

Instructional Units Program Review Year Five Update - Child Development Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

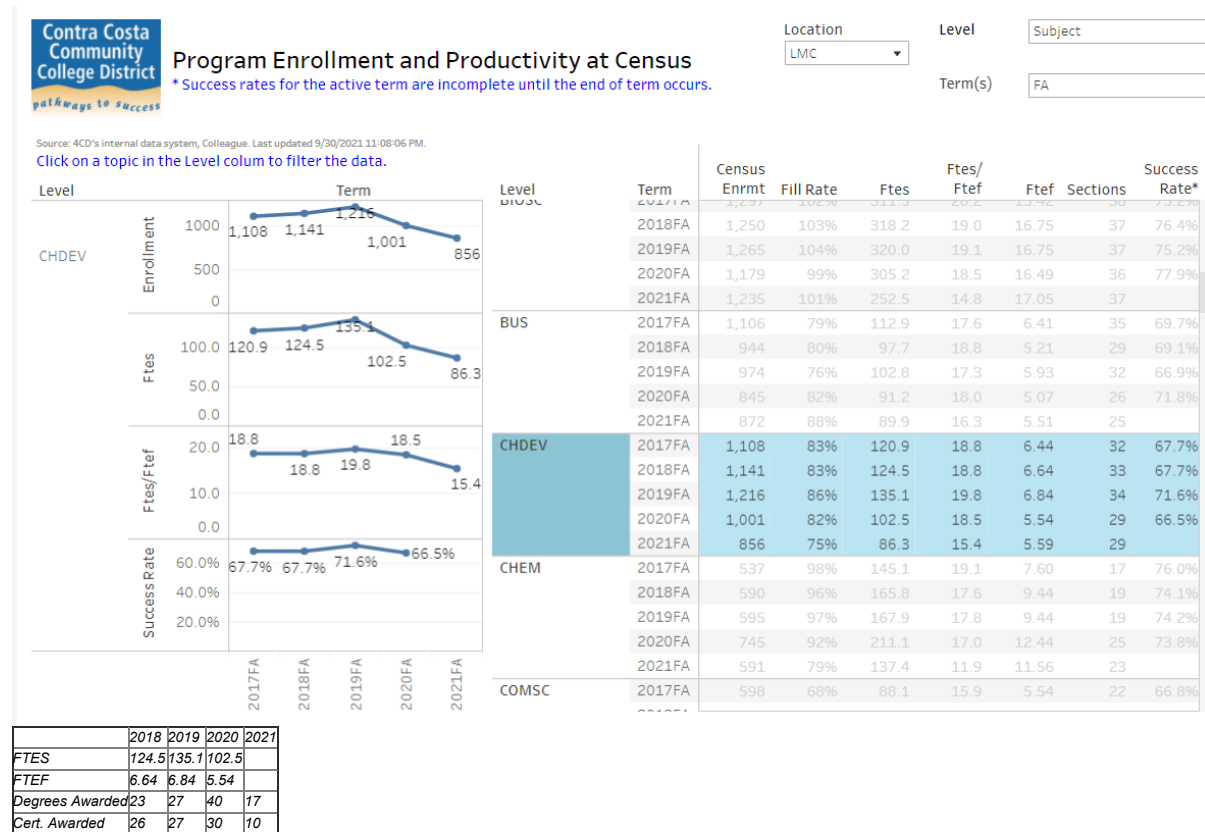
1. Program Update : Version by Osburn, Randi on 01/24/2022 23:50

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

- Our Full Time Faculty, Pam Perfumo, retired in Spring 2020, a new Full Time Tenure Track Faculty, Randi Osburn, hired as retirement replacement.
- We also hired a new director, Angela Fantuzzi, in replacement of our director who retired in Spring 2019.
- Child Development 11 is being offered as an online OER/ZTC course starting Spring 2021.
- Perkins grant awarded for community mentorship program.
- CCAMPIS grant awarded for student parents.
- COVID accommodations (online practicum, online courses).
- Partnership with Brandman for LMC students to complete bachelors degree through Brandman on LMC campus.
- Changed Articulation Agreement for Careers in Teaching and the TLC Academy to EDUC 100 from CHDEV 32

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))



1b. Please address the following enrollment data provided for your program.

1.b.2. What does the data suggest in terms of future needs/directions?

- With COVID we see a decline in Course enrollments from a peak of 1216 in Fall 2019 students to 856 students in Fall 2021. That is a decrease of 30%. It is hard to learn about how to teach children in an online format, which is what we have been doing. In particular CHDEV 62 and CHDEV 90 are hard online as those classes teach how to build curriculum and implement that curriculum. As CHDEV 62 doesn't have a lab component, we are finding that we can't require the implementation piece and that we really aren't meeting the CSLOs of that course in the way that we are teaching it. In the past we required working or volunteering 3 hours a week in a licensed program and for students who didn't have access to that we offered CHDEV 83 which had anywhere from 40 to 60 students enrolled each semester. With the limited enrollment in the Child Study Center and new COVID regulations, we haven't been able to offer CHDEV 83.
- Rather than change the CHDEV 62 COOR we are sticking with the highest pedagogical vision and waiting for CHDEV 83 to be offered again, so we can again require implementation of curriculum with children. This is important as CHDEV 62 is part of the first 12 units required by licensing to be a teacher in an early childhood program and they need experience with children before they take on this responsibility.
- We have also been thinking about developing an Apprenticeship program which would also meet the need for the students taking part in this program to gain experience working with children.
- For CHDEV 11 and CHDEV 62 we are using HERF funding to help children with the very applied CHDEV 11 coursework. CHDEV 11 has always required a lot of support as it is an intensive writing class of child observations and then applies that information to ECE assessments. What we notice in the online courses for CHDEV 11, 62, and 90 what students are missing is that real time feedback that is so important in their moving forward with their coursework and their learning.
- Although students say they want face to face coursework they don't seem ready to come back. For this semester we offered two online sections of CHDEV 11 and CHDEV 62 and one face to face of each. The online sections were full and face to face had less than 10 students. This has also impacted our FTEFs. All of our face to face courses have low enrollments.
- For the future, we know our CHDEV online offerings will expand from pre COVID levels. It is clear that students have become more proficient in taking online courses. We receive less emails from confused students than we did in the past. That being said there are courses in our department: CHDEV 11, CHDEV 62 and CHDEV 90, that we want to offer predominately face to face. Say two sections face to face and one online.
- The other coursework we haven't been able to offer is our new Curriculum Specialization consisting of a course on Math and Science, and one on Music and Art. Those courses are extremely hands on, so we will wait until it makes sense to offer those courses in a face to face environment. We are hoping that will be Fall 2022 and Spring 2024.
- Our department also oversees EDUC 100. There is big news with that. We have just submitted an update that includes a better alignment with the C-ID course descriptor and have done a crosswalk with Careers in Teaching ROP and TLC Academy so that we were able to articulate that course with those programs. We are waiting to offer that course until the students are allowed to be in elementary classrooms as 45 hours is required per the course descriptor. We have a vision of adopting Stoneman Elementary with that course and having the students complete their hours there. We also hope that then Pittsburg Unified will cover the cost of the fingerprints then, as they did when our students interned in their School Garden program. We have adopted an OER book for this course which will also help with the cost.
- We have just had East County school districts complete a survey about their needs for TK teachers in order for them to implement the TK mandate in SB 130. We will be holding a summit in Fall 2021 to envision what a partnership would look like with these school districts to provide the 24 ECE units that their TK teachers need. We see a need for a cohort for credentialed teachers to meet the needs of the school districts and to create a better learning environment for these students.
- We are working on partnerships with local high schools to provide Early College Credit for Child Development 10, Child Development 1 is currently articulated.
- We are working towards offering all our CAP 8 courses on the Brentwood campus and have submitted a Box 2A for a full time faculty presence on the Brentwood campus.
- Even with the current COVID environment, the students that are persisting need to take CHDEV 90 in increased numbers. We offered a section in Summer 2021 and have a full section this fall. Based on the increased students completing CHDEV 11, we anticipate filling two sections this Spring. That would be the first time we will offer two sections in the same semester.
- Although we have articulation agreements with Freedom, Liberty, and Antioch High, we need to connect with Deer Valley as there is a new teacher, and that articulation agreement has expired, and we have heard that Heritage High School has a new course we can articulate with, so we are working on connecting with them.
- Pittsburg High School used to have a course we articulated with but that was more than a decade ago. What we would like to do there is offer a dual enrollment course, similar to what Nick Garcia does in the Drama Department. We also see offering CHDEV 10 at Deer Valley and Freedom, since those students earn CHDEV 1 for their ROP coursework and by offering CHDEV 10, they would have completed their first 6 units of ECE coursework and be eligible for the assistant teacher permit on the permit matrix.
- One additional effort our department is taking on is to OER/ZTC as many of our courses as possible. In the spring sections of CHDEV 1, 11, 20, and 50 will be OER/ZTC. We are researching how to get the other 4 CAP 8 courses OER/ZTC.
- In summary our data shows we need to build enrollments. We plan to do that by connecting with East County School Districts to offer a 24 units of cohorted ECE coursework and to build dual enrollment options and increased articulation agreements in the high schools. Those seem to be the lowest hanging fruit we can start with. Creating an apprenticeship program is something that will take years to pull together, however we want to start researching that program this year, and work on building that so possibly in the 2024 school year we can have that program up and running.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Goals	Completed/Abandoned/In Progress/Modified	Impact/Explain/Action Steps	Timeline/Responsible Parties
Goal 1: To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree	In Progress	<ul style="list-style-type: none"> • We have built a partnership with Brandman University to develop a Bachelor's degree in Early Childhood Education that can lead to a teaching credential. • We articulated our program with St. Mary's College JCL Teaching Credential Program. • We are working with the Regional Joint Venture (RJV) Teach for the Bay to build partnerships and learn about what other colleges are doing to create Teacher Pathways for Child Development students to go into the multi subject credential programs. In addition we keep updating and expanding articulated courses with our feeder high schools and plan to offer dual enrollment/early college pathways. 	Ongoing/Janice Townsend, Erlinda Jones & Randi Osburn
Goal 2: To improve the security and operations of the Child Study Center (hire an hourly front desk position, install ProCare)	In Progress	<ul style="list-style-type: none"> • Funding requests (RAP) have been submitted to fund and post the front desk position (Office Assistant II) through an hourly position. This position was approved in 2018/2019 school year, however has not been filled. Our department continues to submit RAP proposals. • Funding requests have been submitted for the ProCare system to be installed in our Child Study Center. 	Ongoing/Angela Fantuzzi/College Management

Strategic Initiative Report

<p>Goal 3: To maintain and expand partnerships with external agencies (First 5, WestEd, St. Mary's/CSUs, USDA, NAEYC, CCAMPIS, Pittsburg Unified, ROP/Academy Programs, Strong Workforce Initiative, COCOKIDS, CALWORKS, TANF)</p>	<p>Modified/In Progress</p>	<ul style="list-style-type: none"> • Our modification is that we have added more community programs to our regional partners such as BACC, RJV, CCCECE and East County School Districts. • We are collaborating with universities, such as Brandman and St. Mary's, so our students have more transfer options and are working on becoming active in Teach for the Bay. • In the Child Study Center we have continued to implement the USDA food program, allowing us to provide healthy meals for the children in our program. • We continue to work with First 5 Contra Costa to provide services to our working students. • We continue to expand our community outreach through the Advisory Committee, which allows us to strengthen our partnerships with CoCoKids, Head Start and other community partners. • We have developed a Community Mentor program through Perkins funding which has allowed us to hire community mentors and strengthen partnerships with center and home based programs in the community. • We have been granted the CCAMPIS grant which supports student parents in our Child Study Center. • We continue to support LMC student families through our partnerships with CALWORKS and TANF. • We continue to work with ROP/Academy Programs, offering articulation agreements with the local high schools. • We manage several grants in our department that support our students. 	<p>Ongoing/ Erlinda Jones, Janice Townsend, Randi Osburn, Angela Fantuzzi</p>
<p>Goal 4: Our Child Study Center staff would like to engage in work and conversations around wellness and self care.</p>	<p>In Progress</p>	<ul style="list-style-type: none"> • We will research and create an integrated wellness program into the curriculum for the children at the Child Study Center. • We will research and create wellness practices for the Child Study Center staff. 	<p>Angela Fantuzzi</p>
<p>Goal 5: Our Child Study Center staff would like to have a presence online to increase communication with parents and families.</p>	<p>In Progress</p>	<ul style="list-style-type: none"> • We will research educational communication options and decide which programs would best meet the needs of the parents and families we serve and implement a new communication system. 	<p>Angela Fantuzzi</p>
<p>Goal 6: Our department would like to increase the number of OER courses offered.</p>	<p>In Progress</p>	<ul style="list-style-type: none"> • We will work with adjunct faculty and OER support on the LMC campus to develop more OER courses that can be offered in the course schedule. We would like to have full OER versions of CHDEV 1, 10, 11, 20, 50, 62 and 65 by Fall 2022. • We are working on locating resources that would work for CHDEV 90. 	<p>Randi Osburn, Janice Townsend, and Erlinda Jones.</p>
<p>Goal 7: Hire the ECE Educational Specialist</p>	<p>New</p>	<ul style="list-style-type: none"> • In the 2019/2020 school year Angela Fantuzzi was hired as the center director. Her replacement was approved and going out for hire in the Spring of 2020 however it was stopped during COVID. We can't expand beyond 24 children in the Child Study Center and follow COVID protocols without the hire of this position. In Fall 2022 we plan on expanding to 50 children and we need this position hired to do so. When we can work without COVID restrictions then with this position we will be able to enroll 80 students. This position also will allow us to place more CHDEV 90 students in the Child Study Center and work towards offering CHDEV 83 as well. We continue to submit RAP proposals for this position. 	
<p>Goal 8: Hire a CHDEV Brentwood full-time faculty</p>	<p>New</p>	<ul style="list-style-type: none"> • In the Fall of 2021, our department submitted a Box 2A proposal for a full time Brentwood hire. We need this position for two reasons. The first is for our department to meet the needs to develop ECE teachers and Elementary teachers for East County at the Brentwood Campus through extended face to face offerings and advising. Second, our department is heavily involved in external partnerships and campus committees. In order to manage this workload we need another faculty hire. As we are extending our partnerships in far east county via school district and articulation partnerships, it makes sense that this hire would be at the Brentwood campus. 	
<p>Goal 9: Align coursework with CTC Teacher Preparation Assessment and Teacher Preparation Expectations</p>	<p>New</p>	<ul style="list-style-type: none"> • This is new work in the state to use TPEs in aligned in course to streamlin the CTC permit process. • The main change is that at some (currently unknown) point in the next 4-5 years, the state would like to move away from students presenting their course transcripts as proof of readiness to apply for a child development permit. Instead, students would attend a community college and other institution of Higher Education that has met the requirement allowing them to recommend students for the permit, based on them meeting certain competencies. • We will be reaching out to Las Positas College to learn more about how they are going about this, as a first step. 	<p>Janice Townsend, Randi Osburn, Erlinda Jones</p>
<p>Goal 10: Dual Enrollment with Feeder High Schools</p>		<ul style="list-style-type: none"> • Work with Pittsburg Unifies to build a Grow Your Own Teacher Program • Offer CHDEV 10 and 50 at Freedom High School • When we get Freedom and Pittsburg off the ground we would like to partner with Antioch High School and offer CHDEV 10 and either CHDEV 1 or CHDEV 50. 	

FOR CTE PROGRAMS ONLY

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f99b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dl69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b000016c911a16d7fb7f99b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dl69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))

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Job Title	Percentage change from 2019-2024
Preschool Teachers, Except Special Education	7%
Elementary School Teachers, Except Special Education	5%
Teacher Assistants	6%

The one thing that this table doesn't reflect is that TK teachers need 24 ECE units. That means that the AS-T in ECE is now the preferred teacher pathway. It doesn't also reflect the passage of SB 130 where our East County School Districts will need 30 plus new TK teachers by 2025. With this data and the passage of SB 130 our program is a strong growth area.

FOR CTE PROGRAMS ONLY

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

LMC Child Development Department

Advisory Board Meeting

November 10, 2020

Notes

Attendees: Janice Townsend, Randi Osburn, Erlinda Jones, Pam Perfumo, Camille Santana, Terrissa Hein, Niki Santo, Gem Burnham, Jesus Velasco, Angela Fantuzzi, Jodi Maspaitella, Bonnie Duncan, Estella Sierra, Nikki Moultrie, Julia White, Margaret Weikart-Jacobs, Karen Cailotto, Rebecca Quinones, Carol Carter, Melissa Jackson

Item #	Agenda Topic	Facilitator/s	Time	Notes
1.	Welcome!	Erlinda	3:30- 3:40	LMC is online will be in Spring Thank you for being here
1.	Introducing Randi Osburn	Randi	3:45- 3:45	Randi's story Welcome Randi

				<p>Camille: what are employers are looking for our students? Terrissa Hein: County Office of Ed-has received 60 application for the professional development program through online application; 2 things that are different-cannot provide the payment of foreign transcript eval-reduce some other supports; fees for permits through CDTc-allow at Master Teacher permit; moving into workforce pathways Niki Santo-Brandman/Jim/Jesus: Contact info in the chat; Director at WC campus; Doing BA in cohort for LMC students; successfully started 25 students; first trimester; concerned about the virtual environment; students have started strongly; our faculty noted that the LMC had a very strong grasp of ECE; well-rounded ready to transfer and complete; Provide multiple and diverse perspectives; least expensive BA degree in the state of CA; about more opportunity and access to diverse populations; Cem Burnham-Academic Advisor-one advisor for the cohort; first 8 weeks Jesus Velasco-one stop specialist; financial aid; paperwork; Melissa Jackson: says students are interested in master's or teaching credential \$500 per unit/ 24 units/\$12,500.00 Ballpark 15,000 Angela Fantuzzi: unsure if we are re-opening in January; redoing the environments so they are COVID ready; including the outside so that we can be inside and outside during the entire day; continue trauma essential training with staff so that we are ready when families return; creating videos to support instruction; introduced Jodi Maspaitella new foster kinship program director Bonnie Duncan: Family Child Care program director; in Brandman program; distant learners 8 preschoolers; 5 distant learners; difficulties with internet reliability; kids would be here and we would do one computer; Bonnie might be able to help us in spring Estella Sierra: Director; re-opened on August 4; two classrooms hybrid MWF, TTH and distant learner; 2 students coming twice a week doing distance learning; challenge of communicating with families on the symptoms of COVID-vs. other illness; families and staff meetings Have 20 children; 16 openings; Estella is open to continue to bringing in a few students Nikki Moultrie: our Dean; Pam Perfumo: Mentor Teacher Coordinator: fund mentoring during spring semester; 2 students per mentor teacher; some of our mentors are not going to be able to mentor in the spring; need to clarify with Sue Handy at DVC; Mentor teacher grant sunseting at the end of spring semester; program is being defunded; CA ECE looking at a preschool teaching credential; Julia White: Community Services Bureau; county organization so considered essential; some teachers were not able to be in the classrooms; started at with classrooms for essential workers; closed in July for 3 weeks because of cases; reopened Sept 8 for whole program; all centers are now open; 8 preschoolers in each classroom; 12 distance learning; 3 infants/4 toddlers; under-enrolled; CDE says up to 14 children with 2 staff; technology challenges and technology comfort; biggest challenge is family commitment; (stayed in distance learning are doing it to stay in the program); able to provide resources for families; concern about staff morale-systems in place for health and safety; social unrest also impacts also; working on race and bias program for staff; kudos to partners that have been able to be successful during this time Margaret Weikart-Jacobs: CoCoKids Some of the best providers on this call; in time of COVID, providers have risen to the occasion; working hard, cleaning their centers; meeting all the requirements; CoCoKids has helping with grants; help support providers; increased response to training; health and safety classes online; finding ways to help providers in our community survive; providers are attending webinars; Spring conference-will be online Rebecca Quinones: Kudos to professionals that are so caring and dedicated; jr and sr students; group of 15; students are willing to go the extra mile; the students are more technology savvy and can help the mentor teachers; lots of uncertainty; learning about etiquette; prepping the students for the future; good support system; future is unknown; attendance is perfect; students are committed Karen Cailotto: quick start up received access to Canvas for a start on Monday; modeling growth mindset in real time; 80 to 90 jr and sr students; working with mentor teachers virtually; some are on campus getting packets ready; full distance learning; 4 sections of dev psych; 2 sections of internship; 2 section of TLC core We're making history! Carol Carter: director mentor meeting-still funding through DVC; hiring staff; finding people that want to work; lost workforce to nannying; frustrating to be at the mercy of the public school system Melissa Jackson: fully operational by zoom; doing advising through zoom; participation lower than in previous years; sending out links to students that are working in the field; First 5 has been operating without an ECE specialist; new management at First 5; continuing to meet the needs of providers and being responsive to the covid realities; Changes in the grant funding-no lost wages available to practicum students; no bachelor's milestone stipend; course completion stipend over 7 units; application is completely online up to Jan 15; due to COVID, minimum of 9 months employment has been reduced to 6 months</p>
1.	Listening and Learning Tour:	All	3:45-4:45	
1.	Wrap Up	Janice	4:45-4:55	
1.	Closing	Erlinda	4:55-5:00	Consortium Grant also being defunded. Operating this year with broader eligibility requirements

Los Medanos College Advisory Committee Meeting Agenda
 April 13, 2021
 3:00-5:00

Attendees: Margaret Wiegert Jacobs (Contra Costa Child Care Council); Melissa Jackson (LMC First 5 Office); Julia Kittle-White (Head Start); Stephanie Marple (Deer Valley ROP); Stephanie Quinones (Antioch High ROP); Carol Carter (Adjunct Faculty and Center Director); Niki Santo (Brandman university); Cem Burnham (Brandman University); Estella Sierra (Mentor Program and Little Angels Preschool); Angela Fantuzzi (LMC Center Director); Janice Townsend (LMC CHDEV Faculty and Co-Lab Coordinator); Randi Osburn (LMC CHDEV Faculty and Co-Lab Coordinator); Erlinda Jones (LMC CHDEV Faculty and Department Chair)

Welcome	Janice Townsend/Randi Osburn/Erlinda Jones
Department	Erlinda Jones
Updates	<p>Challenges for offering courses due to COVID and loss of Mentor program. Practicum course has required creativity: partnering with the community and offering online opportunities with Child Study Center staff. Issue with finding placements for practicum students. Still figuring out the Supervised Teaching course (83). Possibly opening the Child Study Center in the Fall. Consortium grant was offered this semester but will not be offered again. Enrollment is down, we have cut classes, trying to stick to GE courses and keep major courses. Working towards a more normal schedule and face to face courses.</p> <ul style="list-style-type: none"> • Consortium • Practicum Placements • CHDEV 83 <p>Discussion regarding the three pronged approach for placing practicum students. Possible options for mentors and placements for practicum students. Margaret suggesting QRIS placements as an option for practicum students. Carol shares concerns for AB22 (Universal Preschool) and impact on ECE field and programs. Discussion about impact of bill.</p>
Introductions- Share Your Plans for Fall 2021	<p>Advisory Committee Members</p> <p>Brandman: NIKI: Cohort doing well. Online delivery is more challenging for some than others. Most are doing well. Summer break is approaching. CEM: During summer a lot will come back for an English course (Children's Lit). Have only lost a few students (21 left, 1 dropped, 3 slowed pace). 20 on track to graduate in Fall. Unlikely that in person classes will return in Summer, Fall is unsure. Discussion of possible physical space on LMC campus. Melissa question: replaced speech course with children's lit. Summer registration is open. First Five: MELISSA: Contract is sunsetting at the end of the year. Educational advising is majority of contract with some lending library. Advising students for permit. Meeting monthly for QRIS and can mention the idea of placements. First Five money is leaving, Melissa's role may be reorganized and different funding may be coming. Possibility of mentor options. CCECE faculty representative for credentialing and COE conversations. ROP: STEPHANIE: Dear Valley HS ROP, moving to Freedom, teaching careers with children (articulated with CHDEV1) and there is a preschool program on campus. REBECCA: Careers in teaching for elementary school teaching (articulated with EDUC 40). Working with students to overcome different challenges. Interning with teachers who are providing experience in distance learning. ADJUNCT: CAROL: concerned about AB22, licensing ratios are back to community care licensing standards. Cohort of 18 allowed, 16 best practices per licensing and health department. Enrolling at capacity. Clarifying enrollment rules, might help with 90 placements. Air filtration systems may address ventilation issues. Week of the Young Child activities. Child Care Council: MARGARET: Online workshops are doing very well for attendance but might not be as deep as they would be in person. First virtual conference on May 1st. Coco Kids, more money is coming to child care, will be able to serve more families. More children are on the waitlist, about 5,000. Lost about 20% of the programs in the county. There is a teacher shortage, new teachers are needed. Advocating for the needs of families and programs. R&R network is not taking a stand on AB22. One paid lobbyist for R&R. Head Start: JULIA: AB22, would mean that a group of children would no longer qualify for Head Start. Issue with hours of service (full day vs. part day). After school care is an issue. Family will also lose the wrap around services provided by Head Start. Concern about preparedness of elementary school teachers to provide care for preschool aged children. Child Care Relief Grant, for specific five cities in Contra Costa County (Richmond, San Pablo, Concord, Antioch & Pittsburg). Week of The Young Child, mostly over Zoom. Ratios, tier system based off of state tier system, capping classrooms at 8 for preschoolers, 3 for infants and 4 for toddlers. Partner programs are not required to follow tiers, are operating at higher capacities. Mentor Program: ESTELLA: Adapting to COVID regulations and providing services in hybrid format, onsite and online. MARGARET: Programs that are state and federally funded still receive their funds. Programs that depend on tuition will be receiving relief funds. Another meeting 4/14/2021 with Health Department.</p>
Child Study Center Updates	Angela Fantuzzi-looking at options to open in Fall. Supporting families and practicum students in Zoom.
Tandem Grant Opportunity	Angela Fantuzzi- Story Cycles information, teaching parents how to read books with children. Receive a stipend and books. Trained parent volunteers. Five year cycle, yearly review. Possibility in future that parents can train other parents. Advisory committee recommended that the Child Study Center and CHDEV Department move forward with this opportunity.
Brandman Second Cohort Information Sessions	Janice Townsend- Some overlap of course content and textbooks in Brandman program. Working on details of second cohort. Information meeting to determine whether we have 25 interested students for second cohort. Information session April 28 th at 6:30pm and April 30 th at 3pm. Specifically for students looking for a career in ECE. Will share flyer will DVC and CCCC. No cohort for Masters degree as of now. Mills college is closing.

Los Medanos College Advisory Committee Meeting Agenda

10/27/2021

2:30-4:00pm

Attendees: Janice Townsend, LMC, Angela Fantuzzi, LMC, Randi Osburn, LMC, Pam Perfumo, LMC Mentor Coordinator, Terrisa Hein, County Office of Education, Jeanne Virgilio, LMC, Katie Marcel, CSC Intern, Denise Clarke, County Office of Education, Bonnie Duncan, Family Child Care Provider and Mentor Teacher, Amanda Ehinger, Mentor Teacher, Cem Burnham, Brandman/UMass, Jordyn Flores, Mentor Teacher, Tiffany Welter, Career Pathways Counselor-LMC, Jodi Maspaitella, LMC Foster Kinship Care, Estella Sierra, Mentor Teacher, Rebecca Quinones, Antioch Highschool, Niki Santo, Brandman/UMass, Carol Carter, Center Director.

Welcome	Janice Townsend/Randi Osburn
Introductions	

<p>Department Updates</p> <ul style="list-style-type: none"> • Child Study Center Updates • OER Plans • Regional Partnerships <ul style="list-style-type: none"> ◦ Working to increase workforce with Regional Joint Venture (RJV) Teach for the Bay ◦ Apprenticeship-dipping our toes in ◦ More high school articulation ◦ CCCECE ◦ ECE partnership for TK with East County School Districts 	<ul style="list-style-type: none"> • Center update: reopen face to face with decreased capacity which will be maintained for Spring 2022. A few students are supported in the center but not as many as in the past. • Brandman is now University of Massachusetts Global. • ECE partnership for TK: SB 130 by 2025 all four-year-olds will be eligible for TK through the school district, in order to be a TK teacher will need 24 units of CHDEV, teachers will need to come back to get their units and we are working on getting students through the CHDEV program as the teacher preparation program. Conversations with districts to assess the need. Working on specialized courses in a cohort model. The advisory committee supports the goal. • High School articulation and dual enrollment, CHDEV 1, possibly CHDEV 10 & 50, same coursework that students are experiencing on the LMC campus. Partnering with more schools. The advisory committee supports the goal. • Apprenticeship- regions (San Francisco, San Jose, Alameda, etc.) a mentor is chosen for the apprenticeship program and supports students in field. Learning more about the apprenticeship program. Title 22 or Title 5 providers. Title 5 providers are covered by the state, we may focus on Title 22 providers. Pam mentioned possibility of partnering with afterschool programs such as Aim High. The advisory committee supports goal. • OER: Working on creating a low cost degree with only CHDEV 90 requiring the purchase of a textbook. Our goal is for all other courses to have free textbooks. Working to eliminate barriers to degree completion. The advisory committee supports goal. • CCCECE: Statewide meeting is on Nov. 12th and will be organized to share what's happening in the field across the state and provide opportunities to have conversations around specific topics.
<p>How is SB 130 impacting your program?</p>	<ul style="list-style-type: none"> • Counties expanding dates for TK so that children can enter school at the age of 4. TK is half day and voluntary. May be shifting to care for 0-3. Parents will decide based on affordability, accessibility, and quality.
<p>Other Legislative or Funding issues that are impacting our work:</p> <ul style="list-style-type: none"> • Mentor Teacher Program 	<ul style="list-style-type: none"> • Mentor program has moved to CDE and will continue to be funded. Decrease in hours for mentors and new mentors cannot be added. Some reorganization is continuing to happen. Continuing to support mentorships through Perkins funding.
<p>What impact is COVID having on your program currently?</p>	<ul style="list-style-type: none"> • Carol Carter reported that her program was full and was just following safety protocol.
<p>Final Notes</p>	<p>Invite feedback and ideas. Terrissa Hein asked us to look into Permit Advisory Pilot project for competencies embedded in coursework for Teacher Performance Assessments and discuss this at the next advisory meeting.</p>

Our next advisory meeting is for Spring 2022 it will be April 13th, 2022.

Goals and Objectives			Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)						
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)						
Recommended Actions	To implement Universal Design for Learning Principles (Language Translator Software, Professional Development).	0 linked SLOs 0 resource requests				
	Partner with other departments and programs to develop contextualized coursework	0 linked SLOs 0 resource requests				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)						
Recommended Actions	To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree.	0 linked SLOs 0 resource requests				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)						
Recommended Actions	To maintain and expand partnerships with external agencies (First 5, WestEd, St. Mary's/CSUS, USDA, CCCECE, NAEYC, CCAMPIS, East County School Districts, ROP/Academy Programs, Strong Workforce Initiative (H RTP, BACC, RJV, Regional Teacher Pathway), COCOKIDS, CALWORKS, TANF)	0 linked SLOs 0 resource requests				

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					
Recommended Actions	To improve the security and operations of the Child Study Center (hire an hourly front desk position, install ProCare)	0 linked SLOs	0 resource requests		

2. Vision for Success Goals Update : Version by Townsend, Janice on 02/12/2022 21:28

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation <u>See descriptions of referenced goals</u>
Course Success	73.7%	2021 69.6 2020 71.6	Ongoing Fall 2022	Erlinda Jones Janice Townsend Randi Osburn	Goal 3) To maintain and expand partnerships with external agencies (First 5, WestEd, St. Mary's/CSUs, USDA, NAEYC, CCAMPIS, Pittsburg Unified, ROP/Academy Programs, Strong Workforce Initiative, COCOKIDS, CALWORKS, TANF) Goal 4) Our Child Study Center staff would like to engage in work and conversations around wellness and self care. Goal 6) ZTC for 7 out of 8 major courses Goal 7) Hire the ECE Educational Specialist Goal 9) Align coursework with CTC Teacher Preparation Assessment and Teacher Preparation Expectations
Degrees (AA, AS, ADT)	50	2021 15 2020 40	Fall 2023 Fall 2023 Fall 2022 Fall 2022 Incrementally Freedom Pittsburg Deer Valley Antioch Liberty add one dual enrollment with a feeder high school in above order	Erlinda Jones Janice Townsend Randi Osburn	Goal 1) To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree Goal 6) ZTC for 7 out of 8 major courses for Fall 2022 Goal 8) Hire face to face dedicated Brentwood Faculty- Submit annually Box 2-A Goal 10) Dual Enrollment with Feeder High Schools Goal 11) Create enough mentor placements and funding to support them to match student demand

Certificates of Achievement	30	2021-10 2020-30	Fall 2023 Fall 2023 Fall 2022 Fall 2022 Incrementally Freedom Pittsburg Deer Valley Antioch Liberty add one dual enrollment with a feeder high school in above order	Erlinda Jones Janice Townsend Randi Osburn	Goal 1) To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree Goal 6) ZTC for 7 out of 8 major courses for Fall 2022 Goal 8) Hire face to face dedicated Brentwood Faculty-Submit annually Box 2-A Goal 10) Dual Enrollment with Feeder High Schools Goal 11) Create enough mentor placements and funding to support them to match student demand
Unit Reduction	79	85 AS-T 91 Cert	Fall 2023 Fall 2022 Fall 2022 Incrementally Freedom Pittsburg Deer Valley Antioch Liberty add one dual enrollment with a feeder high school in above order	Erlinda Jones Janice Townsend Randi Osburn	Goal 1) To market and promote a clear multi-subject teacher credential pathway based on the Early Childhood Education degree Goal 8) Hire a CHDEV Brentwood full -time faculty Goal 10) Dual Enrollment with Feeder High Schools
CTE Jobs					

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantaged students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned) 2021/2020	Timeline	Responsible Parties	Action Steps/ Explanation
African American	59.7	56.3/62.2	Fall 2022 and each year at faculty	Erlinda Jones Janice Townsend Randi Osburn	CHDEV department full and part time FAM training
Low Income	72.1	68.7/70.7	Fall 2022 and each year at faculty	Erlinda Jones Janice Townsend Randi Osburn	CHDEV department full and part time FAM training
Foster Youth	87.1	49.5/67.5	Fall 2022 and each year at faculty	Erlinda Jones Janice Townsend Randi Osburn	CHDEV department full and part time FAM training

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Townsend, Janice** on **10/28/2021 23:50**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

**NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

CHDEV 20 currently being assessed Fall 2021 Janet Rivera

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

CHDEV 90 COOR was updated in Fall 2021 to align better with CHDEV 50 as there was prerequisite knowledge students did need to be successful in CHDEV 90. We also completed the Prerequisite form for CHDEV 50 to be a prerequisite for CHDEV 90.

As a result of the department moving to more OER books both CHDEV 20 and CHDEV 1 COORs will be revised to include this textbook option on the COOR.

4. Course Outline of Record Updates : Version by **Townsend, Janice** on **01/24/2022 23:46**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs to the Curriculum Committee by November 1, 2021.*

**NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

All COOR(s) are updated.

Impact of Resource Allocation