



FLC Program ECE Advisory Board

April 26, 2019 2:00 – 3:30 p.m.

FL4 135 (ECE Classroom)

In Attendance: **Elizabeth Blakemore**, Director, Early Learning and Family Support/EdCOE; **Nicole Brann** and **Aubrey Green**, co-owners, Creative Spirit Learning Ctr, **Lisa Daly**, CDTC/Mentor Coordinator/FLC; **Joyce Daniels**, Sacramento CARES Liaison/FLC; **Jenna Knight**, Coordinator, Early Care and Education Planning Council/EdCOE; **Jenny Pettit**, Executive Director, Child Development Programs, EdCOE; **Sherry Springer**, Owner/Happy Kids Preschool and Child Care Ctr; **Sarah Aldea**, Outreach Specialist/FLC; **Vicky Maryatt**, Dean of Career Education; **Brian Robinson**, Dean of Social & Behavioral Services; **Cameron Whitfield**, WEXP Jobs Developer/FLC, **Andy McGaffic**, notes

1. Welcome, Introductions, and Acknowledgements 2:10 pm
 - a. Sign-in sheet
 - b. Advisory Committee Purpose
2. Approval of the Agenda: Elizabeth Blakemore motioned to approve, Cameron Whitfield seconded.
3. Review and Approve February 2, 2018 Advisory Board Meeting Minutes
4. Review of October 5, 2018 District Wide Board Minutes
5. Discussion Items
 - a. Curriculum Review: Assessment and Evaluation of FLC Degree & Certificate Programs
 - i. ECE 350 Introduction to Elementary Education – Deletion
 - ii. ECE 356 Programs for the School Aged Child – Deletion
 1. Not a requirement per licensing regulations
 - iii. ECE School Age Specialist Certificate – Deletion
 1. Under-enrollment - 2 completers in 4-5 years
 - iv. ECE Site Supervisor Certificate – Deletion
 1. Completion of the certificate is just a few units shy of A.A. degree, rendering certificate redundant.
 - v. ECE 452 Making for Educators
 1. Offered for the first time. Focuses on ways and potential benefits of incorporating children’s learning activities with modern making. Initial low enrollment; let’s wait and see.
 - vi. ECE 404 Children with Special Needs – F19
 1. Will be offered in Fall 2019; first time in four years. Class will be one night/wk, FLC is interviewing adjuncts.
 2. State is pushing towards inclusion/full inclusion of children with special needs. Initial grant for inclusive early education program upcoming, \$167M statewide grant.
 3. More fully inclusive schools are required but providers don’t accept children with disabilities/special needs, or if they do accept, the teachers lack training/support or facilities/equipment support.
 4. Serious gap exists in workforce knowledge competency in re: special needs children. Market the classes as gap in knowledge base. Help teachers lose anxieties around working w/special needs kids.
 5. Stipends from partners for employee professional development discussed. Directors need this training too.

- vii. ECE 422 Administration II: Personnel and Leadership in ECE – F19
 - 1. FLC offering in Fall 2019; course was cancelled in 2018.
 - 2. Particularly advantageous for professional development people; promote to them.
 - 3. Advantages of removing ECE 420 as prerequisite to ECE 422 discussed.
 - 4. ECE 300 and 312 can be prerequisites for both 420 and 422. Eliminate requirement to take in order.
 - 5. Only offer 422 every two years, maybe rotate?
- b. Future Directions
 - i. Program Mapping/Two Year Plans/Meta Majors
 - 1. Brian: Pathway Mapping theory: Help students take a more organized approach, reduce wandering. The college is working to schedule classes in a way that the map makes sense.
 - 2. 2-year plans: Initial stab at organizing courses in particular sequences. Entails a combination of maps for students and 2-year plans for developers to help students through in a more timely fashion. Course schedules are designed using this 2-year mapping tool.
 - 3. Our field has nontraditional/re-entry students, so even with mapping, 2 years will probably not be seen much.
 - 4. How to make students aware of this pattern? First time students have academic planning sessions with counselors; however, they only do a first semester plan.
 - a. Distance counseling appointments as option for students who can't come to the campus during office hours. Can evening counseling appointments be arranged?
 - b. 2-year plans will be on the revamped school website.
 - ii. Certificate/Degree Completions
 - iii. Any new changes in regulations, recent legislation, technology changes or new skills needed (discussion)
 - 1. Have you hired any of our graduates? What are their strengths? Are there any areas for improvement?
 - a. Strengths: Understanding emergent curriculum and play-based learning; professional and adaptive.
 - b. Areas of improvement needed: Interpersonal skills; coursework expanding special needs and interactions with parents/families.
 - 2. Do you foresee any changes in employment trends?
 - a. Increased need: Infant/toddler care, Special Education, lead teachers, home-based option.
 - b. B.A.s but move to practicum-based program that would specialize in what a teacher needs the next day to track a classroom of 0 – 5 year olds.
 - 3. Are there any curriculum changes that need to be made based on current job roles and responsibilities?
 - a. Desired Results Developmental Profile (DRDP) assessment
 - b. Environment based training studies approach
 - c. C.L.A.S.S. skills: Understanding and practicing adult - child interactions
 - d. Parent - adult interactions: how to have difficult conversations
 - e. Increased demand for infant/toddler care classes. Hybrid/online component might be workable.
- c. Perkins
 - i. Last Year's Expenditures
 - ii. Advisory Input for Perkins and Strong Workforce Program Improvement Funding Requests

1. Discussion: Are there equipment, materials, and/or supplies that should be purchased to support the curriculum?
- iii. New or Ongoing Projects
 1. Discussion: Community Placements for Practicum
 - a. Lisa: ECE facility on campus a dream. Stop-gap ideas: partnering w/local childcare facilities (ARC ECE)? Doable? Needs research. Challenge is that it needs to reflect our curriculum and practices.
 - b. Jenny: EDCOE has facility, programming and share the same parking lot with EDC. Potential is there to collaborate, work out details later.
 - c. Partnership with community industry? Employers interested in onsite childcare? Vicky: StemExpress and Inductive Automation have reached out to us. Any companies expanding?
 - d. Starting to offer ECE courses at Rancho Cordova campus.
 2. Potential funding \$200M for early Head Start ECE professional development.
 3. Legislation being worked up to fund CSUs to have childhood development centers. Status?
6. Committee Member Reports and Updates
 - a. CDTC / Mentor Program: Served 35 unduplicated students, used 212 units (allocated 280 units).
 - b. Quality Improvement Reports: Daniels (SAC) Blakemore (El Dorado)
 - c. Community Updates
7. Items for District Wide Meeting (fall 2019) or FLC Meeting (spring 2020)
8. Adjournment 3:40 pm

Perkins Core Indicators

1. Strengthen academic and career technical skills of students through integration
2. Link CTE Secondary and postsecondary programs (at least one program of study)
3. Provide students with strong experience and understanding in all aspects of an industry – Work-Based Learning (WBL)
4. Develop, improve, or expand use of technology
5. Professional development
6. Evaluate programs with emphasis on special populations
7. Initiate, improve, expand, and modernize quality programs
8. Provide activities, services, and be of sufficient size, scope, and quality
9. Prepare special populations for high skill, high wage, or high demand occupations