Long Beach City College - 2. Department Plan

Dept_Plan - Child & Adult Development

Mission:
The Mission of the Child and Adult Development Department at Long Beach City College is to enhance the quality of life for students, children and families across the life span. Embracing the diversity each student brings, the Department strives to empower individual learners through personal and professional growth. This department provides general as well as career and Tech Ed coursework and programs at the lower division level.

Description:
The Department has 3 programs that include AA degree, certificate, and transfer options: Early Childhood Education, Early Childhood Education AS-T, and Special Education Assistant. We also have a Foster and Kinship Care Education program that is funded through three different sources and includes pre- and post-service training for foster parents, as well as foster youth training and mentoring. The department also includes two Child Development Lab Schools which serve as the primary lab school experience for our students. The LAC lab school has 5 classrooms that accommodate children 2 to 5 years of age. The PCC lab school also has 5 classrooms for 2 to 5 years. The Department of Education provides funding childcare and state preschool funding for low income students, who are parents. The department also houses Project RISE, a student success grant through LAUP.

Summary of Access (see Help for details):
In 2011-12 there was an 8% cut in CD courses offerings. This resulted in an 8% drop in student enrollment the same year. In 2012-13 there was a 10% drop in course offering and a resulting 10% drop in student enrollment. In 2013-14 the number of co...

Summary of Efficiency (see Help for details):
In 2009 the department efficiency number (FTES/FTE) was average college wide at 18. That number dropped to 17 the following year and down to 13 in 2011. In 2012 the number was back up to 18, slightly below the college wide average.

Summary of Effectiveness (see Help for details):
Between 2011 and 2013 the number of degrees and certificates students earned increased by 13%, going from 209 to 239. For the 2013-14 year, the number of degrees and certificates dropped by 59% to an all-time low of 75. While the number of degrees...

Summary of Equity (see Help for details):
The overall completion rates in the CD courses is 83% and the success rates are at 66%.

Additional Analyses (Optional):
1. The PLS for 2012 program load average for Child Development, Special Education Assistant and School Age Care is 591 which is right in between the CTE load of 575 and the college wide load of 612. This represents a significant upturn from the previous year where the load was at 386. At 5775 the WSCH data has also increased significantly from the low in 2011 of 4037, slightly higher than 2010 (5677) but not as high as 2009 where the WSCH was at 6160.
2. While retention rates have remained steady at 83%, success rates have dropped by 2% to 65%. Both are 3% below the CTE average.
3. Although the number of certificates and degrees have increased overall, the number of students who earned AA degrees was at 23 in 2010-11, increased to 51 in 2011-12 and then dropped back down to 25 in 2012-13. The number of state recognized certificates awarded over the same period was at 11, 21 and then 10 respectively.
4. Some areas of change in specialized course areas:
   a. There was a 17% cut in the number of sections for the learning lab classes while enrollment dropped by only 11% over the past three years. Over the same period, retention rates dropped by 14% and success rates by 12% to a low of 64%.
   b. The School Age course enrollment has remained relatively consistent, however success rates are very low at 54%.
   c. The number of Special Education instruction courses dropped by 17%, however the number of students enrolled in the classes has increased by 19%. While the retention rate in these courses took a downturn two years ago, they were back up 84% last year. The success rates dropped to 56% in 2011-12 from a high of 73% in 2010-11. In 2012-13 the success rate when back up to 63%.

Internal Conditions (see Help for list):
The number of students enrolled in courses dropped significantly in the fall of 2013. In the spring of 2013 a significant number of programs were cut from the college which seemed to undermine student trust. Fall of 2014 showed improved enrollment over the previous fall, but not quite back to pre-program discontinuance time.

External Conditions (see Help for list):
The Department has stayed on top of the statewide challenges with representation on the California Community College Early Childhood Education committee and the Chancellor's Early Childhood Education Advisory Committee. In 2011 the Department's lower division eight core courses were submitted and accepted in the ECE Curriculum Alignment Project. This project brought the core Early Childhood courses into state-wide alignment so that students who transfer from community college to community college as well as to the CA State Universities will receive credit for the courses that they have already completed toward their statewide credential. The department also submitted these courses to C-ID and they are now included in this equivalency list. The AS-T degree in Early Childhood Education was submitted in January 2012, and was accepted by the state in February, 2012. Since
that three AS-T degrees have been award and over 50 AA degrees in child development. Title V also imposes conditions that impact curriculum and student services. The department is participating in a pilot of the California Early Care and Education Workforce Registry funded by First 5 LA and coordinated by Los Angeles Universal Preschool (LAUP). The Registry is a collaborative effort designed to track and improve the professionalism and quality of the workforce. In the spring of 2013 the Human Development Course was submitted to C-ID and was accepted an equivalent to the Lifespan Psychology Course. Three more classes were also submitted to the ECE Expanded Curriculum Project including two in special education and one in adult supervision. All three courses were accepted into state alignment.

Donna Rafanello is a member of the Los Angeles County Early Care and Education Workforce Consortium funded by First 5 LA and participate in the PEACH Working Group (Partnerships for Education, Articulation, and Coordination through Higher Education which is focused on several areas, including communicating in an ongoing way with the Commission on Teacher Credentialing in Sacramento to make a case for an Early Childhood credential and the revision to the permit matrix and the Multiple Subject Teaching Credential as three interrelated issues. The most recent
development/progress has been the creation of a task force.

External Condition- Industry & Labor Market Trends:
The Bureau of Labor statistics has a projected growth rate of 20% in the field of child care workers in 2010 and 2012. Potential child care workers represent a significant portion of our student population, although there are many other areas of employment to which our students aspire. Our recent employer survey indicated that approximately 42% planned on hiring new staff this year. Reliability and interpersonal skills were the characteristics that the employers valued the most. 100% of the employers surveyed were satisfied or highly satisfied with LBCC graduates' reliability, while only 77% were satisfied with the graduates' interpersonal skills. Only 66% of the employers were satisfied with students' critical thinking, problem solving, written communication and oral communication.

Faculty & Staff :
The Child and Adult Development Department includes 8 full-time faculty members. There are currently 16 part time faculty who teach. In January 2011, the department administrative assistant, who worked 60% time, retired. Our request for a replacement was denied. The staff at the lab schools includes: A Center Manager at each site, two faculty lab instructors, two Administrative Assistants, one Accounting Technician, 12 Child Development Teachers, five Associate Child Development Teachers, and nearly 30 Child Care Assistants and Federal Work Study Students.

Names & Titles of Dept Planning Participants:
Debi Bouwens - FT faculty
April Juarez - FT faculty, Foster and Kinship Care Program Director, Faculty Distance Learning Coordinator
Paula Fisher - FT faculty
Catherine Fountain – FT Faculty
Julie Frumkin - Department Head, FT Faculty and CDTC Coordinator
Kristin Pierce - FT faculty
Donna Rafanello - FT faculty
Dana Van Sinden - FT faculty, CA EC Mentor Program Coordinator
Lisa Quarm- PT Faculty

2011-2012 Accomplishments :
CURRICULUM
* Three core courses were submitted and approved by the state for inclusion as GE transfer options
* The AS-T degree was approved by the state on February 22, 2012. California State University Long Beach and California State University Dominguez Hills (both with representatives on our advisory board) approved the AS-T guide for our students to transfer to their colleges.
* Submitted core Courses to statewide Curriculum Alignment Project for approval. These courses were approved by the Statewide CAP Board.

*California State University Long Beach and California State University Dominguez Hills (both with representatives on our advisory board) approved the AS-T guide for our students to transfer to their colleges.

ADVISORY BOARD
* Met with Child Development Advisory board twice. Advisory Board includes University and other Community College representatives as well as community employers within the field of Child Development.

COMMITTEE MEMBERSHIP
One or more representatives from the Child and Adult Development Department have served on the following committees:
* LAC Scholarship
* Senate Exec
* Budget Advisory
* Hiring Priorities
* College Planning
* CTE Advisory
* Department Planning/ Program Review
* Curriculum
* CTA
* Academic Council
* CCA
* Budget Advisory Committee
* Dean hiring committee
* Child Development Associates

Department members have served as officers or committee chairs on the following committees:
* Academic Senate
* Curriculum
GRANTS AND CONTRACTS

*Purchased 2 cameras with video capability with Contract Ed. money, with supports best practice (photograph and videotape Fieldwork and Practicum computers, which supports best practices in technology for the students.

*The Department was awarded a Perkins/VTEA grant to purchase a computer cart with 22 laptop computers, and various accessories to complement the AS-T degree was approved by the state on February 22, 2012, along with CID approval. California State University Long Beach and California State University Dominguez Hills (both with representatives on our advisory board) approved the AS-T guide for our students to transfer to their colleges.

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PROJECTS AND PROGRAMS

*Child Development Training Consortium - provides stipends to students who are working and completing units in Early Childhood Development.
*2013-14 ($500,200) contract through the CA Dept. of Education – California State Preschool Program
*2013-14 ($91,964) contract through the CA Dept. of Education - General Childcare and Development Program

2012-2013 Accomplishments:

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2013-14 ($85,000) contract through the Child Nutrition Information and Payment System
Various Foundation Grants to purchase equipment for the Child Development Centers and Learning Labs at PCC and LAC
* CA Early Childhood Mentor Teacher Program
* CA Early Childhood Director Mentor Program
* CDC-PCC certified as a Step 4 through the Steps to Excellence Project that Promotes Quality Child Care.

ADVISORY BOARD
* Met with Child Development Advisory board twice. Advisory Board includes University and other Community College representatives as well as community employers within the field of Child Development.

COLLEGE COMMITTEE MEMBERSHIP
One or more representatives from the Child and Adult Development Department serve, and/or are officers or committee chairs on the following committees:

* Senate - President, Assistant President, Executive, Senate Appointment
* Accreditation Standards Teams - Co-Chair and Members
* Institutional Research Advisory
* Hiring Priorities, Co-Chair
* College Planning, Co-Chair
* President's Advisory Council
* CTE Advisory
* Department Planning/Program Review
* Curriculum
* Academic Council, Co-Chair
* CCA, Executive Board
* Budget Advisory Committee
* Expanding Pathways Committee
* Hiring committees for Dean, Interim Associate Dean, Vice President PCC, Faculty and Staff positions
* Child Development Associates
* Staff Equity
* Commencement
* GEO Assessment Committee

INDUSTRY/COMMUNITY COMMITTEE MEMBERSHIP
Department members participate and/or have leadership roles on the following committees:
* Community College Chancellors ECE Advisory
* California Community College Early Childhood Educators
* Program for Infant Toddler Caregivers/West-Ed
* New City School Board of Directors
* ASPIRE Program Advisor
* City of Long Beach Early Childhood Education Committee
* Exchange Magazine Associate Editor
* Association of Campus Child Care Centers Member

AWARD NOMINEES:
Two Child and Adult Development Department members were nominated for:
* Outstanding Professors through Student Clubs
* EOP&S Outstanding Educator
* 2 Faculty were awarded and completed Externship Positions through Workforce Development

PROFESSIONAL GROWTH ADVISORS
Six department members have acted as professional growth advisors to students in receiving, retaining and upgrading their state permits.

PRESENTATIONS AT CONFERENCES
National Association for the Education of Young Children
El Camino College ECE Conference
Staff Training at Little Owl Child Development Center
Project RISE Career Fair

Project RISE
* A study conducted by LAUP in fall 2012 found that course success, completion, retention, degree completion, and transfer rates for members of Project RISE were higher as compared to the LBCC comparison group (Child Development student non-members) during the same period.
* Received a sixth year of funding ($324,530) through Los Angeles Universal Preschool (LAUP) for workforce development, and guaranteed funding through 2016.
* Purchased and placed all required textbooks for fall 2012 and spring 2013 Child Development classes at LBCC on reserve in the libraries on both campuses.
* Provided information on career pathways in Child Development to (ROP) Work-Based Learning students in Careers with Children and School-Age Rec. Aide classes at LBUSD high schools.
* Provided workshops to 476 Child Development students.
* Offered specialized academic advising to LBCC Child Development students using a dedicated phone line to facilitate scheduling appointments; helped students develop educational plans.
* Conducted individualized follow-up with LBUSD high school students/Early Bird participants who expressed an interest in LBCC’s Child Development
Presented a DRDP parent workshop.
Coordinated a DRDP training for staff and community through WestED.
Presented a staff/student/parent workshop on temperament.
Co-coordinated 2nd annual preschool graduation celebration in Horticulture Gardens. Vice Mayor Robert Garcia attended.
Held an Enrollment Workshop on a Saturday and enrolled 32 new families through the CDE program.
Applied for and awarded for $1000 edible gardening grant through CA. Department of Education.
Presented a parent, student, staff workshop on raising boys.
Applied for and awarded a $1000 LBCC Foundation grant for wooden stepping blocks for preschool yard.
Presented a parent, student, staff workshop on raising boys.

CHILD DEVELOPMENT CENTERS AND LEARNING LABS

Received the 2013-14 ($500,200) contract through the CA Dept. of Education – California State Preschool Program.
Received the 2013-14 ($91,964) contract through the CA Dept. of Education - General Childcare and Development Program.
Received the 2013-14 ($85,000) contract through the Child Nutrition Information and Payment System.
Coordinated a CPR and First Aid training for 60+ CDC staff members and ECE Project RISE students.
Conducted a block training in collaboration w/ Kaboom! to training CDC staff on how to use the Imagination Play Carts. (Grant received in November 2012, Carts valued at $6000)
Awarded $500 LBCC Foundation Grant to purchase new shade structure.
Facilitated a DRDP training for 14 CDC staff members in partnerships with Lakeshore Learning in Carson.
Helped coordinate a CDA Spring fundraiser at Tokyo Wako makes over $8000, a new record. 145 people attend event.
Partnered with LBCC Bookstore to donate excess inventory to CDC.
CDC-PCC reaches full enrollment and operates w/ a waiting list.
Supported a group of 18 current CSUSD and CSULB students and alumni in their mentoring roles with Project RISE cohort members with individualized and group support and specialized training in the On Course program.
Provided peer mentoring services to 40 Child Development students at LBCC, CSUDH, and CSULB.
Offered campus tours to CSUDH and CSULB in spring 2013 for LBCC Child Development students interested in transfer.
Hosted a full open house for 83 current and prospective LBCC, CSUDH, and CSULB Child Development students at our PCC Child Development Center, providing information on LBCC’s Child Development programs, certificates, degrees, transfer, and permits.
Hosted a spring 2013 Career Day that drew 101 students who participated in workshops on career options in the field of Child Development.
Facilitated LBCC, CSUDH, and CSULB students’ completing the required paperwork for Child Development permits.
Offered workshops on the following topics to LBCC, CSUDH, and CSULB students: Study Skills, Children and Trauma, bullying, and scholarships.
Provided financial assistance in the form of general stipends and reimbursement for training expenses to our AA/Transfer, BA, and MA cohort members of $68,664.

FOSTER AND KINSHIP CARE EDUCATION

* Workshops have been offered in the following languages and formats: English, Spanish, Khmer, Vietnamese, and Deaf/hard of hearing.
* New collaboration with DCFS. LBCC will be offering continued support services for our AB 12 youth (emancipated youth) at LAC through group services that will be facilitated by DCFS staff and CSULB interns.
* Interns and student workers have traditionally followed up with our foster youth to ensure that they are receiving assistance with their college application, FAFSA, and priority registration.
* College Success workshops continued to be offered for caregivers, foster youth, and AB 12 young adults.
* Former foster youth peer mentors who have excelled in their English classes are providing support and assistance to our current college enrolled former foster youth by providing tutoring services via Skype.
* Soft skills trainings for current and former foster youth services will be reinstated in the new year.
* Steadily increasing FKCE workshop hours.
* We are still in negotiations to form a collaboration with the Long Beach Kinship Center so that LBCC can offer renewal workshops for our Kinship providers in English, Spanish and Khmer.
* Continued collaborating with Children’s Institute in offering FKCE workshops.
* Continued collaboration with Grandparents as parents. We offer once a week renewal workshops throughout Long Beach for our relative care providers. We also have assisted in the planning of their conference.
* Continue to interns at all levels of education.
* Biological parent series. In this series we have a rehabilitated biological parent that facilitates workshops that promote working with the biological parent. DCFS caregivers are provided with instruction on how to become a partner with the biological parent.
* Host “W” Rate workshops. This certification allows for caregivers to begin the qualifying process to raise Teen parents.
* Designed our YES program to promote higher education with our emancipating youth. Our mentors who are hired are HIGHLY encouraged to maintain their enrollment in college to qualify for the positions available through the YES program. Through this design we have been able to maintain a list of 10 former and current foster youth that are college students or college bound. This is not including the youth that we have assisted in their LBCC college enrollment.
* Open door policy for our youth and no youth is turned away if they need assistance. All the staff is trained to be able to assist our foster youth.
* Workshop calendars continue to be published in the English and Spanish Language. We will be introducing a Khmer workshop calendar this year.
* LBCC FKCE program continues to support, host and collaborate with CYC Long Beach Chapter.
* In the New Year the FKCE program will be offering our newly qualified foster parents and new Kinship providers with a parenting 101 series workshops.
2013-2014 Accomplishments:

2013-14 Accomplishments
CURRICULUM

• All routine reviews were completed
• CDLL 52A was rewritten to CDLL 52 and 52B was rewritten CDLL 53 (an advanced Fieldwork course); both were changed to 3 unit courses to reflect the nature of the course requirements, and to meet the needs of students applying for a CA Child Development Permit.
• CDECE 31, CDS A 67 and 70 need were updated/revised, submitted and approved for alignment with the new CAP additional subject area courses.
• CDECE47 was submitted to C-ID and was accepted as a Lifespan Development course.
• CDECE 60A, 60B, 40, 41 , are being updated/revised, and will be submitted for approval for alignment with the new CAP additional subject area courses.

GRANTS AND CONTRACTS
• Child Development Training Consortium - provides stipends to students who are working and completing units in Early Childhood Development. ($20,000)
• 2013-14 ($500,200) contract through the CA Dept. of Education – California State Preschool Program
• 2013-14 ($91,964) contract through the CA Dept. of Education - General Childcare and Development Program
• 2013-14 ($85,000) contract through the Child Nutrition Information and Payment System
• Project RISE (Child Development Workforce Development Initiative) ($382,106) from Los Angeles Universal Preschool
• Partnerships for Education, Articulation, and Coordination in Higher Education (PEACH) ($30,244)

ADVISORY BOARD

• Met with Child Development Advisory board twice.
• Advisory Board includes University and other Community College representatives as well as community employers within the field of Child Development.

COMMITTEES Child and Adult Development Department serve, and/or are officers or committee chairs on the following committees:

• Academic Senate-President
• Academic Senate Executive committee-Chair
• Hiring Priorities-Co-Chair
• College Planning Council-Co-Chair
• Academic Council-Co-Chair
• Curriculum Committee
• President’s leadership council
• Department Head committee
• Board of Trustees meetings
• Hiring Committee for the Vice President of Academic Affairs
• Hiring Committee for Tenure Track instructor-Culinary
• Distance Learning Mentors
• Department Planning and Program Review
• Institutional Research Committee
• Accreditation Self-Evaluation Steering Committee, Standard 1A & 1B Co-Chair
• the CCA Executive Board Secretary
• CCA Representative Council
• Tenure track hiring committees for Computer Instructor, Japanese Language Instructor, Child Development Instructor
• Hiring Committee for Manager of Distance Learning
• Staff equity committee
• Commencement committee
• Valedictorian Selection Committee
• CTE committee
• Student Records Process committee
• ASLO committee
• Expanding Pathways

INDUSTRY/COMMUNITY COMMITTEE MEMBERSHIP Department members participate and/or have leadership roles on the following committees:

• Community College Chancellors ECE Advisory
• California Community College Early Childhood Educators
• Program for Infant Toddler Caregivers/West-Ed
• New City School Board of Directors
• ASPIRE Program Advisor
• City of Long Beach Early Childhood Education Committee
• Exchange Magazine Associate Editor
• Association of Campus Child Care Centers Member
• Contributed to the Career Ladder Project funded by the Packard Foundation and facilitated by WestEd.
• Los Angeles County Early Care & Education Workforce Consortium and PEACH Workgroup (Partnerships for Education, Articulation, and Coordination in Higher Education)
AWARD NOMINEES:
• Donna Rafanello
  o Recognized with an award from LAUP for my efforts on behalf of my work with the Child Development Workforce Development Initiative (CDWFI) for seven years.
  o Recognized with a plaque from Long Beach Unified School District for exemplary participation as an educational partner with Jordan High School in the development of an education pathway/Small Learning Community.
  o Awarded a Master of Fine Arts (MFA) in Creative Writing from Antioch University Los Angeles.
• Paula Fisher and Donna Rafanello were both nominated for Student Success Award
• Teacher Debbi Watts was selected as a Preschool Teacher of the Year through LAUP

PROFESSIONAL GROWTH ADVISORS
• Six department members have acted as professional growth advisors to students in receiving, retaining and upgrading their state permits

PRESENTATIONS AT CONFERENCES AND WORKSHOPS
• “Beyond Stranger Danger” at LBCC’s PCC Child Development Center and Learning Lab.

PARTICIPATION IN CONFERENCES, WORKSHOPS and TRAININGS
• UCLA Mathematics project – 4 day training
• California Early Childhood Mentor Program-Coordinators Meeting
• ASCCC Fall Plenary
• ASCCC Academic Academy
• ASCCC Spring Area A meeting
• ASCCC Spring Plenary
• Trained in CLASS.
• Trained in DRDP
• Active Learning Leaders Conference
• CLASS Training
• National Coalition of Campus Children’s Centers annual conference in Portland, OR.
• CD Dept. Computer Cart workshop
• Succeeding in Online Courses workshop
• Drop in workshop for students needing assistance with the CDTC online application
• College Promise workshop/dinner

Project RISE
• Awarded grant of $382,106 from Los Angeles Universal Preschool (LAUP) to continue our work with Project RISE, an early childhood workforce development grant that supports students at the high school, community college, four-year University, and graduate levels in taking the next steps in their education.
• Nearly 87% of members are non-traditional students.

• Members listed the benefits of participating in Project RISE was that they learned about:
  o Permit and degree requirements
  o Steps to transfer
  o CD/ECE career options
  o Pursuing graduate school

FOSTER AND KINSHIP CARE EDUCATION
Events:

Thanksgiving dinner
ILP student reunion
AB12 foster youth ongoing soft skills training with their caregivers
AB12 College Success Series for caregivers and high School Students
AB12 college access training

• Provided workshops in English, Spanish and Khmer
• Continue to provide series trainings on the following topics in various languages. Below is a list of a few of the series:
  • Positive Parenting
  • The Trauma informed Parent
  • College Success
  • Communication: The languages of love
  • Parent Project (Being scheduled)
• Working with the Biological Parent
• Mommy and me workshop trainings

Community collaborative (Various Languages)
• Grandparents as parents - Relative care workshop series
• CYC collaborations - Meetings and events for former foster youth
• CYC Event - How to manage your life transition through gardening
• Crittenton Family Services - Back to School Event
• Crittenton Family Services - Beauty Day

Off campus partnerships to provide workshops in various locations in Long Beach

• Forged relationship with a restaurant to provide workshops in the area bordering Long Beach and Hawaiian Gardens

Unofficial services (Assistance provided by a former foster youth).
• Completed significant emancipated youth outreach
• Snacks and rest area for emancipated youth
• Provide support for AB12 youth who seek LBCC services
• Acquire the Ward of the Court Letter
• Attend and participate in AB12 meetings

CHILD DEVELOPMENT LEARNING LABS
LAC
1. Updated our entry way for better security of the center. This included creating a new entry way into the center with a new store front view. The administrative assistant is the first point of contact when entering the center.
2. The outside playground was refitted with rubber tiles underneath the structure for less tripping hazards as old broken ones were replaced.
3. New concrete was poured in different areas of the playground for better safety practices. It has prevented less trip hazards.
4. A beautiful wooden fence was added to the outside garden area. This enabled children to use the garden space again. Gross motor skills happen in the area and some vegetable planting happened.
5. Both centers successfully hired 22 permanent part-time staff with some benefits.
6. Free on-site health screenings were provided to enrolled children from the following agencies:
   a. John Tracy Clinic
   b. CA.-Hawaii Elks Major Project
   c. Colgate Mobile Dental Van

PCC
1. Opened a second full-day toddler program to accommodate an additional 12 children. This room has been at full enrollment capacity and we still have a waiting list.
2. Added a gross motor area on the preschool playground that the children voted on and named “The Beach”. The rea consists of wooden stumps for balancing and a pit of sand. A grant from LBCC’s Foundation Office paid for the balancing materials and LBCC Vice President, funded the rest of the project.
3. Applied for and received two gardening grants from Western Growers Association and added an edible garden component to our preschool garden
4. Community events include a Harvest Festival, a Family Mixer, the Winter Walk of Light, a Mini Grand Prix Trike-a-Thon, a Children’s Art Exhibition
5. Nine different free workshops were held on site and offered to parents/families and students.
6. Held an all-day staff retreat at Hotel Maya in Long Beach for 22 staff members on a Saturday in August
7. Partnered with a local business in Long Beach’s art district to have our children’s work displayed as part of their “Artists in Residence” gallery.
8. Held our third annual Preschool Graduation Celebration for children heading off to kindergarten and TK programs. Guest speakers included LBCC President, Eloy Oakley; LBCC Vice President, Dr. Terri Long; LBCC Dean of Career and Technical Education, Kenneth Starkman; and LBCC Department Head, Julie Frunkin.
9. An on-site Children’s Library was created in a vacant section of our unused infant program and fully sponsored by a local Girl Scout Troop.
10. News stories about CDC-PCC appeared 3 times in LBCC’s Viking News, once in the Press Telegram, and once in the Beach Gazette
11. We transitioned from the Steps To Excellence program into Race To The Top.
12. We received a $2500 grant from Steps To Excellence for participating in a CLASS assessment and staff also received a training on the CLASS tool.
13. Free on-site health screenings were provided to enrolled children from the following agencies:
   a. John Tracy Clinic
   b. CA.-Hawaii Elks Major Project
   c. Colgate Mobile Dental Van
14. Program revenue brought in over one million dollars; a far cry from 6 years ago when we were encroaching nearly one million dollars on the LBCC General Fund.
15. Two book fairs were held on-site and we sold over $4500 in books which resulted in nearly a thousand dollars in books for the new CDC library
16. Annual CDA fundraiser grossed approximately $13,500, a new record

Staff accomplishments-LAC
1. Staff continue to grow by attending various workshops offered by way of “Educator Tours”, CPIN (California Preschool Instructional Network) workshops on a variety of topics, Documentation workshops, both centers successfully attend the mandatory CDC-Ergonomic Trainings, and conflict resolution workshops.
2. Staff, Kathy Black is teaching as an adjunct at Cerritos Community College. Intro to curriculum and Diversity
3. Staff, Pam Rogers has and is presenting professionally for organizations like ECE of Long Beach
4. Staff, Alec teaching adjunct for LBCC (first time)
5. Staff, Monica Alvarado received her Bachelor of Arts Degree in Psychology
1. Teacher, Debbi Watts, presented multiple workshops at the Best Arts and BCAEYC conferences.
2. Currently have two teachers, Debbi Watts and Leslie Martinez, certified as Mentor Teachers through the CA. Early Childhood Mentor Program
3. Center Manager, Stacey Smith-Clark, was recertified for a second time as a Director Mentor through the CA. Early Childhood Mentor Program
4. Center Manager, Stacey Smith-Clark, developed and presented multiple workshops at the CA. Child Development Administrator’s Association state conference held in Long Beach, CA. and at the National Coalition of Campus Children’s Centers annual conference in Portland, OR.
5. Teacher Mark Marano presented a workshop on creating Prezi slideshows
6. Accountant Soledad Burton attended two workshops related to CDE funding and regulations.
7. Teacher, Mark Marano, earned his Bachelor’s Degree in Early Childhood Education from Pacific Oaks College
8. Associate Teacher, Leslie Martinez, earned her Bachelor’s Degree in Child Development from CSU Dominguez Hills and started graduate school at CSU Long Beach.
9. Child Care Assistant, Catryna Shaw, earned her Associates Degree in Child Development from LBCC.
10. Child Care Assistant, Susana Murillo Ramirez, earned her Associates Degree in Child Development from LBCC.
11. Staff continue to grow by attending various workshops offered by way of educator tours” CPIN (California Preschool Instructional Network) workshops on a variety of topics, documentation workshops, both centers successfully attend the mandatory CDC-Ergonomic Trainings, and conflict resolution workshops.

Projects/ Strategies and Resources Needed

Project/ Strategy: Complete course and program SLO outcomes assessment

• Align course SLO's with assignments and assessments.
• Include course SLO's on all course syllabi, and complete course and program SLO assessments on a regular basis.
• Develop a plan for Faculty to meet regularly to discuss SLO assessment/evaluation activities.
• Full- and part- time faculty who teach similar courses will meet periodically each year (ex. Dept. Meetings, Flex Days) to discuss course content, SLO's, delivery method, and assessment plans.

New for 2015-16
• (New) Explore more uniformity to core courses and possibly using the same text book. All suggestions will be brought back to the department meetings for approval.
• (New) Department will ensure the collection of data and completion of SLO assessment and evaluation according to the college-wide assessment cycle and plan.
• (New) Department will ensure the collection of data and completion of SLO assessment and evaluation according to the college-wide assessment cycle.
• (New) To address this plan and ensure more accountability, we will add additional meetings for part and full time faculty.

EMP GOAL supported (hold CTRL to select multiple)*:

EQUITY - A. Student Success

Project/ Strategy Status: In Progress
Start Date (use 8/1/year - see help text): 08/01/2012
End Date (use 7/31/year - see help text): 07/31/2015

Rationale:
*Inclusion of SLO outcomes on all course syllabi ensures that students know what is expected of them.
*Faculty consultation on the assessment SLOs ensures that all courses provide students with the appropriate learning tools.
*Close examination of SLO assessment results improves instruction.

Responsible Parties: Full Time and Adjunct faculty

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

1. Related Resources Needed

Resources Needed name: SLO Officer - No longer requested
### Related Resources Needed

<table>
<thead>
<tr>
<th>Resources Needed name:</th>
<th>Camera and Computer Upgrades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Needed Description:</td>
<td>Observation cameras and computer upgrades are needed to maintain optimal observation capabilities in the Child Development Learning Labs on the PCC campus.</td>
</tr>
<tr>
<td>Resource Requested Category:</td>
<td>Upgrade and/or replacement of equipment</td>
</tr>
</tbody>
</table>
The computerized observation lab is critical in ensuring that our students have the opportunity to observe in the preschool classroom with minimal child interference in the labs. The cameras in the classrooms need to be maintained and upgraded periodically as do the computers in the lab to ensure they continue to provide students with optimal observation capabilities while keeping the preschool lab classes free of excess adults.

2. Related Resources Needed

**Resources Needed name:** Recording capability in the observation lab at PCC

**Resources Needed Description:** Programming of the computers in the observation labs at PCC to allow instructors to record students during their fieldwork activities.

**Resource Requested Category:** New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)

**Program TOP Code(s):** 1305

**Additional Comments:** To allow students to reflect on and improve their interactions with children, videotaping can be critical. This will also allow instructors to document student progress for course and program SLOs. The computers are in the lab. We do not believe we will need additional software to add this capability. It will just take someone from IT to set it up.

**School/ VP Decision re Resource Needed:** Funded

3. Related Resources Needed

**Resources Needed name:** Funds to purchase CA Dept. of Education Publications

**Resources Needed Description:** 20 copies of "California Early Childhood Educator Competencies" @ $24 each = $480. 20 copies of "California Preschool Learning Foundations, Volume 1-3" @ $59.85 each = $1197. 20 copies of "California Preschool Curriculum Frameworks, Volume 1-3" @ $65.85 each = $1317, Total for all = 2994.20 (x3 = 8982.60 for 3 classroom sets)

**Resource Requested Category:** New equipment

**Estimated Cost:** 8982.6

**Program TOP Code(s):** 1305

**Additional Comments:** To effectively include up-to-date research and practice, Faculty needs publications, and class sets for students to use.

**School/ VP Decision re Resource Needed:** Dept still requests funding

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**Project/ Strategy:** Maintain sufficient full-time faculty and staff

Maintain sufficient Full-Time Faculty and Staff to ensure student success, while ensuring fiscal responsibility.

**EMP GOAL supported (hold CTRL to select multiple)*:**

- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access

**Project/ Strategy Status:** In Progress

**Start Date (use 8/1/year - see help text):** 08/01/2012

**End Date (use 7/31/year - see help text):** 07/31/2015

**Rationale:**
Without sufficient numbers of FT faculty, Staff and Center Staff, it will be difficult to maintain the high standards our program is known for.

**FACULTY**

Unfortunately, retirements and illness have ravaged the department full-time faculty leaving many vacancies. In the past 10 years, there has been a 58% reduction of FT faculty, and the Department Administrative Assistant position was eliminated.

Full-time faculty teach classes, revise curriculum, complete program plans, work on SLO's and SLO assessment, supervise students in our Lab Schools, and keep the program on task and well focused.

Full-time faculty hold office hours, counsel students before and after classes, hold special open house forums, and mentor students. This helps students achieve their goals.

**STAFF**

The lab schools are a primary area of student instruction. This is where students learn through observation and hands-on activities. Professional, consistent, well-trained staff including directors, managers (site supervisors), administrative assistants, classroom teachers, associate teachers and childcare assistants are essential to the lab schools' success. This success is measured through our students learning developmentally appropriate practices and successfully completing their courses related to working with children.

A well-run, appropriately-staffed Lab School is essential to this goal. However, it is also important to maintain a balanced budget.

Maintaining developmentally appropriate child development laboratory schools is essential to adequately prepare Child Development students in the field of ECE. The laboratory schools are our primary source for student observation and field placement.

**Responsible Parties:**
Full time faculty

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

### 1. Related Resources Needed

**Resources Needed name:**
Full Time Faculty

**Resources Needed Description:**
Hire one Full Time faculty to replace the five positions opened by retirement and death.

**Resource Requested Category:**
Faculty Replacement Positions

**If requesting faculty, specify number:**
1

**Program TOP Code(s):**
1305

**Additional Comments:**
- Submit a hiring priorities request to maintain the 75/25 faculty ratio.
- Maintain budgets for laboratory schools to provide for consistent staffing to meet external conditions.
- Provide in-service training and formal opportunities for dialogue between faculty and staff.

**School/ VP Decision re Resource Needed:**
Dept still requests funding

### 2. Related Resources Needed

**Resources Needed name:**
Replace Department Administrative Assistant
Although the CCA contract provides for clerical support, over the past few years faculty time has been increasingly consumed with clerical tasks. Without our former Administrative Assistant (retired in January, 2011), Dept. faculty and the Dept. Head have had minimal clerical support. She was instrumental in ensuring that:

- Clerical support was provided to faculty, as specified in their contract.
- Class scheduling, staffing and room management was correct and up to date.
- All course syllabi were collected, reviewed by the department head, and filed in the department office.
- Book orders were submitted in a timely fashion.
- Students had appointments with faculty, the department head, and appropriate counselors.
- Students received prompt attention regarding their classes, faculty or other issues and were directed to the appropriate personnel.
- Day-to-day management of paperwork (copying, filing, etc.) was completed in a timely manner.
- The department was supported with advisory board meetings and other outreach activities by providing clerical and meeting planning assistance (bimannual open houses, program guidance for students, updating student profiles, typing and disseminating meeting minutes, maintaining mailing lists, and much more).
- The maintenance of faculty and student files was accurate (keeping these up-to-date, filing absence reports, posting classes, answering phones, among many others). This also included supporting the clerical aspects of Faculty Tenure Evaluations.

She provided invaluable support to faculty, students, and the department head; without her, the department head is forced to pick up her workload. The dept. is in especially desperate need of clerical support since the combining of the CD and FACS Depts. This has put an additional load on the Dept. head concerning all of the issues listed above, previously supported by clerical staff.

**Resource Requested Category:** New Positions (Faculty, Classified, Management)

**Program TOP Code(s):** 1305

**School/ VP Decision re Resource Needed:** Dept still requests funding

### 3. Related Resources Needed

**Resources Needed name:** Child Development Center and Lab School Staff

**Resources Needed Description:** Maintain sufficient staff to meet licensing and Title 5 requirements.

**Resource Requested Category:** Other (please provide details in "additional comments" section)

**Program TOP Code(s):** 1305

**Additional Comments:** Licensing requires specific adult child ratios in the lab schools. Classified staff positions need to be maintained at all times to ensure. Hiring pools are now continuous. FT faculty were divided into two groups, one that would read applications and one that could serve on hiring committees.

**School/ VP Decision re Resource Needed:** Dept still requests funding

### Project/ Strategy: Course offerings

- Offer a sufficient number of course sections for students to complete their certificates and degrees.
- Offer courses that meet the needs of the community work force.
- Offer courses using non-traditional scheduling.
- Offer a sufficient number of courses online:
  - Apply for an Innovation Grant from FPD to focus on online practices.
  - Establish Department Best Practices for Online Instruction
  - Explore new ways to improve online retention and success rates by 5%
  - Develop and implement a plan that allows the online instructors to evaluate their teaching practices and ensure effective online implementation.
  - Online instructors will be encouraged to attend the Distance Learning Orientation and take continued education in the area of online instruction
  - Encourage online instructors to communicate through the Child Development instructional website http://rise.lbcc.edu/cdfshare/
**Rationale:**

- Many Child Development students are working and/or have families. Scheduling courses to meet student needs is important for student enrollment and success.
- Retention and success rates indicate that online instruction needs improvement.
- Support the college-wide goals for student preparedness, goal attainment, access and success, we will offer online courses as requested by our advisory board.

**Responsible Parties:** Full Time and Adjunct Faculty

**Campus supported by this goal/project/strategy:** Both

**Specify if project/strategy is for dept or program:** Department

### 1. Related Resources Needed

<table>
<thead>
<tr>
<th>Resources Needed name:</th>
<th>Funds for additional training of online faculty</th>
</tr>
</thead>
</table>
| Resources Needed Description:  | • Online faculty will be encouraged to complete courses to enhance their skills.  
                              | • Department-wide Training or Professional Development beyond what is normally available |
| Resource Requested Category:   | Department-wide Training or Professional Development beyond what is normally available |
| Additional Comments:           | Online course retention and success rates are lower than the on campus courses. We want to attempt to close this gap. |
| School/ VP Decision re Resource Needed: | NEW |

**Project/ Strategy: Student Support**

- Support student success by working with the Counseling Department and collaborating with professional organizations. Meet with our area specific counselors and discuss program and how we can work together.
- In collaboration with the Counseling department hold student advisory events biannually to provide students with information on certificates, degrees, and transfer.
- Collaborate with professional organizations (CCCECE, LBECE and BCAEYC) to offer training.
- (New) Collaborate with Student Success centers and services
- (New) Share with all faculty how they can invite SS center staff to classroom and development activities that students must complete at the SS centers.
- (New) Explore incorporating SS center hours into course outline.
- (New) Connect to specific Student Success initiatives, targeting basic skills supports for Child Development students, including but not limited to: paired reading, math and writing courses, contextualized courses, and pairing Counseling 1 with CDECE 1.
- (New) Include Promise Pathways Child Development cohort students.
- Provide additional support for at-risk foster youth to ensure their enrollment, completion and success at LBCC
- (New) Revisit the charge of the Child Development Club to ensure that it is well connected to the department and lab school.
- (New) Seek funding for training for FT and PT faculty in working with men, African Americans and Pacific Islanders.
- (New) Seek funding for additional tutors to work with CD students who need additional support.
Rationale:
The department supports the college goal of student success. We have worked with the Counseling department to ensure that students get the guidance and support services they need to successfully complete their classes. Foster youth offer an even greater challenge as they often lack both hard and soft skills necessary for college success. Our success data points to the need for more targeted support systems (see equity), and to that end we have added new strategies above.

Responsible Parties: Full Time and Adjunct Faculty, Counseling, other relevant Departments

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

Other Area impacted by this goal/project/strategy: Other

If Other select above, please specify: Counseling, Reading, Math, Student Success

1. Related Resources Needed

Resources Needed name: Grant Funding

Resources Needed Description: Grant funding to recruit and support foster youth in the acquisition of academic and social skills needed for success in college level coursework.

Resource Requested Category: Other (please provide details in "additional comments" section)

Program TOP Code(s): 1305

Additional Comments: Grant funding.

School/ VP Decision re Resource Needed: Dept still requests funding

2. Related Resources Needed

Resources Needed name: Training for full and part time faculty on working with specific student populations

Resources Needed Description: We need a series of workshops to help our faculty better reach the male students, African American students and Pacific Islander students.

Resource Requested Category: Department-wide Training or Professional Development beyond what is normally available

School/ VP Decision re Resource Needed: NEW
3. Related Resources Needed

Resources Needed name: Tutors
Resources Needed Description: We would like to request additional tutors for Child Development students who are at risk.
Resource Requested Category: Other (please provide details in "additional comments" section)
School/ VP Decision re Resource Needed: NEW

4. Related Resources Needed

Resources Needed name: Stipends for PT instructors to attend training
Resources Needed Description: Stipends for PT instructors to attend training on how to best work with specific groups of students whose success rates are low.
Resource Requested Category: Department-wide Training or Professional Development beyond what is normally available
Additional Comments: Success rates listed in the department information demonstrates that the first groups that need to be addressed are African-American, Pacific Islanders and Men.
School/ VP Decision re Resource Needed: NEW

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Project/ Strategy: Certificates, degrees, permits, transfers and professional development

• Continue to offer certificate and degree programs that reflect current demands in the field of Child and Adult Development, and prepare students for workforce and transfer.
• Continue to collaborate with Counseling
• Ensure both and FT and PT know what the consortium can do for the students and that they present this information in the classes.
• Submit a request to research to flag students who completed specific courses so that we can contact them to apply for certificates.
• Ensure all faculty know the dates for certificates and what is required for the certificate and how to apply. Encourage faculty to bring applications to class or use the in class computers to have students apply for them.
• Submit a request to research to flag students who have transferred.
• Develop a marketing plan for professional development class.
• Find a way to connect to individual students as a department.
• FT faculty will specific PT classes at the end of the semester with applications for certificates for students to complete. The applications will be turned in after the semester grades have been turned in.
• Collect data and include on permit numbers
• Continue a program of ongoing course review and revision
  o Faculty will rewrite 60A, 60B, 40 and 41 to align with State align with the new CAP additional subject area courses.
• Regularly review and revise our curriculum guides
• The department will complete the process necessary to bring the AA-T Adolescent Development Degree to LBCC
  o CDECE47 has been approved by CI-D for lifespan development
  o Application will be filled out and submitted as soon as it is available.
• Prepare students for transfer into baccalaureate institutions.
  o Work with counselors concerning the AS-T guide (including the benefits vs. the old CD Guide), informing them of the articulation agreements with CSU Dominguez, Long Beach and Fullerton.
  o Include information on transfer degree at student information sessions, and in CDECE 1, 53, and 68. Conduct class presentations and counseling sessions facilitate successful student transfers to four-year universities.
  o Work with state agencies and community partners to develop the AA-T guide for Adolescent Development. Human Development has been C-ID approved for this degree. (Change course description to add this information.)
• Ensure faculty representation on local, state and national task forces, and advisory committees, with regard to development of a State wide Early Childhood Credential, and the AA-T in Adolescent Development.
• Work with advisory board to market specific professional development classes.

EMP GOAL supported (hold CTRL to select multiple)*:
  COMMUNITY - A. Internal Community of Students, Faculty and Staff
  COMMUNITY - B. Partnerships with Business and Industry
  EQUITY - A. Student Success
Rationale:

Societal, workforce and workplace changes are continuous. We need to stay up to date and be ready for any changes that we may need to make to ensure our students are prepared for the workforce and transfer. The AS-T degree ensure students have a program centered transfer degree. It replaces the Child Development Curriculum Guide, and students will benefit from transferring their course of study to this state approved, more comprehensive preparation.

Responsible Parties: Full Time and Adjunct Faculty

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

---

Project/Strategy: Child Development Learning Labs

Maintain high-quality early childhood laboratory classroom experiences based on developmentally appropriate practices, a fiscal responsibility as well as the departments clear direction and purpose.

- (New) Ensure student positive attendance enrollment in lab classes are accurately measured.
- Change the name of the child development centers to reflect their status as laboratory schools. Check with Dean on how to make this happen.
- (New) Make a plan for oversight of the centers. This will be included as a regular part of their department meetings.
- (New) Ensure faculty collaboration in CDA
- (New) Develop a plan for faculty involvement in the labs.
- Offer in-service training for faculty and staff.
- Maintain standards and policies in the laboratory schools that promote high-quality programs as defined by ECERS-R, ITERS-R, PITC, DRDP, CLASS, STEP, Title V and State of California guidelines.
- (New) Ensure lab classrooms are up to date with computers and software that demonstrate up-to-date best practices in ECE assessment and evaluation.

EMP GOAL supported (hold CTRL to select multiple)*:

COMMUNITY - A. Internal Community of Students, Faculty and Staff
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access

Project/Strategy Status: In Progress
Start Date (use 8/1/year - see help text): 08/01/2012
End Date (use 7/31/year - see help text): 07/31/2013

Rationale:

• Supervised fieldwork experience is required by the State of California to prepare students for work in the field of early care and education.
• Labs are used for fieldwork and observation as lab schools are important to our profession, and student success.

Responsible Parties: Full Time and Adjunct Faculty, Center Managers, Center Staff

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department
1. Related Resources Needed

<table>
<thead>
<tr>
<th>Resources Needed name:</th>
<th>Signs for Learning Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Needed Description:</td>
<td></td>
</tr>
<tr>
<td>Resource Requested Category:</td>
<td>Advertising (beyond normal budget)</td>
</tr>
<tr>
<td>Program TOP Code(s):</td>
<td>1305</td>
</tr>
<tr>
<td>School/ VP Decision re Resource Needed:</td>
<td>Dept still requests funding</td>
</tr>
</tbody>
</table>

2. Related Resources Needed

<table>
<thead>
<tr>
<th>Resources Needed name:</th>
<th>New software to track positive attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Needed Description:</td>
<td>Tutortrac is out of date and unreliable. It is important that we accurately track positive attendance by the students at the lab school.</td>
</tr>
<tr>
<td>Resource Requested Category:</td>
<td>New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)</td>
</tr>
<tr>
<td>Program TOP Code(s):</td>
<td>1305</td>
</tr>
<tr>
<td>School/ VP Decision re Resource Needed:</td>
<td>NEW</td>
</tr>
</tbody>
</table>

3. Related Resources Needed

<table>
<thead>
<tr>
<th>Resources Needed name:</th>
<th>Lap top computers for the CDC classroom teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Needed Description:</td>
<td>Six new lightweight lap top computers with up to date software appropriate for use with ECE assessment and evaluation programs.</td>
</tr>
<tr>
<td>Resource Requested Category:</td>
<td>New equipment</td>
</tr>
<tr>
<td>Program TOP Code(s):</td>
<td>1305</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td>Child Development Center (CDC) Teachers need computers to complete the CDE mandated DRDP assessments that are now electronic in nature. The children’s lab school teachers also complete portfolios and documentation electronically, as this is a more efficient and convenient way to share the information with CDC parents and ECE lab students.</td>
</tr>
<tr>
<td>School/ VP Decision re Resource Needed:</td>
<td>NEW</td>
</tr>
</tbody>
</table>

Project/ Strategy: State-funded Programs that support child development students - updated

*Continue department involvement in the Child Development Training Consortium and the CA ECE Mentor Program.
*The department can have up to 10 Mentors in the community where practicum students can be placed. Seven mentor positions are full. The department will recruit qualified teachers that will represent a diverse choice of mentoring environments to fill the remaining positions. The recruitment will first target FCC providers through the STEP program.
*FT faculty Mentors will bring consortium information to the PT faculty classrooms.

EMP GOAL supported (hold CTRL to select multiple)*:

| COMMUNITY - B. Partnerships with Business and Industry |
| EQUITY - A. Student Success |
| EQUITY - B. Equitable Student Access |
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment

Project/Strategy Status: In Progress
Start Date (use 8/1/year - see help text): 08/01/2012
End Date (use 7/31/year - see help text): 07/31/2014

Rationale:

• The Child Development Training Consortium and the California Early Childhood Mentor Program both support student retention and success.
• CDTC provides funding for completion of college courses that lead to a state permit.
• The Mentor Program provides additional support for students completing the practicum course necessary for completion of certificates and AA degrees.

Responsible Parties: Full Time and Adjunct Faculty

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

Project/Strategy: Maintain programs that best serve the needs of the community.

To ensure we continue to meet the needs of the community and workforce, while making the most of our limited resources the department will:

• Meet twice a year with its advisory board
• (New) Revise the membership composition to meet College CTE Standards
  o Department has made strides in this direction
• Fill the administrative assistant position in order to have the necessary support for community outreach
  o The administrative assistant will not be here by the time the advisory board takes place as they are only temporary.
• Survey local employers concerning the employability of students who complete our program
• Find out how we can use the same survey used by the College Consultants for comparison
• (In progress) Analyze data on degree and certificate completion
  - The number has dropped dramatically over the last year for both our department and the college
  - We have submitted a request to determine if the number reported to the state is accurate
  - We have made a plan to address this sudden downturn in numbers
• (Complete) Use a survey to gauge parent satisfaction with their experience at our lab schools.
  o Survey was complete results are included as attachments to this report, Results show that less than 5% of the parents are not satisfied with the program and over 85% are very satisfied. Over 98% of the parents stated that they felt their child was both safe and happy in the program.
• Maintain two lab schools that serve the needs of Child Development students by providing a high-quality facility for student fieldwork, as well as child care services for College students, faculty and the public.

EMP GOAL supported (hold CTRL to select multiple)*:

COMMUNITY - A. Internal Community of Students, Faculty and Staff
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
RESOURCES - B. Fiscal Resources

Project/Strategy Status: In Progress
Start Date (use 8/1/year - see help text): 08/01/2012
End Date (use 7/31/year - see help text): 07/31/2013

Rationale:

• Our CTE programs are designed to serve community and workforce needs. Economic and cultural changes affect workforce development. CTE programs have an obligation to ensure they are meeting changing needs.
• We presently have three programs: Early Childhood Education, AS-T ECE, and Special Education Certificate.
• We also provide foster care training to both prospective and current foster parents, as well as foster youth who are transitioning into adulthood.
• After program review we decided to consolidate the school-age program into the ECE program and eliminate the Child Development Program (it was
Responsible Parties: Full Time, Adjunct Faculty and learning lab staff

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

1. Related Resources Needed

Resources Needed name: Funding to survey employers

Resources Needed Description: Survey local employers concerning the employability of students who complete our program. Participate and support the CTE school in its efforts to survey local employers.

Resource Requested Category: Major Research Studies

Additional Comments: This data is necessary to improve our assessment protocols of student preparedness and success in CD CTE programs.

We need a survey, callers for the survey as well as data entry once the survey is complete.

School/ VP Decision re Resource Needed: NEW

Project/ Strategy: Participation in the Evolution of Transitional Kindergarten (T-K)

• Create a position statement document to communicate the LBCC Child Development Department’s view on T-K curriculum and focus.

• Create a marketing plan to communicate to local school districts our course/program offerings for new and transitioning T-K teachers in the area.

• Write new course offerings specifically written for the T-K population and needs (emergency/trial for Spring and Summer 2015)

• Explore possibility of priority registration for T-K teacher students

• Create cohorts for T-K teachers that meet their needs in terms of class locations, times and class curriculum.

• Ensure faculty are involved in the local and state wide committees concerning future T-K programs.

• Research the implications of appropriate T-K programs through existing models.

• Advocate, collaborate and support local district programs to ensure the children’s needs are met within the T-K programs.

EMP GOAL supported (hold CTRL to select multiple)*:

COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/ Strategy Status: NEW

Start Date (use 8/1/year - see help text): 10/10/2014
End Date (use 7/31/year - see help text): 10/14/2016

Rationale:

• In the near future legislation from the state will be requiring all School Districts to provide free T-K to all 4 year old children.

• Current proposed state budget has allocated 25 million dollars to support the professional development and re-training of T-K teachers.

• The current curriculum of local school district run T-Ks is not developmentally appropriate for the age of the population.

• The LBCC Child Development Department faculty are the area experts when it comes to appropriate early care and education.

• Teachers (new and reassigned) teaching T-K need specific education and training to work appropriately with this younger age group.
1. Related Resources Needed

Resources Needed name: Sub and travel money
Resources Needed Description: Sub money and travel money is needed to ensure that faculty are able to participate in stakeholder meetings locally as well as in Sacramento.

Program TOP Code(s): 1305

Additional Comments: This is a statewide issue that affected Early Childhood Education.

School/ VP Decision re Resource Needed: NEW

Project/ Strategy: Transfer - AS-T

Prepare students for transfer into baccalaureate institutions.
- Work with counselors concerning the AS-T guide (including the benefits vs. the old CD Guide), informing them of the articulation agreements with CSU Dominguez, Long Beach and Fullerton. (new)
- Include information on transfer degree at student information sessions, and in CDECE 1, 53, and 68. Conduct class presentations and counseling sessions facilitate successful student transfers to four-year universities.
- Collaborate with potential partners to implement the Elementary Education AS-T when it becomes available. (new)

EMP GOAL supported (hold CTRL to select multiple)*: EQUITY - A. Student Success
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment

Project/ Strategy Status: Completed
Start Date (use 8/1/year - see help text): 08/01/2012
End Date (use 7/31/year - see help text): 03/31/2014

Rationale:
The new AS-T degree was approved last year to ensure students have a program centered transfer degree. It replaces the Child Development Curriculum Guide, and students will benefit from transferring their course of study to this state approved, more comprehensive preparation.

Responsible Parties: Full Time and Adjunct Faculty

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

Project/ Strategy: Curriculum Revision

To meet the changing needs of the Department and the Early Childhood Profession, Course Outline changes are necessary. Faculty need to rewrite CDLL 52A, 52B, CDECE 40 and 41, CDECE 31, 60A and 60B, and CDSA 67 and 70.
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Rationale:
- CDLL 52A needs to be rewritten to CDLL 52 and 52B needs to be rewritten CDLL 53 (an advanced Fieldwork course); both to be changed to 3 unit courses to reflect the nature of the course requirements, and to meet the needs of students applying for a CA Child Development Permit.
- CDECE 31, 40, 41, 60A and 60B, and CDSA 67 and 70 need to be updated/revised to align with the new CAP additional subject area courses.

Responsible Parties: Full Time, Adjunct Faculty

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department