

**EARLY CHILDHOOD EDUCATION
ADVISORY COMMITTEE MINUTES**

**Friday, February 7, 2020
11:00 am - 1:00 pm**

Child Study Center, Room 120

Minutes prepared by Heather Rahman

1. Welcome and introductions

Attending members included: Peggy Dodge, Maricruz Aldana, Betsy Fox, Terry DeMartini, Vanessa Franco, Susanne Kreuzer, Kelsey Lombardi, Genevieve Sollecito, Barbara Levinson

Peggy welcomed the group and ask everyone to introduce themselves.

Susanne Kreuzer gave a brief overview of "Help Me Grow Marin", a new community program. The Help Me Grow system has been identified by First 5 Commissions to be the perfect framework for advancing local Early Identification and Intervention efforts and unifying our collective message that California must do better to ensure children are linked to the support they are entitled to receive.

<https://helpmegrowca.org/index.php/help-me-grow-california/statewideexpansion/>

2. Child Development Training Consortium grant

Peggy explained that one of the duties of this group is to serve at the Child Development Training Consortium Grant steering committee. The ECE program at College of Marin is awarded this grant, and the funds are primarily passed to the students. The students gain eligibility from working in licensed facilities and as TK teachers. Early in the semester students can apply online. She reported that ECE program at College of Marin "over-earned" meaning employed students enrolled in more than 250 units which is the base requirement to receive allocated funds. The program was awarded 57.5 additional units totaling 307.5 units to expand after meeting the minimum requirement. In 2019-20, one-time funds have increased CDTC allocation from \$25.00 to \$26.00/unit. With the awarded additional funds from the CDTC, all students received grant stipends. This allows

the ECE program to potentially increase student grants by \$1/unit, from \$23.00/unit to \$24.00/unit for 2019-2020. The remainder of the funds will be dedicated to the program.

If a college doesn't use their allotted 250 units, the remaining units are granted to other colleges. She explained the program can apply for additional units surrendered by other colleges by March 30, 2020. The fiscal year dictates the firm deadline for Spring each year regarding employment verification and the application deadline. It's very important that students meet their deadline for submitting employer verifications. No grants can be awarded without employer verification printed, signed and turned in to the ECE instructor or to Peggy Dodge. Eligible students receive stipends from this grant when meeting employment and education requirements. "Working" is defined by who signs the employment forms. The students can go online to fill out their application, and they can print their employment verification.

https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm

She asked the committee members if they have employees or if they are taking classes this semester to please encourage all to submit student profile information for the CDTC grant and help to ask staff to submit required employer verification form before the deadline. Some student's complete online applications but never submit the signed employer verification. Most common omissions include verification individual title, license number, funding source information, program funding received, and agency center type.

The students receive the funds from the CDTC grant, the college will review their student account before cutting their checks. If the student owes any money to the College, the college will deduct from the funds. Therefore, the timing of the checks can be reduced more significantly if it aligns at the time of registration. The conflict exists with an award letter is mailed to the student announcing a certain amount of money awarded, but the payout differs from what the student thought they would receive. Students fees can deduct the entire CDTC allocation. Also, the unpaid fees will deem the student ineligible for the funds if their college accounts are frozen.

Peggy asked the committee members to remember if their interacting with students that they check their COM email for the reminders and communications about paying their tuition and fees and to fill out the evaluation survey.

Peggy is asked if the committee would consider student eligibility policies, as follows. Any students in ECE are covered and those also taking general education (GE) classes. If a

student is majoring in ECE, and is currently only taking GE classes, we still want to support them under the eligibility for the CDTC funding of \$24.00 per unit as long as the student completes with a grade of "C" or better. In discussing this option, the committee responded positively. Presumably these students have completed the ECE requirements and are finishing their classes with the remaining GE classes.

Peggy asked for approval for eligibility changes. All approved. All were in favor in support of the student eligibility policies.

2 $\frac{1}{2}$. Education Law Changes Effecting ECE (AB 705)

Peggy Dodge and Karen Robinson spoke about changes involving the elimination of Math and English placement testing according to AB705. Placement testing is no longer a requirement for math and English to go into college classes, and the implementation of this law began this year.

<https://assessment.cccco.edu/ab-705-implementation>

The intent of this law is to build equity. However, a gap definitely remains in the students meeting demands of some of the more rigorous classes. The law weakens math and English screening and eliminates initial minimum level of understanding to take math and English college courses. This influence many of the ECE students to where it seems they can achieve a level of education for a certificate, but they do not earn a degree due to the rigor of math and science.

Peggy and Karen described Math and Statway (<http://ss.marin.edu/assessment/math-and-statway-courses>) as a good option for many students to gain confidence. This provides learning Math through a cohort. The committee asked in Statway could be offered in the evening hours or the lower math classes? The classes tend to offer in day in order to preserve the class and secure a better chance in meeting the enrollment headcount. For the workforce, the students will not finish because of work. But the departments will stay in the less path of resistance to preserve the units. Clearly, there is an institutional barrier.

The math department created not-for-credit classes where doesn't help the students who would take advantage of the funding. The committee members decided to write to Carol Hernandez and Maria Coulson asking for Math 101. To prepare students for Math 115,

statistics. The committee pointed out that it seems strange to put emphasis on the higher-level math as opposed to lower bridging class at a Community College.

Peggy directed the meeting to discuss student evaluations. Answers were shared from last year student evaluations in a handout. Peggy stated students can fill their application and evaluation in Spanish. The evaluations are sent to students via email, so it is important students check their COM email account.

3. Ethel Seiderman Institute for Excellence in Early Education

The Ethel Seiderman Institute for Excellence in Early Education is a respectful way to honor those who work in the ECE field. Terry DeMartini explained. Back in 2014-15 the COM BOT agreed to this institute to be established with COM. Ethel Seiderman was an important influence in getting this foundation launched. Hence, the name was decided as the Ethel Seiderman Institute for Excellence in Early Education.

The purpose is to provide advanced professional development in the ECE field. For the first couple of years members involved focused on training. Then the infrastructure of the institute was evaluated as far as the communications to explain the benefits.

Now Corrina Dyliaacco Calica, Peggy Dodge, Lyda Beardsley, and Terry DeMartini have developed a 3-year plan for the institute. Currently Peggy and Terry are thinking about the workplan to implement in the next 6 months. Many in Marin are strong supporters of this institute. This is a fundraising effort in support of Early Childhood Education and invigorates the efforts of all ECE educators of our community.

4. Early Childhood Education Community Workforce project

Maricruz provided an overview of Early Childhood Education Community Workforce project. She described the wrap around support services available to students in ECE through this funded project. Support teachers are closely working with the students in the cohort classes. The cohort model really works to help further the effort of people potentially earning their Associate's degree where issues of income and transportation are hurdles. Maricruz hopes that the program expands. She is currently with 25 students where 25 is the limit for any one coordinator to assist. There is room to grow and add support. She explained one cohort is nearing the application date in June for their

teaching Associate's degree. Without the added support, the students would likely not be successful in their education pathway.

Maricruz currently works with counselors, enrollment services and teachers to build a strong network of support for the cohort students. Funding support comes from the Perkins and Strong Workforce grants to help pay. The project builds equity and provides greatly needed support to help students complete their program.

Peggy explained about the different programs which is trying to help the children who are not exposed to any education prior to Kindergarten.

Marin Promise and West Marin Kindergarten Readiness Group have been trying to reach out to this population. West Marin would like to have College of Marin ECE to offer a Child Community Education class as a satellite class to help the families. The College of Marin faculty would be our contribution in collaborating with them. This will contribute to the 12 units potential teachers need.

5. COM ECE Enrollment

Peggy announced what enrollment headcounts have been for the Early Childhood Education program and College of Marin.

- Overall COM Enrollment has been flat through Fall 2017-2019 with 3100 credit students and Spring 2018-2020 with 2960 credit students.
- ECE enrollment low over long-term significant decline from over 200 students per semester.
- Fall 2019 ECE enrollments were up slightly (174 students/630 units) from Fall 2018 (160 students/544 units).
- However, Spring 2020 enrollments were down (176 students/631 units) from Spring 2019 (193/714).
- Summer 2019 enrollments were also down due to ECE cancellation of a 3-unit and a 1- unit class (Exploration/Discovery and circle time).

Peggy explained when the classes experience low enrollment the classes are at risk to be cancelled. Currently, ECE 222, Special Needs is low. The committee discussed possible reasons for lower enrollment. This could be because the class is offered at IVC at night where transportation is more difficult. The committee members have been concerned with the darkness of the IVC campus at night.

The confusing names of some of the classes could contribute to low enrollment as well. One example would be ECE 226 Exploration and Discovery was listed incorrectly as Exploration in Math and Sciences class.

6. Community feedback

Peggy asked the committee to share feedback to her via email about how the students show up in the workforce as far as strengths and weaknesses of those working and what skills does the workers need. Maricruz added soft skills would good to elaborate about. They are Important examples shared were students showing up on time and feeling confident in what the employee is doing is valuable in work.

The meeting adjourned at 1:05 p.m.