C. High School with an agreement dated 2011. Berta Lloyd contacted our department at the end of Spring semester 2013 to update the agreements, and CDFS 075 is in process. We will meet as a department to discuss the viability of the agreement for CDFS 063. With CAP and CI-D alignments, and the required prerequisite of CDFS 062, this course may no longer work as an articulated class with the high schools. We don't have any current plans to add more classes, as we see benefits of a more mature student taking courses at the college from instructors with Master's level or higher credentials in the field. The college as a whole is working to forge connections with area schools through middle college and other feeder programs. With the coming name change to our program (CDFS), the department may explore ways of advertising our program to high schools.

2.18 Distance Education (if applicable).
Currently our program offers three courses online: CDFS 038, CDFS 070, and CDFS 105. Unfortunately, due to limited staffing and the inability of faculty to teach more than three online sections per semester, we have been unable to offer these classes as frequently as we would like. We typically offer 1 of 7-9 sections of 038 online and 2 of 6-9 sections of 070 each semester. We have only offered CDFS 105 online once as it is a new course. It is our hope that with the addition of new faculty to our department, we will be able to expand our online offerings.

In regards to successes, the online classes seem to fill quickly and there are often long waiting lists for the few spaces we have available. The multiple requests for add codes is consistent from semester to semester, indicating the continued high demand for online classes. Additionally, our online classes allow us to reach students who may otherwise be unable to take classes at Solano, including active and deployed military members, people who have work schedules that do not fit with our traditional schedules, or people who are otherwise homebound.

The challenges that arise are mainly a result of eCollege, the antiquated platform that the college currently uses. Our department has been involved in the pilot program for Canvas and we eagerly anticipate the ability to offer all of our online courses on the Canvas Platform.

The CDFS Department has plans to expand our distance education offerings. We are hopeful that with proper staffing, we will soon be able to add additional sections of the classes we already offer online, as well as add one to two additional classes that are currently only offered

face-to-face. The expansion will center on our theoretical and introductory courses, as we believe students in the curriculum courses and advanced courses are best served through hands-on application of material.

When offering classes online we adapt the materials and assignments that are used in our face-to-face classes so that they may be properly delivered in an online setting, thereby providing students with an equally excellent learning experience. The primary difference between the two methods of delivery is that our online classes allow students the convenience to access course materials at a time and place that works best for them. We ensure that our online courses are comparable to in-class offerings by doing the following:

- Strictly adhering to the Section K's
- Using the same texts and course materials as those used in face-to-face classes
- Assigning the same or similar assignments as the face-to-face classes (e.g., All students taking HUDV/CDFS 38, whether in-class or online, must complete and submit an Observation assignment)
- Ensuring that students engage in classroom discussion on relevant and timely topics much as they would in a face-to-face class

2.19 Advisory Boards/Licensing (CTE) **(if applicable).** We hold advisory meetings twice a year. In attendance are Solano College faculty members, Children's Program administrators and staff, our dean, and representatives from the community. Typically we have representations from Child Start (Head Start), Solano Children and Family Services, CARES, the Solano County Office of Education, First 5 Solano, Solano-Napa Association for the Education of Young Children, Children's Network, on occasion the student scholarship recipient, and sometimes we have directors/staff from local family childcares and child care centers. We begin by providing program reports (CAP, Children's Program, Mentor Program, Child Care Training Consortium, ECE Conference, etc.) and then the community partner reports. During the process, feedback is solicited from the advisory board.

We have made some changes to the curriculum based on advisory feedback. For example, due to changes to CARES requirements (a stipend program for ECE students), we added an ECE 101 special topics course on the Early Childhood Environmental Rating Scale and the Infant Toddler Environmental Rating Scale. More recently that requirement was dropped and we no longer offer the courses. We also made changes to the requirements of our ECE annual scholarship to make it a less cumbersome process for students. Since doing so we have had more students applying. We worked with the advisory board to create a leadership award for ECE professionals in the community. The advisory board supported the idea of participating in the Curriculum Alignment Project (CAP), and we are working together presently to get information disseminated about the new CDFS department name and changes to the ECE major. More recently, the advisory board advocated for a CDFS student workspace for students that also provides information about services and employment in the community. They also suggested modernizing the classrooms and linking the classroom space to the Children's Program if possible. Advisory board minutes are attached.

3.1 Course Completion and Retention. Student success is promoted through quality instruction designed to teach to a variety of learning styles. It is promoted through in-class activities and out of class assignments designed to link theory to practice and engage students in the learning process (see examples in Table 1 and sections 2.10 and 2.11). Students are instructed to conduct research in the library and are referred to counseling and DSP services as appropriate. We work closely with community members through advisory meetings, and in-class with guest speakers, field trips, etc. Students are also notified of workshops in the community, and many attend our annual Solano College ECE conference in the fall.

When possible, we also try to support our students in economic need so they can complete their course requirements and receive their Child Development permits. Between 2008 and 2012, a CDC Works grant was obtained through the Chancellor's Office and Welfare to Work to promote student success. This grant paid for many items such as classroom materials, books, transportation, tutors, fingerprint clearance and workshops.

Between fall 2009 and fall 2012, success rates in ECE courses varied between 72-83%, while persistence rates were between 59-79%. Females tended to be more successful than males; male rates varied between 17% and 58%, while female success was between 73-82%. In terms of ethnicity, success was highest among White and Asian students (81-89%), followed by Hispanic students (69-86%) and then African-American students (55-83%). For age, success rates were highest for students over 30 years of age, fairly similar for those between the 18-20 and 20-30 age groups, but were lowest for those less than 18.

Success rates in HUDV courses varied between 61-66% depending on the semester, while persistence rates were between 63% and 66%. Females were only slightly more successful than males, with the female range between 62-66% and the male range between 58-65%. Success rates were highest among White students (71-80%), followed by Asian students (66-75%), Hispanic (60-66%), and African-American students (38-49%). There wasn't a clear pattern of success by age in HUDV courses, which varied considerably by semester. It was clear students were more successful in lecture courses as compared to online courses; success rates in lecture courses were between 63-68%, while in online courses the rate of success was between 47-58%.

Our efforts to equalize success will revolve around getting to know individual students, closely tracking their progress throughout the semester and communicating with at-risk students about their progress. Students will be referred to appropriate services as needed. We also believe the addition of a CDFS student resource room will encourage students to work collaboratively and make gains. Access to resource materials will also help economically disadvantaged students obtain needed course materials.

3.2 Degrees/Certificates Awarded (if applicable).

ECE degrees and certificates awarded 2008-present are listed below:

AS degree in ECE

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
6	12	8	15	10

Certificate of Achievement in ECE

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
8	22	10	11	12

Other than a spike in certificates in 2009-2010, the number of degrees and certificates awarded has stayed fairly constant: 8-12 each per year. Some counts are duplicates as a few students each year are awarded both a certificate and an associate's degree. ECE AS degrees account for 2-6.5% of the Associate of Science degrees awarded at Solano between 2009-2013, and between 4-10% of certificates of achievements awarded. We are curious how these numbers will be impacted by the changes to the major and the addition of the AS-T degree this fall. Our department will be talking through the pros and cons of adding additional certificates of achievements to mirror industry certifications.

When analyzing degree and certificate recipients by gender and ethnicity, it is worthy to note that not a single recipient was male during the last five years. There was a mixture of ethnicities represented, which varied considerable depending on the academic year analyzed. There were two years when no African-American students received an ECE degree or certificate.

3.3 Transfer (if applicable).
Our department has added a transfer degree in ECE beginning Fall 2013, and has aligned with the Curriculum Alignment Project to aid in student transfer. Faculty post flyers about programs offering bachelor's degrees in ECE, and refer students to counselors and Sabrina Drake (ECE training consortium advisor) for additional information. We have anecdotal data that some students do transfer to four year universities (such as Sacramento State), but don't have any quantifiable data. The department is considering sending out a survey to graduates to see how many are transferring and to where.

3.5 Career Technical Programs (if applicable).
The coursework for the ECE degree is designed to make students ready for employment as early childhood educators in state and private funded programs. Students not only have the requisite number of units upon graduation, but they also have the workforce skills that will make them effective educators. These skills are embedded in our program level outcomes and are mastered in the second semester of practicum. Two semesters of student teaching helps our students hone their skills, and have the readiness skills for employment. Throughout the program students are taught about child development and are trained in common assessment measures such as the Desired

Results Developmental Profile (DRDP), are taught how to lead classroom activities, how to develop curriculum, how to work with and respect families and cultures, how to guide children's behaviors and how to refer children who may have special needs to appropriate services, etc. In addition to these classroom skills, students are also prepared for the workforce by learning about laws and ethics that guide employment in the field. They are also trained in resume writing and do an oral interview in ECE 066 that helps them prepare for workforce interviews.

Specifically, state funded programs require that to become a teacher, students have either 24 units of ECE/CDFS or 16 GE units with 175 days of 3+ hours of classroom experience OR an associate's degree with at least 3 units of supervised field experience in an education setting. Some students strive for other child development permits (such as associate teacher, master teacher, site supervisor, or director), or seek to work with infants and toddlers. In these cases our discipline offers courses to meet their goals. While not part of the major, these courses (administration, adult supervision, etc.) are essential to meet community needs. We feel the need is so essential that we have obtained an outside grant for the past three year to help offset the cost of teaching the adult supervision class which would have been cut due to low enrollment.

Some students are hired by the Solano College Children's program after graduation, and we post employment opportunities forwarded by community members, but beyond that there are no direct placement measures taken. Faculty members do provide references when requested by students.

PROGRAM RESOURCES

4.1 Human Resources. At present, our faculty consists of four full-time faculty members: Maureen McSweeney, Marion Cowee, Tasha Smith, and Amy Obegi, and five adjunct faculty members: Barry Bussewitz, Joan Means, Sidney Nazarenko, Jeff Sloan, and Ruth Majors. This summer, we have hired three new adjunct instructors to begin in the 2013-2014 academic year: Shelia Smith, Stephanie Agnew, and Christie Verarde. None of our faculty took sabbaticals during the last program review cycle. While we are appreciative of the staff we have now, we are acutely aware of upcoming retirements, and want to make certain high quality instruction continues to be a cornerstone of our program.

Our faculty members are involved in the college community, positively impacting the institution.
Maureen McSweeney organizes our twice yearly advisory meetings; she is the coordinator for the Solano College ECE Mentor program and contributes significantly to the annual Solano College ECE Annual conference. She has attended the career fair and student preview day.

Marion Cowee is on the Flex Cal Committee, was the ECE Director Mentor Seminar Facilitator, volunteers at and supports the ECE Annual Conference, volunteers for the art department, and has attended the career fair.

Tasha Smith has been a member of the distance education committee, is part of the CANVAS pilot, and is a member of the Minority Faculty Coalition and the Equity and Inclusion Advisory Committee.

Amy Obegi is on the Academic Senate and serves as the Academic Program Review Committee Coordinator. She has been actively involved in the planning of the annual ECE Solano conference, has attended the career fair, and has been on the distinguished faculty committee. Amy was also the "CAP-tain" of the Solano ECE Curriculum Alignment Project (CAP), facilitating the changes to coursework to be approved as a CAP certified college. She also facilitated the development and approval of the ECE AS-T transfer degree for Solano College.

All full-time faculty participate in hiring committees, are part of the ECE advisory board, and are involved in planning and facilitating the annual ECE graduation celebration. Faculty members are also involved in the ECE community beyond the classroom.

Maureen Mcsweeney is an advisory board member for Solano County Office of Education/County-Wide Career Technical Education, First Five Solano/Signature Program, and for CARES and Children's Network. She is on the Solano County Child Care Planning Council Strategic Planning Committee and is a Solano Napa AEYC –board member and treasurer. She is a co-trainer and advisory board member for CPIN, and a presenter at the ECE Mentor Program Annual Coordinator Conference. Maureen completed the Trainer of Trainer's Workshop Intensive for California Center on the Social and Emotional Foundations for Early Learning (CCSEFL) in San Diego, 2011 and has attended 3 areas of the Faculty Initiative Project Foundations Trainings. She also attended a workshop by Mark Katz on working with people with special needs titled "There's Nothing so Wrong with Us that what's Right with Us Can't Fix." Maureen is an NAEYC and CCCECE (California Community College Early Childhood Educators) member. She has been honored for her professional commitment to children and families with certificates from the State Assembly and State Senator for being one of the founding First Five Commissioner, June, 2013.

Marion Cowee is also highly involved in the early childhood community. She has attended the Faculty Improvement Project Seminars, is a facilitator of Master Teacher Support Group that meets at BANANAS, Inc. (R&R) in Oakland, is a CCCECE, NAEYC, and BANDTEC member (Bay Area Network of Diversity Trainers in Early Education). She is a former board member of Children's Advocate (statewide newspaper)(left the board 3 years ago) and has become a CLASS certified trainer (Nov. 2012- Feb.2013). She is a Program Administration Scale trainer for the Early Childhood Mentor Project, and is an ECERS & Professional Growth Advisor trainer for Alameda County First Five (last 2009). She is a cohort member for Training the Trainer for First Five Alameda County and a Trainer for the Director Mentor Institutes (California Early Childhood Mentor Project). Marion has contributed stories to textbooks (Gonzalez-Mena's

Child/Family/Community & *Foundations for ECE*, photographic contributor to textbooks (Gonzalez-Mena's *50 Strategies*). She attended the World Forum on Early Care and Education, as well as many local conferences that feature prominent ECE speakers such as Bruce Perry and Alison Gopnik.

Tasha Smith attended the World Forum on Early Care and Education; she participated in the California Comprehensive Early Learning Plan Virtual Meeting with CCCECE, and Mc-Graw-Hill's Developmental Webinar Series featuring the CHILD text. She has also reviewed several chapters of child development texts and is a member of NAEYC, the Society for Research in Child Development (SRCD), and a board member of Strike the Rock Foundation.

Amy Obegi is a Harvest Resource Associate and was the co-chair of a two day institute at the Solano College Office of Education titled "Wonderous Places to Learn and Grow" with ECE authors and trainers Margie Carter and Deb Cutis. It was attended by 90 teachers/ECE educators both locally and from as far away as Montana. She attended a training of Harvest Resource Associates in Seattle in 2012. She has attended the NAEYC leadership conference in Phoenix and the Society for Research in Child Development conference. She was also the Community College advisor for the development of the State of California History and Social Studies Preschool Foundations. Amy has attended a Faculty Initiative Project training and takes continuing education classes through the University of San Diego. She is a CCCECE member and has attended a brain development workshop sponsored by the organization.

Adjunct Faculty also stay involved in the ECE community. For example *Barry Bussewitz* presented at the annual National Association for the Education of Young Children (NAEYC) in Washington DC on self-regulation. He is also a regular presenter at the annual Solano College ECE Conference; topics include self-regulation, diversity, and staff interactions. He also attended the National On-Course Conference. *Joan Means* was a Commissioner for First 5 Contra Costa County until 2011. She is an active member of Contra Costa County's Local Child Care Planning Council and is on the advocacy committee, assisting in the planning of their one day conference. She is also adjunct faculty at Diablo Valley College and attends the annual CAEYC conferences.

The ECE program benefits from our partnership with the Solano College Children's program and their commitment to the campus and the early childhood community. Classified staff at the Children's Program include: the director Christie Speck, assistant director Sabrina Drake, and teachers, Juwan Vartanian, Lisa Stedman, Sharon Miranda, Yvonne Dillard, Sharon Muhammad, Patrice Spann, and Renee Worthy. Dana Alsip provide safe food handling instruction and assists with food planning, Nedra Park provides administrative support to the Children's Program. Student workers, practicum students, and part-time hourly staff are employed as assistant teachers/support in the children's classrooms. Some of the professional development experiences of Children's Program staff include:

Christie Speck is a Director Seminar and Mentor Program participant, infant-toddler collaborative participant with Zero to Three, member of CCDAA, local planning council, Solano Family and Children's Services board member, FSUSD advisory member, Fairfield Suisun

Chamber of Commerce Leadership Foundation member, and a First 5 Solano collaborative partner

Juwan Vartanian is a Mentor Project participant, PITC graduate and mentor teacher
Lisa Stedman attends the Solano ECE conference and recently complete ECE 050
Sharon Miranda completed her MA degree with a focus on child mental health
Yvonne Dillard participates in ECE workshops and attended the Children Learning with Nature Conference
Sharon Muhammad participates in ECE workshops and attended the Children Learning with Nature Conference. She serves as the lead teacher for the full inclusion collaborative with FSUSD
Patrice Spann attends ECE workshops and was the lead teacher for the full inclusion collaborative with the Solano County Office of Education
Renee Worthy attends the Solano ECE conference and recently complete ECE 050.

4.2 In terms of staffing, our biggest concern is related to future staffing needs. We have one full-time faculty member retiring at the end of this academic year, and another retiring in 4-7 years. We have several adjunct faculty members that will also stop teaching during the same time period. We will need to replace both full and part-time faculty in order to maintain our program.

4.3 Equipment. All classrooms have been updated as "smart" classrooms which is advantageous to our program. However, our faculty's office computers/laptops are rapidly becoming outdated and will need to be replaced soon. One instructor who teaches on-line courses has computer difficulties that make it difficult for her to use her outdated computer for on-line instruction. We also have a very outdated Scantron machine in the 1600 building that doesn't grade accurately. This machine needs to be replaced.

The main equipment that would benefit our students would be a CDFS resource room to support student learning and productivity. We suggest the resource room include: computers, printers (copy machine), ECE reference library, professional journals, laminator, paper cutter, comfortable meeting room with chairs and tables, adequate lighting, microwave, coffee maker, some large tables for creating documentation panels and student learning portfolios. Currently there is no meeting space for CDFS/ECE students. In our student survey we asked if students would utilize an ECE and HUDV study room/computer lab if it were available. Results showed 62% (197 students) would utilize this space. Amongst majors, the desire for a resource room was even higher.

Our advisory board supported the idea of a resource room as described above. The space could also be used for advisory meetings, mentor teacher trainings, and other collaborative events involving the community.

4.4 Facilities. The 1600 building, where most of our ECE courses are taught, is woefully inadequate for the needs of our department. We have to limit our curriculum classes at night to Mondays and Wednesdays in 1633 (only room with storage, and sink needed for art, science classes), because interior design uses the room on Tuesdays and Thursdays. Most classrooms are single desks which are not conducive to the hands-on nature of many of our classes. Student complaints mentioned in our survey include: blinking fluorescent lights, battered blinds, leaky/water-stained ceilings, open ceilings/missing tiles, uncomfortable chairs that don't fit all our students and ugly marks on floors and walls make for dreary classrooms. There are not sufficient sound barriers between the classrooms, so movies played in one classroom can be heard next door. Even the paper towel dispenser in cosmetology can be heard by the neighboring classroom. During "perm week" the adverse smells from cosmetology also enter our classrooms distracting students, and the ventilation in some rooms (such as 1646) is particularly poor. The smells triggered an asthma attack for one student. Students do not feel their education is valued in such poor environments. Though tables are set aside for wheel chair bound students, access to them through many of the doors and the crowding of desks make it difficult to enter and leave. In our student survey, students were happy with the facilities at the Vacaville and Vallejo centers, but the comments were much more negative for the Fairfield campus. The quality of the classrooms received more negative feedback than any other question. For example some of the student comments pertaining to the classrooms were:

"Chairs are uncomfortable; lights are harsh and make noises"
"The roof needs to be changed and more comfortable seats"
"Rooms are in poor condition, many water stains on ceilings"
"Improve classroom ceilings and floors to make more modern"
"In our classroom there are obvious leaks which left water stains on the ceiling and some of the lights flicker"
"These rooms are super dirty. The desks almost always have something sticky all over them, and there's hair all over the floor."

To improve the space we envision a remodel of 1600, including a new roof, floors, etc., better janitorial services, one or two more classrooms with larger tables with wheels, more comfortable chairs, and another classroom with a sink. We need more closet space for storage (currently sharing space in 1633 with interior design) with combination locks. We could also use a cart that could transport curriculum materials to the classrooms in which the courses are being taught.

4.5 Budget/Fiscal Profile. Since 2009, expenses for top code 130500 Child Development/Early Care Education ranged between $525,905 - $579,177. The vast majority of our budget was dedicated to instruction (4 full-time faculty members, adjunct instructors, and related expenses such as STRS, medical insurance, etc.) with variance over the years dependent on the number of sections offered and thus faculty paid. We use Perkins funds each year to pay for some instructional supplies such as curriculum materials for the art, science, and music classes, and instructional videos. We also allocate Perkins funds each year for professional development

conferences for faculty members. We hope to maintain four full-time faculty members in our department, so we would like to see our allocations stay the same even after instructors retire (so we can hire a replacement). We would like to see more of our instructional materials coming from the general fund (for example paint and paper for the art class) so that we can devote more Perkins funding to larger projects, such as establishing a resource room for CDFS student.

PROGRAMMATIC GOALS & PLANNING

5.1 We believe the program's greatest strength is the quality of teaching. Our student survey demonstrated that students were very satisfied with instruction, and teachers in our program demonstrate a commitment to student learning through innovative teaching practices. Another strength is our commitment to keeping up communication with our community partners, holding twice yearly advisory meetings, and keeping current with industry standards and changing curricular demands (CAP, transfer degree, etc.). We have also successfully navigated moving between 3 different divisions in the last 5 years. The areas most in need of improvement are more dedicated time to meet as faculty, stronger administration leadership, facility improvement so our curriculum courses can be taught any night of the week on the main campus, and a resource/work room for students.

5.2 Our program's short and long term goals are listed below:

Table 8. Short-Term and Long-Term Goals

Short-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. Hire full-time replacement faculty member	Submit request Fall 2013	Replacement hired for fall 2014	Dean & Tasha Smith	DB
2. Remodel 1645 to include long tables with wheels and comfortable chairs. Add combination locks to cabinets (in 1633 and 1645) so faculty can access curriculum materials. Add a dividing door to 1633.	Submit strategic proposals to remodel rooms.	Fall 2015	Amy Obegi & Maureen McSweeney	SP

3. Finalize CDFS student materials (handbook, tri-fold flyer, etc.) and continue to advertise changes to the program	Revise existing materials, print & disseminate	Fall 2013	Sabrina Drake & Amy Obegi	DB
4. Create CDFS faculty resource guide	Compile materials & disseminate	Fall 2014	Marion Cowee	DB
5. Obtain CI-D approvals	Turn in required changes to curriculum committee; work with campus articulation officer	August 2014	Amy Obegi	NR
6. Make necessary updates for new AS degree and AS-T degree (curriculum maps, PLOs, update SLOS in database)	Meet as department faculty to determine needed changes. Submit to SLO coordinator, dean, and curriculum office as appropriate	December 2013	Amy Obegi	NR
7. Update curriculum and audiovisual materials.	Collaborate with faculty to determine materials needed; apply for Perkins funds to keep materials up to date.	May 2014	Maureen McSweeney	P
8. Update equipment including laptops for department faculty and a new Scantron machine	Contact IT about updating laptops; submit request for Scantron machine	August 2015	Tasha Smith	DB & P
9. Submit changes to curriculum committee (class size petitions, deletion of CDFS 067, prerequisite change to CDFS 065)	Complete required paperwork; obtain approvals from curriculum committee	December 2013	Amy Obegi	NR
10. Create a CDFS page on the Solano College website	Faculty collaborate on desired content; work with IT to design page	Fall 2014	Amy Obegi	NR

Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. Creation of a CDFS student resource room and classrooms within the Children's Program. Purchase materials for the resource room, including materials for a curriculum lending library.	Begin meetings Fall 2013; work within the facilities planning structure. Write a strategic proposal to purchase materials for the room.	2016-2017	Dean, Christie Speck & Marion Cowee	Measure Q, SP & P
2. Maintain quality teaching by hiring replacement faculty expeditiously, and by increasing dialogue and professional development trainings among faculty (adjunct and full-time), so that faculty are using the most current industry standards and are collaboratively working toward program goals.	Submit hiring requests when a faculty member retires or leaves his/her position. Conduct faculty retreats to discuss pedagogy and integration of current materials. Support professional development trainings such as the Faculty Initiative Project (FIP) or other trainings that lead to industry certifications.	On-going	Marion Cowee and Tasha Smith	P
3. Keep curriculum and audiovisual materials up to date.	Conduct a yearly assessment of curriculum materials and apply for Perkins funding as needed.	On-going	Amy Obegi	P
4. Expand online and hybrid offerings	Explore which CDFS courses would be most conducive to an online format and encourage more faculty to obtain CANVAS certification. Submit online proposals to the curriculum committee.	Fall 2016	Tasha Smith	NR
5. Increase communication and support between Children's Program and CDFS Faculty	Set aside time for faculty and Children's Program staff to collaborate discuss current issues.	On-going	Maureen McSweeney	NR

6. Consider ways to support underrepresented students in the field of CDFS	Read and explore efforts made in other programs and schools to support male involvement in ECE. Develop a plan to support men in CDFS on campus.	On-going	Marion Cowee & Tasha Smith	P
7. Explore the feasibility of expanding our certificate, degree, and course offerings.	Department will explore such changes as the addition of a Family Studies degree, a special needs certificate, and/or certificates that align with the Child Development Permit Matrix. More school age courses and a course related to technology in the ECE field will also be examined.	Fall 2017	Amy Obegi and Tasha Smith	DB
8. Maintain currency in program assessments and outreach (PLOs, SLOs, Program Review reports, and high school articulation agreements)	Conduct required assessments in a timely manner. Disseminate CDFS faculty handbook and provide more trainings on SLOs.	On-going as required	Amy Obegi	NR

In the source column denote "SP" for Strategic Proposals, "DB" for Department Budget, "P" for Perkins or "NR" for No Additional Resources Needed.

Attachments:

A: Last Two Years of Advisory Meeting Minutes   Pages 44-54
B: ECE/HUDV Student Survey Administered May 2013   Pages 55-56
C: Curriculum Alignment Project Letter Certifying Alignment   Page 57
D: Binder with samples of program materials   In-process

Attachment A: Last two years of advisory meeting minutes

<div align="center">
SOLANO COMMUNITY COLLEGE
ECE ADVISORY COMMITTEE MEETING
October 13, 2011
4:00-6:00PM
</div>

Present: **Maureen McSweeney** (Mentor Coordinator, Solano College), **Amy Obegi,** (Solano College), **Aileen Butt** (SNAEYC), **Susan Smith** (Child Start Inc), **Sabrina Drake** (Solano College Children's Programs/CDTC), **Marion Cowee** (Solano College), **Tasha Smith** (Solano College)**, Kathy Lago** (Resource and Referral), **Sheila Smith** (Children's Network), **Juwan Vartanian** (Solano College Children's Programs), **Barry Bussewitz** (Solano College), **Melissa Strain** (Fairfield-Suisun Adult School), **Christina Arrostuto** (First 5 Solano), **Terri Pearson-Bloom** (Interim Dean), **Sharon Muhammad** (Solano College Children's Programs)

The meeting was called to order at 4:09pm by Chairperson Susan Smith

Introduction of attending members

Current agenda approved after adding First 5 and college reports moved to later in the meeting

Announcements: Solano Family Children's Services are having a Texas Road House fundraiser on October 21st, please see Kathy Lago for tickets.

O**ld Business:** None

COMMUNITY PARTNERS PROGRAMS AND RESOURCES

CARES Plus: The cutoff date for participating is November 30th. So far there are 139 registered. Participants can either complete college courses or workshops; the stipends start at $250 and increase according to their qualifications. Solano College will be providing a computer lab at the Vacaville Center for participants to complete the online training requirements.

Solano Family and Children's Services: The agency is maintaining; serving as many children as possible after their budget cuts. There may be more after the 'trigger' cuts. Realignment is still a looming question as to whether or not it will happen.

There is a 2 day 0-3 training on November 17th & 18th. There is no cost; however participants must provide a 2 hour training within one year to other providers. They are also preparing to enter into their 5th year of providing PEAK training for parents.

Child Start: September 12th was the start of school and they are working to meet all of their reporting deadlines (screenings/home visits/DRDP).

Their funding is still in question and they are waiting to hear if they will experience any cuts.

A new partnership with Solano College Children's Programs of dual enrolled children began October 6th.

There was some information provided about the CLASS tool that they are using.

SNAEYC: As the co-sponsor of the 25th Annual ECE Conference it was noted that there were many attendees from the surrounding counties who gave a lot of nice compliments. The committee will start looking for guest speakers for next year soon. This year's guest speaker was Dan Gartrell. SNAEYC's next meeting is October 20th at 5:30 at the Napa Child Start Office.

Solano County Licensed Family Childcare Association: The group has applied for a grant to hold an empowerment seminar November 19th. More information will be available after they secure the funds.

Solano First Five: October 22nd is the strategic planning retreat. Currently all of their reserve money is frozen due to the state's economic situation and they have started looking for additional resources to get them through the next five years.

 The Transitional Kindergarten meeting is on October 17th and everyone is encouraged to attend.

Solano County won the 5th straight award for being one of the 100 Best Communities for Youth.

SOLANO COLLEGE PROGRAM REPORTS:

Mentor Program: The program is funded with some cuts to the mentor teacher and director mentor stipend as well as the elimination of the material budget for the mentors.

Terri Blencowe has retired from Child Start and we lost her as a mentor teacher. Terri was a wonderful advocate to the field of early childhood. Terri was one of the original teachers when Solano College started the Mentor Program. In fact Terri's mentor number was 0001, the first registered employee of the California State Mentor Program!

After the selection committees process a new Mentor Teacher, Melanie Serrao, teacher at Padan Head Start Program in Vacaville has been selected. Melanie is a graduate of Solano ECE program, a past recipient of our ECE Scholarship, a past Mentee, CARES, and CDTC participant. She is currently working on her BA degree.

 Marion Cowee has stepped down as the Director Seminar facilitator. The new facilitator is Beth Coffman who has many years directing programs from small private, non-profit to state funded programs. The seminars will include materials from Exchange Magazine, The Visionary Director, Building a Great Workplace and Harvard Business Review. The first seminar will be held on Oct 27 at 4-6 at Solano College. The seminars are open to all director and site supervisors.

Special funding in conjunction with VATEA funds was used to offer ECE 79 Adult Supervision this fall. The class began October 6th.

We currently have 5 mentor teachers and 4 director mentors. There are openings for teacher and director mentors. Director mentors must attend webinar to become eligible to apply for this position.

NOTE: The Child Development Careers (CDC) Program was one of the programs cut from the budget.

Child Development Training Consortium: Sixty-three unduplicated students received an honorarium last school year for a total of $9460. $2660 was used to replenish our very popular textbook loan program. Last year 88% of the CDTC funding was used for direct services to students.

With funding cuts and the loss of ARRA dollars we have been reduced to our original award of 500 units and have been able to maintain services to students by coordinators taking a cut in their stipend.

Many students are requesting permit packets or professional support. Due to cuts in funding some permits no longer are eligible for fee assistance.

There was some discussion about changing the honorarium to a textbook honorarium based on units. The census agreed to a range of reimbursements 3-6 units = $25 - $75, 7-9 units = $50 - $100 and 10 units and higher = $100 - $150 depending on funds.

ECE Scholarship: Patricia St. Nicholas was the scholarship recipient this year. Six students applied and only 3 met all the of selection criteria.

ECE Conference: The Conference was a success. There were 193 paid participants, 13 walk-ins and 5 no shows.

Department Name Change: Since Solano College has both Human Development and Early Childhood Education courses it has been proposed to change the department name and course listings to Child Development & Family Studies (CDFS). It is a good time to make this change now as faculty makes their way through curriculum committee for CAP.

CAP: A tentative list of course changes that will support the CAP were distributed for consideration.

Transfer Model Degree: There was much discussion about the transfer model degree that included the elimination of the second practicum course. No decision has been reached.

Future Agenda Items and Dates: Date for next meeting – February 23, 2012 4:00 – 6:00

Respectfully submitted by Sabrina Drake

SOLANO COMMUNITY COLLEGE
ECE ADVISORY COMMITTEE MEETING
April 5, 2012
4:30-6:00PM

Present: **Maureen McSweeney** (Mentor Coordinator, Solano College), **Amy Obegi,** (Solano College), **Aileen Butt** (SNAEYC), **Susan Smith** (Child Start Inc), **Sabrina Drake** (Solano College Children's Programs/CDTC), **Marion Cowee** (Solano College), **Tasha Smith** (Solano College)**, Kathy Lago** (Resource

and Referral), **Sheila Smith** (Children's Network), **Christina Arrostuto** (First 5 Solano), **Cheryl Lynn de Werff** (Solano County Office of Education), **Christie Speck** (Solano College Children's Programs), **John Cowee** (Architectural Concepts), **Lily Espinoza** (Solano College), **Gerry Raycraft** (Children's Network), **Janet Gonzalez-Mena** (Author), **Dorothy Floro** (SNAEYC), **Denise Zakerski** (Child Start, Inc)

The meeting was called to order at 4:39pm by Chairperson Susan Smith.

Introduction of attending members and formal introduction of Lily Espinoza, Dean of the School of Human Performance and Development.

Current agenda approved after adding child care facilities. Meeting minutes approved by Cheryl and seconded by Amy.

New Business:

A. No one has connected to plan for the Leadership Award and it did not happen for 2011. There was discussion if it should continue. If it does the award amount needs to decrease to a donated gift card for dinner or a piece of pottery courtesy of Marion. Applications should be available by August so that the awardee can be announced at the ECE Conference.
B. Slight changes to the ECE Scholarship. 2.2 GPA, 9 units completed and enrolled for 6 units in the fall. Review committee will remain the same with the addition of Sabrina.
   Christie and Sabrina agreed to assume responsibilities for the scholarships.

SOLANO COLLEGE PROGRAM REPORTS:

CAP: We have been approved by CAP! The courses have been changed but there is a delay in the roll out due to budget cuts. The change to the numbering system for classes will allow students to find the courses they need under one category instead of ECE and HU DV. The change will occur in Fall 2013 so there will be a lot of time for advertising. There was some discussion around catalog rights. Students will have a choice to obtain their AA or a transfer degree in ECE. This also makes us compliant with SB 1440.

CHILDREN'S PROGRAMS: The Children's Programs will be having a fundraiser with Solano Kids Rock! on April 21st featuring "The Hipwaders". Also, due to budget cuts the summer program may be much smaller than normal. The Children's Programs has applied for the First 5 Pre-K Academy grant which will offer a free, four week preschool experience for children who are registered for kindergarten and have had little or no preschool.

Mentor Program: There are currently 3 mentor teacher openings. Current mentors can assist mentor applicants with the application process. Mentors can receive $810 per semester to work with a student. Director mentors can have more than one protégé while mentor teachers can only have one. Director seminars are held once per month facilitated by Beth Coffman.

Child Development Training Consortium: Six students applied for the honorarium program for summer, 45 students in the fall and 50 so far for spring. Summer and fall reimbursements have totaled $6360 so

far. Participation seems more robust than last year. $1131.84 has been used to purchase textbooks as the book loan still remains a priority for students. The spring honorarium will no longer be a uniform stipend of $20/unit, but instead a range based on the number of units completed and the availability of funds. SCC has over earned their contract this year by 143 units and has requested an additional 100 units. Students are continuing to apply for their Child Development Permit.

ECE Conference: Amy is the instructor of record for the conference this year. It will be held September 29th and the first planning meeting was today. The first choice for the keynote is Jose-Luis Orozco who agreed to a 50% discount. There will not be any First 5 money for the conference this year so some cost cutting ideas were increasing the registration price $5, reducing the honorarium for presenters from $100 to $75 or eliminating the breakfast snack if it cannot be donated. Workshop presenters are encouraged to apply and volunteers will be needed.

Dean Espinoza: Lily talked about the challenges facing the college and how the college administration if looking for solutions to weather the storm. Her door is open to anyone who would like to discuss the current situation or has a suggestion for cutting costs.

COMMUNITY PARTNERS PROGRAMS AND RESOURCES

CARES Plus: The next meeting to discuss next year's roll out is April 19th. There is a CPIN workshop on April 21. Sixty-six individuals have been accepted and 10 are on the wait list. Jim Anderson is the new CARES counselor at Solano College.

Solano First Five: For the first time in 5 years award money is available for grants. The areas that First 5 is providing grants for is: prenatal, support services, and pre k academies. They hope to notify all awardees by July 1st. Christina spoke about the purpose of the Pre-K Academy. The lawsuit with the State of California to get their money back after a money grab was successful.

Solano Family and Children's Services: Kathy handed out a list of workshops and trainings that SFCS is offering for spring. They have been spending a lot of their time at the capitol advocating for funding, evaluating how to collaborate with other counties and organizing events. The Stand for Children event in scheduled for June, Karaoke Idol scheduled for June 22nd and there is a pancake fundraiser coming up at Applebee's in Vallejo. Currently the funding for low income working families is on the chopping block. Kim Johnson accepted the position of Public Policy Manager at the California Child Care Resource and Referral Network. Way to go Kim! Lastly, SFCS is recruiting board members.

Child Start: Has also applied for 2 Pre-k Academies in Fairfield. They will be held at the Tabor site in an AM/PM format. They are not anticipating any cuts however, have noted diminished community resources for their families. They are working on creating school readiness goals and there are approximately 4 of their programs re-competing for funds throughout California.

SNAEYC: March 10 & 11 the Ooey Gooey Lady was co-sponsored by SNAEYC. SNAEYC is currently recruiting board members.

Solano County Licensed Family Childcare Association: No Report

Solano County Library: Their focus is to get the 1/8% tax extension passed in June.

Child Care Facilities: Ground breaking will begin at Solano College July 12' to construct an additional 2 classrooms. Another family child care provider is trying to open a business in the winery square that will serve 45 children, infant – 12 years old. There is another program that is trying to open on Pittman Road that will serve about 100 children. There is plenty of demand for child care centers, but not always the funding or enough appropriate sites. Church groups tend to have more resources and have been more successful because they have an existing site and have the funds available to make the changes needed. Another difficulty is that most people want to open a school to care for kids but do not view it as a business. Currently, Suisun has no child care other that Head Start or state funded preschool.

Future Agenda Items and Dates: Next meeting will be in October

Respectfully submitted by Sabrina Drake

ECE Advisory Committee Minutes

November 1, 2012

Present: Maureen McSweeney (Solano College, Mentor Program), Sabrina Drake (Solano College, CDTC), Becky Billings (SNAEYC, Solano LPC), Christie Speck (Solano College, Mentor Director), Amy Obegi (Solano College, CAP Coordinator), Susan Smith (Child Start, Inc.), Kathy Lago (Solano Family & Children's Services), Barry Bussewitz (Solano College), Juwan Vartanian (Solano College, Mentor Teacher), Cheryl Lynn de Werff (Child Signature Program First 5), Tasha Smith (Solano College), Christina Arrostuto (First 5), Marion Cowee (Solano College)

II. Minutes approved by Kathy Lago and seconded by Tasha Smith. Child Signature Program and Solano County Child Care & Development Planning Council added to agenda.

III. Scholarship

 A. No nominees were submitted due to poor promotion of the award. This item will be placed on the next agenda to discuss strategy.

B. There were 7 applicants for the ECE Scholarship, 5 met the qualifications and were interviewed. Sarah Ramsey was selected to receive the scholarship.

C. Evelyn Elson who was a former ECE instructor has a scholarship in her honor. Three $2000 scholarships were awarded. The SCC Foundation managed the process.

IV. Transfer Degree

The changes have been submitted to the Chancellor's Office and most course changes have already been approved and are awaiting signatures. Rollout is expected Fall 2013. Publicity will occur as soon as confirmation from the Chancellor's Office is received.

The transfer degree for CSUS transfers (SB 1440). See handout.

B. The semester started with construction occurring. New flooring was installed throughout the building. We are still working at obtaining full enrollment. We are no longer serving 6 month olds due to budget cuts. Children must be 12 months to attend and will follow a two year rotation. We also added a second full inclusion classroom. Some funding has been secured to bring the raising a reader program that will start in the spring semester.

C. Samia Estrada resigned as a Mentor while she is continuing her education. Maureen is still recruiting 3 more mentors to fill the slots she is contracted for. There are currently 3 Director Mentors, however only 2 have protégées. Mentors can also assist students however, they are not tutors.

The requirements are:
Supervised field experience
4 hours for 2 days per week
24 ECE units
ECE 79
Must have an ERS with successful scores
3 years experience

Maureen will share the program with CCL and has a date set to share the mentor info with Child Start.

D. Sixty-nine unduplicated students participated in the CDTC honorarium program for 2011-2012 school year. Forty-seven had participated in prior semesters and 19 were new to the consortium. Total reimbursements totaled $12725.00. Textbooks were purchased to support the book loan program for a total of $1131.84. This year 92% of the contract was used for direct services to students.

This year the contract with CDTC has been increased to 600 units so that more students can be served. No additional local priorities have been assigned to the honorariums however, the format for reimbursements changed effective Spring 2012 to a range depending on the amount of units completed.

CDD profiles are now completed online after students create an online account which will make analyzing the data easier for the CDTC. Staff profiles and course matrixes will also be maintained online beginning in 2012-2013.

Reviewed Child Development Permit Updates for 2012-2013 and spoke about the Career Incentive Grant.

E. Jose Luis Orozco was the keynote. There were 21 workshops and 15 vendors. First 5 bought 100 CD's and gave them away to the first 100 people. The total was 150 paid registrations. The overall profit was $1016.07. Reviews from participants were positive. Due to changes in repeatability for courses some changes may have to be made. The problem is if its not a class we have to pay for the facilities and maintenance which will eliminate any profits. We may have fewer students taking it as a for credit class as most currently take it as non credit.

V.

A. To date there are a total of 137 participants. November 2, 2012 is the last day to enroll. The categories of participation are: My Teaching Partner (5), Component A - 21 hours of approved training (78), Component B - 6 units of college level coursework or 108 hours of ESL through the adult school (54). There is no locally available Component A training before February 2013. The Training Portal at www.childdevelopment.org is now available and has lists of all CDE approved trainings throughout the state.

First year participants and/or returning participants working with infants/toddlers are required to complete the online training on CLASS through Teachstone.

In 2011-2012, 123 stipends were issued for successfully meeting program requirements.

B. Cares Plus was re-authorized and is back in a 3 year contract. Community engagement fund is still not funded which are the funds that helped with the conference in prior years.

 C. Workshop listings through January handed out. Spanish support group started by one of SFCS attended the conference for FCC providers.

Stage III cap has caused 53 families (102 children) to lose their child care. Some of those families may apply for diversion. Due to the cap, each month more families will lose services. SFCS is making follow up calls to offer suggestions, share care etc. Another 140 children will lose services in January because they are coming off of their diversion status.

There are fewer FCC providers in our county; approximately 510 licensed FCC and 90 centers. Of the 510 FCC providers about 80 are inactive.

D. All but two Child Start Inc. classrooms in Vallejo are participating in the Child Signature Program. In Napa 95% of the classrooms are involved. CSI is still in partnership with First 5 Solano to provide full day care at 2 sites and dual enrollment at SCCCP.

E. SNAEYC is co-sponsoring an input session on the California Comprehensive Early Learning Plan (CCELP) on Monday, November 5, 2012 from 5:30 – 8:30 at Napa County Office of Education 2121 Imola

Ave, Napa. Discussion topics are "Access to Quality Early Learning and Care" and "Family and Community Engagement". Participation is a requirement as part of head start reauthorization.

January 12, 2013 is a 'member's event' general membership and breakfast with special presentation at Child Start office 432 Devlin Rd, Napa.

CAEYC Conference in San Jose; March 14-16th.

F. No Report

G. No Report

H. The Child Signature Program - First 5 CA is the funding body. A grant writer was hired to secure these funds. Solano County is participating in Phase 2. Ninety - eight teachers are being touched by this program.

I. LCCPC meets the 3rd Thursday from 1:00 – 3:00 pm every other month. The next meeting is December 13th (Date changed due to holidays) at the Children's Network 2320 Courage Dr, Suite 107, Fairfield.

They are seeking members to represent the "consumer" category – defined as a parent or person who receives or has received child care services within the past 36 months.

The Child Care Needs Assessment will be updated in 2012 as well as the Strategic Plan. The Child Care Needs Assessment must be completed every 5 years.

Items to ponder for next time: Is there anyone else we need to invite to join this committee?

Respectfully submitted by Sabrina Drake

ECE Advisory Committee
April 25, 2013

Members Present: Amy Obegi, Kathy Lago, Juwan Vartanian, Tasha Smith, Maureen McSweeney, Del Carson, Christina Arrostuto, Denise Zakerski, Susun Miller, Marion Cowee, Janet Gonzales-Mena, Sabrina Drake, Lily Espinoza, Joti Takhar, Becky Billings

I. Introductions

II. Review, Amend and Approve the Agenda: Amy approved minutes, seconded by Kathy

III. Old Business: None

IV. College Program reports

   A. Mentor Program: Maureen has five applications to be mentors! The committee will go out and perform the ECERS on each of these applicants.

   B. Child Development Training Consortium: Forty-five students applied in the fall semester for 320.5 units and received stipends totaling $6750. For spring 49 students applied for 302 units. Stipend amount totals will be available at the fall meeting after grades are verified. $1026 has been used so far to purchase textbooks for the loan program. The stipend program will be available this summer since courses will be offered again. We also reviewed the types of resources that will be available on the Training Portal.

   C. ECE Scholarship Report: Sabrina and Christie will manage this process again this year. Applications should be out soon. It was suggested that there be 3-5 judges with some community representation. No report on the Leadership award. The Evelyn Elson scholarship will be coming out again. Applications will be coming out from the Foundation.

   D. Graduation Celebration: May 18th in the faculty lounge from 2:00 - 3:30. Graduates will receive a circle of children pin, and a rose. SNAEYC will provide a book for the graduates. There was talk about a different gift for receiving their certificate or their AS so that students are not receiving the same gift for both awards.

   E. ECE Conference: September 28th. This may be the last year that students can receive .5 unit for attending the conference. The department is looking for a keynote. Funds are available again from First 5 again to use to support the conference. Applications are available in July to apply.

   F. Rollout for CDFS: It's finally happening! Registration for summer and fall courses begins April 29th. Everyone please spread the news about the change in name. There are 3 choices for degrees now. The Associates Degree which includes Curriculum Alignment Project (CAP) courses, the Transfer Degree (CSU only), and a CDFS Certificate. There was some discussion around having 'mini' certificates that follow the permit guidelines. Suggestions were made for the CDFS building remodel: offices in one building for faculty, study space for students, classroom space, resource room/ student work space (projects/), library, conference space, storage space for music, art and science supplies, water access for the science class and close proximity to the Children's Programs. Could data be collected in the workforce development questionnaire as to what the community might suggest?

   Bags advertising the CDFS change will be handed out soon to promote advertising. SCC will be hiring another adjunct faculty to teach some of the additional course load. Hold the presses! Maureen is retiring in May 2014!

V. Community Partners Programs and Resources

A. CARES: First 5 has renewed their commitment to the program. First 5 Solano will reapply for funds that would last for another 3 years. They anticipate the same type of program. The only significant change will be that you have already been working in the field for 9 months PRIOR to applying. Sheila and Minerva are putting together informational sessions slated for June. Participants must also be working a minimum of 15 hours per week. A big thanks to CARES for contracting with the counseling department to have Jim Anderson be the counselors for CARES participants.

B. First 5 Signature Program: The 2nd phase is beginning. Participants are now working on their improvement plans. Juwan is the only participant that scored high enough to move onto the new level. At least 9 other classrooms were very close to moving onto the next level. Christina is trying to join resources with neighboring counties who also have classrooms moving onto the next step. Kindergarten Readiness funds are available for this summer again. Each school district except Dixon applied for these funds. They are also implementing a 'PreK Business Academy" where a business can make a donation to pay for a slot for a preschooler.

C. SFCS: Did not have to disenroll families in February due to budget cuts. Funding has stabilized. Stand for Children day on May 8th at the capitol. Families and provides can advocate for children.

D. Head Start: no report

E. SNAEYC: They are busy preparing for the September ECE Conference. National is looking at how they can relate more to the local chapter/members. NAEYC's 2013 National Institute for Early Childhood Professional Development
is in San Francisco June 9-12. There are currently 80 Napa Solano members, which is a bit of an increase. Becky offered to come and talk to the students about membership. CAEYC and CCDAA are sponsoring Early Learning Advocacy Day on June 5th.

F. Solano County Licensed Family Childcare Association: They are interested in getting a local ECE BA. Also looking for unpaid interns to work in their family home childcares in an effort to give people experience what it is like to work with young children. Maureen suggested she check with Debbie Barrett about having OCCED 90 student.

G. Others: Solano Kids Rock is May 4th to benefit Solano College Children's Programs. Solano Karaoke is May 17th benefitting Solano Family & Children's Services. Opportunity Conference is May 11th at Solano College. If you are interested in being an informal mentor to someone trying to get out of poverty contact Christina Arrostuto.

VI. Future agenda items and date: October 10th from 4-5:30

Attachment B: ECE/HUDV Student Survey administered May 2013

Solano College Early Childhood Education & Human Development Student Survey

The ECE and HUDV departments are undergoing program review this semester. The following questions are designed to help the departments evaluate the overall program and its offerings. **If this current class is the only course you have taken in these departments, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of *all* the courses you have taken in these departments.**

If you have recently completed and submitted this survey in another class within these departments, please do **not** complete a second survey. The information provided will remain strictly confidential.

1. How many courses have you taken in ECE or HUDV at Solano College?
   - One
   - Two
   - Three
   - Four or more

2. Is your major in this department?
   - Yes
   - Undecided
   - No (state major)_____

3. What is your reason(s) for taking this class? (mark all that apply)
   - General education requirement
   - Required for major
   - Transfer
   - Professional development
   - Required for my current job
   - Requirement for CARES
   - Prerequisite
   - General interest
   - Fits my schedule
   - Other:_____

4. At which campus do you prefer to take your ECE/HUDV classes? (mark as many as apply)
   - Fairfield (Main)
   - Vacaville
   - Vallejo

5. What were your reasons for choosing Solano College?
   - Location
   - Good program/reputation
   - Childcare available
   - Other_____

6. How satisfied are you with the availability of courses in this department?
   - Very Satisfied
   - Satisfied
   - Neutral
   - Dissatisfied
   - Very Dissatisfied

7. What would be your preferred time(s) for courses to be offered? (mark all that apply)
   a. Weekdays
   - Early Morning (8am)
   - Morning (9am-noon)
   - Afternoon (1-4pm)
   - Evening (6-8:50pm)
   - Evening (6:30-9:20pm)
   - No preference

   b. Weekends
   - Saturday morning
   - Saturday afternoon
   - Would not attend on Saturdays

   Briefly state why these start times work best for you (work schedule, job schedules, etc.):
   _____
   _____

8. If evening courses are your preference, please state whether a 6:00pm or 6:30 start time is preferable
   - 6:00pm start
   - 6:30pm start time

Continued on back

9. Would you take an online course in this department?
- o   Yes
- o   No

10. Please list the courses you would take if offered online:

_____

_____

_____

11. Would you utilize an ECE and HUDV study room/computer lab if it were available?
- o   Yes
- o   No

12. Have you utilized the Solano College Children's Program for an observation or assignment?
- o   Yes
- o   No

13. If yes, how satisfied were you with your experience(s) at the Solano College Children's Program?
- o   Very Satisfied
- o   Satisfied
- o   Neutral
- o   Dissatisfied
- o   Very Dissatisfied

14. How satisfied are you with the quality of instruction in the ECE/HUDV departments?
- o   Very Satisfied
- o   Satisfied
- o   Neutral
- o   Dissatisfied
- o   Very Dissatisfied

15. How satisfied are you with the quality of textbooks and instructional materials utilized in the ECE/HUDV departments?
- o   Very Satisfied
- o   Satisfied
- o   Neutral
- o   Dissatisfied
- o   Very Dissatisfied

16. How satisfied are you with the quality of the classrooms ECE/HUDV courses are taught in?
- o   Very Satisfied
- o   Satisfied
- o   Neutral
- o   Dissatisfied
- o   Very Dissatisfied

If you wish, comment on your responses to 13-16:

_____

_____

_____

_____

_____

_____

_____

17. Are you currently employed in the field of ECE/HUDV?
- o   Yes
- o   No

If yes, please state your position and place of employment:

_____

_____

18. What are the ECE/HUDV departments' greatest strengths?

_____

_____

_____

_____

19. Do you have any suggestions for program improvement?

_____

_____

_____

_____

Thank you! We are appreciate your time & your opinions are valuable to us.

Attachment C: Curriculum Alignment Project Letter Certifying Alignment

California Community College
Early Childhood Education
Curriculum Alignment Project

October 3, 2013

Amy Obegi
Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534-3197

Dear Ms. Obegi:

The Curriculum Alignment Project Director, the Manager of the Child Development Training Consortium, and the CAP Executive Committee are pleased to congratulate you for completing your early care and education curriculum and program alignment process at Solano Community College. Your submission has been fully verified as aligned with the California Community Colleges EC/CD Curriculum Alignment Project 2007-2008 Recommendation. Alignment was official as of October 3, 2013.

The Project Director, Manager and Technical Assistance Leads know what it took to accomplish this task and appreciate the efforts made by you, your colleagues and your college community in supporting this important and change-making endeavor. You have accomplished a major step toward consolidating and clarifying the requirements for teachers of young children in the state of California.

In the next couple of weeks you will receive a package of promotional materials for sharing your success with your students and colleagues. We hope that you will be willing to share your verified documents with other aligning colleges. Staff will contact you about allowing the project to post your course alignment documents and college-approved outlines and degree and certificate modification for this purpose.

Please accept the enclosed certificate honoring your success and dedication. A copy of this has been forwarded to President Jowel Laguerre in an effort to share this very important event with your college community. Please contact Janell Doornenbal, doornenbalj@yosemite.edu, to designate any others at your campus that you would like to receive notification. Also enclosed is the Official Alignment Notification Summary.

Thank you for supporting the Alignment Process on behalf of your students, students across the state, your college, colleges within the system and the community. We are making California better for teachers, ECE professionals and young children.

Sincerely,

Jan DeLapp, Faculty Director,
CA Curriculum Alignment Project
delappj@arc.losrios.edu, (916) 484-8961

Patty Scroggins, Administrative Director
CA Curriculum Alignment Project
scrogginsp@yosemite.cc.ca.us, (209) 548-5732