

Early Childhood Education Outline of Presentation
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A. Introduction

1. Greetings from Chancellor & Thanks to CSU and others
2. System perspective – Early Childhood Education is one of the highest enrolled programs in the community colleges and most current ECE teachers, directors and other providers in early care and education programs have taken their ECE coursework at one or more of our colleges. We have had the primary responsibility for preparing the early childhood workforce in CA. As a result there is a great deal of expertise to draw upon in creating new directions in this career path.

B. Statistics on ECE programs at California Community Colleges

1. Number of programs, ECE degrees and certificates at CCCs
 - o 109 colleges, nearly all have ECE (100)
 - o 2000 Associate degrees annually
 - o 5700 certificates annually
 - o 50,000 students majoring in ECE annually
2. Link to CTC Child Development Permits
 - o Over 7000 applications for Child Development Permits are sent to the Commission on Teacher Credentialing each year for approval, and most of these are based on the credit courses students have taken at the CCCs.
3. ECE facilities at CCCs
 - o Through state Capital Outlay funds we have built 42 state of the art ECE facilities in just the last 5-8 years. An estimated \$153 m has been spent on these. In addition many other campuses have passed local facility bonds that include the construction of ECE facilities on the campuses.
 - o 100 campuses now have facilities to conduct their student practicum in during their certificate and degree programs.

4. Mentoring & Diversity of ECE at CCCs

- o Because of statewide EC Mentor Program in over 90 CCCs, there is an extensive network of trained supervisors in other high quality settings to provide guidance and support to our students, in conjunction with our faculty teaching these courses.
- o Diversity - We have the most diverse student population of students in the CCCs and they are the most reflective of young children and their families in CA than any other college system.

C. Quality ECE Programs at CCCs

1. Practical skills – We offer comprehensive instructional programs that cover the most critical areas of ECE, integrating both practice and theory and based on the most current research.
2. Title 5 rigor – coursework development requires approval of curriculum committees, evaluation and program review processes.
3. Professional faculty – As Marcy Whitebook’s study confirms, faculty at CCCs have both academic rigor and practical experience in the ECE field. Faculty standards are high for hiring, evaluation and tenure.

D. Challenges

1. The existing child development teacher requirements in the various public and private settings are already very complex and may get more complicated if the state implements a new preschool system. The development of the workforce needs to be addressed jointly by the key entities, such as CDE, CTC and all of the systems of higher education.
2. There is a need to develop new faculty who are culturally and linguistically diverse- we need to develop these faculty very early-on in their education, providing the career ladders and assistance needed to assist students to obtain their Associate Degree and transfer, letting students know about the opportunities for future leadership positions, advanced degrees, becoming college faculty and doing research in ECE.
3. Certification Systems – these systems need to be streamlined for students, but at the same time allow for the differences in how students enter the system. As most of the students will start at the community college level, there needs to be a new way, thinking out of the box, for getting the work they are doing and the competencies they

are obtaining at the community college recognized by BA institutions and count towards a new Early Learning Credential.

4. Improving compensation for the ECE workforce - with the opportunity to make a higher salary (comparable to K-12), mandates for higher standards for early childhood teachers, supportive services, flexible course locations and times as well as adequate financial aid, we are convinced that students will take more classes and aspire to the higher degree and credential requirements being proposed in state and local workforce initiatives.

E. Opportunities and the Future

1. First do no harm (we have a working system) – “build upon” the solid work that has been done over the last decade – the career ladder of the existing Child Development Permit; the competencies developed inclusively by the Advancing Careers in Child Development Project; the ECE curriculum diversity project, A Deeper Context; the West Ed Inclusion Project, and others that have been built by experts in the field of ECE. All of these should be reviewed and used as a starting point for the new work that will be needed to move people on to a BA level and possible new credential.

Given the strength, depth and diversity of these CCC programs, and with an increase in resources for student supports (as Marcy’s recommendations say, resources to help develop these future college teachers and researchers are needed for success).

2. CCCs can provide the core lower division major ECE coursework, including practicum, preparing students with the competencies needed for their journey to a BA and credential.
3. Expand and maintain the pipeline for a diverse student population to reach the BA and credential level can only occur through program articulation on a statewide basis.
 - a. Example of articulation headway being made by CSU, Long Beach and Glendale Community College working together.
4. CSU’s should offer BA’s through partnership with CCCs
 - a. CSU’s alone cannot provide what proposed initiatives require
 - b. cooperation with CCCs critical
 - c. on-site BA at CCCs
 - d. distance education
 - e. most students are part-time, evening