

GUIDED PATHWAYS ECE UPDATE

Spring 2019

Clarify the Path: System

Questions:

1. Are our courses aligned and clearly mapped out from a student's perspective?
2. Do we have a clear Pathway that leads to employment opportunities in the ECE Workforce and/or that allows students to seamlessly transfer and continue their education?

Resolve:

* Courses are numbered to be in order so that students can navigate which courses to take and which order.

- Streamlined A.A. requirements
- Effective foundation
- Clear Introduction and Capstone

Clarify the Path: Guidance

Question:

1. Is information about our program easily accessible, available and appealing to prospective students

Resolve:

- * We need to add to our website to include:
1. Faculty bios and pictures
 2. Local Employment opportunities
 3. Professional Development opportunities
 5. Additional links to Advocacy groups and committees; Salary and Workforce statistics



Why Study ECE at College of the Siskiyous

- Flexible schedule: Enroll in courses at your pace
- Program has strong faculty leadership, guidance, and vision
- Program requires field work, you leave with experience in the classroom
- Courses offered in traditional classroom setting, online and hybrid (combination of face-to-face and online)
- Courses offered in the evening to accommodate the working student
- Rewarding professional career attainable with a degree in two years
 - Our courses align with the requirements for State of California Child Development Permits.



Clarifying the Path: Curriculum

Question:

1. Is the curriculum developmentally appropriate and designed to scaffold learning?

Resolve:

- Use Annual Program Review to review coursework monitor classroom activities and signature assignments
- Complete ECE Competencies Mapping Tool to determine where and to what extent courses and trainings align with California's ECE Competencies.
- Focus On
 - Scaffolding
 - Consistent Learning Outcomes throughout the Program

Enter the Path: Outreach

Question:

1. Are we connecting with local high schools, early education programs, and re-entry students to meet their time and skill needs?

Resolve:

*To be visible and more accessible to students:

1. College Day
2. High School Pathways
3. Equity Fair
4. Advisory Committee
5. Update our CAP to include CAP Expansion and CAP TK
6. Welcome Week



Enter the Path: Dual Enrollment

Question:

1. Are we meeting the needs of our diverse student population?

Resolve:

- Pursue continued Videoconference opportunities through all county school districts
- Pursue work with the Karuk Tribe
- Pursue work with HS to develop classes most appropriate to their home visiting teams.



Stay on the Path: Workforce Support

Questions:

1. Are students given opportunities to “test drive” what being a future educator will be like (e.g. fieldwork experiences, internships and apprenticeships)?
2. Are students taught both hard and soft skill sets that are necessary for employment?
3. Are students meeting with and interacting with ECE professionals who currently are working in the field?

Resolve:

- Continue to collaborate with Discovery Child Development Center at COS and with local ECE programs, and TK-12 school sites for practicum experiences.
- Take advantage of our CECMTP coordinator to support our Mentor Teacher Program.
 - *Provide professional development workshops and presentations outside of the classroom
 - *Incorporate guest speakers inside the classroom: parent panel; career pathway panel
 - *Post employment opportunities in the classroom
 - *Incorporate observation assignments into each course

5-10-10

How Would You Describe Your Skin Color?

Elijah: "It's brown. My Mommy's look the same."

Max: "That's my Mommy's hand print, Nana, and mine. I'm browner than my sister."

Gia: "Kiara's skin a little bit brown. Max is darker and mine is a little bit darker (puts her arm next to Amaya)

Kiara: "Gia's skin little white." (Kiara places a white colored pencil next to Gia's skin)

Levi: "My skin is sand color."

Catherine: "Look! My skin matches Colin."

Colin: "Yeah, our skin is the same color. They match."

Sabrina: (speaking to Xan Xan) "Daddy is more of a marshmallow color."

Jimmy: "My skin is brown. Grandma was same. Everyone put a different kind of color. Some are same and some are different."

Ben: "I see Levi's, Weston's, Benaiah's, and Kelsey (hand prints). It's a little bit light and a little bit dark. My mom's skin is lighter and my skin is darker."

Kei Na: "My skin is peach color."

Aafaf: "Brown."

Feb. 2019

Stay on the Path: Student Support

Question:

1. What resources are students given to be successful and motivated to stay on track through completion of their goals?

Resolve:

- *Provide Stipends through Child Development Training Consortium
- *Offer work study opportunities on and off campus so that students can work directly with children and families, as well as develop advocacy awareness
- *Maintain more On-line Courses
- *Continue to provide accurate Career and Academic Advisement
- Create and scaffold 6 week focused cohorts for core classes.

Ensure Learning

Question:

1. How can we be certain that our students are learning specific content, and that they are developing the skills to be intentional teachers and future educators?

Resolve:

- *Incorporate a Capstone Project in more than two classes.
- *Continue to offer opportunities to work directly with Mentor Teachers who will supervise and support students as they implement developmentally appropriate activities in a classroom environment
- *Support faculty by offering / funding Professional Development opportunities so that they can be up to date with current policies as well as implement best practices