

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW
Abridged Two-Year Report for Programs
Receiving **Perkins Funds (CTE)**

**CHILD DEVELOPMENT and
FAMILY STUDIES**

2017-2018

In addition to the regular six-year cycle of comprehensive self-studies, Career Technical Education Programs including baccalaureate programs will be required to complete an abridged program review every two years to meet Ed Code and Perkins requirements. These abridged reviews should be submitted directly to the school dean, the Perkins coordinator (if not the same), and the Academic Program Review Faculty Coordinator by March 1st.

PROGRAM OVERVIEW & MISSION

1.1 Program Introduction. Please provide a one or two paragraph introduction to the program including any significant programmatic changes that took place in the last two years.

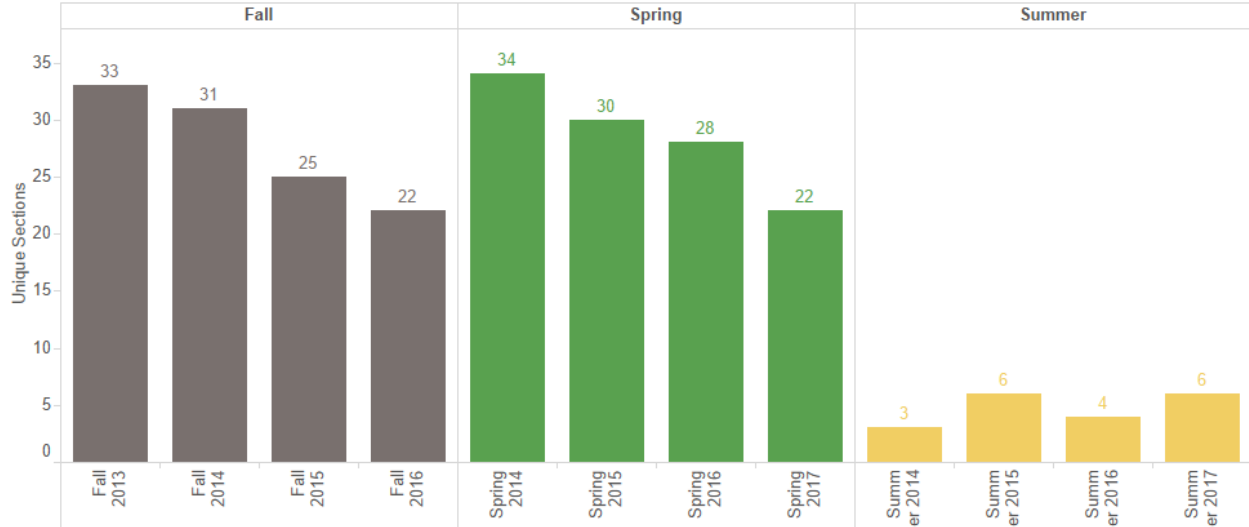
The Child Development and Family Studies program is both a career technical education (CTE) and transfer program. As a CTE program we train students to become quality early childhood educators, teaching children 0-5 years of age. As a transfer program, we prepare students to continue on to four-year universities and offer general education courses. As of Fall 2017, we added a new 12 unit certificate of achievement to our degree offerings. It awards students who complete the four required courses to qualify as an associate preschool teacher (CDFS 38, 50, 62, and 63). We created the degree in response to the fact that many students whose career goal is to become an associate teacher were considered “non-completers” despite the fact they completed the required education. We are now able to honor their work as completers. Thus, at present, CDFS offers an AS degree in ECE, and AS-T degree in ECE, a certificate of achievement in ECE, and an Associate Teacher certificate of achievement in ECE.

One of our four CDFS full-time faculty members, Marion Cowee, retired at the end of Spring 2016. Despite submitting a faculty hiring request to replace the position in Fall 2016 and Fall 2107, the position hasn’t been approved. Our discipline is exploring the possibility of “housing” the Elementary Teacher Education ADT that is being developed. A replacement faculty hire that is half time CDFS and half time Elementary Ed would be required to adequately support this new degree. CDFS faculty continue to be active in the college and wider community. One full-time faculty member, Tasha Smith, is currently serving as the UMOJA coordinator and another, Amy Obegi, is the Assessment Coordinator. Our third full-time faculty member, Tony Ayala, is the college’s Mentor Program Coordinator, the region 3 catalyst for California Community College Early Childhood Educators (CCCECE), a four year college partnership group called PEACH, and is a consultant for the Faculty Initiative Project. We have also supported the annual ECE fall conference on our campus each year, bringing professional development to early childhood educators through the county.

1.3 Enrollment. Using data from Institutional Research and Planning (ITRP), show the number of sections offered and headcounts over the last two years, and provide an explanation for any trends.

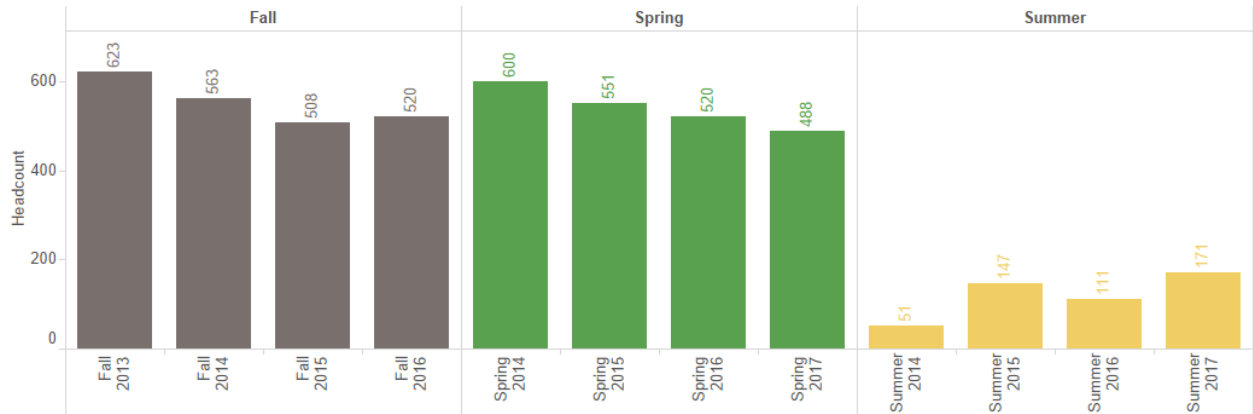
Sections Offered (Child Develop. & Fam. Studies)

Chart shows number of sections offered by semester.



Headcount - Child Develop. & Fam. Studies

Chart shows student headcount by Semester within Child Develop. & Fam. Studies



Similar to college trends, enrollments have declined in CDFS courses. Yet, by cutting sections, we have made our courses more efficient. For example, in Fall 2016, we offered 9 fewer courses than the previous fall, but only had 43 fewer students. Unfortunately, cutting sections means we limit access. For example, we have a number of working students who can only take classes at night, and another subset of students who can only take courses during the day. When we are limited to one section a semester, not every interested student is captured. We believe one of the reasons for fewer students is the low pay offered as preschool teachers. It is difficult to make a livable wage resulting in some students choosing higher paying professions.

1.7 Future Outlook / Labor Market Data. Report on labor market projections for occupations in your discipline area. <https://www.calpassplus.org/>

TOP Code(s):

- 130580 Child Development Administration and Management

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
252011	Preschool Teachers, Except Special Education	54,200	2,000
	Total	54,200	2,000

TOP Code(s):

- 130500 Child Development/Early Care and Education

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
399011	Child Care Workers	101,600	3,990
	Total	101,600	3,990

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Source: <http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

Jobs in the field of early childhood education are plentiful across the state (as shown above) and locally. In Solano County, labor market data projects 420 openings for childcare workers and is on the list of occupations with the most openings in the county. Our department regularly receives announcements for job openings in the community for preschool teachers. We have heard at our advisory meetings that there are not enough qualified applicants to fill the positions, particularly working with infants and toddlers. Anecdotally, it is not uncommon for a student to go to a child care center to conduct an observation for a course and be asked if they want a job.

1.8 Advisory Boards. Describe membership on the advisory committee and summarize recommendations from committee members. Attach minutes (2 meetings per year).

The CDFS Advisory Board meets twice a year. Membership is composed of college faculty and staff from the campus Early Learning Center, representatives from ECE organizations such as Child Start, Solano Family Children’s Services, Solano County Office of Education, First Five Solano, QRIS, Sacramento State University, and industry partners such as directors of childcare centers and family childcare homes. The chief recommendations have been to focus on core classes for the major (rather than 1 unit courses), to add more online and summer courses where it is feasible, and to combine our curriculum courses to ensure all students with the AS degree leave with some advanced curriculum in all areas. They also supported the idea of a collaboration/support of the Elementary Teacher Education ADT, so long

as there is faculty support behind it. They agreed that a joint hire with CDFS would be advisable. The minutes from the 2016 and 2017 meetings are included at the end of this report.

1.9 Core Indicator Report. Review the Perkins core indicator report for your TOP Code at Solano from the last two years (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx). What are your areas of strength and which areas need improvement?

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
130500 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	96.35	97.87	98.54	50.00	3.65	1.92

Performance Rate Less Than Goal is Shaded
Total Count is 10 or Greater
Total Count is Less Than 10

The clear areas of strength are students are attaining skills (96.35%), completing (97.87%), and are persistent (98.54%). According to the report, the areas of weakness are in employment and non-traditional participation and completion. We acknowledge needed improvement in male participation and completion rates. We have very few males in our program and are actively looking for ways to increase male participation and completion. The employment report of 50% is surprising to CDFS faculty. We know some graduate and go on to four year programs and others gain employment in the field. We find most of our night students are currently employed as teachers, and many of our day students are employed in after school programs or as nannies. Many of our students gain employment after taking just a few courses. Some of our students take courses as general education, while others are gaining parenting skills. A number find the wages are not high enough and go on to other professions, or take time off to raise their own children.

1.10 Duplication of Services. State if the program provides any unnecessary duplication of other state funded manpower training programs in the college’s service area. Faculty can utilize Cal Pass for data (<https://www.calpassplus.org/>).

Solano Community College is the only state-funded public two-year college in the county that offers an Associate’s Degree in Early Childhood Education. Therefore there is no unnecessary duplication of services in the public sector. Outside the county, there are similar programs in Napa County, Contra Costa County, and Yolo County. The need for trained childcare providers exists in our community, so it is imperative that this program remains in our county.

ASSESSMENT

2.0 PLO/SLO Analysis (Optional). Review the status of Program and Student Learning Outcomes. Have there been any changes over the last two years, are assessments being completed, and have any of the findings led to programmatic and/or course-level improvements?

During spring semester, 2017 we held a CDFS Faculty retreat to discuss goals for student learning outcomes. Recently we have inputted (and updated as needed) our SLOs in CurricUNET META. The department will turn our focus to inputting assessments in META and then analyzing data to improve student learning.

CURRICULUM

3.0 Course and Program Offerings. Please note any changes to courses offerings (deletions, additions, prerequisite changes) and/or changes to degrees or certificates over the last two years. Include any significant changes to course times, locations, and/or course modality.

Our program is currently working on changes to the curriculum to support student learning, which will take effect Fall 2018. They include condensing our four curriculum courses (CDFS 071, 72, 73, and 74) into two courses (CDFS 77 and 78), so that rather than choosing 2 of 4, all AS degree recipients will have some advanced curriculum training in all areas: art, science, literacy and music. We have also eliminated the prerequisite in CDFS 52: Children with Special Needs to increase accessibility, and deleted the 1 unit non-major courses of CDFS 101, 102, and 105. We have created an online administration class (CDFS 080) which will be offered for the first time summer 2018, and are in the process of creating a CDFS 050 and CDFS 062 online course. Also, as mentioned in the introduction, a new 12 unit Associate Teacher certificate is being offered for the first time beginning Fall 2017.

STUDENT EQUITY & SUCCESS

5.0 Demonstrated Effectiveness. Using data from Institutional Research and Planning (ITRP), report on the number of certificates and degrees awarded in the last two years. Assess whether students are gaining employment upon completion of coursework.

In 2015, Solano College awarded 16 AS degrees in ECE, 7 certificates of achievement in ECE, and 1 AS-T. In 2016, the number of AS degrees was 8, certificates 6, and no AS-T degrees. In 2017 the number dropped to 3 AS degrees and 2 certificates, but AS-T degrees increased to 4. We believe the number dropped in 2016/2017 because of the enrollment drop, and because a number of students started a cohort group for their bachelor's degree at Solano College offered through Sacramento State extension. Many of these students didn't complete their AS degrees at Solano before moving on. Plans have been put in place to require students to finish practicum before they transfer to the bachelor's program, to encourage completion. We also hypothesize that having to cut sections impacted course availability and access. Finally, since there were so many job openings at preschools in the county, many gained employment without completing their degrees. Anecdotally, when faculty teach night courses, the vast majority of students are working in the field of early childhood during the day. There is ample evidence that students are gaining employment.

RESOURCES

6.0 Perkins Funding. Provide a summary of how your program utilized Perkins funding over the last two years.

Over the last two years Perkins funds were primarily used for new technology, curriculum development, textbook loan libraries and faculty retreats. We purchased a set of 8 Chromebooks for classroom use, photo printers and mini ipads to use with practicum students. We payed instructors to create some new online courses to increase accessibility, and have purchased textbooks for major courses to improve our lending library. Finally, we have used some money to host professional development retreats and advisory meetings.

GOALS & PLANNING

7.2 Program Goals. Ensure that your program’s goals are up-to-date and are based on current analysis of data (enrollment, labor market, core-indicators, industry changes, advisory recommendations, etc.).

PROGRAM OVERVIEW & MISSION

Program Goals (click on text below for drop-down options, add goals as necessary)	Planned Action (s)	Person(s) Responsible	Priority ranking of program goals
Create new degree/certificate	Explore feasibility of integrating Elementary Education program into the CDFS department	All full-time faculty and Maureen Powers	1
Create new degree/certificate	Explore the feasibility of adding Master Teacher Certificate	Tony Ayala	2

ASSESSMENT

Assessment Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking of assessment goals

Update/assess SLOs	Update SLO's and Success Criteria in META	All faculty	1
Update/Assess SLO's	Assess SLO's	All faculty	2
PLO Assessment	Map SLOs to PLOs and assess PLOs	Amy Obegi and Tony Ayala	3
Rationale for above goals (and priority ranking), as relevant: Limit 100 words.			

CURRICULUM

Curriculum Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Delete/modify course(s)	Create two combined curriculum classes and program modification	Amy Obegi	1
Delete/modify course(s)	Change prerequisites on CDFS 052	Amy Obegi	2
Other	Complete Curriculum Review	All full-time faculty	3
Delete/modify course(s)	Revise CDFS 056	Tony Ayala and Jeanette Luedders	4
Rationale for above goals (and priority ranking), as relevant: Limit 100 words.			

CAMPUS & COMMUNITY INTEGRATION

Campus & Community Integration/Outreach goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Expand advertising	Increase visibility of CDFS program through advertising	All faculty	
Other	Explore regional partnership to obtain Strong Work Force funding	Tony Ayala	
Other	Continue collaborating with community partners to increase student success (ECE Conference, CCCECE, PEACH)	All faculty	
Rationale for above goals (and priority ranking), as relevant: Limit 100 words.			

STUDENT EQUITY & SUCCESS

Student Equity & Success Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Develop strategies for equity/success	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.	Tony Ayala	1
Develop strategies for equity/success	Explore other program's success in lost wage reimbursement	Tony Ayala	2
Rationale for above goals (and priority ranking), as relevant: Limit 100 words.			

PROFESSIONAL DEVELOPMENT

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Development in other area(s)	Maintain quality teaching 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. Conduct faculty retreats to discuss pedagogy and integration of current materials. Support professional development trainings such as the Faculty Initiative Project (FIP) or	All full-time faculty	1

	other trainings that lead to industry certifications.		
Rationale for above goals (and priority ranking), as relevant: Limit 100 words.			

RESOURCES

Human Resources Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Other	Maintain quality teaching by hiring replacement faculty expeditiously; Submit hiring requests when a faculty member retires or leaves his/her position	Amy Obegi	1
	Purchase textbooks for lending library	Amy Obegi	1

Rationale for HR goals (and priority ranking), as relevant: Limit 100 words.

Technology & Equipment Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/upgrade classroom/lab technology, equipment, instructional materials	Purchase iPads for practicum students	Tony Ayala	1

Rationale for tech/equipment goals (and priority ranking), as relevant: Limit 100 words.

Facilities Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/upgrade instructional space	Update furniture in Room 1645	Amy Obegi	1

Rationale for facilities goals (and priority ranking), as relevant: Limit 100 words.

Library Resource Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking

Library resources are up-to-date; no goals at this time			
Rationale for library goals (and priority ranking), as relevant: Limit 100 words.			
Other Resource Goals (add below)	Planned Action	Person(s) Responsible	Priority ranking
Rationale for other goals (and priority ranking), as relevant: Limit 100 words.			

CDFS Advisory Committee
April 5, 2016

Members present: Veunta “V” Dailey, Tasha Smith, Amy Obegi, Maureen McSweeney, Susan Smith, Nadirah Jones, Barry Bussewitz, Tony Ayala, Lisa Eckhoff, Jeanette Luedders, Elaine Kabisch, Becky Billings, Sabrina Drake, Christie Speck, Marion Cowee

- I. Introductions
- II. Agenda approved by all
- III. Minutes approved by Amy and second by Tasha with clarification that SNAEYC would not dissolve, but would instead become a chapter.
- IV. Discussion items
 - A. So far there has been one meeting and keynotes are still being discussed. The conference will be held the last Saturday in September (24th) even though there may be competition from other events. The group looked at holding the conference every other year or reduce it to half a day. There will continue to be conversations since without financial backing from SNAEYC it will be challenging without some changes. The two main costs: keynotes and lunch. The keynote can't exceed \$3000. Maureen agreed to be on the planning committee.
 - B. Enrollment is still down. Enrollment for the AA degree classes was low, where the AS-T model enrollment was steadier. The department is looking at changes to the curriculum courses. Maybe offer one per semester or combining some of the sections into one course. There was talk about how to increase numbers. Recommendations and suggestions are welcomed.
 - C. The college wants to offer a “summer boot camp” which is a 2 week semester long class targeting graduating high school seniors to encourage continued enrollment. Administration suggested CDFS 70 since it typically has high enrollment, but there was discussion that there may be a better course since that is a very dense course.
 - D. The ECE department is up for review this year: must look to see if any changes are needed. CDFS 52 (Children with Special Needs) has a prerequisite of CDFS

38. This makes it difficult for any parents of children with special needs that may want to enroll in the class and are not aware that they can get a waiver to enter the class. There was discussion around making CDFS 38 an advisory and not a requirement.

- E. There are currently 35 TK teachers in Fairfield-Suisun School District. It will increase by 10 or 15 next school year. Many of them are unaware there is money through Nadirah at the Children's Network to get reimbursed for CDFS classes; however because most of them have been grandfathered in they are not required to take the 24 units. CDE is also providing free TK training. The money that Nadirah has for reimbursement will not be around for long and few teachers are taking advantage of it. The classes offered at SCOE during the afternoon 1:00 – 4:00 have proven to be a good time for teachers to take classes.
- F. The Sacramento State bachelor degree program is separate than the Child Development major; it's available through the College of Continuing Education Department and is the 'Degree Completion in Early Development, Care, and Education' (EDCE). Students would meet twice per week from 6:30-9:20 pm at Solano College. They need 20 students to run the cohort group. There is another information session next Thursday, April 14th from 6:30-7:30 in room 1642. The cost is \$370/unit and students must have at least 45 transferable units.

V. College Program Reports

- A. CDFS Department: Program Updates
 1. The new Dean for the School of Social & Behavioral Science is Sandy Lamba.
 2. No new online courses other than CDFS 38, 50 and 40. The correspondence course at the prison has been cancelled. CDFS 39 was being deleted, but now that the agreement with Sac State for them to accept CDFS 38 instead of CDFS 70 for CAP alignment has not happened; the whole process will have to start over. Students currently have to take CDFS 38 and 70 to transfer. CDFS 101.102 105 have not been offered in quite some time and are needing to be cut, unless anyone has a compelling reason to keep it.
 3. The 12 units Certificate has received approval. It will include the core 12 units for the permit.
 4. The faculty retreat is scheduled for April 10th here at SCC.
- B. Sharon retired after 20+ years as a preschool teacher. Katie Zimmer started yesterday as her replacement. Interviews were held today for a new assistant. A long due kitchen renovation will be happening this summer. Looking at enrollment for fall will include infants again as young as 8 months old. The "Yes on Kids" measure will mean a 1/4 cent sales tax to support families & children.
- C. The Mentor Program has 2 new applicants! Mentors cannot be TK teachers.
- D. For Fall semester only 30 students applied for the stipend totaling 231 units and only 45 students applied for spring stipends totaling 379 units. For the first time the contract has not been earned by 8 units. It still seems as though the same number of students are being served, but fewer units are being generated. Discussion about how to reach more students who claimed they did not know about the stipend program ensued. Low college enrollment may also be a factor. Final evaluation of the program will show how many unduplicated students applied for the program. Permit request remain steady, but it has become

increasingly more difficult for people to find active professional growth advisors.
Textbook rentals remain very popular.

VI. Community Partners Programs and Resources

- A. Solano First 5 - no report.
- B. Information for May 3rd "Give Local Solano" was shared. The end of the workshops for the year is near. Most of the workshops are offered from Aug-June. The workshop room is no longer available, but they are remodeling. 'Parent Voices' is an advocate group that discusses childcare issues. Sb1154 child resource and referral bill is proposing to change Ed Code to describe it appropriately. Also, ab2150 is proposing a 12-month guarantee of services. FCC providers are bouncing back from the recession and opening their doors again. Ab2036 will have to provide trust line registry information for license exempt providers. Director Kurt Gálvez is retiring in June and provider appreciation day on May 18th.
- C. CSI is anticipating changes due to TK and will be shifting expectations to more 3-year-old developmental milestones. Performance standards will be changing for the first time in 20 years. Attempts are being made to replace part year/part day model with a 6-hour day. The change will decrease the number of children being served. Work is still being done with the EHS partnership grant for families to receive services at partnership agencies. The agency is hiring.
- D. No news other than 99% confidence that the non-profit status will dissolve and will become a chapter of the state.
- E. Solano County Licensed Family Childcare Association - no report
- F. There will be a big QRIS launch at SCC on May 14th that will include a keynote speaker and local dignitaries. The goal is to recruit more participants. There is funding available to new participants. The goal is to engage 14 providers.
- G. The next regional meeting is April 29th here at SCC where some of the hot topics are the state budget issues that need to be discussed (vouchers, etc) and the new requirement that all workers need to be immunized with MMR, DTAP and flu shots by this September. At this time ANYONE who is in the center even just to observe for an hour must have proof of immunization on file, which will be extremely cumbersome to manage.
- H. Solano County Library - no report

Next meeting October 26th 4-6 pm.

Meeting adjourned at 6:37 pm.

ECE ADVISORY COMMITTEE

10/26/2016

Members Present: Venuta Dailey, Nadirah Jones, Christie Speck, Susan Smith, Sabrina Drake, Amy Obegi, Tony Ayala, Jeanette Luedders, Diane Altman, Tasha Smith

Meeting began at 4:36 PM

- I. Approval of agenda: Tony added CDFS 101/102/105/501 to the list of deletions under Section V. A. b. Sabrina approved and second by Christie.
- II. Minutes approved by Amy, second by Christie

- III. Introductions
- IV. Discussion items

30th Annual Conference - 120 tickets sold (¾ sold online 24 people paid for the late registration). 112 turned in an evaluation with 99% positive feedback. Workshops were all rated well, but there were complaints that there was no coffee or breakfast. People really liked the shorter day. There is question as to whether there will be a conference next year due to changes with the SNAEYC who have assisted with the cost in the past.

CAP – TK 24 unit for TK classes. Only a handful of counties are using this criteria. They are pushing a lot of 1 unit classes that correlate with the foundations. In Solano county there is no requirement as to what 24 units you should take. It was not agreed that creating a 24 unit program for TK teachers would be prudent. Especially since most teachers in the county have been grandfathered in, and are not being required to take the units even though there is reimbursement for them.

Scholarship – no scholarship this year due to dwindling account. There needs to be a way to increase those funds and decide what to use the money on. Use it as seed money for a practicum scholarship? Add the CDFS department as a program you can donate to through the foundation. The Evelyn Elson scholarship has ended at the direction of the family

Needs of the community - more jobs than employees, hard time for employers to find qualified employees. Last couple of years have had low attendance for CFDS 62 and this year enrollment is higher. This could be promising. Many reasons for there being fewer prospective students. Tony is rewriting the Admin/supervision class as a hybrid class. Nadirah Jones, June Regis, Kathy Lago, Audrey Montgomery are people that should be added to a list serve to get specialty classes to staff (challenging behaviors)

College program report – The College has asked the department to not grow right now. Sections are down. Curriculum courses are not required for AST degree. Enrollment is low. Working hard to time and sequence classes to help students to be able to take all the classes they need. Online courses are 38/40/70 and working on getting 50 online. 39 (school age) has been deleted from the catalog. Accreditation wanted us to have a clean catalog. If there is no plan to teach a class within 2 years, it should be deleted.

12 unit Certificate update – While the degree paperwork was completed in a timely manner by Tony Ayala and approved by, the curriculum was approved by the College governing board in May, it was not immediately sent to the Chancellor's office by college administration/curriculum office. It has been sent to the chancellor's office for approval. Should be listed in the Fall 2017 schedule/catalog.

Undergoing curriculum review – can do a waiver for the spring for 52 so that any interested student can enroll.

SCC ELC – Was a pilot for QRIS and achieved tier 4 status receiving a cash award and a certificate. Working with Tony as the practicum instructor for the first time. Closed last fiscal year in the black. Will be implementing Center Trak as a management tool and CSI is helping us purchase parent square for parent participate/contact. We will also be using learning genie for DRDP tracking.

Mentor – During the conference Tony had several people that said they were interested in becoming Mentors. His goal is to add 3 mentors this fall. He created some flyers he would love to share to assist him to grow the program. He will recruit for mentor directors also if there is interest.

CDTC – Last year was the 1st time the contract was not fully earned. It was 8 units short. Low enrollment is a factor for earning this contract. Permit requests seem a bit lower. The training portal continues to be a good resource for students.

Solano First Five – no report

SFCS – Children’s Nurturing Project closed last month leaving Help Me Grow homeless. It is now under SFCS. Kathy Lago is now the executive director. They are doing some hiring, mostly employees from CNP

CSI – CSI is opening more sites, but having a hard time finding I/T teachers. They have been growing their own I/T courses for their employees. Due to four years olds being in short supply this school year, they have converted funds to serve more I/T. They still have some licensing hurdles to overcome at Kidder and Beck. Still hiring for staff. Involved in QRIS in Napa and Solano County.

SNAEYC – SNAEYC does not meet the requirements to be a chapter, but could be a satellite. They would have to dissolve their nonprofit status. They may just choose to disband entirely. Either way they will not be able to be a fiscal sponsor for the conference. They will have a meeting in January to decide. There are currently less than 50 members. There is some discussion of a creating a much larger group (bay area).

SAC STATE – This fall is the first BA cohort program in child development. There are 21 students enrolled. More students were interested, but they suggested a few stay to complete more GE before they try to apply again in 2018. Sac State will attend more grad events next more for recruitment. Amy suggested that the counselors know about the program so that they can counsel the students better and advertise for the program. Class meets TTH night from 6:30- -9:30.

Solano County licensed family childcare association – no report

Solano QRIS update – no report

CCCECE update – region 3 meeting at Merit College November 4th. Paulette Perfumo did a nice STEM presentation recently. Permit update – there have been updates to the matrix recommended. There won’t be any changes to credentials. Assistant Teacher Level Permit would dissolve. Some program are still struggling with the new immunization requirement for student observers.

Solano county library update – no report

Next meeting March 21st at 4:00 PM

ECE ADVISORY COMMITTEE

April 3, 2017

Members Present:

- I. Amy and Tony approved agenda
- II. Minutes: Date of spring meeting corrected from October 26th to April 3rd. Amy approved and Tony seconded
- III. Introductions

A. Solano ECE Conference – several barrier have made executing the conference difficult: repeatability, non-SCC hired faculty, changes to SNAEYC to act as the fiscal sponsor to name a few. SNAEYC may not be able to serve that role any longer since their status is in limbo. Discussion and ideas ensued. There may be a joint venture between SCC ECE Conference and SCOE QRIS. Breakout sessions could encourage participants to enroll for the following semester.

B. FCC & center-based programs are looking for their employees to have Infant/Toddler courses. (Those courses were not offered this semester) it was suggested that the course be online. It was reported that the website is difficult to maneuver to find courses. Challenging behavior class is good since it seems like there are more children with challenging behaviors, but an employer is finding some people get a little information and start internally labeling children. A full course would help deter that.

C. There are no males enrolled this semester in the program. TGIF, Fathers Network might be a good place to recruit. A lending library has been developed. Email ideas to Tony or Amy. A better job could be done to showcase other jobs in the field. Open access for single parents/ economically advantaged (online courses).

V.

A. Fewer sections but efficiency is up. Official approval for an associate teacher level certificate will begin Fall 2017.

80 will be online this summer, 50 will be online next spring and 62 may also be online in the spring. Possibly Infant/Toddler in the future. Maureen Powers has been working on moving 70 online also.

Fall 2017 Practicum 2 will only be offered in the spring semester due to low enrollment.

Perkins funds were spent last year to get two more courses online and to start a book loan.

Marketing and technology has been beefed up as well.

B. The SCC is having their pediatric rotations at the ELC and human services involvement is still strong. Strong parent leadership group. Implemented parent square and learning genie.

C. Mentor program still struggling to find applicants. Five made it through the application process, but none qualified. Statewide the 2 directors retired this year, how the QRIS is going to work with CDTC and the Mentor program is yet to be seen.

D. CDTC- Last year the program was 34 units short earning the CDTC stipend contract – this year it may be 105.5 units short. Discussion about why students are not applying amid good evaluation

comments from participants (maybe students are not meeting the work requirement).

Applications will be emailed to SFCS and SCOE so they can distribute the applications to their

contacts. Low permit packet requests and staff profile responses as well. No further textbooks

will be purchased with CDTC funds due to low unit earnings.

VI.

A. April is children's month. Flyers for the First 5 Express Van that does community engagement activities were distributed. Casa April 24th has the Shine a Light event to support children effected by child abuse. Grant writing help available also. Bridges out of poverty to help families achieve sustainability.

B. SFCS – looking to hire a bilingual trainer to teach preventative health practices/CPR

- C. CSI – The Beck center opened last fall and then open 4 more in the past 60 days. The open house for Beck site April 20th. Last summer 2 classroom at the Kidder site were converted from preschool to infant/toddler. In November new performance standards came out for the first time in a long time. Curriculum fidelity – provide support to teachers about why they are doing what they are doing in their classroom in regards to their curriculum practices.
- D. SNAEYC – may be moved to affiliate or satellite status. There could be some financial repercussion if they were to lose their nonprofit status.
- E. SAC State – no report still have 21 participants
- F. Solano County Licensed Family Childcare Association - no report
- G. QRIS – provides benefits to: licensed or licensed exempt providers eligible, such as: professional development (Saturday & evening workshops), waived fees, state preschool and TK teachers can get reimbursed for Professional Development, one on one coaching support (five coaches – 2 pending). There are currently 37 participants and growing weekly. In the second year of a 5 year commitment to IMPACT. Connect providers to community resources, networking, and monetary resources.
- H. CCCECE – There is a region 3 meeting at Contra Costa Community College April 28th. April 22nd there is a loose parts workshop at American River CC. Permit revisions will be coming: there may no longer be an assistant level permit and Site Supervisor and Director may be combined. All permits will have higher education requirements.
- I. Spark Point – a resource for students, parents and the community at large. They are now at several colleges. Individuals can gain tools to help meet their financial goals. There is no cost to participate. It is funded by the United Way. Employment/credit/home buying workshops and food bank resources.

Next meeting: October 16th

ECE ADVISORY COMMITTEE
April 3, 2017

Members Present:

- IV. Amy and Tony approved agenda
- V. Minutes: Date of spring meeting corrected from October 26th to April 3rd. Amy approved and Tony seconded
- VI. Introductions

A. Solano ECE Conference – several barrier have made executing the conference difficult: repeatability, non-SCC hired faculty, changes to SNAEYC to act as the fiscal sponsor to name a few. SNAEYC may not be able to serve that role any longer since their status is in limbo. Discussion and ideas ensued. There may be a joint venture between SCC ECE Conference and SCOE QRIS. Breakout sessions could encourage participants to enroll for the following semester.

B. FCC & center-based programs are looking for their employees to have Infant/Toddler courses. (Those courses were not offered this semester) it was suggested that the course be online. It was reported that the website is difficult to maneuver to find courses. Challenging behavior class is good since it seems like there are more children with challenging behaviors, but an employer is finding some people get a little information and start internally labeling children. A full course would help deter that.

C. There are no males enrolled this semester in the program. TGIF, Fathers Network might be a good place to recruit. A lending library has been developed. Email ideas to Tony or Amy. A better job could be done to showcase other jobs in the field. Open access for single parents/ economically advantaged (online courses).

V.

A. Fewer sections but efficiency is up. Official approval for an associate teacher level certificate will begin Fall 2017.

80 will be online this summer, 50 will be online next spring and 62 may also be online in the spring. Possibly Infant/Toddler in the future. Maureen Powers has been working on moving 70 online also.

Fall 2017 Practicum 2 will only be offered in the spring semester due to low enrollment. Perkins funds were spent last year to get two more courses online and to start a book loan. Marketing and technology has been beefed up as well.

B. The SCC is having their pediatric rotations at the ELC and human services involvement is still strong. Strong parent leadership group. Implemented parent square and learning genie.

C. Mentor program still struggling to find applicants. Five made it through the application process, but none qualified. Statewide the 2 directors retired this year, how the QRIS is going to work with CDTC and the Mentor program is yet to be seen.

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