Northwest Community College

Early Childhood Education: child care education for the Northwest

a follow-up report to
the ECE Program Review
April, 1999

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1. Introduction

Importance of Quality Supplemental Child Care and Increasing Demand for Child Care

A Report On the Health of British Columbians: Provincial Health Officer's Annual Report 1997 states:

"The quality of care children receive, during their preschool years in particular, is linked to their success in later life... In fact, the most important intervention to improve the well-being of children, after reduction of childhood poverty, is the provision of stimulating and supportive care." (p. 33).

Early Childhood Education (E.C.E.)

Early Childhood is defined as the first stage of a child's life, from birth to eight years of age. **Early Childhood Education** implies a philosophy of care for children in this age group which, more than being simply custodial (babysitting), supports children's healthy, well-rounded development. In British Columbia, **Early Childhood Educators** are legally defined as individuals who have completed post-secondary "basic" training requirements and have a certificate from the Child Care Facilities Branch of the Ministry of Health. Additional "post basic" training is required in British Columbia for certification as an **Infant/ Toddler Educator** or **Special Needs Educator. Family Child Care** providers, who care for five or fewer preschool-aged children in their own home, are not currently required to have post-secondary training. Notwithstanding, the B.C. government recognizes the value of training and has supports **Family Child Care** training programs.

Increasing Demand for Child Care

"In British Columbia, as in other provinces, demand for non-parental child care arrangements continue to grow as a consequence of the changing nature of families and society... Over two-thirds of women with children under age 6 participate in the paid workforce." (p33).

In addition, it is becoming better understood that public funding of good quality child care services save taxpayers money! A study of low-income urban children in the United States found at-risk children who received good child care were more likely to finish high school, stay out of jail and off welfare, and saved taxpayers seven dollars for every dollar spent. A 1998 Canadian study (Cleveland & Krashinsky) found that good quality child care for all income groups saved two dollars for every tax dollar spent.

Where Early Childhood Educators Find Employment

The Child Care Licensing Regulation (Child Care Facility Act, 1989) outlines staff qualifications for various age groupings of children in care. Centre-based group care (both **day care** and **preschool**) for children 30 months to school age requires the supervisor to be registered as an Early Childhood Educator and additional staff to be enrolled in training. Supervisory staff in **Infant/Toddler centres** require certification as Infant/Toddler Educators. Supervisory staff and **Supported Child Care workers** in **specialized centres** require certification as a Special Needs Educator. Certified early childhood educators often work in their own home which may hold a license as group or **Family Child Care programs** or preschool. Early childhood educators are employed in **Aboriginal Head Start** programs and on-reserve day care centres and nursery schools. Early Childhood Educators have also found employment in public schools as **Special Education Assistants**, in **Out-of-School programs**, and in **Preschool, Child-minding and recreation programs**. Early Childhood educators are employed as regional **Community Care Facilities Licensing Officers** and as **Child Care Resource and Referral Consultants**.

2. Child Care in the Northwest Community College Region

The Picture of Licensed Child Care

Over the past 5 years, the face of licensed child care in the Northwest has changed considerably. The infusion of provincial and federal capital grants into the Northwest, as well as private development of child care services, has resulted in a substantial increase in child care space. Table 7 of the Provincial Child Care Survey (1997) shows regional comparisons of licensed centre-based child care spaces by the numbers per 1000 population. Since 1993, the number of licensed child care spaces per 1000 children has increased from 33 to 53. Despite the increase the Northwest still ranks fourth lowest of twenty provincial regions in the number of licensed spaces per 1000 children.

Another disturbing statistic is the number of children not cared for in licensed facilities. Table 7 identifies 20,646 children under 13 years of age in the Northwest. Current data shows two-thirds or 13,600 require child care due to working parents. Currently the Northwest has 1090 licensed spaces. This means that 12,500 children under 13 years of age are in unregulated child care arrangements.

Employment Opportunities

The provincial comparison and the shortage of regulated child care demonstrate that there is still considerable room for expansion of licensed child care spaces and consequently expansion of employment opportunities for early childhood educators in the Northwest. Staff turnover in centre-based care, shown in Table 57 to average 19% annually, also continues to be a potential source of employ-

ment as care providers are replaced.

The economic health of Northwest communities is directly impacted by the availability of child care. The average age in Northwest communities is younger than that in the southern part of the province and birthrates continue above the provincial average. Based on these demographics, child care will continue to be in demand and provide an employment opportunity for some time to come.

Economic Impact of Child Care

The Ministry of Children and Families regional profile for Northwest (PCCS, 1997) includes statistics related to enrollment numbers, fees for service and rate of provincial subsidy. These figures point to the economic value of child care to communities and represent both regional and provincial moneys. The wages of qualified Early Childhood Educators working in licensed child care facilities represent a combined payroll in the range of $3 million per year in the Northwest region.

First Nations and Aboriginal Head Start

Development and expansion of child care facilities has also occurred for First Nations children, both on and off Reserves, and including day care and pre-school/Head Start programs. Building of more child care facilities have been approved for Greenville, New Aiyansh, and Morricetown.

3. What the Early Childhood Education Department Does

Programs Included

The Early Childhood Education Department of Northwest Community College offers a range of courses and programs in a variety of delivery modes which correspond to steps in an Early Childhood career ladder and accommodate both pre-employed and currently employed students throughout the College region.

The ECE Department offers a full-time 9 month Basic Early Childhood Education program in Terrace. Regionally, it offers a portion of the Basic ECE program each year by audio-teleconference technology. The ECE Department has offered an introductory course in integrating children requiring extra support in the Basic ECE program since 1981. This offering has been unique in the province.

The ECE Department also offers Post-Basic ECE training in Infant/Toddler and Supported Child Care (special needs) on a part-time basis through audio-teleconferencing, 3-week summer institutes, a combination of teleconference and intensive weekends, and Prior Learning Assessment. Accelerated completion of the Post Basic Special Needs option has been possible due to the *Supported Child Care Transition Project.*

Family Child Care (FCC) training has been offered across the College region in

both larger and very small communities. Most recently the training was offered in Terrace and Smithers. This training is recommended, but not required, for caregivers wishing to provide child care in their own homes. A number of FCC students have entered the full-time Basic program.

The Preschool Aide Training (PAT) program is a modified program with its own course outlines and training goals. A maximum each year of three students participate in many of the regular courses within the full-time ECE. program after having completed a year of Pre-PAT in the Adult Special Education program. The PAT program is unique in the province and attracts candidates from outside the college region. It is also a model for other integrated college programs.

4. Early Childhood Education Program Student Outcomes

Student Demographic

Early Childhood Education students in the full-time Terrace campus program are drawn from all regions of Northwest Community College and occasionally from outside the College region. Currently, the program consists of 14 courses including labs, plus two practica of one month each in duration. The full-time maximum is 24 students, however more students may be admitted if some are studying on a part-time basis. Students are placed in practicum sites across the college region, usually but not always in their home communities.

NWCC Table 1 shows the demographic origins of students, completion, and number of "mature" students admitted over the past five years into the Terrace campus ECE Program. Approximately two-thirds of students entering the ECE program are mature women students. The *ECE Program Review Survey* provides more detailed information about the number of years respondents had been away from school prior to entering the ECE program.

NWCC Tables 2 and *3* show the enrollment, completion and post training career activity for ECE and PAT students following training. Approximately 70% of students in the full-time ECE/PAT programs over the past five years graduated and 88% of ECE graduates and 50% of PAT graduates found employment. Of the 77 graduates in the past five years, 48% enrolled in further post secondary education. The *ECE Program Review Survey* lists some types of employment and further study undertaken by respondents.

Audio teleconference courses have provided another means of meeting the ECE training needs of individuals throughout the College region. *NWCC Table 4* shows the communities, both major and remote, where ATC courses have been received over the past five years.

Entrance Requirements

Entrance requirements into the Early Childhood Program are outlined in the College Calendar and consist of:

Completion of grade 12 English with a minimum of C+

Immunization record and completion of College's Medical Assessment

Documented 45 hours of work/volunteer experience in a child care setting

Completion of application form including a work resume and written statement describing career goals and interest in ECE

Two letters of reference attesting to suitability with children

Completion of criminal record search forms

As part of Student Success, students are required to attend a personal meeting with the ECE coordinator when information and expectations regarding the ECE course are relayed. (not an entrance requirement).

Both the Student Access office and the ECE Department cooperate in the documentation process for ECE admission. The *ECE Program Review Survey* shows general agreement by respondents that the ECE admission process is reasonable. Recently the admission process has been standardized for all programs in the Integrated Human Service Program, however few changes were necessary for ECE admissions.

Student Success

Over the past years, The Early Childhood Education Department has developed a number of strategies to try to maximize students successful completion of the ECE program. These strategies are implemented over the entire training time.

The entrance interview is an important introduction to the ECE program and college life, in that students meet one or more instructors, see the study environment and the array of texts, and have a personal discussion with the coordinator regarding such potential difficulties as funding, housing, transfer credit issues, child care or other family pressures. The potential student often takes time to visit other areas and services in the College.

The first few days of the ECE program are spent in orientation to the ECE program and getting to know fellow students and college services. ECE program expectations and *ECE Student Success Strategies* are outlined in detail and "Student Success" personnel visit the class to introduce themselves and their service. ECE students have an introductory session at the Learning Resource Centre. Students are encouraged to participate in all the Orientation week activities, especially the First Nations lunch and college barbecue.

Midway through the first semester, students are asked to comment in writing about how well they have been able to meet the ECE Student Success Strategies distributed earlier. Students then present their comments in a meeting with the ECE Coordinator and other ECE instructors. This gives the student and instructors an opportunity to discuss in relative privacy any issues, either personal or academic which they are finding to be difficult or contributing to their progress. Brief notes of these discussions are kept in student files for later reference if necessary.

Throughout the training period, student attendance, assignments and overall progress in courses is closely monitored so that problems can be identified and hopefully remedied quickly. Students may be referred to the services of the Student Success office, professional counselling, or any other service which has the potential to support the student. The ECE Coordinator maintains contact with sponsoring agencies if discussions regarding a student's current needs are necessary.

In the event that a student experiences difficulties in ECE studies, particularly with the course load, it is possible to modify the number and selection of courses in order to spread the training period over a longer time span. This has been a real benefit to students with outside family or financial obligations, students who find the ECE course work onerous, or students who find studying fewer courses at a time to be more to their liking.

5. Early Childhood Education Program Goals, Educational Philosophy and Methods

Goals of the ECE Program

The goals of the Early Childhood Education Program are:

1. To prepare students to work professionally with young children and their families in preschool and other child care settings.

2. To train students to a level beyond the minimal licensing requirements.

3. To provide opportunities for personal and professional growth.

4. To prepare students for additional training and education.

5. To provide Post-basic training to enhance students' skill and employment opportunities in specialized areas (Infant/Toddler and Special Needs).

6. To provide regional access to training.

7. To provide Family Child Care training.

8. To explore alternate instructional delivery options.

Department Philosophy

Research on the effects of early education on children is very clear: high quality care, given by well trained staff, in developmentally appropriate fashion is beneficial for young children's social and intellectual development and school success. Poor quality child care is bad for children and the detrimental effects can be long term.

Being well aware of the positive as well as the negative potential of early education, the Early Childhood Education Department works diligently to offer the best training to students that is possible in the given training time. The ECE

Department annually reviews its course content and assignments to insure relevance and adherence to standards of best child care practices. The Department meets twice yearly with the ECE Advisory Committee which includes regional Licensing Officers, employers, and ECE practising professionals. Over the past five years, the Early Childhood Education program has moved away from instruction on theme-based curriculum for children to stronger consideration of child and family-centred care with emphasis on appropriate learning experiences, communication, and reflective thinking and action related to professional practice. In 1994, the Early Childhood Education Program added an interpersonal communications course and reintroduced a student operated demonstration laboratory preschool.

Preparation for and Provision of Career Laddering

The Early Childhood Education Department offers training for an ECE career ladder continuum from 150 hour Family Child Care introductory courses, through the Basic ECE full-time or distance education, to Post-Basic (post-certificate) Infant/Toddler and Special Needs Educator training. With the implementation of the Integrated Human Service program, ECE students will have an additional career path available in Special Education Assistant training.

Students who successfully complete the 150 hour Family Child Care training receive a 3-credit course upon admission into the ECE Basic Program. Students who successfully complete Basic ECE may receive third year credit in the University of Victoria School of Child Care after they complete the first two years. In recent years, it appears more students may be opting for further studies in education. This year, three former ECE students are enrolled in the Simon Fraser Professional Development Program.

Regional Access and Alternate Delivery Methods

Over the past five years, the ECE Department has utilized available resources (such as provincial grants) to develop more ways to deliver ECE programs. In 1994, Northwest Community College received a grant for a *Regional Child Care Access Project* which included assessment in both large and small communities of child care and child care training needs. Findings from the needs assessment resulted in Family Child Care training (see *Family Child Care Training* in appendix). The needs assessment also yielded a clearer understanding of regional child care training needs. As well, communities also became informed about their child care needs and shortage of trained personnel. Cooperation between the ECE Department and regional communities led to exploration of alternative training delivery methods.

Although the ECE Department had been offering Basic and Post Basic courses by Distance Education for over 13 years, the demand for more training in a shorter period was recognized in the needs assessment. In 1995, the College received a four year grant, the *Supported Child Care Transition Project*, which provided financial support for the ECE Department to develop several alternate course delivery methods in addition to the teleconference method. The outcome has been community workshops and training, summer institute courses, prior

learning assessment of practical working ability, and child care employment-site practica and training.

In order to deliver the Basic level supported child care course across the College region, an instructor reorganized the course to include a for-credit correspondence component and a hands-on face-to-face workshop component for credit and non-credit participants. This allowed an important course to be offered to care providers, others involved in education, and parents in all the major communities in the College region including on the Queen Charlotte Islands.

The ECE Department worked collaboratively to develop learning outcomes as a basis for later development of a Prior Learning Assessment tool for the Post-Basic Special Needs Educator practica. Following the success of this effort, members of the ECE Department developed work-site practicum evaluation tools for distance education students who wished to stay in their home communities to complete Basic and Infant/Toddler practica. This expertise has been extended into the Special Education Assistant Program.

6.   Early Childhood Education History and Current Activities

Full-time Basic ECE Program

Early Childhood Education has served students in the Northwest Community College region since its inception in 1975. The full-time Basic ECE program, based in Terrace, began in 1977. Initially the program was 9 months in duration, then was modified to 3 semesters in 1980-1981 and reverted back to 9 months in the Fall of 1981. The program added a three week "June Intensive" session to provide additional training time. In 1994, the program was again consolidated into 9 months and curriculum and course modifications were made in keeping with recommendations from provincial studies at the time.

The ECE Department has maintained an on-site preschool lab since the late 1970's. Over the past 20+ years, this lab has adapted to new spaces and formats as the program and the College has evolved. In 1994, concurrently with the College preschool changing to day care, the ECE program again instituted a student-operated preschool lab program.

Beginning in 1980, the NWCC Early Childhood Education program was the only ECE program in BC to offer a course about "special needs children" at the Basic ECE training level. This course offered an introductory survey of the many conditions that can affect young children. In 1994, the course was updated to include practical information about adapting environments for young children with special needs. In the wake of anticipated government policy change toward supported child care it has become imperative to provide students with the necessary knowledge and skills for working with children requiring extra support.

Distance Education Basic ECE Program

During the early years of the program, courses in the ECE program were delivered to communities in the College region by travelling ECE instructors. Over time, ECE evolved into a full-time program in Terrace with an on-site teaching lab preschool while regional communities continued to be served with face-to-face instruction delivered on a weekly basis. Economic challenges forced the college to change this approach and in 1985 the ECE department adopted audio-teleconferencing to replace face-to-face instruction throughout the region.

University Transfer, Social Service Worker, and Early Childhood Education programs offered courses by teleconference in 1985-86, however this proved to be a difficult delivery method and was cancelled for all but the ECE program. Because the ECE courses were part of a program leading to certification, the ECE Department continued to offer Basic and Post-Basic courses on a regular cycle.

In 1997, students with outstanding certificate requirements were identified and offered specific courses to complete the Basic Program requirements to qualify for their Provincial license to practice as Early Childhood Educators in B.C. All students in the cycle for Basic ECE have now completed training.

ECE Program Review

In June 1998, the ECE Program Review committee submitted a draft report which included surveys of former student and employer satisfaction with the Basis ECE Programs, both Terrace based and Distance Education. As well, the report included survey results from College staff in all College centres regarding their perceptions and understanding of the ECE programs and Department.

The Early Childhood Education graduates of Northwest Community College generally felt adequately prepared for employment as Early Childhood Educators. They wanted more training especially in supported child care and said they would have been willing to enroll in a longer program. Distance Education students felt the schedule of training was a problem, however few were interested in coming to Terrace for training. Staff at the College varied in their understanding of the Early Childhood Education programs.

ECE Department Activities

Currently the ECE Department and the ECE instructors are involved in delivering the full-time ECE program and PAT program, teleconference Basic and Post-Basic courses, and a weekend format Post-Basic ECE course. Other activities underway include planning for 3 summer institute Post-Basic courses, assessment of prior learning for Post-Basic practica, and development of SEA practica and SEA practica sites.

ECE instructors maintain currency in the Early Childhood Education field in a variety of ways. Currently, ECE instructors are pursuing Masters degrees, sitting on local and regional child care committees, working in partnership with the Terrace Library and School District #88 to develop early literacy programs,

creating learning materials using the College day care centre and other regional settings, consulting with day care centres throughout the Northwest, sitting on non-profit child care society boards, and promoting out-of-school care in elementary schools. In September, an instructor organized a tour of Northwest infant care facilities with the Terrace campus day care staff.

ECE instructors provide ongoing advice and support to ECE practitioners. They are regular presenters at the annual Early Childhood Educators conference jointly hosted by ECEBC and the College. Recently the ECE Department has been exploring the possibility of establishing a "mentoring system" to support practitioners in providing quality child care.

Department members participate in student field trips and orientation week as well as seasonal pot-luck lunches with students.

NWCC Table 5 shows initiatives which have been undertaken over the past decade by the ECE Department. These are in addition to provincial and regional initiatives undertaken by individual instructors.

7. Early Childhood Education Department Organization Structure

Staffing

The ECE Department is comprised of a coordinator who instructs part-time, four full-time instructors, a part-time instructor, a part-time PAT support worker, and a part-time teleconference bridge operator. Full-time instructors share teaching responsibilities in the Distance Education Program, SEA, Supported Child Care and Summer Institute. One ECE instructor will take full-time educational leave in 1999/2000 and another full-time instructor is actively considering a year's leave for the following year.

The ECE Department meets several days each year to specifically review and revise its goals, instructional methods, specific course content, and student success. The ECE Department meets on a regular bi-weekly schedule. As a Department we attend advisory and cluster meetings.

ECE Coordinator

The ECE Coordinator currently coordinates the efforts of full-time and part-time ECE faculty and the full-time ECE program in Terrace. She also coordinates the PAT program and the part-time PAT support worker, the Supported Child Care Transition project, the Summer Institute planning, and at least 10 teleconference sites. She coordinates the Family day Care Training program wherever it is offered. She participates in the Terrace Operational Committee (TOC) and carries a 50% workload for PAT/ECE coordination and instruction.

Reporting

The ECE Coordinator and the ECE Department reports to the Academic Head on

academic issues and the Centre Director for the central region, however reporting lines and responsibilities frequently become blurred for Distance Education programs.

Support

The ECE Department shares the clerical support from one secretary with Trades, Natural Resources and Computer Science programs.

Advisory Committee

The ECE Department has maintained an active ECE Advisory Committee throughout the program history. It is comprised of individuals active in the ECE profession and representing employers, government licensing officers, and present and former students. Members are selected from all College regions including First Nations communities across the Northwest.

The ECE Advisory Committee usually meets two times a year. Recent activities have included a Practicum Handbook, approval in principle of revisions to the full-time program, and feedback and support for audio-teleconference courses.

8. Current Challenges and Pressures of the Early Childhood Education Program

Program Content and Maintaining Quality

The ECE program is a very full course of study. Each course is regularly reviewed by the Department and Advisory Committee for relevance of content and necessity in training. The survey for the ECE Draft Program Review 1998 showed former students felt somewhat under- prepared in child guidance, parent relations, and working with children requiring extra support despite the ECE Program offering specific courses in these areas. As well, students expressed the need for more administration in the Basic program although it is offered at the Post-basic level.

The ECE Department is aware that increasing the number of courses and/or the training period would require increased funding which the college is unlikely to provide at this time. Nonetheless, pressure and realities of the Early Childhood field to include more in the training remain.

Research on quality training in ECE consistently shows that the quality of the practical experiences working directly with children has the greatest impact on the level of preparedness of graduates. The ECE Department operates the ECE Playgroup/Lab as a controlled practicum site, however it is not entirely satisfactory since the space is crowded and the population of children is not representative of the community population. An additional problem for practical training is the shortage of high quality practicum placements and centres which reflect the

training philosophy of the ECE Department. For Distance Education students in work-site practicum, their centre is required to meet reasonable standards of quality before students can receive credit.

Early Childhood Educators have little opportunity to meet with ECE instructors from other colleges and those opportunities would be at instructors personal expense. It is also very difficult in Northwest Community College to access technical support for teaching, developing learning materials or carrying out research.

Coordinator Workload

As has been enumerated elsewhere in this report, the ECE Coordinator has responsibility for multiple ECE programs which fit a career ladder continuum from aide to Family Child Care provider, Early Childhood Educator to Infant/ Toddler and/or Special Needs Educator. Each program has its own budget lines, entrance requirements, instructional resources and support needs, and student and instructor follow-up. When teleconferencing or summer institutes are involved, scheduling, marketing, regional contacts, recruiting instructors, etc is added to the Coordinators responsibilities.

The coordinator's two sections release time over the year (the equivalent of one day per week) is quickly eroded by regular TOC, Integrated Human Service, and ECE Department meetings. As coordinator with regional responsibilities for students in at least 6 college centres, meetings in regional centres are difficult.

Regional Challenges

Tracking students who have been, are, and might wish to enrol in the various ECE programs and regional college centres requires a degree of technical expertise which has not been readily available from the college. Direct information to students about upcoming courses and course scheduling proved very effective in filling the Post-Basic Special Needs training courses, however tracking for that project was carried out by contract. No in-depth tracking has been done for other Post-Basic and Basic ECE students.

The ECE Department often feels caught in a gap between Terrace Centre and the larger central administration of Northwest Community College. It is difficult to have effective college-wide coordination of ECE programs when the responsibility and need for strong support for the programs goes unrecognized by both levels of management and there is no senior administration of college-wide programs.

The ECE Department feels caught in a conundrum between regional access and quality training in Early childhood Education. Regional centres want training equity with Terrace, but fail to recognize the enrollment and resources required to mount a quality on-site program. Being keenly aware of the dilemma the ECE Department strives to meet regional demands for training by offering Distance Education, summer institutes, PLA, and weekend intensives. Regional administration could play a role in giving a stronger program presence in their community and region. Regrettably, the ECE Department has not been entirely success-

ful in meeting all the information needs and resolving apparent feelings of unfairness and non-cooperation in some regional centres.

On-site Students

Full-time students in ECE have a number of course load issues. Presently, full-time ECE students must complete 20 courses in 9 months to receive the Northwest Community College Certificate. Each of the 20 courses, which includes the preschool lab and practica has accompanying assignments. Tuition and text book costs run close to $4000 for the ECE program. On-site students from out of town have housing or commuting costs as well.

Many ECE students are balancing family and work responsibilities in addition to school and, although each course fills an important training need, the study or financial load proves over-whelming to a number of students each year. It is feasible for students to complete the on-site program over two years, however there is limited choice over course mix since several courses are linked to the preschool lab. On-site part-time study is more expensive for students from outside of Terrace.

Distance Education Students

Distance education students usually study Early Childhood Education one course at a time. The majority of courses are only offered through teleconferencing, although a few courses are offered on-site in Terrace in the summer and occasionally over several intensive weekends. Training time for the ECE Basic program has run as long as 8-10 years and 5 years for completion of Post-Basic training. The only alternative to such long training periods has been is to relocate to the on-site full-time program in Terrace, however there is no program bridge between distance education and on-site training.

Distance education students are enrolled and counted by the regional centre. Students rely on regional centre staff for enrollment information, classroom access, functioning equipment, student support, and distribution of course information, faxes, and graded assignments. Regional staff are responsible for informing the instructor and records office that students from their centre have enrolled in a course, and they are responsible for ordering texts from the bookstore.

Distance education requires commitment to individual students which is somewhat different than the common instructor and/or staff relationship with students. In distance education, there may be only one or a handful of students. Nonetheless, attention must be given them if distance education is to be successful. Students in each centre need to know who they can ask for assistance to unlock classrooms, provide course materials, hand back assignments, and request student support. Changes in personnel, or lack of attentiveness to distance education students, causes confusion and tension between instructors, students, and regional staff.

Distance education students have difficulty forming study groups and do not have the personal contact with other students or the instructor that face-to-face students enjoy. Distance education students often do not have convenient access

to word processors, computers, e-mail, or library references. They often attend class sessions and do all their course work alone. Unless students have very strong study skills and good auditory responsiveness, they usually find learning through teleconferencing to be very difficult.

Teleconferencing equipment frequently malfunctions and it takes several weeks before problems are resolved. In the Fall 1998 semester of ECE 140 for example, 6 students in Hazelton could only listen but not reply during the course until November. The one advantage of teleconferencing, that of two way verbal communication was lost!

Since the ECE Program is the only NWCC program teleconferencing across the region and the college maintains decentralized administrations, resolving problems, disseminating information, tracking students, and acting on complaints becomes the responsibility of the ECE instructor and Coordinator.

9. Current Discussions, Visions, and Actions

On-Site Training

The Early Childhood Education Department is responding to some issues from the *Draft Program Review* with a plan to modularize the on-site program beginning in the Fall of 1999. The ECE Department anticipates the primary benefits of the modular format will be reduced stress for students due to limited weekly course load and increased regional and part-time student access leading to increased enrollment. The modular format could provide more regional offerings since courses will be more packaged and portable. Having courses in a module format will also allow more access to Special Education Assistant (SEA) students who may be able to reduce their time away from work.

Distance Education

Experience gained from the *Supported Child Care Transition Project* has taught the ECE Department that when Distance Education programs are well packaged, well marketed, and have a guaranteed completion schedule, students establish cohort groups from which friendships develop, success is enhanced, and enrollment is supported. Combining teleconference courses, summer intensives and PLA as appropriate brings shortened training times and greater commitment by students. The marketing aspect of the project raised the profile of the Early Childhood Program and increased demand for other distance Education courses.

The Early Childhood Education Department has recognized the need for a comprehensive and coordinated information package for Distance Education and Prior Learning Assessment of practica. Once developed (which is now underway) will include college and enrollment information, specific requirements and tips for successful completion, and a 4-6 year proposed schedule of Basic and Post-Basic courses.

Marketing

The ECE Department is preparing a marketing strategy to potential students to inform and promote both the modular format for the on-site Terrace program and the Distance Education program delivery schedule. The strategy will include new brochures for both programs and a related poster. These materials will be distributed to all child care centres and past graduates. Promotional materials will be available for trade shows and other college displays. A marketing kit will be prepared and be available to ECE instructors to take to regional centres or secondary schools when they are travelling to see practicum students. The ECE Department is interested in making a short promotional video if appropriate equipment can be located.

First Nations

The ECE Department believes that enhanced support to First Nations Child Care training should be pursued by the college. As funds for First Nations Head Start programs is distributed across the Northwest, training in a broader and more culturally respectful way, including families, First Nations curriculum, and relevant program delivery could be developed and supported. ECE instructors may also be asked to serve First Nations Head Start programs in an advisory capacity.

Program Quality

The Early Childhood Education Department has engaged in discussions with practitioners and licensing officers to build a mentor program across the region in support of Early Childhood Educator's efforts to provide quality programs for children. As well, individual instructors want to develop regionally-based training, resource and research materials that reflect Northern child care.

10. Conclusion

The Early Childhood Education Department has a long and successful history of providing Early Childhood Education training programs across the Northwest Community College region. Graduates, almost entirely women, have enjoyed strong employment and career flexibility. Future trends in child care employment are anticipated to remain strong.

Early Childhood Education at Northwest Community College includes a continuum of child care training from Family Child Care, Basic Early Childhood Education, and Post-Basic training for Special Needs Educator and Infant / Toddler Educator, plus an integrated Preschool Aide training. Much of the ECE training has been made possible by provincial training grants. As some grants come to an end, the ECE Department is exploring other possible funding sources and program efficiencies. Recently common courses with Special Education Assistant training have been identified.

The ECE Department adopted audio-teleconferencing technology to deliver courses to college centres simultaneously. ECE instructors have continued to

offer programs "on air" for more than a decade. Over the past five years, ECE instructors have developed Prior Learning Assessment for all ECE practica as well as work-place practicum assessment. Summer Institute Post-Basic ECE courses and intensive weekend courses have helped to accelerate completion schedules for Distance Education students.

In the Fall of 1999, the on-site Terrace ECE training anticipates the implementation of a modular format in order to reduce pressure on full-time students and make more study options available to part-time, out of-town and SEA students. The ECE Department believes that full enrollment and greater student satisfaction will result.

The ECE Department is a productive and forward looking department that recognizes training needs and develops workable solutions for offering high quality Early Childhood Education training across the College region.

MCF Region	# of Facilities	# Licensed Spaces	Population Under 13	# Lic. Spaces/1000 Population		
				1997	1993	1991
East Kootenay	42	1,029	13,948	74	79	48
West Kootenay	41	908	13,718	66	61	50
North Okanagan	36	815	20,178	40	27	30
South Okanagan	100	2,370	34,967	68	51	61
Thompson	58	1,661	23,897	70	64	63
Upper Fraser Valley	94	2,303	46,823	49	37*	44*
South Fraser Valley	197	5,312	103,907	51	35*	38*
Simon Fraser	132	3,951	55,479	71	58*	66*
Coast Garibaldi	43	827	13,441	62	72	50
Central Van. Island	116	3,100	40,226	77	63	51
North Island	61	1,508	22,746	66	58	50
Cariboo	44	881	14,598	60	54	36
North West	40	1,090	20,646	53	33	41
Peace Liard	26	765	14,612	52	38	42
Northern Interior	62	1,550	26,369	59	35	48
Vancouver	248	8,264	63,979	129	95	107
Burnaby	97	2,148	23,863	90	77	90
North Shore	106	3,627	25,998	140	96	120
Richmond	97	2,393	24,449	98	70	69
Capital	204	5,486	47,258	116	97	81
B.C. Total	1,844	49,980	651,100	77	60	62

Table 7   Licensed Child Care Spaces per 1,000 Children, by MCF Region and Survey Year

Staff Turnover

Overall, 19% of paid staff had left their employment at the facility in the previous 12 months. Of those staff that left, 17.5% were expected to return to the facility. These results are broken down by type of care in Table 57. Out-of-school facilities had the highest turnover rate at 24%, and specialized centres the lowest at 14%. Of the staff which left child minding centres, 30% were expected to return to the facility.

Table 57 Percentage Staff Turnover, and % of Staff that Left that are Expected to Return, by Type of Care	% Turnover	% Returning
Group Under 3	16.6	21.4
Group 3 to 5	19.5	17.1
Out-of-School	24.0	17.0
Specialized	14.0	20.7
Child Minding	18.1	30.0
Preschool	15.3	16.5
Overall	19.1	17.5

LICENSED CENTRE-BASED CHILD CARE
(Estimates Based on 68% Response - April 1997)
MCF Region 13 - NORTH WEST

CAPACITY

	Number	Per 1000 Children* MCF13	B.C.
Facilities	40	-	-
Maximum Licensed Spaces			
Group Under 3	116	26	20
Group 2.5 to 6 years	335	69	90
Out of School (6 to 12)	133	12	43
Specialized	42	5	4
Child Minding	54	8	11
Total (Excl. Preschool)	680	33	54
Preschool	410	84	96
Total (Incl. Preschool)	1,090	53	70

* Children under 13 years

ENROLMENT

Enrolment	Number	Per 1000 Children* MCF13	B.C.
Under 18 months	67	30	14
18 to 35 months	52	23	27
Group Under 3	119	27	20
Group 2.5 to 6 years	351	72	100
Out of School (6 to 12)	97	9	39
Specialized	93	10	6
Child Minding	49	7	17
Total (Excl. Preschool)	709	34	57
Preschool	925	190	224
Total (Incl. Preschool)	1,634	79	109

* Children under 13

Enrolment per Licensed Space	Per Licensed Space MCF13	B.C.
Group Under 3	1.03	0.99
Group 2.5 to 6 years	1.05	1.11
Out of School (6 to 12)	0.73	0.91
Specialized	2.21	1.61
Child Minding	0.91	1.57
Total (Excl. Preschool)	1.04	1.06
Preschool	2.26	2.30
Total (Incl. Preschool)	1.50	1.42

CHILDREN SUBSIDIZED

	MCF13	B.C.
% of Facilities with Subsidized Children Enrolled		
Group Under 3	80.0	94.3
Group 3 to 5	90.0	93.3
Preschool	75.0	70.6
Out of School	57.1	79.9
Specialized	0.0	43.6
% of Total Enrolled Children Who Are Subsidized		
Infants (0-17 months)	58.2	61.6
Toddlers (18-35 months)	67.3	57.8
Group 3 to 5	33.6	36.2
Preschool	9.6	8.6
Out of School	27.8	25.1
Specialized	0.0	38.6

MONTHLY FEES ($)

	Average MCF13	B.C.	Middle Value MCF13	B.C.
Under 18 months	610	679	582	635
18 to 35 months	600	638	600	600
Group 2.5 to 6 years	414	453	435	450
Out of School (6 to 12)	213	239	205	236
Preschool (2X per week)*	61	67	65	65
Preschool (3X per week)	85	92	85	88

CHILDREN WHO REQUIRE EXTRA SUPPORT

% of Facilities that are Aware of the Transition to Supported Child Care	MCF13	B.C.
Under 3	100.0	90.9
Group 3 to 5	90.9	89.1
Out of School	100.0	78.5
Specialized	100.0	97.6
Child Minding	100.0	73.8
Preschool	83.3	84.2

COMPARISONS - 1993 VS. 1997

ENROLMENT

Enrolment Per 1000 Children	1993	1997	% Change
Under 18 months	2	30	+1400
18 to 35 months	4	23	+475
Group Under 3	3	27	+800
Group 2.5 to 6 years	26	72	+177
Out of School (6 to 12)	5	9	+80
Specialized	6	10	+67
Child Minding	5	7	+40
Total (Excl. Preschool)	20	34	+70
Preschool	71	190	+168
Total (Incl. Preschool)	37	79	+114

Enrolment Per Licensed Space	1993	1997	% Change
Group Under 3	0.50	1.03	+106
Group 2.5 to 6 years	0.56	1.05	+88
Out of School (6 to 12)	0.50	0.73	+46
Specialized	2.26	2.21	-2
Child Minding	1.57	0.91	-42
Total (Excl. Preschool)	0.88	1.04	+18
Preschool	1.67	2.26	+35
Total (Incl. Preschool)	1.11	1.50	+35

AVERAGE MONTHLY FEES ($)

	1993	1997	% Change
Under 18 months	440	610	+39
18 to 35 months	440	600	+36
Group 2.5 to 6 years	413	414	0
Out of School (6 to 12)	187	213	+14
Preschool (2X per week)	55	61	+11
Preschool (3X per week)	82	85	+4

NWCC TABLE 1
STUDENT DEMOGRAPHICS
ECE & PAT TERRACE CAMPUS DAY PROGRAM – FULL & PART-TIME STUDENTS

Year	Central Terrace Haisla/Kemano	Kitimat	Western QCI Prince Rupert Coastal Commuities	Eastern Smithers Houston Hazelton Kitwanga	Nass Valley Stewart	Outside Region	Total	Recent Graduates Of High School	Mature Student
1994/95	15	4	6	2	—	—	27	5	22
1995/96	16	2	3	2	—	—	23	6	17
1996/97	16	6	2	3	1	1	27	8	19
1997/98	15	5	4	—	1	1	26	8	18
1998/99	11	1	4	3	2	1	22	7	15

NWCC TABLE 2
ECE PROGRAM ENROLLMENT, COMPLETION, CAREER ACTIVITY

*ECE (Early Childhood Education) P.A.T. (Preschool Aide Training) SEA (Special Education Assistant)
ATC (Audio Teleconference Course) BSW (Bachelor of Social Work)

Year	Terrace Part-time ATC/June Intensive Or Summer Institute	Full-time Accepted ECE 24 max. ECE/PAT 21 + 3 max	Number Graduated	Students In Progress	Working In ECE Field	Working In A Related Field	Further Education	Other
1990/91		14 (+3 PAT)	8		6		1 Nurse / 1 NITEP / 1 ECE under 3's	1 unknown / 1 raising family / 3 withdrawals
1991/92	31	24	22	1	12	3	6 (ECE under 3's and/or special needs) / 1 BSW	3 unknown / 3 families / 1 working outside ECE
1992/93	28	21 (+3 PAT)	18	1	16		1 BSW / 2 ECE under 3's / 1 not known	3 withdrawals
1993/94 *last June intake	20	21	18	1	17		7 post-basic ECE	1 unknown / 3 withdrawals
1994/95	26	21 (+ 3 PAT)	17	3	12		2 post-basic / 2 BSW	1 unknown / 1 withdrawals
1995/96	18	20 (+2 PAT)	14	2	13		6 post-basic / 5 university / 6 post-basic	2 withdrawal / 3 withdrawal
1996/97	8 + part-time ATC	17+ 2 PAT	15	4	13	1	1 university	
1997/98	5 + part-time ATC	19 + 5 SEA / 3 PAT	13	5	11	1	3 university / 5 post-basic	4 withdrawal
1998/99	8 + part-time ATC + SEA	13 + 5 SEA + 2 PAT						

*Begin to carry SEA students in multiple common courses (Day Program & ATC)

NWCC TABLE 3
P.A.T. PROGRAM STATISTICS
(Preschool Aide Training)

Year	Terrace Part-Time A.T.C./June Intensive	Full-/Time Accepted ECE 24 max. ECE/PAT 21 + 3 max	Number Graduated	Students In Progress	Working In ECE Field	Working In A Related Field	Further Education	Other
1990/91		3	2		2			1 withdrawal
1992/93		3	3		2			1 unknown
1993/94		0						
1994/95		3	2	1	1			1 raising family 1 unknown
1995/96		2	2		2		1 went into ECE	1 raising family
1996/97		2	2		1			1 withdrawal
1997/98		3	2		1			1 raising family
1998/99		2						

	NORTHWEST COMMUNITY COLLEGE	
	ECE Teleconferencing - Sept 95 to April 99	
COURSE	TITLE	Enrolled
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BURNS LAKE		
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	2
	Sub Total	2
HAZELTON		
ECE 123	FAMILY ISSUES	6
ECE 128	MOD & METH OF PARENT INVOLVEMT	3
ECE 135	WORKING WITH SPECIAL CHILDREN	4
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	1
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	6
ECE 141	PSYCHOLOGY OF HUMAN DEVEL. II	1
ECE 202	INFANT, TODDLER CARE & GROWTH	2
ECE 206	WORKING WITH FAMILIES	2
ECE 208	ADMIN SKILLS FOR ECE	4
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	1
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	4
ECE 220	PROGRAMMING - INFANTS/TODDLERS	3
ECE 227	PRACTICUM I	1
	Sub Total	38
HOUSTON		
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	2
ECE 141	PSYCHOLOGY OF HUMAN DEVEL. II	1
ECE 203	SPECIAL NEEDS CARE AND GROWTH	2
ECE 206	WORKING WITH FAMILIES	1
ECE 208	ADMIN SKILLS FOR ECE	1
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	1
	Sub Total	8
KITIMAT		
ECE 133	PROGRAM AND CURRICULUM DEV III	1
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	2
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	3
ECE 202	INFANT, TODDLER CARE & GROWTH	1
ECE 203	SPECIAL NEEDS CARE AND GROWTH	7

ECE 203	SPECIAL NEEDS CARE AND GROWTH	4
ECE 206	WORKING WITH FAMILIES	5
ECE 208	ADMIN SKILLS FOR ECE	5
ECE 208	ADMIN SKILLS FOR ECE	3
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	3
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	2
ECE 220	PROGRAMMING - INFANTS/TODDLERS	4
	Sub Total	40
QUEEN CHARLOTTES		
ECE 123	FAMILY ISSUES	1
ECE 128	MOD & METH OF PARENT INVOLVEMT	1
ECE 135	WORKING WITH SPECIAL CHILDREN	1
ECE 135	WORKING WITH CHILDREN	9
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	2
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	1
ECE 203	SPECIAL NEEDS CARE AND GROWTH	1
ECE 203	SPECIAL NEEDS CARE AND GROWTH	1
ECE 203	SPECIAL NEEDS CARE AND GROWTH	1
ECE 206	WORKING WITH FAMILIES	1
ECE 206	WORKING WITH FAMILIES	1
ECE 208	ADMIN SKILLS FOR ECE	1
ECE 208	ADMIN SKILLS FOR ECE	1
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	1
ECE 220	PROGRAMMING - INFANTS/TODDLERS	1
	Sub Total	24
PRINCE RUPERT		
ECE 123	FAMILY ISSUES	5
ECE 128	MOD & METH OF PARENT INVOLVEMT	1
ECE 128	MOD & METH OF PARENT INVOLVEMT	8
ECE 133	PROGRAM AND CURRICULUM DEV III	4
ECE 135	WORKING WITH CHILDREN	9
ECE 135	WORKING WITH SPECIAL CHILDREN	1
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	1
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	5
ECE 141	PSYCHOLOGY OF HUMAN DEVEL. II	5
ECE 203	SPECIAL NEEDS CARE AND GROWTH	4
ECE 203	SPECIAL NEEDS CARE AND GROWTH	3
ECE 206	WORKING WITH FAMILIES	4
ECE 208	ADMIN SKILLS FOR ECE	6
ECE 208	ADMIN SKILLS FOR ECE	5
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	5

Code	Course	Count
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	2
ECE 220	PROGRAMMING - INFANTS/TODDLERS	5
ECE 227	PRACTICUM I	1
	Sub Total	74
SMITHERS		
ECE 123	FAMILY ISSUES	4
ECE 128	MOD & METH OF PARENT INVOLVEMT	2
ECE 133	PROGRAM AND CURRICULUM DEV III	2
ECE 135	WORKING WITH SPECIAL CHILDREN	1
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	1
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	3
ECE 141	PSYCHOLOGY OF HUMAN DEVEL. II	2
ECE 202	INFANT, TODDLER CARE & GROWTH	2
ECE 208	ADMIN SKILLS FOR ECE	1
ECE 208	ADMIN SKILLS FOR ECE	3
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	2
	Sub Total	23
TERRACE		
ECE 123	FAMILY ISSUES	6
ECE 128	MOD & METH OF PARENT INVOLVEMT	4
ECE 133	PROGRAM AND CURRICULUM DEV III	1
ECE 135	WORKING WITH CHILDREN	8
ECE 135	WORKING WITH CHILDREN	10
ECE 135	WORKING WITH SPECIAL CHILDREN	5
ECE 135	WORKING WITH SPECIAL CHILDREN	8
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	3
ECE 140	PSYCHOLOGY OF HUMAN DEVEL. I	2
ECE 141	PSYCHOLOGY OF HUMAN DEVEL. II	1
ECE 202	INFANT, TODDLER CARE & GROWTH	1
ECE 202	INFANT, TODDLER CARE & GROWTH	8
ECE 202	INFANT, TODDLER CARE & GROWTH	7
ECE 203	SPECIAL NEEDS CARE AND GROWTH	5
ECE 203	SPECIAL NEEDS CARE AND GROWTH	8
ECE 203	SPECIAL NEEDS CARE AND GROWTH	8
ECE 206	WORKING WITH FAMILIES	8
ECE 208	ADMIN SKILLS FOR ECE	8
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	4
ECE 219	INFANT/TODDLER CURRIC. PLAN'NG	5
ECE 220	PROGRAMMING - INFANTS/TODDLERS	7
ECE 250	SPECIAL ED CURRIC PLANNING I	13
ECE 250	SPECIAL ED CURRIC PLANNING I	16

ECE 251	PRACTICUM I	5
ECE 251	PRACTICUM I	6
ECE 251	PRACTICUM I	2
ECE 252	PRACTICUM II	6
ECE 252	PRACTICUM II	8
ECE 253	AUGMENTATIVE COMMUNICATION	22
ECE 253	AUGMENTATIVE COMMUNICATION	15
ECE 255	SPECIAL ED CURRIC PLANNING II	13
ECE 255	SPECIAL ED CURRIC PLANNING II	16
	Sub Total	239
	TOTAL	448

ECE TELECONFERENCE COURSES 1988 - 1998

SEMESTER	YEAR	COURSE	BUR	HAZ	HO	KEM	KIT	MA	RU	QCI	SMI	STE	TER	TOTAL
FALL	1988	ECE 101		5			4		16		2		4	31
FALL	1988	ECE 208		4	3		1		12		2		5	27
SPRING	1989	ECE 121		1			3		16		2		1	23
SPRING	1989	ECE 250		2	3				15		1		3	24
FALL	1989	ECE 102					5				6		6	17
FALL	1989	ECE 201					1		7		2		4	14
SPRING	1990	ECE 122		2			2		11		3		3	21
SPRING	1990	ECE 206							3		2		3	8
FALL	1990	ECE 104		2			6		15		3		5	31
FALL	1990	ECE 213					2		6				3	11
SPRING	1991	ECE 134		8			5		10		2		3	28
SPRING	1991	ECE 220							6				3	9
FALL	1991	ECE 140		4	3		3				8		7	25
FALL	1991	ECE 208			1		1		5				7	14
SPRING	1992	ECE 123		2	1		3		11	7			3	27
SPRING	1992	ECE 141		4	3		3			7	7		3	27
FALL	1992	ECE 101							10	2	2		2	16
FALL	1992	ECE 135		5	4	2	6			3	10	1	7	38
FALL	1992	ECE 253		2		2	2		6				2	14
SPRING	1993	ECE 121		1				2	5			1	4	13
SPRING	1993	ECE 203					1	1	1	1	6		5	15
SPRING	1993	ECE 219		2		1	2		2				5	12
FALL	1992	ECE 102		4	3		2	3	6	1	3	1	2	25
FALL	1993	ECE 250				1		1	1	1	4		4	12
SPRING	1994	ECE 122		1	1		2	4	6	1	2	1	3	21
SPRING	1994	ECE 255				1		1	1		4		3	10
FALL	1994	ECE 134			2		1	1	11		5	1	4	25
FALL	1994	ECE 213		2		1			1		4	1	16	25
SPRING	1995	ECE 104		1	3		1		6		1	2	4	18
SPRING	1995	ECE 206					2		3		5		6	16
FALL	1995	ECE 123		6					5	1	4		6	22
FALL	1995	ECE 208		4			3		6		3		8	24
SPRING	1996	ECE 128		3					9	1	2		4	19
SPRING	1996	ECE 135		4					5	1	1		9	20
SPRING	1996	ECE 202		2			1		7		2		1	13
FALL	1996	ECE 140		1			3	1	5		3	1	3	17
FALL	1996	ECE 220		3			4		5	1			7	20
SPRING	1997	ECE 141		1	1				5		2		1	10
SPRING	1997	ECE 203			2		4	1	4	1			13	25
SPRING	1997	ECE 219		4			3		5	1			4	17
FALL	1997	ECE 133					1		4		2		1	8
FALL	1997	ECE 206		2	1		5	1	4	1			8	22
SPRING	1998	ECE 208			1		5	1	5	1	1		7	21
FALL	1998	ECE 140		6	2		2		1	2	1		2	16
FALL	1998	ECE 203			1		7	1	3					12
FALL	1998	ECE 219	2	1	1		2		2		2		5	15
TOTALS			2	89	36	8	98	18	267	33	109	9	209	878

Dianne Bell, Registrar's Office

Family Chi 'Care (FCC) Training

NORTHWEST COMMUNITY COLLEGE
PART-TIME COURSE REPORT APRIL 1, 1998 - MARCH 31, 1999

S T Y	PDC	COURSE CP NO.	TITLE	CNTR	START DATE	END DATE	INSTRUCTOR	MAX	MIN	FEE	ACTUAL ENROL. PAID	OTHE	TOT.	CLASS HOURS	SCH	FTE	...GL CODE.....	CALC. REVENUE	FUNDING/ COMMENTS
PT	4499	20280 FAM 02		TE	980504	980613		24	8	60	11		11	25	275	61	1 4499	660	
PT	4499	26709 FAM 03 - UNDERSTANDING CHILDREN		TE	980914	981017	SISSONS, BRENDA	24	8	60			0	25	0	61	1 4499	0	
PT	4499	26711 PLA ECE 251 & ECE 252		RE	981015	990415	CHRYSLER, KAREN	7	5	137.4	N/A		0	0	0	61	1 4499	0	PLA

NORTHWEST COMMUNITY COLLEGE
FTE REPORT APRIL 1, 1997 - MARCH 31, 1998

ST	TY	PDC	CP NO.	COURSE NAME	CNTR	START DATE	END DATE	FEE	ACTUAL ENROL. PAID	OTHE	TOT.	CLASS HOURS	SCH	FTE	...GL CODE.....	CALC. REVENUE	FUNDING/ COMMENTS
C	PT	4499	18698 FAM 01		TE	980112	980131	60	N/A		10	25	0	0.00	61 4499	0	
	PT	4499	20284 FAM 01		TE	980323	980420	60	10		10	25	250	0.27	31 4499	600	

NORTHWEST COMMUNITY COLLEGE
FTE REPORT APRIL 1, 1996 - MARCH 31, 1997

S T Y	PDC	COURSE PROPOSAL # TITLE	CNTR	START DATE	END DATE	FEE	ACTUAL ENROLLMENT PAID	OTHER	TOTAL	CLASS HOURS	SCH	FTE	...GL CODE.....	CALC. REVENUE	FUNDING/ COMMENT PAYABLE
PT	4499	9191 FAMILY DAYCARE (FAM 06)	HO	960515	960612	60	9		9	25	225	0.24	61 1 4499	540	
PT	4499	9192 FAMILY DAYCARE (FAM 05)	HO	960513	960610	60	9		9	25	225	0.24	61 1 4499	540	
PT	4499	9193 FAMILY DAYCARE (FAM 04)	HO	960410	960508	60	10		10	25	250	0.27	61 1 4499	540	
PT	4499	18699 FAMILY DAYCARE (FAM 03)	HO	960409	960506	60	11		11	25	275	0.30	61 1 4499	600	
C PT	4499	20285 FAMILY DAY CARE (FAM 02)	RE	970205	970416	N/A	N/A		0	25	0	0.00	63 1 4415	660	
C PT	4499	22073 FAMILY DAY CARE TRNG	SM	961001	961102	60	0		0	25	0	0.00	61 1 4499	0	
PT	4499	16694 FAMILY DAYCARE (FAM 01)	TE	960926	961128	60	12		12	21	252	0.27	21 4499	720	

	Type	Code	Course	Loc	Start	End										Code	
	PT	4499	18700 FAMILY DAYCARE (FAM 02)	HO	960306	960403	60	12		12	25	300	0.32	61	1	4499	720
	PT	4499	18701 FAMILY DAYCARE (FAM 01)	HO	960304	960401	60	12		12	25	300	0.32	61	1	4499	720
C	PT	4499	23586 FAMILY DAYCARE (FAM 01)	KI	951004	951115	50	N/A		0	25	0	0.00	61	01	4499	0
	CO	4499	20373 FAMILY DAYCARE (FAM 01)	KN	951030	951103		8		8	25	200	0.22	61	21	4499	0
	PT	4499	16499.1 FAMILY DAYCARE (FAM 01)	MA	950517	950610	70	10		10	18	180	0.19	61	11	4499	700
	PT	4499	16499.2 FAMILY DAYCARE (FAM 02)	MA	950614	950712	70	10		10	18	180	0.19	61	11	4499	700
	PT	4499	16499.3 FAMILY DAYCARE (FAM 03)	MA	950906	961004	70	11		11	18	198	0.21	61	11	4499	770
	PT	4499	16499.4 FAMILY DAYCARE (FAM 04)	MA	951011	961108	70	11		11	18	198	0.21	61	11	4499	770
	PT	4499	16499.5 FAMILY DAYCARE (FAM 05)	MA	951115	961213	70	15		15	18	270	0.29	61	11	4499	1050
	PT	4499	16499.6 FAMILY DAYCARE (FAM 06)	MA	960110	960207	70	10		10	18	180	0.19	61	11	4499	700
	PT	4499	19267.1 FAMILY DAYCARE (FAM 01)	PR	951003	951013	55	10		10	21	210	0.23	61	21	4499	550
	PT	4499	19267.2 FAMILY DAYCARE (FAM 02)	PR	951107	951122	55	10		10	21	210	0.23	61	21	4499	550
	PT	4499	19267.3 FAMILY DAYCARE (FAM 03)	PR	951127	951211	55	10		10	21	210	0.23	61	21	4499	550
	PT	4499	19267.4 FAMILY DAYCARE (FAM 04)	PR	951213	960124	55	10		10	21	210	0.23	61	21	4499	550
	PT	4499	19267.5 FAMILY DAYCARE (FAM 05)	PR	960126	960209	55	11		11	21	231	0.25	61	21	4499	605
	PT	4499	19267.6 FAMILY DAYCARE (FAM 06)	PR	960130	960209	55	11		11	21	231	0.25	61	21	4499	605
	CO	4499	20364 FAMILY DAYCARE (FAM 01)	PS	951017	951026		11		11	25	275	0.30	61	11	4499	0
C	PT	4499	23690 FAMILY DAYCARE (FAM01)	TE	960110	960501	60	N/A		0	25	0	0.00	61	31	4499	0

Northwest Community College

ECE INITIATIVES

- Audio Teleconference (ATC)   1987
- Regional Workshops For ATC   1994
- Development of Play Lab   1995
- Child Care Access Project   1994, 1995
- Supported Child Care Transition Project   1995
- Post Basic Summer Institutes Started   1995
- Survey And Completion Of ECE Students   1995
- Staff Development of Learning Outcomes as Basis for PLA for Special Needs   1995
- Practicum Handbook For Supervisors   1996
- ECE 133 Project For Workplace Based Practicum   1996
- Modularization Of ECE 135   1996
- Integration of ECE/SEA/SSW Programs   1997
- Development Of Prior Learning Assessment (PLA) Tools For Special Needs Practicum   1997
- P.L.A. Tool Development For Infant Toddler   1998
- Video Teleconference in Partnerships with U.VIC   1999
- Student Field Trips to Provincial Conference   1994, 1995, 1996, 1997
- Staff P.D. to develop expertise in SEA Program Area   1998
- School District Preschool Literacy Proposal   1998
- Mentoring for child care quality (in progress)   1998
- Workshop presentations for ECE BC (local conferences)   1995, 1996, 1997, 1998

FIRST NATIONS CULTURE INITIATIVES

- Freida Deising – Carving Classes   1990, 1999
- Nass Valley – Field trip – Oolichan Season   Fall 1995
- Development of First Nations Family Daycare   1995
  Curriculum For Ministry   1995
- Metlakatla – Community Visist   Fall 1996
- Support to First Nation Childcare Initiatives   1997

Early Childhood Education
Student Strategies for Success

1. Attend classes regularly.

2. Complete reading assignments.

3. Hand assignments in on time.

4. Take responsibility for negotiating extensions for late assignments.

5. Participate in classroom activities and discussions.

6. Show willingness to share responsibility and resources for learning with others.

7. Demonstrate emotional and physical health to participate in the program.

8. Believe in solutions and look for them.