

Comprehensive Review for Unit/Program (Instructional)

CHILD DEVELOPMENT DEPARTMENT

Fall 2012

The study of Child Development and Early Childhood Education is one of the most popular majors in the entire California Community College system; 92 or 112 colleges throughout the state offer degrees and certificates in this major, and Labor Market analysis projects a growth of 12% in need for qualified professionals to work in this field.* According to the recently published ARCC report issued by the State of California Chancellor's Office, Child Development/Early Care and Education programs are ranked #2 only below nursing in the awarding of certificates and degree when compared to all vocational majors in the state!!

ARCC 2012 Report: Systemwide Indicators

Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 11: "Top 25" Vocational Programs in 2010-2011, by Volume of Total Awards

Includes Certificates Requiring Fewer Than 18 Units

	Program Title	Total Credit Awards 2010-2011	AA/AS Degrees 2010-2011	All Certificates (Credit) 2010-2011
1	Nursing	8,077	5,869	2,208
2	Child Development/Early Care and Education	6,222	1,859	4,363
3	Administration of Justice	5,412	2,431	2,981

Our Child Development department here at LMC posts similar success rates, with steady increases in our certificate and degree awards (as reported by District Research Dept. Current data for 12-13 is not complete) In fact the number of AA degrees our dept. has awarded has **doubled** in the last 5 years thanks to program improvement efforts and our partnership with First 5 California!

LMC INTRUCTIONAL PROGRAM REVIEW

Child Development

Degrees and Certificates

Degrees/Certificates	2009-2010	2010-2011	2011-2012
30 to Fewer Than 60 Units	6	11	19
AS	15	18	24
Cert 6 to 18 Units Not Aprvd	71	66	85
Total	92	95	128

Our dedicated CHDEV educational advisors met with over 750 professionals in our area last year alone to help guide them on their path to professional development and degree achievement. We are an important and growing profession and one which deserves college investment to promote student success and workforce development.

Advisory Board Update

Because our field is constantly undergoing revisions in training needs and licensing requirements, it is critical that we remain closely connected to our community needs and trends in the field. For example, 5 years ago there was move to train professionals in the QIP (Quality Improvement Plan) system, with all practitioners evaluating their own sites. This has now changed to a bigger focus on the CLASS training. Many of these changes are driven by decisions for funding and support offered by First 5 Contra Costa, so it allows us to optimize incentive programs, advising, and coursework for our students. Our department, as the “hub” of training and professional development in East County, is the disseminator of what’s new in the field, in the community, and at our college. We rely on feedback from the Advisory Board to help us shape our programs and services so that our decisions meet the needs of the community.

We have an active advisory board that contains members from our partner agencies and local employers from our field. Our current membership includes representation from First 5 Contra Costa, County Office of Education, Contra Costa County Child Care Council, Head Start, Early Head Start, Liberty High School Teaching Academy, Deer Valley High School ROP program, Freedom High School ROP, Professional Growth Advisors from local child care programs, Walnut Creek Fine Arts Preschools programs, and local mentor sites. We also include students and parents from our program.

Our advisory board meets twice a year. Part of our regular agenda includes updates on programming and scheduling of classes in our department. Our advisors offer input as to need for certification classes, resources, and availability of classes. We also receive recommendations for use of Child Development Training Consortium funds. It also allows us an opportunity to weigh in on decisions in which our partner organizations are deliberating.

As a result of our Vision 20/20 work with key advisory board members, we decided to re-shape our advisory group into a smaller, more focused group that could offer consistent attendance. We plan to go beyond the immediate agenda that we often have and move to more long-term strategic planning and long-term goal setting.

Success/Retention Analysis

Summarize your unit/program’s success/retention data and trends, *including an equity analysis*.

1. Like the rest of the college, our data show an obvious achievement gap, particularly with African American students. One of our attempts to mediate the low achievement of African American students in our program was to have a variable flex training for full and part-time faculty with Dr. A’kilah Moore this year. As a result of this training, we continue to discuss and brainstorm specific strategies to use in our classes to support African American student success and completion rates. We are also planning to do attendance studies across all of our classes to determine if scheduling is another factor in success and completion. Through a research query, we will look at the relationship of classes that meet once, twice, or three times per week to compare success rates. We will look to see if patterns emerge to better inform our scheduling decisions.

2. We also have very low numbers of non-traditional students, particularly males. However, a big issue with the data we were presented is that it includes all Family and Consumer Science majors, which include culinary arts which does attract more males and may account for the high district numbers as compared to our program, which is only ECE and Child Development, with no culinary program! We guess, in part, because our area of the district has a different cultural profile, which includes higher numbers of Latino and African American males, (who are culturally less apt to work with young children), we have low numbers in this area. We also hypothesize that in more educated communities (Central County), working with young children is more acceptable for males. We have tried numerous things in the past few years

to address this issue. Particularly, we have reached out to high schools in a concerted way to attract male students to our major. Since some of our classes are GE, we do have more male students enrolling and we actively promote continuing coursework in this major.

3. We also noted a sharp dip in skill attainment, and we saw that this was closely related to the timing of required cuts our department began sustaining in 2007-2008. The FIRST classes cut from our offerings were electives more closely tied to work in the field with more hands-on coursework that is less theoretical. These classes produced higher success rates and are currently virtually out of our rotation. Also, beginning in 2006 students began developing ECE Ed Plans with our First 5 advisors and were advised into the more theoretical classes to facilitate degree completion and transfer. Over the 3 years, our student count was larger, with less curriculum oriented coursework to choose from, likely influencing the decline in skill attainment. However, this data still motivates us to improve our overall success rates with our students.

4. A positive piece of data showed that while district completion rates took a sharp drop, our completion rates continue to improve. We feel this is in large part because of the more targeted advising available to our students, more relation-based guidance with our students, and the development of simple advising sheets and Local Certificate application forms to more clearly guide students on a path to certificate and degree completion. In our course outline revisions, we also added a required Ed Plan assignment to students in our introductory course (CHDEV 1), aiming to get students on a focused path early in the major. As the professional requirement to teach in our fields continue to rise, it is important we graduate more students with a transfer degree to pursue a BA. To this end, we have completed the ECE AS-T and anticipate completion of a Child Development AA-T to help solidify pathways.

Curriculum Update

Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

With the recent development of the ECE AS-T we have a clear 2 year pathway for students that will lead to graduation and transfer. We worked with the counseling department to develop a checklist for both major (CAP 8- 8 agreed on courses in the state for this major) and CSU GE coursework for this degree. Each one of the CAP-8 courses has a C-ID Designator and has common coursework across the state. We are comfortable with the rigor, sequencing, breadth, depth, and prerequisites for this coursework. We have received state approval of our ECE AS-T. We have been notified that 5 courses have been completely approved, with 3 additional courses that require minor modifications for C-ID approval, so that work will be completed next semester.

We are currently in conversation at the state level for an additional Child Development and Adolescent AA-T. This AA-T would probably include 3 or 4 CHDEV courses and be for students who wanted to work with children and families but not at the early childhood level. This AA-T would likely include some of our “specialization coursework” that currently are in LAC certificates and considered specializations on the State Permit Matrix. The state projects that this AA-T will be vetted by the end of Fall 2013.

We have really had to limit our offerings beyond our CAP 8 and 3 of our 6 unit specializations. We do have two more specializations on the books but it is hard to offer each of the classes in them due to the reduced instructional hours. Ideally for the field we should offer a robust “ECE curriculum” specialization that includes choices and a “School Age Education” specialization for students pursuing a teaching credential, but we just haven’t had the instructional hours. There are also other specializations that the field is calling for such as “Science and Math in ECE”, “Working with Children with Autism” and “Violence Prevention and Relation-Based Discipline”. As more instructional hours are available to our department we will look at providing specialization coursework more frequently and with more variety. As the new BRIC

study showed, many CTE students come back to LMC to upgrade their skills and earn certificates. In our field, these specialization certificates often allow students to be promoted and earn more money on their job because they are directly tied to advancement on the Permit matrix. Ultimately expanding the availability of these courses for our students is a high priority goal for future curriculum development and offerings.

Since the 2005-2006 academic year, we have begun offering a “Math Cohort” for Child Development majors to help with their completion of transfer-level math courses: The cohort consists of a Learning Community that moves from Math 4 through Math 34 in 5 semesters. Two cohorts have graduated and we are now midway through the third. The average enrollment per cohort is 20 students. This cohort is funded through our First 5 partnership, and includes coverage of the instructor salary, as well as tutoring support, math calculators and textbooks for each student. Since the inception of this cohort model, we have seen graduation rates climb. It is a practice we intend to continue and possibly expand.

Beginning Fall 2006, we also began offering a “Spanish/Bilingual Cohort”. This is a sequenced set of the first 4 core courses to earn a teacher permit (out of 8 ECE courses) which are taught in a bilingual format with progressively more English in each subsequent course. Students are required to be concurrently enrolled in the appropriate ESL or English course, based on individual assessment. To date, we have completed 3 cohorts and are midway through 4th, with close to 150 English language learners completing the sequence. This cohort is also funded through our First 5 Partnership, and includes the cost of the instructor and textbook loans for the students, as well as relation-based advising with a Spanish speaking Professional Growth Advisor. As the strategic plan from First 5 shifts to more advanced preparation for this targeted group, our offerings may change to offer additional courses to meet the teacher permit requirement.

Course Offering Analysis

Analyze your course/section offerings and trends, and report any new course or program plans.

One of the most significant accomplishments in this arena is receiving full alignment with the California Community Colleges ECE Curriculum Alignment Project (CAP) which required that we re-write and submit our course outlines for the core 8 classes in ECE (24 units) to the CAP board. Now, all 8 core courses are aligned with content at the 88 other ECE community college programs in California, making it very easy for students to transfer from one program to another or mix and match courses from different institutions to complete degree requirements.

Completing this process also helped expedite the development and acceptance of our Early Childhood Education AS-T degree which is also founded on the same core 8 courses and the same aligned content. We expect to graduate our first cadre of students with the AS-T degree in Early Childhood Education in Spring 2013, with transfer plans ranging from CSUEB to Sacramento State, SF State, CSU Long Beach and beyond. To date, sixteen CSUs have accepted the ECE AS-T degree.

As described in the Curriculum Update section above, we plan to continue to offer our Math and Spanish cohorts. One of our challenges in this area is institutionalizing these sections, as they are currently grant-funded.

In the Spring of 2012, we participated in the Career Ladders Project and offered the college’s first Career Advancement Academy in Early Childhood Education. This included one course of Introduction to Early Childhood Education and Child Growth and Development combined with English 90 and a Human Services course. Eighteen students considered at-risk for academic success completed this program. Nearly half have continued in our program and are working towards degrees and certificates.

We collaborated with the Honors Program in offering one Honors section of Child Development 10. This class proved so popular that the Honors Program requested it be added to their regular rotation. However, due to the mandated reduction of instructional hours, we have been unable to repeat this course. We hope, as instructional hours are added to our program, that we can again collaborate with the Honors Program.

We are also excited to have added 4 courses delivered online to our curriculum offerings. In Spring 2012, we offered our first online section of CHDEV 65, Health, Safety and Nutrition in ECE Settings. In Fall 2012 we offered it again, along with CHDEV 95, Administration in ECE Settings, and CHDEV 01, Introduction to Principles and Practices. These classes have been some of the first to fill during early registration, with long waitlists. To us, this verifies the pent up demand for offering courses online. As a result of our Comprehensive Program Review planning process, we have developed a sequenced roll out for offering additional courses online through the coming semesters. Here is our proposed plan:

Fall 2013	Add CHDEV 40
Spring 14	Add CHDEV 32
Fall 2014	Add CHDEV 10
Spring 2015	Add CHDEV 33
Fall 2015	Add CHDEV 92

We agreed that courses that are heavily reliant on lab experiences in the Child Study Center would not be well-suited for on-line instruction, such as CHDEV 11, CHDEV 62, CHDEV 83, and CHDEV 90. Therefore, we are not currently planning to offer a fully online degree in Early Childhood Education.

Budget cuts and section reductions have caused us to make significant cuts in regular course offerings, and we have removed numerous electives from our course teaching rotation. As a result, we have had to condense and revise our LAC offerings. We currently cannot offer the "School Age Teaching Certificate" or the "ECE Curriculum Certificate", 2 popular specializations, that students often choose to fulfill the requirement to receive licensure. When we had to make targeted cuts, we also cut sections at the Brentwood and Pittsburg campuses. As instructional hours are increased, we look forward to renewing course offerings at the Brentwood campus and expanding our offerings at the Pittsburg campus.

Future curriculum development plans include weaving new research, information and tools into our coursework and practicum experiences. These include:

- "CLASS"-the new teaching assessment tool for infant, toddler and preschool teachers
- CESFEL-Center for Emotional and Social Foundations for Early Learning materials and protocols
- CA Department of Education Foundations and Curriculum Frameworks for Infants, Toddlers and Preschoolers
- COMPSAT-the statewide teacher competencies project
- ROSIE-environment rating scale

This will necessitate professional development for faculty and Child Study Center staff.

Instructional Methodologies

Summarize and analyze your methods of instructional delivery and teaching methodologies.

As the faculty is continually updating the course material to stay cutting edge in the field, the assessments/assignments that students are completing are continually being refined. For example, as the staff and faculty in the Child Development department became trained in the "CLASS" tool, our midterm and final evaluations for our lab students in CHDEV 83 and 90 were revised to reflect what we learned. Part of our flex retreat included staff and faculty working together to develop this new evaluation form.

As a result of receiving SMART classroom equipment, we have made a concerted effort to infuse technology into our classes. Instructors now regularly demonstrate internet resources, enhance lectures with videos and use PowerPoint presentations to support lectures. Students are able to use the technology tools for their own classroom presentations. Full-time faculty also use Blackboard and Insite classrooms to supplement face-to-face instruction.

Since Child Development is an applied field, each one of our courses has students connect theory to practice. We work closely with the Child Study Center lab staff to ensure that what we are teaching in lecture is visible in the lab. We have collaborative monthly department meetings with faculty and classified staff to discuss what the lecture classes are doing and what we will want our students to see or work on in the lab. For example: in CHDEV 10, students will observe a child and then analyze that child's development based on what they are learning in lecture; in CHDEV 1 the students will evaluate the program for Developmentally Appropriate Practice; in CHDEV 50 students complete an Anti- Bias checklist of the center and often tell their persona doll story to the children in the lab and implement an anti-bias activity. These are just a few examples of the interplay between the lecture classes and the lab school.

The saying "vote early and vote often" applies to our program in the sense that we want to have our students get in to the lab early in their coursework and we want them to be there often. Effectively working with children is a science and while students receive theory in lecture, unless they see the theory in practice, they won't be able to apply it and become the effective practitioners that children, families and communities desperately need.

We are very proud of our program. One very successful aspect of our program is the Student Internship Program. Each semester we hire approximately 20 students that are Child Development majors to become interns (assistant teachers) in the Child Study Center Lab. As a result of their experience and targeted training, our student interns become highly sought after by high quality programs in the field. Our community partners have noticed the consistent quality of the preparation these students receive in developmentally appropriate and culturally relevant practice. Head Start programs have hired directly from our interns over the last 3 semesters. Also other community programs such as Celebrations Preschool and Little Angels Country School hire our interns regularly. Furthermore, four of our graduated interns have been hired as full time staff working in lab programs at 2 and 4 year colleges around the state, including San Francisco State, Chico State, Sacramento State and College of the Redwoods!

Assessment Summary

Summarize your PSLO/CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

We completed our PSLO assessment and are planning no changes in the objectives at this point. All CSLO assessments were completed in our previous assessment cycles except for CHDEV 55 & 57, 95 & 96, 62 & 83. These are being completed this Spring.

Below is a table that shows our cohort CSLO assessment plans going forward. These are largely based on when COORs are expiring.

Cohort	Course	Name	COOR Date	Responsible/Comments
12/13				
1	95	Administration of Early Childhood Programs	12-2-09	Fall: Pam & Jeanne
1	96	Supervision in Early Childhood Programs	1-19-10	Spring: Pam & Jeanne
1	65	Health, Safety and Nutrition	2-24-10	Fall: Pam and Jeanne
1	55	Caring for Children with Special Needs	5-21-09	Fall: Janice and Joann
1	57	Developmentally Appropriate Practices for	5-21-09	Spring: Janice and Joann

		Children with Special Needs		
1	62	Curriculum Foundations for the Young Child	10-20-09	Fall: Erlinda
1	83	Field Experience at Community Programs	10-21-09	Fall: Janice
13/14				
2	10	Child Growth and Development	11-26-08	Spring: Erlinda and Janice
2	11	Techniques and Methods of Child Observation	10-2-08	Spring: Doug
2	25	Creative Art Curriculum for Children	12-5-07	We anticipate being able to offer this course by Fall 2013 or Spring 2014. COOR will be re-written prior to assessment
2	33	Developmentally and Culturally Appropriate Practice for the School Age Child	10-20-09	Spring: Pam & staff
2	32	Caring for and Educating School Age Children	3-3-11	Fall: Erlinda & staff
2	76	Introduction to Foster Care	9-9-09	Fall: Janice and Patsy
14/15				
3	40	Infant and Toddler Care and Development	10-23-09	Fall: Pam and Sue
3	41	Developmentally Appropriate Practices for Infants and Toddlers	12-2-09	Spring: Erlinda and Sue
3	90	Student Teaching Practicum in Early Childhood Education	5-26-10	Spring: Pam
3	92	Adult Supervision / Mentor Teacher Training	11-20-09	Spring: Janice & Staff
3	77	Working With Drug Exposed Children from Birth to 5 Years Old	9-9-09	Spring: Janice and Patsy
15/16				
4	1	Introduction to the Study of Early Childhood Education	3-19-12	Fall: Pam
4	50	Teaching in a Diverse Society	2-14-12	Fall: Janice
4	22	Relationship-Based Discipline Strategies for Children	10-20-09	Spring: Janice
4	20	Child, Family, and Community	5-21-09	Fall: Erlinda and Doug
		Space for new course		
		Space for new course		
		Space for new course		
COURSES TO INACTIVATE				
	28	Learning Environments that Support Art	4-26-07	Inactivate course
	27	Art and the Creative Process for Young Children	1-16-07	Inactivate course
	23	Positive Discipline for the Young Child	5-21-09	Inactivate course

Assessment Analysis:

Each one of the courses assessed did have assignments embedded in the course that they could use for assessment. Some of our courses used one assessment to assess multiple CSLOs and some used one assessment per CSLO. In our review of our plans we didn't find any themes or patterns that would really change how we are teaching the course or related to student proficiency.

However, we were surprised to find when we collectively reviewed the improvement plans that there was a theme that emerged. Within the lecture part of our course we need to find ways for students to receive more specific instruction

and practice for the acquisition of the SLOs. Below are sample strategies taken from assessment improvement plans that faculty will use to help students improve proficiency with the assessments and thereby with their CSLO acquisition:
CHDEV 11: earlier application exercises using anecdotal observations in the DRDP-R form to expose students earlier to that skill.

CHDEV 20 We can use articles on current events relating to our topics, and practice summarizing and reflecting.

CHDEV 22 Write a summary together in class of a child's behavior. They need a model.

CHDEV 32 After allowing small groups to create rough draft examples of desired schedules, provide all students with examples of proper schedules for discussions and revisions.

CHDEV 41 Make a clearer outline for students to follow/fill in sections vs. assuming they will know what to include.

CHDEV 92 Add more class time for role play to encourage students to listen/reflect and respond to their mentee, especially being sensitive to the mentee's past experiences and cultural background. This will help students in the mentor role who have difficulty putting themselves in the role of mentee.

An inquiry question we are left with is, "are we asking students to do too many assignments/assessments and would we find improved outcomes by doing less but helping students do the work at a higher level of critical thinking and reflection?" We will be asking this inquiry question for each COOR we review over the next 5 year cohort cycle.

Our program level assessment examined our capstone course assignments that measured PSLO attainment. We found many strengths that students were leaving our program with, but discovered gaps in student proficiency in the area of applying anti-bias curriculum concepts in their teaching. We re-designed assignments and lectures in several precursor courses, (CHDEV 1, CHDEV 62, and CHDEV 50) to build stronger foundational skills. We will re-assess this during our next PSLO assessment.

Results of the program-level assessment also prompted us to expand instructional focus to include more infant/toddler development and curriculum to support the expansion of our lab school with the addition of an infant demonstration classroom. Our infant room was operational for 2 semesters. Unfortunately, budget cuts cost us our infant classroom, so we cannot determine if these changes translated to improvements in students' proficiency with infant/toddler care.

Certificate and Degree Requirements

Review your certificate and degree program requirements and indicate any revisions that you are considering (if applicable).

As a result of the SB 40 legislation, we developed an AS-T degree in Early Childhood Education and dropped our former AA degree in Child Development. We also currently offer a 25 unit Certificate of Achievement in Child Development. The following grid captures our plans for certificate revisions.

Current	Planned	Comments
AS-T in Early Childhood Education		This uses the CAP 8 courses that are the same for each AS-T in the state
	AA-T in Child and Adolescent Development	If this becomes a TMC
25 unit Certificate of Achievement		The Same CAP 8 courses as our AS-T and aligns with the third level (Teacher) of the Permit Matrix

	Master Teacher Certificate of Achievement	This would be a 33 unit Certificate and would include the CAP 8, CHDEV 92 and then 6 units of specialization coursework. This would align with the fourth level (Master Teacher) on the Permit Matrix
LAC Child Development Permit: Assistant Teacher Certificate (6 units)		First Level (Assistant Teacher) on the Permit Matrix
LAC Child Development Permit: Associate Teacher Certificate (12 units)		Second Level (Associate Teacher) on the Permit Matrix
Specialization: Special Needs Care and Education (6 units)		Can be used for the Master Teacher Permit
Specialization: School Age Care (6 units)		Required for the Associate Teacher Level on the School-Age Permit Matrix. Can be used for the Master Teacher Permit.
Specialization: Infant Toddler Care (6 units)		Can be used for the Master Teacher Permit
Specialization: Administration Director of Private Preschools (6 units)		Can be used for the Site Supervisor Permit which is level 5 of the Permit Matrix
Specialization: Curriculum in Early Childhood Education (6 units)		Can be used for the Master Teacher Permit Note: Students haven't been able to complete as we have only offered some of the coursework. We are adding CHDEV 25 and 35 to the 2012/2013 schedule and with these two courses and CHDEV 22 students will be able to complete this specialization
	LAC Autism Specialization	This could be used as a specialization for the Master Teacher Permit. Note: We have heard from members of our advisory board that there is a shortage of people trained to work with children with Autism in elementary and preschool programs.
	LAC Foster Care Specialization	Our Foster Care Coordinator would like us to develop a Foster Care LAC as this will provide a delineated pathway for this program

Staffing Structure

Analyze your unit/program's staffing structure including 3 year FTE trend data.

We have sustained devastating cuts to our Child Study Center staffing over the past 3 years as a result of budget reductions. We moved from a funding base that supported 12,200 instructional hours in our Child Study Center down to 8,540 instructional hours. This represents more than a 30% cut to staffing in our lab! **WE NEED OUR 4th CLASSROOM BACK!**

In 2011 our department received the largest and most severe cut of any department or office at LMC, resulting in the loss of 3 permanent positions plus hourly/monthly reductions for remaining staff which forced the closing of our infant

program, the loss of our summer program, and the loss of front desk reception/security personnel. Below is a history of staffing levels from our past 3 years, as well as projections for staffing needs to restore the services and lab classrooms to full functioning.

2009-2010 1 Director 40 hr 12 mo.
 1 family life education specialist at 40 hrs 12 mo. (PreK)
 1 instructional assistant at 40 hrs 12 mo. (PreK)
 1 instructional assistant at 40 hrs 11 mo. (Preschool)
 1 instructional assistant at 35 hrs 10 mo. (Preschool)
 1 family life education specialist at 40 hrs 10 mo. (Infant/Toddler)
 1 instructional assistant at 30 hrs 10 mo. (Infant/Toddler)
 Total hours funded 12200

2009/2010 Summary: The Child Study Lab had 4 programs total (Infant, Toddler, Preschool and Pre K) and 6 teaching staff members. We had two teachers in the Pre-K and Preschool and one each in the toddler and infant program. To augment staffing in the Child Study Center we developed an internship program of approximately 20 students each semester. Students started at a junior level (lowest student worker salary) and finally a senior level (mid-level student worker salary) position. With this set-up we were able to maintain the required ratios for Accreditation and Licensing. We also had 40 hours of student assistance as receptionist at the front desk to maintain parent service and child security.

2010-2011 1 Director 40 hr 12 mo.
 1 instructional assistant at 40 hrs 11 mo.
 1 family life education specialist at 40 hrs 10 mo.
 1 instructional assistant at 40 hrs 10 mo.
 1 instructional assistant at 40 hrs 10 mo.
 1 instructional assistant at 30 hrs 10 mo.
 1 instructional assistant at 25 hrs 10 mo
 1 front desk receptionist at 30 hrs (position only funded for one semester) 540
 Total hours funded 11659

2010/2011 Summary: The Child Study Lab was required to eliminate the infant program due to classified staff reductions. The Child Study Lab was downsized to 4 classified staff (two teachers in the Pre-K and one each in the Preschool and toddler program. We still had 40 hours of receptionist time at the front desk. We also raised the tuition rates for the 2010/2011 school year to offset some of the program costs.

2011-2013 1 Director 40 hr. 10.5 mo.
 1 family life education specialist at 40 hrs 10 mo.
 1 instructional assistant at 40 hrs 10 mo.
 1 instructional assistant at 40 hrs 10 mo.
 1 instructional assistants at 30 hrs 10 mo.
 Total hours funded 8540

2011/2012 Summary: Because we were cut down to one Instructional Assistant in the Preschool classroom, we had to reduce the capacity of children in that classroom, reducing the number of student parents we can serve and reducing the number of CHDEV students we can place in the class. For the 2011/2012 we were cut again. This time we were asked to reduce the intern program to 12 paid positions to reduce programmatic costs. As we still needed 20 interns to stay in minimum adult:child ratios, we developed an entry level position of interns. This is a nonpaid position where students are told we will hire from this pool of entry level positions when we have openings in the 12 paid allotted positions. We

also had to reduce our front desk student receptionist position to 20 hours, reducing security coverage at the front desk and parent service.

2012/2013 Summary: After giving the “all college try” using entry level positions for the last two years we are going to ask the college to revisit this. We have ethical issues asking students to be counted in ratio and perform the duties of a assistant teacher without paying them for this. In addition we have noticed that there commitment to fulfilling their weekly schedule is not the same as a paid intern. On a weekly basis this leaves us without enough staff and we end up asking interns to work in a classroom where they are not assigned to cover shifts. This makes an inconsistent environment for both the children and interns. In addition to this we have problems filling these entry level positions and having students complete their semester of work. We are also very concerned about the lack of coverage at our front desk, especially because of security reasons! The center is open 40 hrs/week but the front desk is only staffed 20 hrs per week, creating a security risk for the staff and children inside the building

2013-2014 Proposed staffing for quality and security
1 Director 40 hr. 10.5 mo.
1 family life education specialist at 40 hrs 10 mo. (Infant/Toddler)
1 instructional assistant at 40 hrs 10 mo. (Infant/Toddler)(new hire)
1 instructional assistant at 40 hrs 10 mo. (Preschool)
1 instructional assistants at 40 hrs 10 mo. (Preschool)(new hire)
1 instructional assistants at 40 hrs 10 mo. (PreK)
1 instructional assistants at 40 hrs 10 mo. (PreK) (add +10 hrs/week to existing position)
1 receptionist/admin. Asst at 40 hrs 10 mo.

As a result of our effort to improve success and completion, we are seeing a steady increase in the number of CHDEV 11 students, CHDEV 83 students and CHDEV 90 students in the lab.

According to the research provided by the District, the enrollment trends in the past 2 years for these 3 classes, all of which require students to be in our lab classrooms, is dramatic!

	Sp11	F11	Sp12	F12	Sp13	Total % increase
CHDEV 11	29	32	36	37	37	28%
CHDEV 83	18	21	17	23	45	105%
CHDEV 90	8	19	22	11	17	102%

For example, CHDEV 83 has a class max of 30 yet we accommodated (stretched) to 45 students for Spring 2013. This has had a negative impact on student experience because students are crowded into 3 classrooms instead of spread across 4. It has also put undo additional pressure on the Instructional Assistants, who must oversee and support students while they are observing or participating in their class. **WE NEED OUR 4th CLASSROOM BACK!**

Under the guidance of the classified staff our senior and junior level interns learn how to mentor some of the beginning level lab students. This provides them the opportunity to help train and support a new classroom teacher (something that is often required of a preschool teacher) and prepares them with applicable job experience. Additionally this allows us to accept more students into the lab program. We rely on our interns to support the lab experience for students and to support the classified staff in order to keep our program within legal ratios and to maintain a high quality lab experience for children, families and students. **WE NEED OUR INTERNS BACK!**

As assaults on children in school settings increase, the need for front-door monitoring during all hours that the center is opened is crucial. Permanent personnel who are trained in campus security procedures, who know and recognize parents, and who have relationships with all who come and go in the Lab is the best solution to address this need. This position could also offer administrative support to the lab manager as we take on the added processes of recordkeeping for the USDA food reimbursement program

For all of these reasons, we are seeking to restore two of the three permanent staff positions that were cut and restore the number of paid interns to 20. We also want to restore full 40 hour coverage of the front desk reception services. This would bring us to the 2010/2011 school year level. We would consider another tuition increase to offset some of these costs if a new market survey warrants it.

Budget Analysis

Our budget analysis will focus on the Child Study LAB, since it requires the bigger operating budget and generates revenue.

Year	Revenue	Intern/student workers costs	Program costs	Total expenses	Returned to College at end of year
09-10	140,726.82	76,478.14	2,811.38*	*79,289.52	61,437.30
10-11	217,569.29	105,937.73	19,506.60	125,444.33	92,124.96
11-12	182,585.84	55,287.16	22,059.38	77,346.54	105,239.30

Projected Estimates

Year	Revenue	Intern/Student worker costs	Program costs	Total expenses	Return to College at end of year
13-14	215,000	100,000	18,000	118,000	97,000

*Programmatic costs in 2009/2010 did not include a line item cost for materials and supplies, so it appears artificially low. However beginning in 2010 this became a line item cost which accounts for the large change in programmatic costs. We also increased the number of student interns to offset the reduction of classified staff so intern costs increased in 10-11. During 2009/2010 and 2010/2011 equipment and expenses were cut to bare bones and all supplies on hand were used and not replaced. During 2011/2012 a slight increase in program costs reflects replacement costs that were incurred in order to replenish spent supplies and replace aging equipment.

Student assistant and intern costs were higher in 2009/2010 and 2010/2011 in part due to front desk assistance totaling 40 hours. In 2011/2012 front desk assistance was decreased to 20 hours per week leaving the front desk unattended for a major portion of the hours of operation. We also decreased the number of student interns in 2011/2012.

Cause for fluctuation in program costs and revenue was twofold; rising costs of food and material is evident in 2011/2012 and loss of funding for student families who were dependent on Resource and Referral Agencies for child care payment. This caused some students to drop their classes mid semester due to the elimination of child care support. In 2010/2011 on campus Cal Works and ROP funding was no longer available to subsidize child care costs for low income students.

To help cover rising costs we increased tuition in 2010/2011 after a market survey was completed. This increase in revenue is evident in 2010/2011 but decreases with the loss of our infant program in 2011/2012.

In our projected budget we will increase intern costs when we restore our intern team to 20. However, we also plan to apply for the USDA food program, which will reimburse the programs for the cost of food to feed the children 3 snacks daily. This will significantly decrease our program costs. Additional income will be added with the return of our infant program. We anticipate an increase in revenue for 2013/2014 with little decline in return to the college at the end of the year.

Facilities

Report on your unit/program's current and future use of facilities.

Currently the CSC is used in the following way:

CSC 121 is leased to the County Office of Ed. for their deaf and hearing impaired program. They have aligned their program to meet our college school calendar for the most part. They are paying \$5,280 per year.

Presently there is little collaboration between our program and theirs.

CSC119 houses our 2 year old program of 12 toddlers 2 years to 3+ years. (total of 15 enrolled)

CSC112 houses our 4 and 5 year old program of 20 Pre Kindergarten/ Kindergarten children. (Total 28 enrolled)

CSC111 houses our 3 year old program of 18 Preschool children (Total of 23 enrolled)

CSC 110 is the CHDEV college course classroom which is used M-F for a variety of CHDEV classes. Presently no weekend courses are scheduled in the center.

CSC101, 102, 104, 113, CSC201, CSC202, & CSC203 house faculty and administrative offices.

Future use of the CSC:

CSC119 is a large classroom and we have in the past housed both our infant and toddler classes in this room using portable dividing walls. We would again like to use this classroom space in that way with either a duplicate 2 year old class (due to large numbers of 2 year olds on the waiting list) or reinstate the infant program.

CSC121 is currently leased out space that formerly housed our infant program. We want to re-instate our infant program in this space, since it is a needed training opportunity for child development students/

CSC110 Classroom furniture is breaking-student chairs need replacement. We need to replace at least the 12 that have broken.

Lab classrooms:

- outdoor changing tables are in disrepair and need to be removed and replaced with simple weather-proof locking storage cabinets.
- Keyless entry locks are obsolete and are no longer supported by the vendor. We need replacement keypad entries for security into all four classrooms.

Equipment and Technology

Report on your unit/program's current technology and equipment infrastructure.

Child Study Center Office	Item	Condition	Updating?	Rationale for Updating
Reception Area	Optiplex 755 Computer	Working	Not at this time	
	GX 280 Computer	Working	Yes	This is an older model computer and should be upgraded.
	GX270 Computer to support SARS	Working	Yes	This is an older model computer and should be upgraded.
	Hp Laser Jet 4200 Printer	Working	Not at this time	
CSC 101	Optiplex 780	Working	Not at this time	

Child Study Lab Children's Classrooms	Item	Condition	Needs Updating?	Rationale for Updating
CSC 104	Optiplex 755 Computer	Working	Not at this time	
	GX 620 Computer	Working	Not at this time	
	Toshiba Studio 455se Copiar	Working	Not at this time	
CSC 111	Optiplex 755 Computer	Working	Not at this time	
	Hp Office Jet 6500 Printer	Working	Not at this time	
CSC 112	Gx 280 Computer	Old	Yes	We need a working classroom computer for teachers' and children's use.
	Hp Office Jet 6500 Printer	Working	Not at this time	
CSC 113	Optiplex 780 Computer	Working	Not at this time	
	Hp Office Jet 6500 Printer	Working	Not at this time	
CSC 119	Optiplex 755 Computer	Working	Not at this time	
	Children's Computer	Malfunctioning	Yes	We need a working classroom computer for teachers' and children's use.
	Hp Office Jet 6500 Printer	Working	Not at this time	
	Xerox Phaser 3200 MPF (Patsy's office)	Working	Not at this time	
CSC 104-119	6 Video Cameras and docking chargers	Working	Not at this time	
	4 Digital Cameras	Working	Not at this time	
Adult Classroom	Item	Condition	Needs Updating?	Rationale for Updating
CSC 110	Smart Classroom Podium	Working	Yes	Needs a USB remote PowerPoint clicker.
	DVD/VCR	Malfunctioning	Yes	The DVD/VCR unit has a broken button and sporadically malfunctions so is unreliable.
Faculty Offices	Item	Condition	Needs Updating?	Rationale for Updating
CSC 102	GX 279 (old) Computer	Working	Yes	This is an older model computer and should be upgraded.
CSC 105	Optiplex 755 Computer	Working	Not at this time	
CSC 201	Optiplex 780 Computer	Working	Not at this time	
	Hp Laser Jet 4200 Printer	Working	Not at this time	

Instruction:

Child Study Center Room 110 is now a technology "smart" classroom. We have internet, computer, DVD and a document camera all connected to a projector and speaker system.

The DVD/VCR combo unit needs to be replaced. We also need a computer remote control to be able to work a PowerPoint and not have to stand at the computer.

Child Study Center Childrens' classrooms:

The child study center classrooms are equipped with computers and printers. The staff teachers use digital cameras regularly for documentation. We have computers for the children to use but these are outdated and malfunctioning. We need new computers with larger monitors (24"-27"). These computers should also have internet access so interns can support children's learning with media. We would also like to add a LCD Projector and screens so that we can project learning materials, such as media clips, children's artwork or project work.

Currently the Child Study Lab classrooms have an insufficient number of outlets. This makes it difficult to plug in necessary equipment. We need additional safe electrical connections in the classrooms.

Equipment and technology that is currently functioning and adequate will become outdated and depreciate. We anticipate upgrades will be necessary within the next 5 years. Children's educational software needs updating now.

Child Study Center Manager's Office:

The computer needs are currently being met. However, as the computers and supplemental equipment (such as printers) age, it will need to be updated and/or replaced. The copy machine has been recently upgraded and we anticipate only regular maintenance to be required.

The Center uses the ProCare software system for enrollment management, billing and classroom security. We are in dire need of ProCare software upgrading as our current version is no longer supported. Also the keypad door entry equipment needs to be updated and/or replaced.

Professional Development

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members, and analyze your future professional development needs.

The Child Development department believes in professional development to support ongoing education and training.

Faculty:

Faculty participate in professional organizations such as CCCECE (California Community Colleges Early Childhood Educators), Contra Costa Child Care Council Board and CAEYC (California Association for the Education of Young Children). Faculty members attend conferences and workshops, such as the CAEYC conference, CPIN (California Preschool Information Network) workshops, and trainings by the CA Dept of Ed.

Some specific training faculty participated in include:

- CSEFEL (Center for Social Emotional Foundations in Early Learning) modules training
- STEM-Early Math Task Force Symposiums
- Faculty member completed a sabbatical on online teaching pedagogy.
- Faculty completed district sponsored coursework
- Faculty attended the annual CAP (Curriculum Alignment Project) regional training and CCCECE retreats.
- Faculty attended the Academic Senate sponsored Curriculum Institute for 4 years as well as regional Curriculum training
- Faculty attended the Academic Senate sponsored SLO Institute for 2 years as well as regional Assessment training.
- Faculty attended California Tomorrow retreats for 3 years.
- Faculty participated in CLASS Certification training.
- Faculty attended the Academic Senate sponsored Equity and Diversity Institute.

- Faculty attended a department sponsored training to improve African American student success.

Child Study Staff: Child Study Center Staff attend conferences and workshops regularly, as well as participate in flex activities every semester. Members of our staff are also continuing their education: in the past two years, our Director and two Family Life Specialists have completed their Master's degrees. Another of our staff is currently working toward her bachelor's degree.

Some specific training classified staff participated in include:

- Raising a Reader
- California Association for the Education of Young Children state-wide conference 2008 and 2010.
- Preschool Makes Difference First 5 program
- My Teaching Partner Quality Improvement program
- Program for Infant and Toddler Caregivers trained
- PITC Inclusion
- Advocacy Efforts
- 2010-2013 Leading training presentations during our staff trainings for the interns in outdoor environments set ups and using the CLASS tool for preschoolers
- Participation and leadership in the Professional Growth Advisor Program
- Self Study Documentation for NAEYC Accreditation

We also had three staff member return to school and complete Master's degrees in Early Childhood Education, and another staff member is now back in school working on her Bachelor's degree in Child Development!

Additionally, Child Study Center staff and faculty are currently involved in CLASS (Classroom Assessment Scoring System) training. This is a new teacher assessment tool which analyzes teaching strategies and teacher-child interactions to support positive classroom climate, learning and concept development. It is our goal to use CLASS techniques throughout the center: in classroom instruction to educate our students, for staff training and in interactions with children.

Child Study Lab staff members are required to participate in professional development activities in order to maintain their teaching permits current. Some of the activities staff participated in include:

Staff members are also required to undergo CPR and First Aid recertification every two years.

As our field is dynamic and constantly updating information on best practices, we anticipate ongoing professional development needs, particularly in the areas of program assessment, teacher training, and curriculum development.

Collaboration

Describe any current collaboration efforts that are occurring between your unit/program, and other units and programs both inside and outside of the instructional service area.

Our department works collaboratively with many departments on campus on behalf of students and to support the college as a whole. Below are samples of the significant activities we have participated in over the past 5 years

INTERNAL College Collaborations

- Counseling Department creation, dissemination and use of AS-T Checklist
- English as a Second Language Department discussions regarding student trends, needs and course offerings

- World Languages department collaboration to send students into the Child Study Center to read children's books in Spanish to the children
- Drama Dept. collaborations to craft "Children's Theater" productions which Drama students can perform in an authentic venue with Child Study Center children.
- Collaborations with a variety of department labs, such as Automotive, Biology, and Journalism, to provide tours to children in the Child Study Lab to learn about the workings in the college. This is also an important learning experience for our Child Development majors, who coordinate and help facilitate the tours.
- Collaborations with the Art Dept. to sponsor a children's art exhibit at the Art Gallery and to produce ceramic tiles to include in the building of the Child Study Center water wall.
- Collaboration with the Library to display child work in the entry displays
- Math Department schedule coordination and planning for cohort course offerings
- Nursing Department placement of nursing students in our Child Study Lab School as part of their regular pediatric experience in normal child development
- "The Professor is In" office hours in the CORE to offer tutoring to Child Development majors and other students on campus

In addition to the collaborations above, Child Development faculty are also very active in college-wide committees and initiatives. A list of significant participation includes:

- RECENT: Curriculum Committee chair and representation consistently for 12+ years including lead in coaching other faculty in course outline revision, TLP membership and active lead in coaching other faculty in course –level assessment, Research & Planning Committee membership, Career/Technical Education Committee Chair, Hispanic-Serving Institutions Grant steering committee, Learning Communities Campus Initiative membership,
- CURRENT: Professional Development Advisory Committee membership, Academic Senate Senator, Shared Governance Council membership, Local Planning Group membership, Career/Technical Education Committee, Accreditation Standard IV sub-committee, IDEA, GE
- FUTURE: all of above plus Distance Ed,

EXTERNAL

- California Early Childhood Mentor Program providing off-campus mentoring of CHDEV-83 Work Experience and CHDEV-90 Student Teaching Practicum students
- Extensive collaboration with Contra Costa County Child Care Council, including participation and presentation at regional conferences, student and child scholarships, training and workshops, and representation on the Board of Directors
- Child Development Training Consortium providing tuition reimbursements, child development textbook lending library, and instructional costs for elective courses not covered by general fund, coordination of CAP alignment work for Early Childhood coursework across all community colleges in California, hosting state-wide Training Portal to direct students and practitioners to course offerings and trainings around the state, including course taught on-line, conferences, and traditional courses.
- First 5 Contra Costa Children & Families Commission providing educational and professional growth advising, math and ESL cohorts, math tutoring, child development and general education textbook lending library, California Child Development Permit processing, Reflective practice and Intentional Teaching seminars, Emerging Leaders pipeline to promote leadership in ECE, and financial incentives. Nearly \$2,000,000.00 has been provided to our department to support advising and special course sponsorship and training.

- First 5 Contra Costa Children & Families Commission providing quality improvement initiatives, such as Preschool Makes a Difference, My Teaching Partner (utilizing the CLASS tool), and Quality Rating Improvement System, to Child Study Center staff and to Child Development majors to improve facilities and programs.
- Articulation agreements with High School Regional Occupational Programs and Teaching & Learning Careers Academies and partnerships in recruitment to our LMC Child Development Dept, Career Days mock interviews and student internship referrals.
- Representation at Northern regional TMC development meetings for Early Childhood Education, Childhood and Adolescent Development, and Elementary Teaching.
- Full time faculty member has been on the Board of Directors of the Contra Costa Child Care Council for the past 10 years.
- Part-time faculty member (Doug Rowe) is a member of the Contra Costa Local Planning Council.
- County Office of Education rents space in the Child Study Center to offer an infant/toddler deaf and hard of hearing classroom as well as a special education preschool that uses the facility parent training
- Employment tracking system sponsored through First 5 to track employment trends and employee movement across agencies and fields.
- Partnership with Growth Sector, a non-profit agency who works with veterans, unemployed, and under-employed Californians, to develop pathways to teaching credentials through ECE.
- "Growth Sector" collaboration between Alameda and Contra Costa County to promote career pathways to Education majors through Early Childhood education
- Participation and completion of CAP (Curriculum Alignment Project) alignment, re-designing and aligning our core 8 courses to state-wide standards.
- Participation in State Chancellor's Advisory Board group, co-leading semi-annual regional meetings for local ECE professors at 10 neighboring community colleges.
- Participation in The Statewide Foster/Kinship Education Program. The Foster Kinship Care Education (FKCE) program offers classes for prospective foster, kinship and adoptive parents as well as others working or interested in the foster care system. Our dept. coordinator also works closely with Contra Costa County Social Services Dept. to provide "Introduction to Fostering" or "Pride" class required to become a licensed foster parent. Additionally, we offer over 700 hours of training classes for licensed foster parents to maintain their license each year.
- Participation in 20/20 Workforce visioning initiative with community workforce partners

Annual Review Update Analysis

Analyze your annual reviews (objectives and improvements) over the past 4 years and respond to the feedback from last year's review.

2009-10 Objectives

- Improve parent and student satisfaction with communication, support, and supervision at the Child Study Center by hiring a permanent receptionist at the front reception area.
- Update and improve instructional experiences available to Child Development students in the Child Study Center Lab by continuously maintaining and upgrading the facility.
- Increase male participation in our program
- Enhance the culture of innovation by installing remaining components to complete a "smart classroom" in Child Study Center room 110.
- Improve success and completion rates for African-American students in our program by researching the barriers to success that African-American Child Development students face and develop and implement an action plan.

2009-10 Improvements

Our 2009 Program Review has had mixed results. We hired a permanent receptionist and then lost the funding for this position due to budget cuts. We have made some upgrades to the facility such as installing shade umbrellas to the yards. We are still in need of software upgrades for the Child Study Center. (Did we put in a RAP for this?) Our recruitment of males for our internship program is ongoing; we had one male intern for the 2011-2012 school year. We have updated the technology in our adult classroom which has improved instruction. Our goal for improving the success rates for our African-American students is ongoing.

2010-11 Objectives

- To improve our Core Indicator data, we want to increase the participation of males in our program.
- To promote ongoing professional development for Child Study Center Staff and Child Development Faculty to assure we are teaching theory and modeling practices that represent the most current knowledge in the field.
- To keep our facility properly maintained for safe and long term use

2010-11 Improvements

We have had more success with our 2010 program review objectives. As stated above, we continue to recruit males to our program. We also had a male scholarship winner in Spring 2011 for one of our Child Development scholarship awards. Our department believes in ongoing professional development for faculty, staff and student interns. Staff and interns attended the CAEYC conference in Sacramento. In March of 2012, our department (including faculty, staff and student interns) participated in a two day CLASS training. In April of 2011, accessibility buttons were installed on the front door of our building.

2011-12 Objectives

- Develop a system for accurately tracking student employment data, including self-employment and employment promotions.
- Improve success and completion rates for our students, particularly African-American students
- Students receive a clear and accurate Ed Plan to help them complete their degree, workforce requirements, and permit goals in collaboration with the LMC Counseling Dept. and our Dept.
- To maintain efficiency with hardware and software upgrades for the Child Development Department.
- To maintain quality field-based mentoring sites with fully qualified mentor teachers.

2011 Improvements

- We have not made progress on our first goal. This is currently on hold and we hope to be part of any efforts going forward to help track all CTE employment data.
- We conducted faculty training for full and part-time faculty in our department with A'kilah Moore on success strategies for African American students. As a result, some faculty have begun identifying study pairs to support accomplishment. We have also begun to be more explicit about attendance and participation requirements, to target at-risk students early in the semester, and to be more pro-active in dropping students early.
- We have added an Ed Plan as a required assignment in the Introduction to ECE course to increase the number of students who obtain a clear and accurate Ed Plan. We have also developed a graduation checklist in collaboration with the counseling office to share with students and counselors to make career pathways clearer.
- Standard hardware upgrades have occurred. We are requesting software upgrades in our next RAP.
- We have a new mentor grant coordinator who has helped expand the diversity of our mentoring sites to include a before-and-after school school age site and a family childcare program is also in the pipeline.

Program Review Feedback

Our feedback from the Program Review process was primarily positive. The review team found our program information was documented and explained well.

Some suggestions for improvements included:

- Include the description should include the work the department has been doing with “First 5 of Contra Costa”
- Define all acronyms and abbreviations for clarity.
- In order to thoroughly understand the objective concerning safety, additional details should to be included. What were the problems the department encountered in regards to the handicap accessibility? What solutions were considered, and finally, how was the problem resolved?
- Consider how the department will complete designated activities: what additional support is needed, what systems will be used and how are objectives being measured?

We have tried to keep these suggestions in mind while writing this comprehensive program review.

Strategic Priorities

Describe which strategic priorities (District or college) you feel are most applicable to your unit/program and how your unit/program plans to participate in supporting these priorities.

LMC Strategic Priority #1: Increase and Accelerate Student Program Completion

This is the strategic priority which is nearest and dearest to hearts, since meeting it means improved student success and ultimately a better prepared workforce for the children in our community! As noted in data analysis above, we have made significant strides in student program completion, with degree awards DOUBLING since our last comprehensive program review. We intend to continue this positive trend through a number of successful strategies

- Development and dissemination of a clear transfer pathway worksheet that is reviewed with students in their first CHDEV class and made available on-going at our Student Information area.
- Promotion of LAC completion and application processing through in-class reminders and dissemination of forms on an on-going basis
- Required Ed Plan assignment to get all majors on track with an Education Plan through our First 5 advising office or the campus Counseling Dept. (depending on their identified major)

We also plan to continue our collaboration with the Higher Education Consortium and CSUEB to develop appropriate transfer pathways with AS-T degrees from our department. We already have an approved ECE AS-T degree, and are in the preliminary stages of working with a state team to develop a Child Development AS-T as well.

LMC Strategic Priority #4 Improve the Academic Success of our African American Students

We are also very invested in making headway on this strategic priority. One of the challenges of our field is developing a diverse workforce that represents the cultural and ethnic makeup of the children who are served. Equipping well educated and trained African American early childhood professionals is a real need in our community. We will pursue this goal through a number of focused activities

- Engage faculty (full and part-time) in professional development activities to expand our understanding and to develop specific strategies to support success for these students
- Expand the focus of our Student Internship program to focus on African American student recruitment placement. (This program has shown, at least anecdotally, to significantly improve success, completion, and transfer rates for the students who are employed at our Child Study Center lab school.

Long Term Goals

Using the above analysis, develop longer term (5 year) goals that you plan on addressing in your annual unit/program review updates (3 – 5 goals recommended).

1. To implement a high quality birth to 5 years old “continuity of care” model in the Child Development Department Lab that demonstrates current best practices.

Rationale:

The Child Development Department Lab is the first training experience for many of our students. The LMC Lab must be a model of high quality care and education for our students and the community based on current research. The field of Early Care and Education is a rapidly evolving one, based on innovations in brain research and expansion of the focus on the early years of development. As such, the lab requires regular updating of the environment and facilities, professional development for staff and faculty, and program modifications that reflect current thinking in the field.

Activities:

It is difficult to identify all of the activities necessary to meet this objective as accreditation, state, and local requirements and professional information change over the next five years. The activities we can identify now include:

- Revive infant program
- Move to full continuity of care model 0-5yrs
- Restore previous staff allocations in the lab including student interns
- CLASS training for Toddler tool for staff and faculty (2014-2015)
- ProCare Center Administration Software upgrade and training (2013-2014)
- Infusion of new QRIS (Quality Rating Improvement System) assessment tools and training model into practice at the Child Study Lab.
- Plan for bi-annual CAEYC attendance for interns when the conference is in Northern California
- Maintenance and renewal of NAEYC Accreditation, including Self-study activities and yearly updates
- Increase our capacity to serve children with special needs by modifying the environment, professional development for staff, and hiring interns with specializations in working with children with special needs.
- Explore development of a dual-immersion classroom that incorporates both Spanish and English in all aspects of the environment and curriculum. This classroom model can help children who are English Language Learners build their English skills and help to lessen the education gap with Latino children in the Pittsburg community. This model can also be an avenue for child development students who are currently taking classes with Erlinda in Spanish to have an internship opportunity that uses both Spanish and English (thus providing more internship opportunities for early childhood education students).

2. To increase the number of specialization, permit, degree and certificate completions for Child Development students including diverse populations

Rationale: Our department data shows a lower success rate for students of color and our workforce has demand for trained providers that reflect the demographics in our children in our community. This aligns with the strategic goals of local stakeholders and partners including First 5 Contra Costa County and Contra Costa County Office of Education.

Activities:

It is difficult to identify all of the activities necessary to meet this objective as accreditation, state, and local requirements and professional information change over the next five years. The activities we can identify now include:

- Solidify clear pathways to CSUs for BAs, permits and credentials.
- Pursue Child and Adolescent Development AA-T, if AAT development is completed at the state level.

- Update and re-configure Certificate(s) of Achievement and LACs for better workforce preparation. This will involve developing a Master Teacher Certificate of Achievement, a set rotation of electives, and new areas of specialization such as a focus on emotional development, children with autism and/or foster care.
- Explore opportunities for collaboration with other departments and programs across the college to improve student success which may include learning communities or mentoring programs. (Create an Umoja cohort with ChDev 10 and ChDev 20? Personal Mentor Program with recent graduates?)
- Continued support of Spanish-speaking child care providers to move them from the Associate Teacher level to the Teacher level on the Permit Matrix as well as expand support to child care providers that are English learners.
- Explore development of an ROP program for Early Childhood Education at Pittsburg High School. Currently we have an ROP program in the Antioch high schools but not at the Pittsburg High School. Given that LMC is in the city of Pittsburg, it would be great to reach out to our local community.

3. To improve connections to the Early Childhood Education workforce and improve delivery.

Rationale: In order to provide the best in workforce development, we would like to improve communications with our community partners. We also want to track our graduates in order to discover if they are gaining and maintaining employment. We would like to help students network with recent graduates, and we would like successful completers to mentor and support current students.

Activities:

It is difficult to identify all of the activities necessary to meet this objective as accreditation, state, and local requirements and professional information change over the next five years. The activities we can identify now include:

- Pursue employment tracking processes with graduates and completers. Explore process to extract employment of LMC students from First 5 database. Explore what other colleges are doing to document employment. Monitor progress with statewide ECE registry currently under development.
- Link current students to Professional Growth Advisors.
- Develop and train advisory Committee to assist with workforce development info (2015-2016)
- Develop a system of mentoring and/or networking between recent graduates and current students

4. Develop a focused inclusion project to integrate children with developmental delays and other special needs into our lab school classrooms.

Rationale: Including children with special needs in our classroom will allow child development students to observe a high quality inclusive classroom here at LMC. This model can provide hands on practices for interns in how to integrate an inclusive classroom so that they can create and strengthen the linkages among federal, state and local policymakers, national organizations, researchers and practitioners – linkages that are necessary to increase inclusion opportunities. Some studies have shown the importance for child development students to learn about inclusion and suggest that teachers want to include children with disabilities in early childhood settings but they lack the knowledge and preparation for inclusive educational practices. (Silverman et al. 2010, Hadadian and Hargrove, 2001, and Marchant ,1995). It is then critical that teacher education programs ensure that future early childhood teachers have the knowledge base, skills and strategies to meet the needs of all children, with and without disabilities, within the general education classroom setting. Additionally, there will be benefits to the young children we care for and educate in the Child Study Center Lab; the typically-developing child will benefit from an inclusive setting by becoming aware of and accepting of different abilities. For children with special needs, a high quality inclusive classroom will help them to make significant academic gains.

Activities:

- Make modifications to environment as needed to accommodate special needs
- Develop specialized internship for 2 students with Special Needs specialization
- Provide professional growth to staff and interns to improve services by implementing strategies that are specific to the disabilities of the child
- Develop interdisciplinary team with professional practitioners from school districts and/or County Office of Education to provide opportunities for staff and interns to participate in the IEP process (Individualized Education Plan, developed collaboratively by professionals and parent(s) of child).