

# Early Childhood Studies Advisory Committee

## Minutes

Friday April 14, 2023

9:00 a.m. – 11:30 a.m.

Zoom ID 312 521 1291 PW 8675309



### COMMITTEE MEMBERS

*Blanche Holford*

Holford's Little Jungle

*Christian Patterson*

SBCEO

*Asael Picasso*

Allan Hancock College

*Diana Borjas*

Santa Maria Valley YMCA

*Flora Chacon*

Community Action Partnership

*Janelle Willis*

SBCEO

*Jennifer Macdonald*

Communify

*Maria Suarez*

Allan Hancock College

*Dr. Maria Rojas-Cortez*

CSU Channel Islands

*Melissa Diaz*

Pioneer Valley High School

*Michelle Graham*

Children's Resource & Referral

*Raquel Valdez*

Santa Maria Bonita School

District

*Michelle Robertson*

First 5 of Santa Barbara County

*Dr. Sofia Ramirez-Gelpi*

Allan Hancock College

*Dr. Susan Walsh*

Emeritus PTF Allan Hancock

College

*Vanni Rattanatray*

Central Coast Children's Center

*Veronica Sanchez*

Allan Hancock College

### Program Coordinator

*Thesa Roepke*

Full-Time Faculty, ECS;  
Department Chair, Applied  
Behavioral Sciences

### Welcome / Introductions

1. Attendees: Thesa Roepke, Sandra Orozco, Mari Rojas-Cortez, Michelle Graham, Susan Walsh, Janelle Willis, Diana Borjas, Blanche Holford, Christian Patterson, Shelli Hart, Maggie Suarez, Jennifer Macdonald, Vanni Rattanatray, Monica Thorpe, Michelle Robertson
2. ECS/EDUC Website Tour by Thesa Roepke
  - a. Thesa Roepke shared guided pathways process and website information
  - b. People Culture and Languages page discussion on ways of improving our website
  - c. Good news second year funding for first year free at AHC
3. ECS Program News
  - a. Integrated Teacher Program Planning (ITEP) Grants
    - Maggie shared that they received the grant this year Integrated
      - Thesa Roepke Maggie Suarez, Alice Caddell and Yvon Frazier have been meeting for the past 2 to 3 years to help support our students and helping the students become independent and able to navigate our early childhood studies academic program without having to ask permission. The students are no able to go to activities in the lab school with open access to our observation rooms and there is no need to ask someone for assistance.
  - b. SMBSD TK Partnership
    - Having employment information with links for employment opportunities for our students with our community partners such as SMBSD, county office of education, LED, Santa Maria Valley YMCA, and Children's Center of the Central Coast.
    - We are really trying to build those into a usable space for students and make those transitions into the workforce and into 4-year degrees from us.
  - c. Guided Pathways-Course Sequencing Plans
    - When students log onto guided pathways, they can take a quiz which includes teacher questions, education question, it will then direct them to the people culture and languages.

### Mission Statement

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

- We were able to get that very specific question that would pop up for guided pathways when the student took the quiz.
- We are working on placing the QR code which will direct the students to how to contact one of the faculty in order to get what they need including the Future Teachers Club site. We have 20 active members in The Future Teachers Club to help support
- with different types of activities and provide information to help student success.
- Students with My Hancock portal as well as graduate students are able to join Job Speaker portal to look for positions that are available. We have outside agencies posting jobs there as well and they have hired many of our graduates and students.

d. Allan Hancock College Promise

- Hancock has the first year free. Every high school graduate from our service area can come to Allan Hancock College for free. We are working on securing the second year funding.
- Approximately 60% of our students are those first time promise students. Thanks to the first year promise our enrollment has increased.

e. Diversity Studies Degree Pathway

- There will be planning where professors at the 4 year institutions will collaborate with the community college faculty and collaborate to develop streamlined pathway once we get them into our area of interest so that our students will end up in those 4 year institutions.

f. Non-Credit Pathway

- This has been 3 or 4 years in the making in collaboration with Santa Barbara County to help support second language learners through a vocational lens. There was a need to have support in preparing future family childcare providers. We do have 20 to 23 students in this pathway right now. They complete the certificate first, and they can take it multiple times if needed at no cost to the students.

4. Employment Outlook Data

- a. Childcare Worker-HS Diploma
- b. Teacher Assistants-Some college
- c. Preschool Teacher-associate degree
- d. Preschool and Childcare Center Directors-bachelor's degree
- e. TK Teachers-Teaching credential

5. ECS Academic Program Statistics

- a. Discussed website and overview
- b. Employment outlook, job duties and wages
- c. Shared ECS Program Statistics in enrollment, Headcount and FTES
- d. ECS Program Success Retention Rates 2017-2018 through 2021-2022

6. Children's Center Lab School

- a. Maggie Suarez shared updates on the Children's Center
- b. Gave kudos to her team for the CDE great reviews
- c. This was her first time being reviewed by CDE since she's been with AHC
- d. In the process of designing an outdoor classroom for ECS in LVC

7. Child Development training Consortium

- a. Payment Policies discussion and voting
- b. Motion to vote on available scholarships to support more students in Child Development Training. Jennifer Macdonald motioned to vote ayes: Blanch Halford has seconded it, followed by Michelle

Robertson, Diana Borjas, Christian Patterson, Shelli Hart, Mari Rojas, Monica Thorpe, and Blanche Holford.

8. Early Childhood Studies Program Needs

- a) ECS Academic Program Needs
- b) Infant toddler needs

9. Agency Updates

From Janelle Willis - Santa Barbara County Office of Education:

- a) The California County Superintendents are participating in conversations with DOF and CDE about a policy change to address the early learning teacher shortage. There are two solutions proposed at this time:

A temporary 19-month exemption for experienced Assistant Teachers to serve as an Associate Teacher if they meet the experience level required of an Associate Teacher and if they can demonstrate a plan for pursuing the units or credential require to hold an Associate Teacher permit.

Change the renewal conditions for the Associate Teacher permit to mirror the requirements for other permits. Currently, the Associate Teacher permit can only be renewed once (after 5 years) and permit holders must progress to a Child Development Teacher Permit within 10 years

**Next Meeting**

Spring 2024

# Early Childhood Studies Advisory Meeting

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## Spring 2023

April 14, 2023

9:00-11:30am by Zoom

# Agenda

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1. Welcome/Introductions
2. ECS/EDUC Website Tour
3. ECS Program News
4. Employment Outlook Data
5. ECS Academic Program Statistics
6. Children's Center Lab School
7. Child Development training Consortium
8. Early Childhood Studies Program Needs
9. Agency Updates

# ECS Program News

ITEP Grants

SMBSD Partnership

Guided Pathways-Course Sequencing Plans

Allan Hancock College Promise

Diversity Studies Degree Pathway

Non-Credit Pathway

Employment Outlook  
by  
Job/Education/Wage

- Childcare Worker

<https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm>

- Teacher Assistants

<https://www.bls.gov/ooh/education-training-and-library/teacher-assistants.htm>

- Preschool Teachers

<https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm#tab-7>

- Preschool and Childcare Center Directors

<https://www.bls.gov/ooh/management/preschool-and-childcare-center-directors.htm>

- TK Teachers

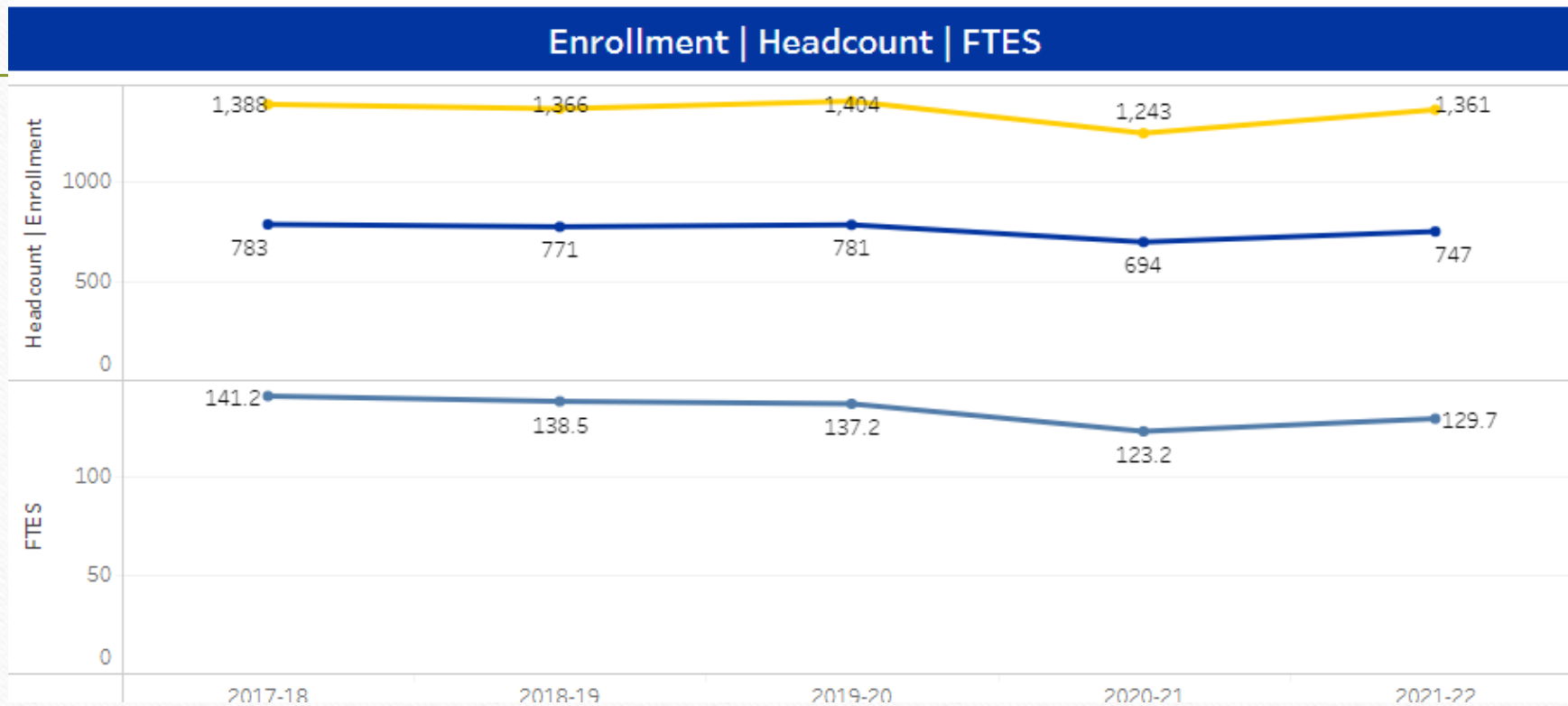
<https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm>

# ECS Program Statistics

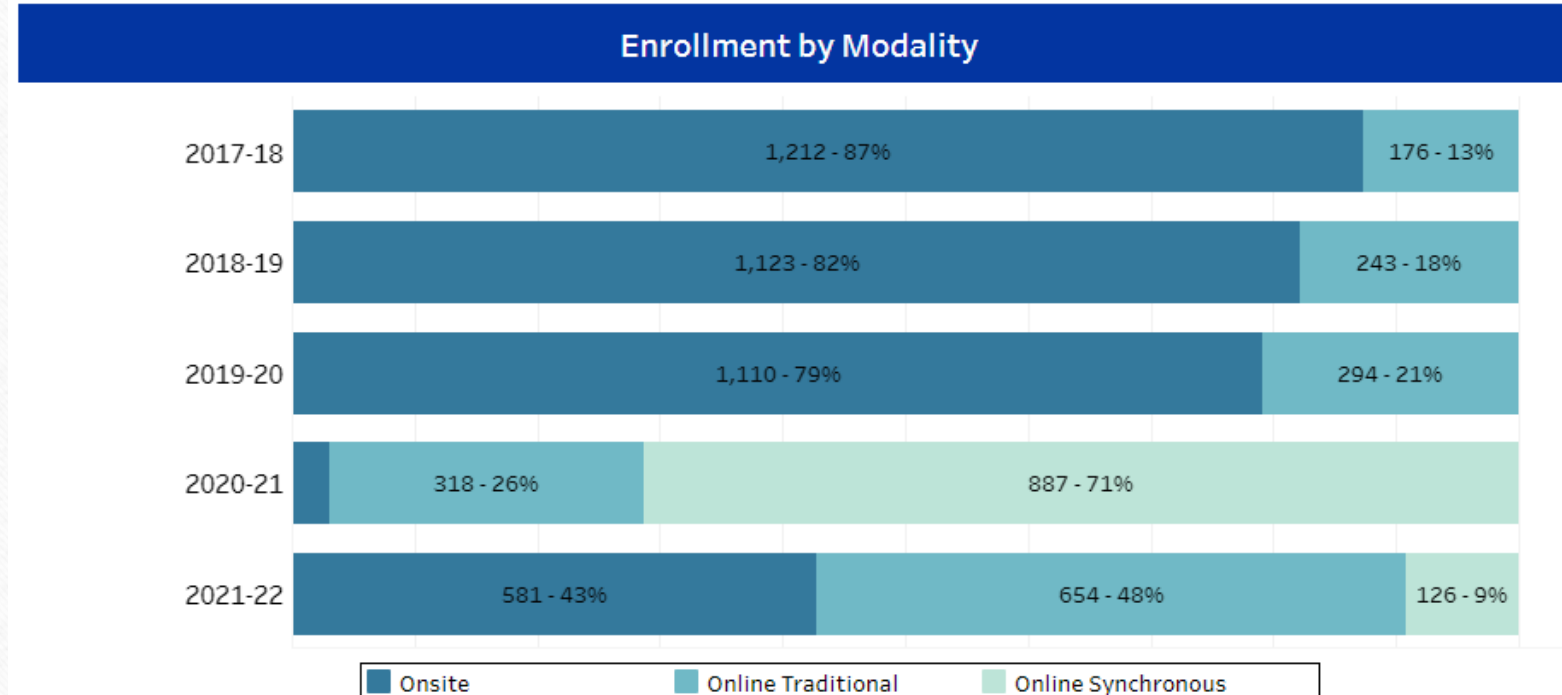
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# Overall ECS Program Enrollment 2017-2022



# ECS Enrollment by Modality



## Early Childhood Studies Program Statistics Enrollment by Core Courses 2017-2022

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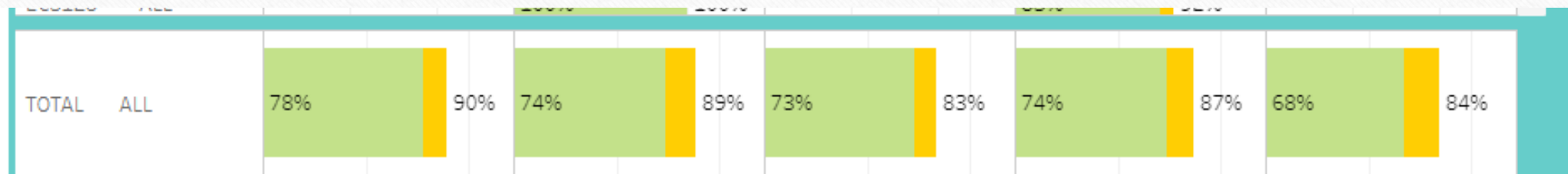
	2017-18	2018-19	2019-20	2020-21	2021-22
<b>ECS100</b>	387	382	412	378	390
<b>ECS101</b>	232	228	210	187	186
<b>ECS102</b>	83	99	75	99	118
<b>ECS104</b>	100	97	108	97	83
<b>ECS116</b>	107	95	77	72	92
<b>ECS105</b>	92	81	69	73	63
<b>ECS106</b>	77	80	47	57	42
<b>ECS118</b>	58	52	48	31	49

Early  
Childhood  
Studies  
Program  
Statistics  
by  
Specialization  
Courses  
2017-2022

	2017-18	2018-19	2019-20	2020-21	2021-22
ECS122	45	43	37	24	11
ECS119	27	30	25	15	16
ECS120	17	16	24	24	21
ECS115	20	22	20	21	12
ECS151		19	17	8	27
ECS111	17	21	27	7	6
ECS112	22			17	25
ECS132	9	6	20	18	5
ECS310	18	15	12	11	
ECS311	16	18	14	7	
ECS312	16	17	13	7	
ECS114			28		22
ECS149				12	36
ECS117		13		28	
ECS320			25		15
ECS321			20		16
ECS130		5	10	9	11
ECS150	6				27
ECS322			19		13
ECS113	17		14		
ECS303			8	10	11
ECS125		5		12	
ECS315					11
ECS313					10
ECS314					7

# ECS Program Success Retention Rates 2017-2018 Through 2021-2022

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Early Childhood  
Studies Core 8  
Courses Statistics  
Retention/Success  
Rates Fall  
Semesters 18-22

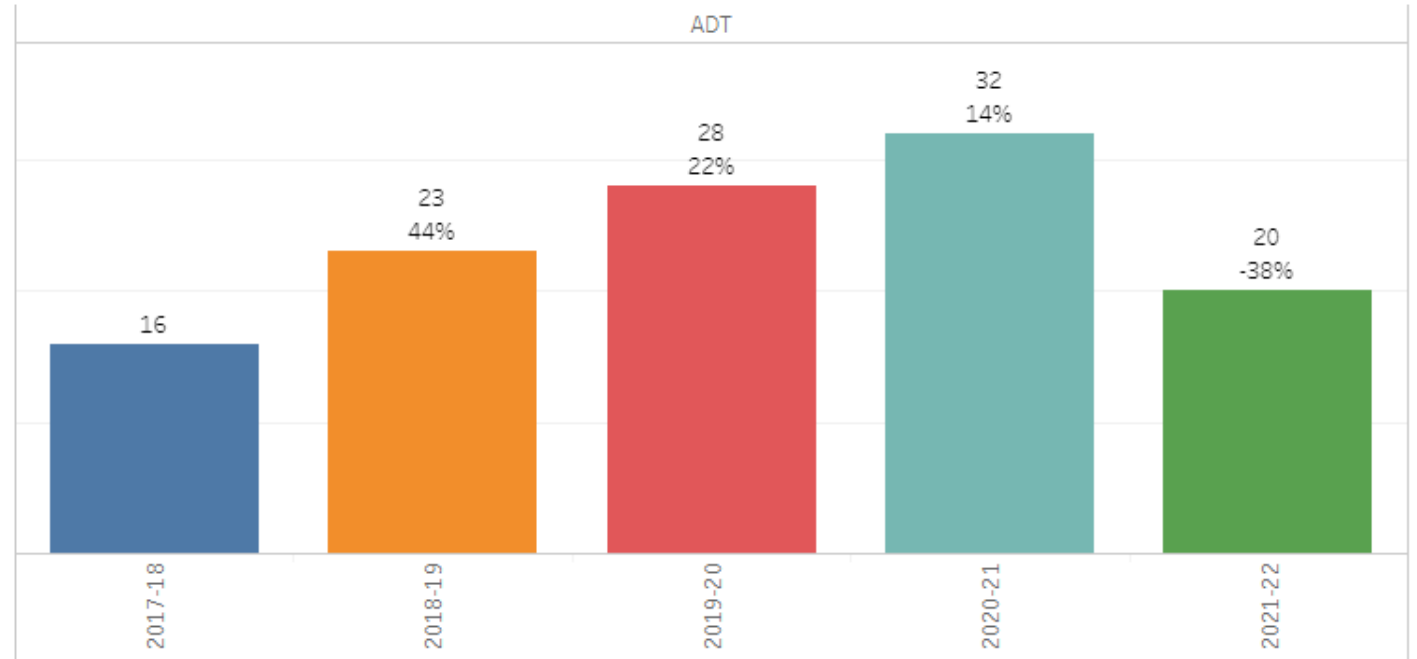
Success & Retention

Success % Retention %

		2017-18		2018-19		2019-20		2020-21		2021-22	
AHC	ALL	74%	88%	73%	88%	72%	82%	74%	88%	71%	86%
Grand Total		78%	90%	74%	89%	73%	83%	74%	87%	68%	84%
ECS100	ALL	77%	90%	77%	91%	68%	81%	70%	86%	62%	84%
ECS101	ALL	76%	89%	69%	81%	64%	78%	68%	85%	63%	82%
ECS102	ALL	83%	95%	80%	90%	84%	87%	80%	90%	60%	78%
ECS104	ALL	79%	90%	65%	92%	80%	87%	76%	90%	65%	81%
ECS105	ALL	87%	96%	76%	88%	76%	83%	68%	83%	67%	89%
ECS106	ALL	71%	84%	73%	92%	90%	94%	90%	100%	80%	91%
ECS111	ALL	65%	71%	48%	62%	70%	85%	71%	100%	50%	50%
ECS112	ALL	73%	86%					94%	100%	64%	76%
ECS113	ALL	94%	100%			100%	100%				
ECS114	ALL					57%	89%			86%	86%
ECS115	ALL	85%	95%	77%	95%	70%	70%	71%	81%	92%	100%
ECS116	ALL	65%	84%	65%	86%	72%	82%	78%	88%	80%	88%
ECS117	ALL			100%	100%			93%	93%		
ECS118	ALL	97%	98%	92%	98%	94%	98%	87%	94%	90%	94%
ECS119	ALL	96%	100%	88%	94%	84%	96%	100%	100%	75%	81%

Early  
Childhood  
Studies AST  
in ECE  
Degree  
Awards  
Unduplicated  
2017-2022

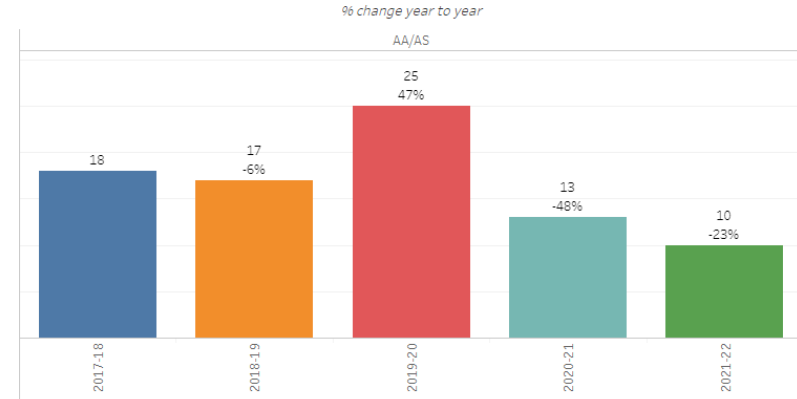
Program: Early Childhood Education | Degree Summary - Unduplicated  
*% change year to year*



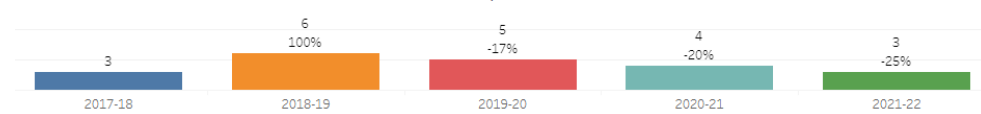
# AS in ECS Local Degree/Certificate Awards Unduplicated 2017-2022

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Program: Early Childhood Studies | Degree Summary - Unduplicated



Program: Early Childhood Studies | Certificate Summary - Unduplicated



# Concurrent Enrollment—College NOW

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Orcutt Academy High School

ECS 100 2 sections

ECS 130/EDUC 130 2 sections

College NOW Offerings

ECS 100 ECS 101 ECS 102 ECS 104 ECS 105 ECS 310-312 and ECS 313-315 and ECS 303 (ECS 103)

	2017-18		2018-19		2019-20		2020-21		2021-22	
	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount
<b>20 - 24</b>	47%	644.0	45%	609.0	43%	598.0	39%	477.0	39%	515.0
<b>25 - 34</b>	25%	343.0	24%	318.0	24%	330.0	27%	331.0	22%	294.0
<b>35 - 54</b>	9%	121.0	11%	152.0	11%	154.0	11%	138.0	15%	199.0
<b>55 and more</b>	1%	15.0	1%	15.0	1%	17.0	2%	21.0	2%	23.0
<b>Under 20</b>	18%	246.0	19%	254.0	21%	284.0	21%	261.0	23%	300.0

# Early Childhood Studies Program Age Demographics 2017-2022

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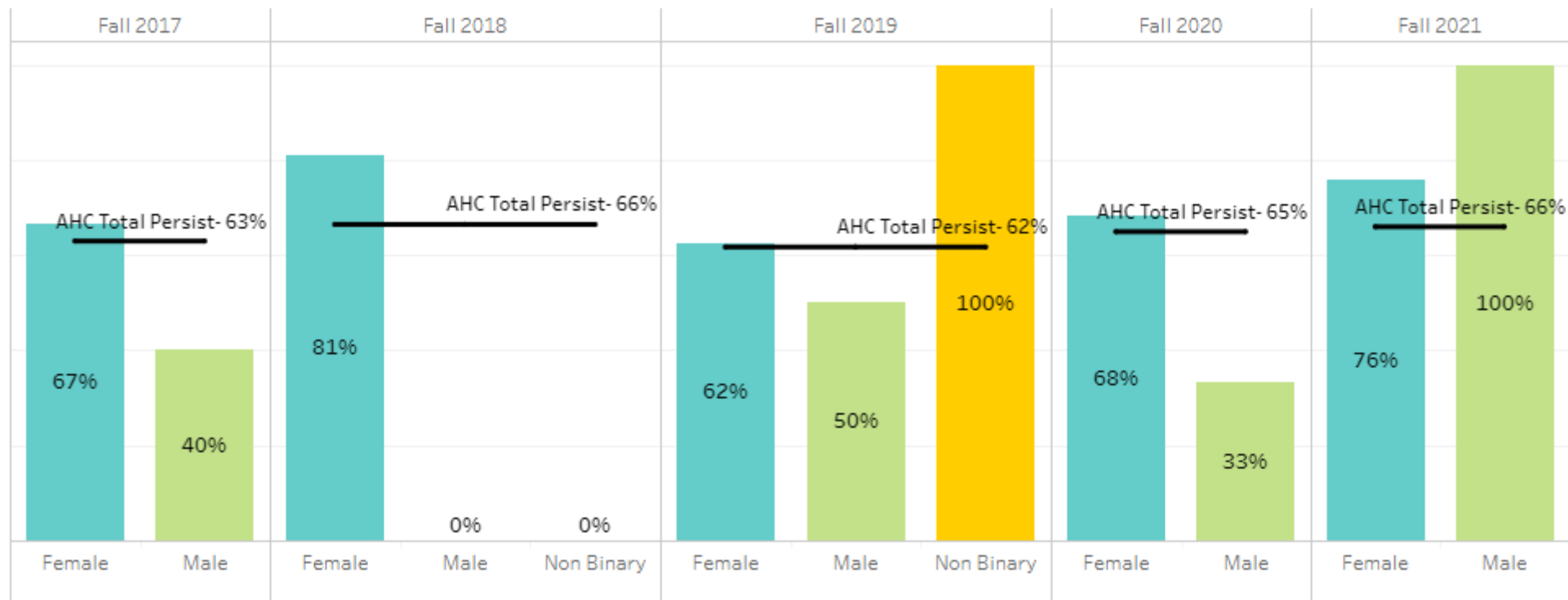


# Early Childhood Studies Program Demographics/Gender 2021-2022

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	<b>2021-22</b>	
	Headcount	% Total
<b>Female</b>	681.0	91%
<b>Male</b>	62.0	8%
<b>Non-Binary</b>	4.0	1%
<b>Grand Total</b>	<b>747.0</b>	<b>100%</b>

### First time AHC students Persistence % fall to spring



# Early Childhood Studies Program Statistics Success/Retention by Gender 2017- 2023

If DI detected:

Purple for  
Retention

Red for Success

		2017-18	2018-19	2019-20	2020-21	2021-22
Grand Total		78% 90%	74% 89%	73% 83%	74% 87%	68% 84%
ECS100	Female	76% 90%	76% 91%	67% 81%	69% 86%	63% 85%
	Male	82% 91%	89% 94%	72% 83%	74% 82%	65% 77%
	Non-Binary	100% 100%	67% 67%	100% 100%	67% 100%	0%
ECS101	Female	75% 88%	69% 81%	65% 78%	68% 86%	63% 82%
	Male	85% 96%	69% 88%	59% 82%	73% 73%	62% 92%
	Non-Binary		67% 67%	50% 50%	0%	100% 100%
ECS102	Female	85% 95%	80% 90%	84% 87%	79% 90%	61% 78%
	Male	80% 100%	100% 100%	50% 50%	100% 100%	53% 80%
	Non-Binary	0% 100%		100% 100%		
ECS104	Female	79% 90%	66% 93%	79% 87%	76% 90%	64% 81%
	Male	83% 100%	50% 83%	100% 100%	100% 100%	100% 100%
	Non-Binary			100% 100%	0%	
ECS105	Female	88% 95%	77% 88%	76% 82%	68% 82%	66% 89%
	Male	71% 100%	71% 86%		100% 100%	100% 100%
	Non-Binary			67% 100%	100% 100%	
ECS106	Female	70% 83%	74% 92%	91% 94%	89% 100%	78% 90%
	Male	100% 100%	67% 83%	0% 100%	100% 100%	100% 100%
	Non-Binary				100% 100%	100% 100%
TOTAL	Female	77% 89%	74% 89%	74% 84%	74% 88%	68% 84%
	Male	82% 95%	78% 91%	65% 78%	79% 83%	67% 84%
	Non-Binary	50% 100%	67% 67%	85% 90%	62% 77%	80% 80%

Program  
Equity  
Outcomes  
Demographics  
2021-2022

Disproportionate Impact  
by Class:

ECS 100-Female-  
Hispanic-58%/82%

ECS 101-Female-White-  
49%/69%

ECS 120-Female-  
Hispanic-74%/79%

# Early Childhood Studies Noncredit Program Enrollment Spring 2023

## ECSN 7300 - Family Childcare Business

Interested in operating a family childcare business? Learn about California licensing procedures, marketing techniques, contracts and fees and other aspects of operation. This course is module 1 of 5 needed to complete a noncredit certificate in operating a childcare business.

Status	CRN	Cred	Meeting Time			Campus	Building/Room	Cap	Act	Rem
[C] Class Ended	41479	0.0	T	R		Santa Maria	I - 213	30	20	10

## ECSN 7301 - Child Health and Safety

Learn about a child's health, safety and nutrition regulations, policies and procedures with hands-on practice in this course designed for individuals interested in family childcare. This course is module 2 of 5 needed to complete a noncredit certificate in operating a childcare business.

Status	CRN	Cred	Meeting Time			Campus	Building/Room	Cap	Act	Rem
[C] Class Ended	41480	0.0	T	R		Santa Maria	I - 213	30	18	12

## ECSN 7302 - Developmental Needs of a Child

Understanding the developmental needs of children is important to establishing a child-friendly home daycare setting. Topics covered include children and discipline, children with special needs, and age appropriate activities. This course is module three of five needed to complete a noncredit certificate in operating a childcare business.

Status	CRN	Cred	Meeting Time			Campus	Building/Room	Cap	Act	Rem
[C] Class Ended	41481	0.0	T	R		Santa Maria	I - 213	30	23	7

## ECSN 7303 - Infant and Toddler Care

Providing quality care for infants and toddlers begins with knowing how to setup appropriate features in the home environment and how to communicate effectively with the parents and child. This course is module 4 of five needed to complete a noncredit certificate in operating a childcare business.

Status	CRN	Cred	Meeting Time			Campus	Building/Room	Cap	Act	Rem
[C] In Progress	41482	0.0	T	R		Santa Maria	I - 213	30	23	7

## ECSN 7304 - Ethics and Business Contracts

Module five - child care business course teaches students how they can best run their home day care using professional ethics as a guide professional relationships and maintain contract and other business practices.

Status	CRN	Cred	Meeting Time			Campus	Building/Room	Cap	Act	Rem
[C] Open	41483	0.0	T	R		Santa Maria	I - 213	30	18	12

# Early Childhood Studies Noncredit Schedule (VESL) Fall 2023

## ECSN 7300 - Family Childcare Business

Interested in operating a family childcare business? Learn about California licensing procedures. This module is module 1 of 5 needed to complete a noncredit certificate in operating a childcare business.

Status	CRN	Cred	Meeting Time						
[C] Open	21022	0.0					F		07:00pm - 09:00pm

## ECSN 7301 - Child Health and Safety

Learn about a child's health, safety and nutrition regulations, policies and procedures with hands-on activities. This course covers basic skills that could help in providing a safe and nurturing environment for children. This course is required for the Child Development Associate (CDA) credential.

Status	CRN	Cred	Meeting Time						
[C] Open	21023	0.0						S	01:00pm - 05:00pm

## ECSN 7304 - Ethics and Business Contracts

Module five - child care business course teaches students how they can best run their home-based business. This module covers maintain contract and other business practices.

Status	CRN	Cred	Meeting Time						
[C] Open	21024	0.0						S	01:00pm - 05:00pm

## ECSN 7310 - History of Child Development

This course includes a review of the historical roots of early childhood programs and the evolution of early childhood education.

Status	CRN	Cred	Meeting Time						
[C] Open	21514	0.0				T		R	06:00pm - 10:00pm

## ECSN 7311 - Guidance and Interaction

This class will provide basic information regarding the importance of guidance and interaction with children. Emphasis on positive guidance principles and techniques, family involvement, and documentation.

Status	CRN	Cred	Meeting Time						
[C] Open	21515	0.0				T		R	06:00pm - 10:00pm

## ECSN 7312 - The Importance of Play

This class will provide basic information regarding the importance of play, its function, and how to create a play environment. This course covers and tumble/war play and developmentally appropriate practices.

Status	CRN	Cred	Meeting Time						
[C] Open	21025	0.0				T		R	06:00pm - 10:00pm

## ECSN 7313 - Observation Made Easy

The course applies observation and assessment skills in evaluating all areas of the child's growth and learning would provide the framework for curriculum and teaching strategies.

Status	CRN	Cred	Meeting Time						
[C] Open	21026	0.0				T		R	06:00pm - 10:00pm

## ECSN 7314 - Assessment and Delivery System

In this course, the student becomes aware of various types of educational programs and delivery systems. This course covers roles and responsibilities of a teacher and the concept of a teaching philosophy and professional development.

Status	CRN	Cred	Meeting Time						
[C] Open	21027	0.0				T		R	06:00pm - 10:00pm

# Early Childhood Studies Program

## Degree/Certificate Changes 2023-2024

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### New Course

EDUC 149 Cooperative Work Experience

### Revised Courses

ECS 303 Introduction to Early Childhood Studies (will be revised to ECS 103)

ECS 117 from Multicultural Education to Dual Language Learning Strategies

### Revised Certificate/Degree

ECS Elementary Education: Bilingual/Bicultural to Diversity Studies (Fall 2023)

### Proposed New Degree/Certificate

Associate in Science ECS Infant Toddler Specialization/ECS Certificate Infant Toddler Specialization

# Proposed Early Childhood Studies Changes to Degrees and Certificates

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ECS149 or EDUC 149 will be added to all degree/certificate programs to support workforce application, hiring and retention.

Degree to be added: AST in ECE

Certificate/Degrees to be added:

ECS in Elementary Education

Consideration is being made to package courses into a 24-unit Teacher level certificate to support workforce Child Development Permit Matrix and TK teacher certifications

New degree/certificate local degree option to support infant/toddler emphasis

# Non-credit VESL Bridge Program Update

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- New descriptor VOCE to ECSN
- Soft launch-Fall 2021-Successful with spring 22 enrollment at 14-21 students
- VESL component beginning fall 22
- Course scheduling plans
- Introduction to ECS certificate begins summer 2022

# Lab Schools

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## Updates

Lab School—Maggie Suarez

Santa Maria Lab Outdoor Classroom Expansion

Update on LVC Outdoor Classroom

Student Lab Access—Thesa Roepke

# Child Development Training Consortium

- Fall 2022

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  - 19 student applications
  - 138 units applied for
- Spring 2023
  - 22 Student applications
  - 162 units applied for

Total units **300**

Payment Policies discussion and voting for 2023-2024

Priorities for funding: Working ECE/TK field and Practicum Students

# Early Childhood Studies Academic Program Needs

Complete course content review to support JEDI lens and purchase Instructional materials to update courses based on JEDI lens reflection

Reinstate door to academic student prep room in I-200 (Laminator, instructional materials and library)

Instructional equipment to support academic instruction at LVC lab site

Administrative Assistant support for ECS program

Access to lab school virtually-- Create raw videos of children, lab school tours of classrooms and other topic specific videos for online/hybrid modalities

Expand hours of operation at the lab school to support night courses with application strategies and instructional modalities and student access for course objectives and completion

Revisit ECS Academic Program Philosophy and align Children's Center Lab School Philosophy

Revisit ECSN Family Child Care Certificates and revise based on how the program-student feedback

Grow Future Teacher's Club

Work towards NAEYC Academic Program Accreditation

Provisions to support UTK/TK expansion and course offerings to meet workforce needs

Alignment of ECS/EDUC programs to support P-3 credential

Update COR to include CAP alignment and inclusion of TPEs

Revise course (ECS 311) revise to be Lang/Literacy Focused

Expand Lab School operations to support student access

Completion of ECS 6-year program review action plan

# Agency Updates

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What do we need to know?

# Workforce Readiness—How can we support you?

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- How can the Early Childhood Studies Program better prepare your workforce?
- What are new trends, requirements, and/or regulations?