

Program Research & Recommendation

New Program Research Form

New Program Title: Early Childhood Education Non-Credit Certificate

Initiator: Education Child and Family Studies Department **Date:** 4/30/2025

Advisory Team Members: Denise Adams, Shaun-Adrian Chofla, Carrie Roberson, Alan Burwell and Irma Gonzalez Cuadros

Degree/Certificate: Early Childhood Education Non-Credit Certificate of Competency

9/19/23

9/28/2023

Program Description: (include possible program outcomes and an outline of draft curriculum)

Program Description

The Non-Credit Early Childhood Education Certificate of Competency is intended for individuals who are interested in exploring careers in child development. The certificate provides an introduction to key concepts and best practices in child care through targeted courses where participants will gain a deeper understanding of child development, family childcare licensing, play-based curriculum, and effective child behavior and guidance techniques

The ECE Non-Credit Certificate of Competency belongs in the Social/Behavioral Sciences COI, under the following codes:

- TOP Code 1301.00
- CIP Code: 13.1210ⁱ

Program Outcomes

This certificate meets community needs to enhance and provide safe and appropriate caregiving practices in childcare settings. The represent a cohesive package of courses in the area of early care and education. Our department intends to support people in the community to become more knowledgeable about the regulations for License-Exempt and Licensed Childcare services. The moment a person provides care for children of more than one family poses a great risk for these unlicensed or license exempt community members. The intention with these courses is to support child care providers to make informed decisions, and for children to have access to quality-of-care services that go beyond the provider's requirements to comply with administrative duties and pediatric CPR certification.

Outline of Draft Curriculum

The certificate includes four courses which are of great value for the adult learning population and people of color, which is an important aspect of our REACH efforts, which our department is eager to serve.

- CDF 310, Exploring Careers in Child Development
- CDF 315 Introduction to Family Child Care Licensing
- CDF 324 Guiding Children's Behavior
- CDF 325 Play Based Curriculum

The descriptions of each course have been included:

CDF 310 Exploring Careers in Child Development: This course will support by providing a vision for students who may be interested in working with children. Students will be able to differentiate what it means to earn a college certificate or a degree and explore career pathways in early childhood education related fields. Some of the objectives for this course are: Explain the similarities and differences between jobs and careers in Child Development; Understand the necessary steps involved in seeking degree equivalence for college coursework completed out of state and in foreign countries; Compare the types of certificates and degrees in Child Development/Early Childhood Education, listing their similarities, differences and benefits; Demonstrate understanding of campus resources to navigate the college system and build a career path in Child Development and Examine several career pathways for working with children and families. These objectives map with the following ILOs: Under "Think Critically": Demonstrate skills, knowledge, and problem solving applicable to one's field of study; Locate relevant information resources and use them effectively and ethically; Interpret, analyze, synthesize, and evaluate ideas and information. The PLO that aligns best with this course is #4: Apply principles of child development and positive guidance for planning inclusive, culturally relevant and appropriate curriculum and learning environments while integrating all developmental domains

CDF 315 Introduction to Family Child Care Licensing: this course will support students to examine the differences between licensed and license-exempt childcare practices. Students will learn about Title 22 regulations to apply for a licensed Family Child Care Home (FCCH), and the required steps to become a License-Exempt Child Care Provider (LECCP). Emphasis is made on safe environments, record keeping, and building positive relationships with children and families. Some of the objectives for this course are: Define what "quality" is in the context of child care services; Understand the differences between license-exempt and Family Child Care (FCC) licensed programs; Examine California's Family Child Care Home Regulations; Analyze the standards to operate a safe and healthy family child care environment; Describe policies and procedures for maintaining accurate records, managing emergencies, and communicating with families; Synthesize the steps for becoming a licensed child care provider, and Create a license-exempt or licensed family child care philosophy. The ILOs that more closely matches with these objectives are "Think Critically" (Interpret, analyze, synthesize, and evaluate ideas and information and Apply knowledge and skills to a variety of situations) and "Communicate Competently" (Communicate clearly, appropriately, and ethically). The matching PLO is #1: Identify and conduct themselves as Early Childhood professionals and commit to using the National Association for the Education of Young Children Code of Ethical Conduct and other professional standards while engaging in reflective practices as collaborative learners

CDF 324 Guiding Children's Behavior: This course is intended to examine the role of observation in understanding young children's behavior to develop strategies that foster healthy social and emotional growth through positive guidance. Students will explore how environmental factors and caregiver interactions impact behavior, and learn how to establish relationships that promote a positive learning community in which all children feel safe, valued, and respected. Special focus will be placed on the child's development, the family background, and the cultural context. The SLOs for this course are: Discuss the role

of observation in understanding young children's behavior; Explain the differences between typical behaviors and challenging behaviors in young children; Analyze the impact of stressors and trauma on children's behavior; Identify how the physical environment and child-caregiver interactions can influence children's behavior; Demonstrate positive guidance techniques in guiding children's behaviors; and Examine the role of effective partnerships between families, caregivers and community professionals in facilitating appropriate guidance techniques for children. The ILO that best matches with this course is “Think critically” (Interpret, analyze, synthesize, and evaluate ideas and information). The PLO that best matches with this course is #4: Apply principles of child development and positive guidance for planning inclusive, culturally relevant and appropriate curriculum and learning environments while integrating all developmental domains.

CDF 325 Play Based Curriculum: This course will support students to explore the benefits of play-based learning for young children. Students will gain an understanding of how play serves as a critical component in children’s development. Different types of play and the caregiver’s role in supporting and facilitating play experiences will be examined. The objectives for this course are: Understand the foundational theories of play-based curriculum; Discuss the physical, socio-emotional and cognitive benefits of different types of play; Explain the role of the caregiver in facilitating culturally relevant and equity-minded play-based experiences for children. The ILOs that best match this course are “Work Effectively” (Demonstrate skills, knowledge, and problem solving applicable to one's field of study) and “Think critically” (Interpret, analyze, synthesize, and evaluate ideas and information). The PLO that best matches this course SLOs is #1: Identify and conduct themselves as Early Childhood professionals and commit to using the National Association for the Education of Young Children Code of Ethical Conduct and other professional standards while engaging in reflective practices as collaborative learners.

Potential need for/interest in program: (For CTE Programs: include labor market data, survey data, industry communications, etc.)

Potential need for/interest in program

This certificate aligns with the college mission statement of being a student-ready college. Many childcare providers in the community work long hours and quality of care is needed for young children. These courses will offer an opportunity to licensed and license-exempt providers to obtain accessible education. Also, this proposal aligns with Butte Colleges Strategic Direction #1 (providing high quality education to students seeking... job skills to meet their career and life goals. It also aligns with Strategic Direction #6A (Strengthen existing and create new equity-minded student supports and services for racially minoritized and other historically under-served student groups).

The proposal demonstrates a need for this certificate because most children attend childcare under License Exempt Care, or in Family Child Care Homes (FCCH). Data from Butte and Glenn Counties, published in 2023, reveals that Butte County has 42 Child Care Centers versus 89 family childcare homes, while Glenn County has 12 Childcare Centers versus 45 family childcare homes. License Exempt Care is challenging to account for, as it is typically provided by family members, friends, or neighbors and only requires the completion of Live Scan if the childcare is funded by Cal-WORKS or through Resource and Referral offices. When parents pay out of pocket for childcare services, there are no requirements for Live Scan or CPR certification. Under an FCCH provider, the only mandatory requirements are CPR/First Aid certification and Live Scan clearance, as stipulated by Community Care Licensing, but there are no education prerequisites. Children remain under the care of an individual caregiver. If the caregiver receives training in Child Development/Early Childhood Education (ECE), the quality of care would significantly improve.

Labor Market Data Survey Data, Industry Communications (prepared by Alan Burwell):

Family Friend and Neighbor (FFN)

State and federal labor market statistics may be insufficient for understanding the complete picture of the labor force involved in childcare. This is because many parents elect to leverage childcare that falls outside of a formal or licensed environment. These include home-based care, nannies, family, friends, neighbors, and other unlicensed or licensed-exempt care giving arrangements. Broadly, informal childcare is referred to as Friend, Family, Neighbor (FFN) care. A 2023 study published by the Center for the Study of Child Care Employment (CSCCE) estimates that 48% of parents leveraging FFN childcare provide non-monetary compensation further reducing the formal capacity to capture the full scope of childcare work being provided in the United States.¹

A 2025 survey published by the First Five Years Fund found that FFN care was the most frequently used form of childcare for parents with children through three years old (49% used FFN).² A 2008 study by the National Center for Children in Poverty in a 2008 study estimated that as much as 53% of families with employed parents and kids under five years old used FFN care.³ A more recent 2023 study published by the Center for the Study of Child Care Employment (CSCCE) estimates that “26 percent of parents with children under age three and 29 percent of parents with children aged three to five rely on care by family, friends and neighbors (FFN).”⁴ While the estimates are varied, it is clear that informal FFN childcare represents a large portion of childcare services being rendered in the United States.

Declining birth rates, an aging population, and slowing immigration could be seen as headwinds when projecting the childcare needs of California residents.⁴ Fewer children might suggest a shrinking need for childcare services; however, there are several reasons to expect the demand for childcare services including FFN care to remain robust. A 2024 report by American Progress citing US Census data indicated that the percentage of young children’s guardians were in the work force has continued to increase.⁵ Furthermore a 2025 Cal Matters report found that labor force participation by those aged 65-74 has continued to increase.⁶ This could reduce the number of available relatives that could be available for rendering childcare.

Formalized Child Care Labor Data

Analysis prepared by the North/Far North Center of Excellence for Labor Market Research found that in 2021 Education and Human Development was the second largest employment sector in the North/Far North region that includes Butte and Glenn Counties (See Appendix). Generally, the analysis estimates a +5% job growth by 2026 within the sector. Subcategories pertaining to young childcare and education include Teaching Assistants, Childcare Workers, and Preschool Teachers. These were all projected to grow as well.

The report also found that job postings within the Education and Human Development sector were significantly skewed to jobs within early childhood care and education subcategories with Childcare Workers, Teaching Assistants and Preschool Teachers all more than doubling the number of job openings of any other category. This illustrates that qualified labor to fulfill these roles is already in short supply and in demand.

Labor Data from the California Employment Development Department (EDD) is also projecting growth within young childcare/education with Butte College’s service area. In Butte County, Preschool Teachers as an occupation is projected as a top-10 fastest growing occupation with a +21.2% growth rate projected through 2032.⁶ Childcare workers are also projected to see significant growth with a projected rate of +12.1% through 2032.⁷ In 2020, the EDD reported there were 460 annual job openings for Child Care

Workers which exceeded the 310 employment figure also reported in 2020.⁸ This highlights the labor shortage within Butte County within this occupation.

Unmet Need

As previously cited, Butte County reportedly has 89 family childcare homes and Glenn County has 45. Licensing requirements mean these homes can have up to 8 children for a small care home and up to 14 for a large care home when certain conditions are met.¹¹ If all such reported facilities fell under the larger category, these facilities could accommodate, 1,876 children. In reality, not all of these facilities operate as large capacity homes, so the actual capacity is somewhere between 1,072 and 1876.

According to July 1st 2024 US Census Bureau data, Butte County is estimated to have 10,625 children under 5 years. Glenn County is estimated to have 1811 for a total of 12,436 children under the age of 5 within the service area of Butte College.⁹ Using estimated utilization rates of FFN care earlier reported (26% - 53%), we can estimate the total number of children needing FFN services to be between 3,233 – 6,591.

However, many young children may live in households where older siblings are present who could be a source of care instead of relying on childcare outside of the household. Of the 8,377 families in Butte and Glenn Counties with children under 6, U.S. Census data shows that 4,752 family households include only children younger than 6 years old.¹² Focusing just on these families without older siblings, overall FFN utilization rates would suggest that between 1,236 and 2,519 families would choose FFN care. The assumption however is that these families would rely on out-of-home FFN care at higher rates than those with older siblings, which would suggest the low end of this estimated range is too conservative.

These families may also have multiple children under 6 years old. A 2025 CDC report calculates births per female as 1.64.¹⁰ Of course children born to a family are often spread out and families with especially young children may not yet have had time to add another child to their family, so simply using the birth rate across all families to estimate the number of children represented may be an overestimation. If instead we spread the birth rate out and accounted for additional time between child births, we could reasonably estimate that families with children exclusively under 6 years old may average 1.3 children per family. This would suggest that these young families alone would represent 1,607 – 3,275 children in FFN care, again with the assumption that the true number is closer to the higher estimate than the lower.

There remain 3,625 additional families that include a child under 6 with an older sibling. While it would be assumed that these families would utilize outside FFN care at a lower frequency due to the inclusion of older siblings in the familiar unit, there is still likely a significant need for childcare services. Using the low end of the utilization estimate, an additional 943 children would be seeking FFN care. Combining these two family-based estimates, at least 2,560 children would be utilizing FFN care as an especially conservative estimate.

While the true engagement rate and reliance on FFN childcare is difficult to fully assess, there is strong cause to believe that the reported FFN care capacity in Butte and Glenn Counties is far below the community need. With a reported capacity to accommodate at most 1,876 children, an additional 49 large family care homes would be needed to fill the gap in capacity to the lowest estimated figure presented (est. 2,560 children – 1,876 capacity = 684 child gap → 648 gap / 14 children per large family home = 49 additional large homes needed). In all likelihood, the gap is larger, and capacity is smaller. If we used our initial need estimated range of 3,233 – 6,591, the gap between the high-end of reported capacity is between 1,357 – 4,715 children. This would represent a need of 97 – 337 large family care homes.

Program Sustainability

Collectively we see that across formal and informal arrangements for childcare and education that there is strong demand for labor force development. Not only do both government labor statistics and surveys of informal FFN childcare needs suggest that employment in this sector is going to continue to grow, but that labor shortages already exist. To adequately meet the community's need for these services additional skilled and qualified workers are going to be required. A low barrier non-credit certificate would help those be better prepared for the FFN space and could act as a foundation to develop the skills necessary to continue to advance within the occupation.

Through the Early Childhood Education Non-Credit Certificate program, the initial capacity will be 40 people per class with four total classes to complete the certificate. We won't know with any certainty the rate at which students will complete a certificate, but 20-25 certificates per year is a reasonable goal for the program. At this throughput the Early Childhood Education Non-Credit Certificate would only partially address the community.

Ongoing community needs suggest that once established, demand for the program will be sufficient for the foreseeable future to sustain demand for the program.

Resources:

- 1) <https://cscce.berkeley.edu/publications/report/parent-preferences-in-family-friend-neighbor-and-nanny-care/>
- 2) <https://www.ffyf.org/resources/2025/04/survey-data-supports-the-need-for-better-access-to-child-care-for-parents-of-infants-and-toddlers/>
- 3) <https://www.nccp.org/publication/demographics-of-family-friend-and-neighbor-child-care-in-the-united-states/>
- 4) <https://www.cbo.gov/publication/61164>
- 5) <https://www.americanprogress.org/article/a-2024-review-of-child-care-and-early-learning-in-the-united-states/>
- 6) <https://calmatters.org/commentary/2025/02/californias-aging-populationtiny/>
- 7) <https://labormarketinfo.edd.ca.gov/data/employment-projections.html>
- 8) <https://labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>
- 9) <https://www.census.gov/quickfacts/fact/table/buttecountycalifornia/RHI225223>
- 10) <https://www.cdc.gov/nchs/data/nvsr/nvsr74/nvsr74-1.pdf>
- 11) <https://rrnetwork.org/assets/general-files/Title-5-Title-22-Comparison-Chart.pdf>
- 12) https://data.census.gov/table/ACSST1Y2023.S1101?t=Families+and+Living+Arrangements&g=040XX00US06_050XX00US06007

Financial concerns: (general fund requirements, equipment needs, facility/space requirements, etc.)

General Fund Requirements:

- Marketing: \$2,500 (includes marketing adds and brochures).
- Instructional Supplies: \$2,500 (includes printing, and consumable materials for hands-on in class experiences).

Facility/Space and Equipment Needs

