

Program Research & Recommendation

New Program Proposal Form

New Program Title: Early Childhood Education—Spanish

☐ Degree ☒ Certificate

***See program description below**

Initiator: Education, Child, and Family Studies Department

Desired Term: Fall 2021

Contact Information:

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- Irma González Cuadros, gonzalez-cuadrosir@butte.edu
- Carrie Roberson, robersonca@butte.edu

For over 30 years, as early childhood education (ECE) professionals in the field and professors in the college classroom, we have been serving Spanish-speaking early childhood educators and college students. There is not only an established history of serving ECE Spanish-speaking students at Butte College but also a shared commitment to teaching among department faculty as well as passion and decades of related experience. To be able to continue effectively offering ECE coursework in Spanish, it has become exceptionally evident that a Spanish ECE program should be formally created, rather than offering courses in Spanish. It is our sincere hope that with a careful analysis of student need, alignment with Hispanic Serving Institution plan, and department faculty commitment, the PRR committee will support the department in pursuing the creation of a Spanish ECE program.

Program description:

The field of early care and education is a dynamic and growing area of study for students who seek to work with young children up to age eight. Students who complete a certificate or degree in ECE will achieve competency in promoting an understanding of child development and learning, building family and community relationships, implementing developmentally appropriate curricula while learning about child assessment systems, teaching in a diverse society, and becoming lifelong learners.

Certificates:

- Early Childhood Education (12 units) **and**
- Certificate of Achievement in Early Childhood Education (24 units)

Potential need for/interest in program:

- Alignment with institutional initiatives
 - College mission and vision, focused specifically on diversity, equity, and inspiring diverse learners

- Student Equity program— “committed to fostering diversity, inclusion, and equity while promoting a campus learning environment that encourages and supports all students in persisting toward their educational goals by increasing their retention and graduation rates”
- The college’s Educational Master Plan, as part of the SWOT analysis, specifically mentions the serving Hispanic students as a strategic opportunity
- Builds on or enhances existing programs by allowing the college to serve Hispanic students, with additional Spanish-speaking faculty, staff, and bilingual resources
- Supports the college’s Hispanic Serving Institution designation and implementation of PUENTE and TRIO programs
- Education Code, or Title 5, provides guidance for program offerings in another language (e.g., legislation and regulations codified)
- Workforce needs and demand
 - Early Childhood Education Advisory Committee recommendation/workforce needs for Spanish-speaking early childhood educators
 - Strong Workforce LMI data indicate high and growing demand for early childhood educators
 - Third of top five sectors by employment size related to ECE
 - Program Review (2019) recommendations to bolster ECE Spanish offerings
 - Program Advisory (ongoing) committee recommendations for more Spanish-speaking graduates with ECE units
- Student needs and demand
 - Courses offered 2008 to present (student data on completion can be made available through the research office upon approval by PRR Committee)
 - Student testimony of continual need, both within and outside of Butte College’s service area
 - Migrant farmworkers, supporting our local food system with young children continue to have challenges finding early childhood centers with Spanish-speaking teachers
 - Student need and demand have also been articulated by those who support larger cohorts of Hispanic students, such as Anna Ortega-Nieto from International Academic Counseling, Krista Collett at the Glenn Center, and a range of other ESL colleagues across campus
- Statewide need for Spanish ECE programs highlighted by professional associations
 - California Community College Early Childhood Educators
 - California Association for the Education of Young Children
 - California Association for Bilingual Education
- Future growth of program would allow the department to offer the following:
 - Course sections at satellite campuses to meet the needs of students living in rural areas with limitations to travel and time
 - Evening and weekend course offerings to tailor to needs of working professionals
 - Online courses to meet the needs of Spanish-speaking ECE students throughout the state, with limited options available
- Previous funding to illustrate ongoing funding support and viability
 - Unit plan requests
 - Student Equity funding
 - TRABAJO grant funding
 - Academic Senate for the California Community Colleges Open Education Resources/Zero Textbook Cost grant focused on Spanish resources

Program needs:**General fund requirements:** TBD

- Coordinator (full time):
 - Compensation: \$10,000 stipend + 50 percent reassigned (as per Coordinator MOU in BCEA contract)
- Or, Coordinator (part time)
 - Compensation: TBD
- ESL Student Support Specialist (as per 2019 Program Review recommendation)
 - Compensation: TBD
- Instructional forms (e.g., lab guidelines, lab forms, mentor packets, instructional materials, marketing documents, student services, evaluations, presenters)

Facility/space + equipment needs:

- Designated SMART classroom space with storage for materials/equipment
- Designated space for lab activities that require no carpet and require access to sinks/cleaning
- Access to student services at satellite campuses/PM services

Additional materials and technology to support Spanish-speaking students (textbooks, instructional videos, personal devices/software for students, whisper system/associated contracts for translation, other TBD)

Electronic signatures:

(Note: Due to COVID-19 restrictions, please consider our names and email addresses listed below as electronic signatures)

- Dr. Shaun-Adrián Choflá: choflash@butte.edu
- Irma González Cuadros: gonzalez-cuadrosir@butte.edu
- Carrie Roberson: robersonca@butte.edu

Date: April 15, 2021

Return form to Office of Instruction: SAS 214

(Note: Due to COVID-19 restrictions, this form was sent to Heather Rau: RauHe@butte.edu)