

# CCCECE ShoutOut! 2011-2012 Year

August 8, 2011



Sent on behalf of Joel Gordon, CCCECE President:

## **CCCECE Shapes Its Agenda for the Coming Year**

As we start this year, I thought it would be helpful to define where CCCECE wants to go as the Voice for community college early childhood faculty, staff and administrators. We all know these are perilous times as we face severe budget cuts and attacks on both the role of higher education in workforce preparation and the value of degree programs in providing good early childhood education. At the same time, the body of knowledge in our field continues to grow and there is a growing recognition by the public of the critical value of early childhood education in supporting individual growth and undoing many of the injustices in our society. Does anybody else feel like we're all living in some sort of Dickens novel?

Before looking ahead, I want to take this opportunity to once again thank Past President Kathi Cliff for her work over the last four years. Her leadership has left our organization in an unprecedented position of strength. Working closely with the executive board, she has created a strong infrastructure of active, productive committees and a sound financial base. The work we are about to do simply couldn't be done without her creative, wise work and the efforts of a committed board.

As an organization, we are now in a position to continue to offer important regional meetings, which will address the most current issues we face, whether in teaching, administration, or policy. So much is happening on a state level the development of an ECE workforce registry, the mapping of ECE competencies, the reformation of the Early Learning Advisory Committee (ELAC), attempts to restructure quality improvement dollars that threaten critical programs like the Child Development Training Consortium, the Early Childhood Mentor Program, PITC Demonstration Sites and other valued programs- we are ready to step up and provide a unified voice on behalf of the state's community college ECE faculty. When important policy decisions need to be made CCCECE should be there!

At the board's May retreat and in subsequent committee phone conferences we have committed to the following steps in the coming year:

1. Supporting departments in the creation of new ECE Transfer Model Curriculum. The approval at the end of spring of a model curriculum lays out the pathway for this new CAP-based transfer degree. Special thanks go to Patty Dilko and Dianne Chiabotti for their leadership in the Academic Senate in making this happen. I received several comments from faculty in other disciplines about the leadership the Child Development/ECE played on a state level in providing the model for SB 1440 as CAP rolled out. We will be providing support for the creation of these new majors at our Fall Regional meetings.
2. Supporting our lab schools. It's no secret that our lab school/practicum sites are being heavily hit by budget cuts. In addition to the 11% cuts we are currently receiving from CDD (or more accurately, the legislature), many programs that also received subsidies from their district's have found those resources either eliminated or severely cut back. Many programs are closing classrooms or shutting down their program altogether. This fall we would like to develop

strategies that will help defend and support this essential part of our program. It's our intention to begin by surveying ourselves about the state of our lab schools and the best practices that we exemplify. *Begin thinking about what it is that you want to know about lab schools and practicum classes in our system, and we will start crafting a survey at our fall regional meetings.*

3. Support and integrate the work of the ECE Competencies Integration Project (CIP). This project, which you'll be hearing much more about, is charged with developing a tool to assist faculty in mapping how and where the newly-released Early Childhood Educator Competencies are covered in the classes we teach. What's notable about this project is that Higher Education (equal groups of CSU & Community College faculty) is leading this 2-year project. We were listened to and now the results will be in our hands. *An update will be presented at our Fall Catalyst and Regional meetings by CIP Regional Coordinators.*
4. Grow our membership. Simply put, Together We Are Better. The more members we have, the more effective CCCECE can be as a voice for our faculty. As you share with your colleagues the growth and success we've had so far, please encourage them to join with us. *Find a colleague to bring to the Fall meeting, and sign them up as members*
5. Become a stronger and more authoritative voice on ECE public policy, especially as it relates to workforce development and education. Already at this early point in the year, CCCECE has appointed representatives almost every policy and advocacy group in the field of ECE. They will ensure that the issues and priorities of our group are heard and that others understand that our voice is an important one in shaping policies. Additionally, we have committed to developing position statements on:
  - a. Transitional Kindergarten. While I think we can find general agreement that the idea of the transitional kindergartens (which begins implementation this year) is a good idea, there is a significant question as to whether or not the current law is correct regarding the education and training of the transitional kindergarten teachers. Currently the law states only that you need to have a teaching credential, but does not require any units in ECE or child development. Thus an elementary or secondary teacher with no background in appropriate curriculum or an understanding of how children learn at this age could be assigned to teach a transitional kindergarten. *We hope to bring a position statement to the board for approval at our October board/catalyst meeting.*
  - b. Minimum Grades. Changing licensing regulations to require a minimum of "C" grade from an accredited institution. As you are probably aware Title 22 licensing regulations require only a passing grade (meaning "D" or better) in any of the required units. Additionally, it doesn't specify that the grades need to come from a WASC accredited institution. *A position statement on this topic will be developed this year.*

These position statements are important because they allow us to advocate more effectively for positive change and ECE workforce development as we work with other policy-making organizations and legislators in the state.

Finally, kudos to two special Friends of CCCECE.

\***Patty Dilko**, our current Public Relations Chair, has created and maintained our website. If you haven't visited [www.CCCECE.org](http://www.CCCECE.org) lately, check it out. It has a wealth of information about our organization and links to many resources.

\***JoAnn Driggers**, of CA State Family & Consumer Sciences, has once again stepped forward and agreed to fund our work in the coming year.

Thanks to you both--we couldn't do it without you!

It will be a great year, and I look forward to seeing you all soon-

Joel Gordon, President CCCECE