



# Early Childhood Education

Program Review



# ECE at a Glance



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We offer a wide variety of courses that meet requirements for Certificates, Degrees, transfer to CSU and the CA Child Development Permit

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We provide a foundation for careers in education, speech pathology, nursing, recreation, and psychology

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Course alignment with CA Community Care Licensing regulations, the CA Child Development Permit issued by the CA Commission on Teacher Credentialing, and several CA State University degree programs

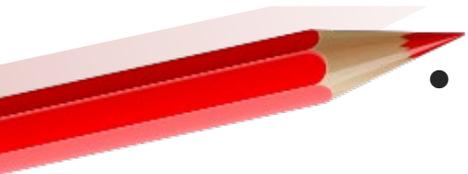
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We offer 2 degrees and 8 Certificates

# Supporting the ARC Mission



- We support student success via workshops, mentoring, and by partnering with student support programs such as Punte, Umoja, ESL Center, Beacon tutoring and HomeBase
- We provide student-centered, inclusive instruction that embraces reality andragogy and inspires critical thinking and self-reflection
- We are committed to equity and social justice through equity-minded education, and align our curriculum and departmental initiatives with the goals of anti-bias and anti-racist education
- We advocate for policies that support ECE in Sacramento and the state of California
- As part of the U.S. Department of Education CCAMPIS grant, we provide support and workforce entry training for families at the ARC Child Development Center
- We stay current in our field by engaging in professional development, presenting at conferences, and publishing research in the field of ECE



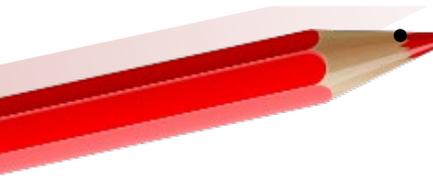
# Equity and Social Justice

- The PRIDE center was established, in part, due to the committee participation of one of our faculty members as a founding member of ARC's first LGBTQ Subcommittee. This committee also established gender neutral restroom maps, institutionalized the use of preferred names on class rosters, ensured that ARC had an AB620 LGBTQ Liaison and that our LGBTQ population was addressed in the Student Equity Program.
- Designated sections of ECE 314 and 430 are recommended Puente and Umoja courses, and we are in conversations about creating cohorts for students in all learning communities
- Faculty have completed the Equity Data Training, the ARC Understanding Your Individual Course Data Training, the Equity Action Institute, the ARC Equitable Grading Training, the ARC Equity & Culturally Responsive Online Teaching Institute, and the Developing an Equity-minded Syllabus Training
- We now require ECE 430: Culture and Diversity in ECE in 7 of our 8 Certificates

# Equity and Social Justice

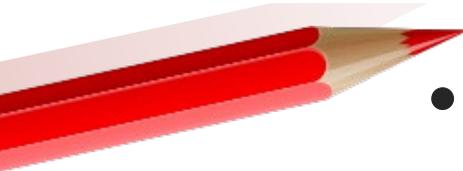


- One faculty member completed the 4-week Black Ally Program, "Dismantling Anti-Blackness on Your Campus: Core Competencies for Allies" through CORA Learning, and more are set to enroll in the Black Minds Matter course
- We collaborate with the ARC Library on the Children's Peace and Diversity Book Collection, which was founded by two ECE faculty members
- We center equity in curriculum development, teaching practices, departmental meetings, and professional development opportunities
- In support of the ARC DI Report that found disproportionately impacted students are seeking more individual support from faculty, we advocate for smaller class sizes
- We created a Black Minds Matter Module, as well as a Diversity, Equity, and Inclusion in Teaching Module within our ECE Department CANVAS site



# Goals Achieved

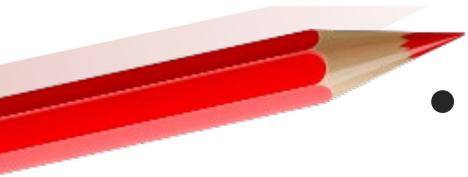


- In partnership with the Teacher Education Department, we now have a Future Educators student club
  - We now embrace data-informed approaches to planning, decision-making, and resource allocation, including using Ad Astra to inform scheduling
  - Using a new course rotation document which is shared with counselors, we strive to offer all courses needed for program completion on a predictable schedule
  - Various faculty have completed the ARC Online Teaching Institute, Los Rios Foundations of CANVAS Course Design course, and the ARC Accessible Course Creation Academy
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# Goals Achieved Cont.



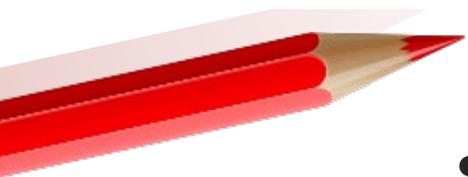
- Two faculty members have aligned online sections of ECE 312, 314, 331 and ECE 430 to the California Virtual Campus Online Educational Initiative Online Course Design Rubric and were awarded the Quality Reviewed badge for courses they authored and aligned through the Course Design Academy (CDA) process
- We now provide more easily recognizable pathways through ARC after deleting 5 certificates and 6 courses, and streamlining the remaining Certificates
- Course offerings have been adjusted to meet the needs of our working students and student parents, with more online and hybrid sections being offered
- The newly created ARC ECE Faculty CANVAS is now used regularly for departmental communication



# Goals Achieved Cont.

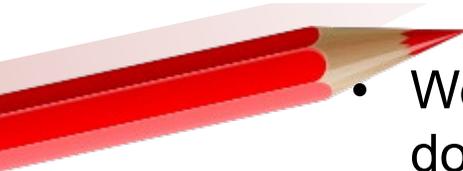


- We executed a contract with San Juan Unified School District to provide ECE units to teachers seeking employment as Transitional Kindergarten teachers, and are now in our 3<sup>rd</sup> cohort
- We established an MOU with San Juan Unified School District to allow student placements in inclusion classrooms for our new course ECE 401 Field Experience in Inclusive Settings
- Through the Sacramento County Office of Education SacE3 grant we are providing ECE units to teachers seeking employment as Transitional Kindergarten teachers, and providing our students with related career guidance
- The college executed a contract with SETA and City of Sacramento to establish ECE Apprenticeship programs
- We have articulated ECE 300 and ECE 312 with San Juan Unified Sunrise and Creekside Adult Schools





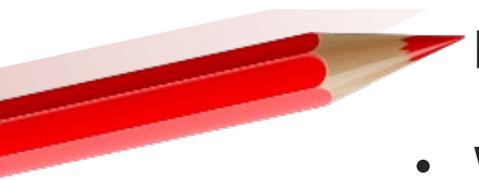
# Strengths

- SLO assessment results indicate that all or most students achieve the course SLOs
  - We exceeded our Department Set Standards (DSS) for success rates
  - We are a grant partner with local school districts and the Sacramento County Office of Education to provide working students with tuition assistance and the courses needed to further their careers in education
  - We collaborate with our sister colleges in the Los Rios District, local school districts and CSUS to develop educational pathways for students
  - We now practice data informed course scheduling, and now use a course rotation document so that we can ensure we are offering all courses on a timely and predictable schedule, and are able to provide counselors with projections
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# Strengths Cont.

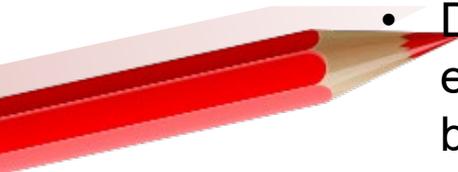


- We successfully responded to historic challenges in our field caused by the COVID 19 global pandemic, such as transitioning all of our courses online, including our difficult to convert lab classes
- We continue to support our Child Development Center (which has just received accreditation status through the National Association for the Education of Young Children) and we provide high quality lab experiences for students
- Our department helps students to develop self-reflective, professional and ethical practices that foster positive relationships among children, families, and colleagues
- We work with the ARC Research department to collect student feedback on our courses and programs, with a focus on supporting the success of our DI students
- We added two virtual ECE tutors to the Cranium Café



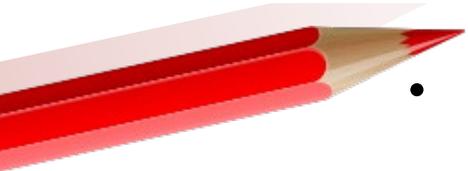
# Challenges



- Disproportionate Impact for success rates, AB rates, and drop rates remain a challenge in many courses, particularly for males, African American and Latinx students, and in courses with larger class sizes
  - ECE faculty experience secondary trauma from our students, often due to the nature of our course topics
  - Chancellor office goals do not always align with college administration goals in terms of wage outcomes for students. Members of our department struggle with the pressure to recruit students for programs that result in low wages and poor working conditions
  - Due to lack of support positions and adequate staffing, our department struggles to meet the ever-changing demands of our field, and the additional demands placed upon us that extend beyond the time that we are compensated for
  - The college executed contractual agreements for apprenticeships and contract education courses, without first ensuring that we would be able to staff the courses and deliver on promises. We need our replacement position filled and/or the hiring of additional adjunct to meet these obligations.
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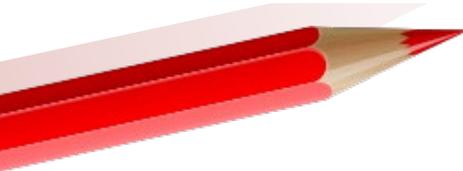
# Challenges Cont.



- Our department is not able to meet high student demand for online courses and online office hours due to college scheduling demands and contractual constraints
  - Because we are categorized as a CE program, our department struggles to protect early childhood education as a valued academic field of study, where education is a form of liberation, not simply a way to produce workers that align with industry demands
  - Adjunct faculty do not participate in ARC equity focused professional development activities in high numbers
  - Lack of dedicated classroom space at Natomas Center
  - Our department struggles with high class maximums that make it difficult to maintain a high level of interaction with each student
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# Needed Supports



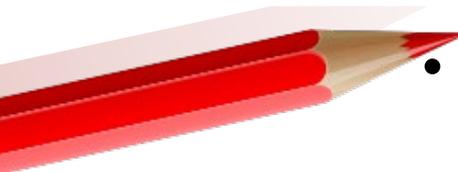
- Additional full-time and adjunct faculty
  - Reduced class sizes
  - Funding sources and release time (once we are adequately staffed) to help support the work of our faculty and compensate adjunct faculty for professional development
  - Regional Strong Workforce funding for a district wide ARC ECE Career Navigator to assist students with questions about ECE career pathways, Degree and Certificate program qualifications, California Child Development Permits, and funding resources
  - Additional counselors and at least one designated ECE counselor
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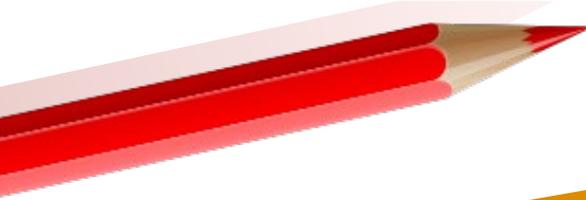
# Needed Supports Cont.

- Dedicated classroom space at Natomas Center, and potentially additional classroom space at ARC main campus if our in-person offerings continue to grow (we lost our HEDU 701 room due to construction)
- A contract that allows us to meet student demands for more online classes and online office hours
- Increased training for faculty so that we are better able to measure and improve DI outcomes, and use data in planning curriculum and program initiatives
- Increased transparency and communication between department and college administrators regarding new initiatives that may impact faculty workload
- Normalization of self-care for faculty, and support for additional self-care and wellness topics in our curriculum and programming

# Vision



- The ECE department will conduct regular comprehensive reviews of our Certificates and Degrees, ensuring that they prioritize student equity and align with real world pathways to careers in education
  - The ECE department will conduct regular comprehensive reviews of our curriculum, ensuring that our curriculum is current, culturally relevant, and anti-racist
  - The ECE department will engage in equity focused professional development, which will include a focus on developing OER materials, improving individual DI outcomes, and self-care and wellness curriculum for both students and faculty
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Thank You!

Early Childhood  
Education

