

Department Plan
Long Beach City College
Dept - Child & Adult Development

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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 throughout 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 four programs that include AA degree, certificate, and transfer options: Early Childhood Education, Child Development, Special Education Assistant, and School-Age Child Care. 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.

Summary of Access, Productivity & Effectiveness: Several years ago we discovered that fewer and fewer of our students were graduating, transferring or receiving certificates. In an effort to change this trend we wrote for and received a three-year grant (Project RISE) that included a dedicated Child Development Counselor. With the help of the counseling department and counselors who are specifically assigned to Child Development (CD), the students have benefited by:

- Access to timely and accurate advising in CD and GE coursework.
- Education plans that serve as guides for their continued education.
- Fewer unnecessary courses (time and cost savings).

Resulting in:

- An increased number of CD permits, certificates, and degrees awarded to students.
- More knowledgeable faculty regarding the requirements for permits and degrees.
- Better connection between Counseling and CD faculty including clarification of Counselors' role.
- Increased student satisfaction with advising, confidence in their course selections, and ability to achieve their educational and career goals through a dedicated phone line for CD students.

The original funding for Project RISE ended in June 2010. However, because the project was highly successful and well run by our project director, Donna Rafanello, it was renewed for the 2010-11 academic year and then for an additional five years.

Department efficiency as reflected in the WSCH/FTEF for fall of 2010 is a little lower than the college average for fall, but much higher than the college average from previous years and higher than the CTE average.

Internal Conditions (see Help for list): Two faculty members have retired from the department in the last two years. This, in addition to another faculty member who retired four years ago, has left the department permanently short of full-time faculty by nearly 25%. In January 2010 the LAC faculty moved into the South Quad Complex. In the new building we have two classrooms full time, and one classroom that we share with the Speech department. However, the Speech department was not given adequate classroom space to ensure that we can share the third classroom fairly, and the Child Development department has continued to find rooms in other spaces.

External Condition-Regulatory/Legislative Changes: The department head is a board member for the California Community College Early Childhood Education committee and sits on the Chancellor's Early Childhood Education Advisory Committee. Both of these bodies work with the Department of Education, the community college system and the Department of Social Services to bring about necessary change in laws and legislation. Examples of recent changes are the acceptance of the lower division eight core courses throughout the community college system and some up and coming changes to the statewide Title 22 regulations that will affect which courses our students must complete to work in Title 22 programs. Title V also imposes conditions that impact curriculum and student services. Senate Bill 1440 requires Transfer Degree Programs be developed between the Community College and the Universities. The Child Development department is working on completing the Transfer Degree Program by revising the Child Development Transfer Degree Guide and utilizing the courses already updated to meet state standards.

External Condition- Grants Available: Project RISE is a grant through Los Angeles Universal Preschool (LAUP) (with funding from First 5 LA) to strengthen the competencies of current and prospective members of the early care and education workforce by supporting their educational advancement and degree attainment. This includes improving student retention and degree completion and providing an online interactive Child Development careers site (<http://rise.lbcc.edu>). A primary goal is connecting CD students with resources. For example, guest speakers from the following departments have been invited to speak to CDECE 1 (The Developing Professional) classes: Financial Aid, Career & Job Services, Academic Counseling, Transfer Services, and the CD Department.

General Childcare Funding: Pays for full and part-day child care for low-income families in the Child Care

Learning Labs.

State Preschool Funding: Pays for half-day preschool for low-income families in the Child Care Learning Labs.

The department works with the Child Development Training Consortium to provide stipends for Child Development students working in the field. In addition the consortium helps Child Development students pay for their state permits.

LBCC's Scholarship Office awards numerous scholarships to CD students each year.

External Condition- Accreditation Recommendations: The new Early Childhood Transfer Model Curriculum (TMC) is nearing completion. Before final submission, we want to submit several of our courses for GE approval to avoid having to eliminate a prerequisite for our practicum class. A result of SB1440, the new transfer degree, is that all units that students complete in the transfer degree will transfer to the CSU's.

External Condition- Advisory Committee Input: The Child and Adult Development Department Advisory Board informs department decisions regarding coursework, student outreach and recruitment, and ongoing activities and supports. The group meets twice a year and includes representatives from private and public early childhood, school-age and special education services including direct and indirect care as well as students whose children are presently or were previously enrolled in our child development programs.

External Condition- Community Outreach/Partnership: The Child Development Department works with the Child Development Training Consortium to help students receive their state-issued Child Development permits and receive financial incentives to continue taking college courses if they already work in the ECE field.

The department participates in the California Early Childhood Mentor program, providing financial and educational support to a small group of mentors who, in turn, mentor many of our Child Development practicum students. The program provides funding for community mentors. We presently have eleven mentors within our community who support our practicum students by providing additional placement options for their fieldwork. This program also connects the department to Long Beach Unified School District through placement of adult education students in the ROP program.

The department has worked with the Long Beach Unified School District, CSU Dominguez Hills and Cal State University at Long Beach over the last four years on Project RISE which seeks to recruit, inspire, support and educate students in the field of ECE.

Two years ago the Department formed a partnership with CSU Dominguez Hills and Long Beach Head Start for a federally-funded grant to help support the teachers and aides in the local Head Start programs to begin and complete their BA degrees as this will be the standard requirement for all Head Start Teachers by 2012. We continue to work as a partner on this project.

External Condition- Industry & Labor Market Trends: Increasingly, the four-year degree is being recognized as the hallmark of a skilled early childhood professional. This is happening at the state and national policy levels. Greater incentives exist now to motivate professionals to increase their educational level in order to stay marketable in an increasingly competitive marketplace. At the state level, quality rating and improvement systems (QRIS) are reimbursing programs at higher rates based on overall quality; this is connected with staff qualifications. Finally, new mandates within Head Start are requiring classroom teachers to hold bachelor's degrees.

A profile of the Los Angeles County's ECE workforce follows. Approximately 36,310 people, predominantly female, educate and care for about 179,786 infants (birth to age 2) and/or preschoolers (ages 2-5, pre-kindergarten). This workforce includes about 7,791 providers and 5,490 paid assistants in licensed family child care homes, and 13,155 teachers, 7,690 assistant teachers and 2,184 directors in licensed child care lab schools.

The typical licensed family child care provider is in her late forties, and has been taking care of children in her home for ten years; 4% are age 29 or younger, and 27% are age 55 or older. Average tenure is 11 years for providers licensed to care for 14 children, and 7 years for those licensed for 8 children.

Center teachers and assistants are younger, on average, than providers, and have typically been on the job for less than five years. In contrast, 61% of directors have been on the job for more than five years and are much younger.

Among ECE center staff, wages are low and job turnover is high: Average annual salary for centers: highest-paid teachers with a BA or higher degree is \$34,653, nearly \$24,376 less than that of the average Los Angeles County elementary school teacher, who typically works a shorter year and earns better benefits.

The average wage for the center's highest-paid assistant teachers ranges from \$7.90 to \$11.50 per hour. Annual ECE center staff, teacher turnover (23%) is twice that of California public school K-12 teachers (11%) (Alliance for Excellent Education, 2005), ECE assistant teacher turnover is at 24%, and director turnover is 16%, per year California Early Care and Workforce Study: http://www.irle.berkeley.edu/cscce/pdf/wfs_la_highlights.pdf .

External Conditions- Other : EDUCATIONAL ATTAINMENT

The educational profile of Los Angeles County's ECE workforce, with some home-based providers and center staff achieving college degrees, and others holding high school diplomas and/or completing a few college credits, reflects the relatively low standards currently set by California law, as well as the differing standards governing various types of ECE programs. While educational attainment and professional preparation vary by type of program and by regional area, it is notable that for much of the ECE workforce, current levels of education and training well exceed what the law requires. With respect to proposed increases in educational requirements for teachers in publicly-funded preschool programs, a significant portion of the ECE workforce may find such new requirements within reach or may have already met them, while others may find it daunting to pursue this new opportunity.

Although regional variations in the overall educational attainment of the ECE workforce reflect patterns found among all adults in the county, they nevertheless require attention in order to address current disparities. Data point to the need for varied strategies in targeting professional development resources. For example, current efforts to expand higher education offerings to more remote communities without college campuses, to utilize distance learning, and to engage community agencies in offering credit-bearing training, should be strengthened and expanded.

WORKFORCE DIVERSITY

Los Angeles County's ECE workforce is much more ethnically and linguistically diverse than its K-12 public school teachers. Los Angeles County's challenge will be to intentionally maintain and expand its ECE workforce diversity, hand in hand with continuing efforts to upgrade the knowledge and skills of this workforce.

RECRUITMENT AND RETENTION

The Child and Adult Development Department is:

- Working collaboratively with the College's Student Outreach and Recruitment Office to publicize CD programs.
- Participating in the Counselors' high school outreach efforts with LBUSD to include the ROP Careers with Children and School-Age/Rec. Aide classes.
- Working with LBUSD to develop a new Small Learning Academy (SLC)/Academy focused on teaching.
- Cooperating with LAUP to share information about our CD programs with LAUP providers.
- Conducting biannual open houses for current and prospective students.

Faculty & Staff : The Child and Adult Development Department includes 9 full-time faculty members. Through Project RISE, one faculty member has 80% release time. In fall 2010 we had 19 part-time faculty. This year we are down to 11. In January 2011, the department administrative assistant, who worked 60% time, retired. Our request for a replacement was denied. 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. In addition, the PCC Lab School has two classrooms that have been set up and licensed for infant care. We are waiting for Board approval to open these classrooms and plan on using them as a lab environment for students whose goal is to work with infants and toddlers. 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 Program Debi Bouwens - FT faculty

Review Participants: April Juarez - Department Head, Faculty and CDTC Coordinator

Chris Jacobs - FT faculty

Paula Fisher - FT faculty

Julie Frumkin - FT faculty

Charline Lang - FT faculty

Kristin Pierce - FT faculty

Donna Rafanello - FT faculty and Project RISE Director

Dana Van Sinden - FT faculty, Mentor Coordinator and mentor seminar facilitator

2009-2010 *Enhanced our working relationship with Long Beach Unified School District, especially ROP.

Accomplishments: *Made a strong connection with LBCC's Student Outreach and Recruitment Office.

*Developed a strong tie with Beach Cities AEYC to benefit students.

- *Continued to assist in the development of a Child Development Club to support students.
- *Developed a collaborative relationship with CSU Dominguez Hills and CSU Long Beach
- *Developed and used multiple mechanisms for sharing information with students about topics/events of interest.
- *Increased Child Development faculty's knowledge of permits, certificates, and degrees.
- *Purchased all required texts for all CD classes each term for students' use through Project RISE.
- *Instituted biannual department open houses for students.
- *Redesigned CDECE 1 to connect students with College resources.
- *Connected with the Long Beach ECE community to share information/resources.
- *Designed an interactive Child Development Career. Education and Information Gateway.
- *Provided stipends for 140 child development students through the Child Development Training Consortium
- *Helped over 70 students receive their state permits
- *CD students received:
 - o 17 AA's
 - o 66 certificates
 - o 3 AA's & certificates
 - o 15 transfers
 - o 4 CSUDH grads

2010-2011 Faculty in the Child and Adult Development Department served on the following Committees:

- Accomplishments:**
- Commencement
 - ECE Advisory Board
 - CDA
 - Mentor Committee
 - Scholarship Committee
 - Senate
 - Senate Exec
 - ECE Community College Chancellor's Advisory Committee
 - Curriculum
 - Valedictorian Selection Committee
 - CCA
 - Academic Council
 - Hiring Priorities Committee
 - Budget Advisory Committee
 - College Planning Committee

Faculty in the Child and Adult Development Department Chaired, Co-chaired or served as an officer on the following committees

- Committee on Committees
- Program Plan/ Program Review
- ECE Advisory Board
- SLO Coordinator
- CCCECE
- CCA
- Academic Senate

CD faculty presented at the following Flex Day Workshops

- Hiring New Faculty
- What the Budget means to you
- What you didn't really want to know about data
- Program/Planning and review
- Program review and SLO

Conferences/ workshops attended and/ or presented at:

- Faculty Leadership
- Presented "Writing for Publication" at the Annual NAEYC Conference
- "Helping Unprepared Students" at Cerritos College
- World Forum on Early Care and Education in Honolulu

Contracts and Grants:

- Project RISE is an early childhood workforce development grant funded through Los Angeles Universal Preschool (LAUP) designed to improve the quality of early care and education by strengthening the quality of the workforce through a range of services and activities including dedicated advisement and career counseling, cohort programs, tutoring and mentoring, campus tours and transfer assistance, financial assistance and scholarships, and subsidies for tuition, books, child care, and transportation.

Project RISE is one of seven projects in Los Angeles County participating in LAUP's ECE Workforce Initiative.

Now in its fifth year, Project RISE has brought in \$1.4 million. Project RISE is strengthening the quality and diversity of the current and potential ECE workforce by fostering professional development, promoting recruitment and retention and encouraging collaboration among stakeholders. Project RISE partners with Long Beach Unified School District and local CSU campuses (CSUDH and CSULB).

- Child Development Training Consortium: Received the largest sum to date, \$30,000. Nearly all of it went to pay student stipends to students working in the field of ECE who completed their child development and/or GE courses with a grade of C or better. There were also 75 students helped with the process of receiving their State Permit through the college.

- Foster Care: Our FKCE program successfully increased their renewal and pre-service hours for the 2010-11 fiscal year. This allowed for foster parents to select from a variety of specialized workshop topics and presentations. LBCC completed close to 900 FKCE renewal and pre-service hours for our foster care population. As a result we have also received additional funding for this program.

A collaboration has been formed with Grandparents as parents (GAP). LBCC's FKCE program sponsors weekly Spanish and English workshops for our relative care providers with GAP in locations throughout the city of Long Beach.

Project YESS is renewed for an additional year. We continue to offer ILP classes. Please review the below schedule:

- State Preschool: We are serving approximately 26 families in the full-day State Preschool program, 14 of which are students at LBCC, CSULB and CSUDH. We are currently serving 96 families in our part-day State Preschool programs, 31 of which are students.

- General Child Care: Funding We currently serve approximately 12 families in the General Child Care Program, 7 of which are LBCC students.

Centers

- Reorganization: The reorganization is going well. Stacey Smith-Clark and AlecSandria Colchico were hired as the new Child Development Center Managers. Soledad Burton, an Accounting Technician II, transferred to the CDC's on 7/1, filling a needed role.

- Charline Lang stepped in and did two jobs from Nov 2010 ? May 2011 when our LAC site supervisor left unexpectedly

- CDA: Our CDA Board is currently chaired by several Center parents and we are focusing on some fundraisers opportunities. Last year we had a Marie Callendar's pie sale, a Family Fun Run and the Family Fun Day event.

Events

- FREE Family Fun Day: a collaboration of the CDC Centers, CD students and community agencies who come together and share inexpensive activities to families 2010 ? 2011 was our 3rd Annual Free Family Fun Day, which included a 5K run. Approx. 250 were in attendance and 38 student groups.

- Open house: Two Open Houses (in fall 2010 and spring 2011) were attended by 194 students.

- Practicum Celebration: A practicum celebration was held in the fall and again in the spring for families and friends of practicum students who successfully completed the practicum class.

- Permit Clinics: A total of 44 students participated in the Permit Clinics held at the Open Houses.

Project RISE events and accomplishments

- o CD Counselors made class presentations to 399 LBCC students and 75 ROP students and held 470 appointments with CD students and developed 202 Education Plans.

- o LBCC Outreach & Recruitment Department shared information about Project RISE with more than 1,600 area high school students and counselor

- o Designed and maintained a Facebook page to publicize Department and Project RISE events and activities.

- o In 2010-2011, Project RISE initiated cohorts: AA/Transfer (12 students) and BA Cohorts (at CSU Dominguez Hills and Long Beach) (8 students) to better support students and recruited and trained 7 Mentors (CSUDH and CSULB upperclassmen) to offer individualized support. Two of 12 AA/Transfer Cohort members transferred to CSU's for the 2011-2012 academic year and 5 members of the BA Cohort completed their BA degrees. (One is now enrolled in a graduate program.) This year we added a new cohort (First Semester LBCC CD students): First Semester: 2; AA/Transfer: 16; BA Cohort: 13 -- and 9 mentors.

- o 2010-2011 Project RISE workshops: Financial Aid, BCAEYC-Project RISE Scholarship, 6 workshops in "Careers in Child Development" series, and numerous Transfer workshops.

- o Purchased all required texts for all CD classes each term and placed these on library reserve for students' use. Served 200 students at department open houses held each term.

- o Provided individualized support to 37 students at Permit Clinics at our Open Houses.

- o Provided stipends for 140 child development students through the Child Development Training Consortium

- o Recruited and supported a cohort of CD students at LBCC (AA/Transfer Cohort).

- o Recruited and supported a cohort of LBCC transfer students at CSUDH and CSULB: BA Cohort.

- o Recruited and trained a cadre of seven mentors to work with the two cohorts of students listed above.

- o Conducted a series of six workshops on "Careers in Child Development."
 - o Worked with LBCC's Transfer Coordinator to include all Project RISE cohort members in the Transfer Academy.
 - o Supported the development of CSULB's Child Development Club (CAFAS).
 - o Helped more than 70 students receive their state permits
- Assisted CD students in achieving their educational goals: Certificates, AA degrees, transfer, and BA degrees

Collaboration

- We collaborated with the following agencies (Beach Cities AEYC, City of Long Beach Lead Task Force, Long Beach Early Intervention Council) by co-sponsoring and presenting workshops and events. All of these agencies have also sponsored booths at the Departments annual Family Fun Day event.
- Advisory Board: The advisory board met in the fall and spring of last year. The advisory board is made up of community employers in all areas of child and adult development. They provided insight into how our scholarship and stipend money should be spent and the changing needs of their programs.
- Heads up: Worked Collaboratively with Cal State Dominguez Hills and the Long Beach head Start Program to mentor Head Start teachers to complete their work at LBCC and at Cal State Dominguez Hills.
- Professional Growth Advisors: The following instructors have volunteered as professional growth advisors for early childhood professionals seeking advice on their professional development in the field of ECE: Dana, Julie, Char, Paula, Debi, Kristin and April.
- Long Beach Early Intervention Council: The Council of professionals and parents concerned with children birth to three with disabilities. Meetings are held monthly at various community locations.
- Child Development Club: The Child Development Club is a student-run club for LBCC students. Their goal is to promote community and provide networking and professional growth opportunities for ECE students. The Club now has 100+ members and holds monthly meetings and workshops at CDC-PCC on the last Friday of every month.
- Child Development Training Consortium (CDTC): In collaboration with the CDTC we have worked with hundreds of students to help them receive their state permit as well as apply and receive an educational stipend for completing courses toward their certificate or degree.
- California Community College Early Childhood Education Council (CCCECE)- Co-hosted two workshops, one at LBCC and one at Saddleback College with CCCECE
- Cal State Dominguez Hills, Cal State Long Beach: Deepened our partnership with CSU Dominguez Hills and CSU Long Beach. (See Project Rise Events above for details.)
- LBUSD
- o Enhanced our partnership with LBUSD by joining their ROP "Careers with Children" Advisory Board.
- o Expanded our role with LBUSD by joining their new Education Business Advisory (EBA).
- Raising a Reader: In partnership with the Long Beach Public Library 30 families and their young children participated in 2010-2011. Each family made a minimum of 2 visits to a local public library, obtained library cards and checked out a ?book bag? each week. Parents received instruction about reading to their children and the importance of literacy development in the early years. Children got to experience 4-6 different books for young children each week during the school year.
- Director Mentor Seminar: in 2010-2011 the mentor program in partnership with Beach Cities AEYC sponsored two different guest speakers geared especially toward the needs of early care and education program administrators. 56 participants attended over two different events.

SLOs

- All scheduled SLO's Assessment plans were completed and uploaded into TracDat
- Scheduled Assessments were completed on all courses where possible
- All course Syllabi include SLO's
- Part time faculty are participating in SLO assessment

Curriculum Alignments

- CAP: All courses are aligned with Statewide Cap Program differences have prevented their submission
- AB 1440: The departments courses align with the Child Development Transfer degree, however we are waiting to submit more courses for inclusion in the GE's before we submit the transfer degree

Personal Accomplishments

- Julie Frumkin- earned an Online Educator Certificate (completed the 6 required courses [12 semester units] in online teaching strategies) from Saddleback College.
- Paula Fisher - Completed her Ph.D. in Education
- Kristin Pierce - Doctorate of Education in Counseling Psychology

In 2010-11 Child Development Students earned:

75 State Permits
97 Certificates
23 AA degrees

Goal: Maintain course content and standards

Establish consistency of standards and content within each program's courses and sections using adopted course SLO assessment plans while addressing current ECE practices.

Year: 2011 - 2012

Start Date: 08/19/2011

Goal Status: NEW

Goal Priority: High

Rationale: CAP Project and Transfer Model

The LBCC Child and Adult Development Department has been part of the Statewide ECE Curriculum Alignment Project (CAP) since its inception in 2005. The Curriculum Alignment Project seeks to ensure every Early Childhood Education student receives the same core curriculum courses no matter which college they attend. The course revisions we have completed for the CAP project will ensure a smooth development of the Early Childhood Transfer Model.

Best Practices in ECE

With research in the area of ECE, best practices evolve. CD faculty need to stay current on best practices to ensure that our students are well prepared for the work that awaits them.

Course and program SLO outcomes assessment:

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.

Strategies: CAP Project and Transfer Model

To ensure the Transfer Model program best meets the needs of the students, the department will submit additional courses to the state for possible inclusion in the GE programs.

Best Practices in ECE

Full- and part-time faculty will keep current on best practices in Early Childhood Education through continuing education.

Course and program SLO outcomes assessment

The department administrative assistant will collect course syllabi and book orders and bring to the department head's attention any missing SLOs. Faculty will meet regularly to discuss SLO assessment 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. Our SLO Officer will ensure the collection of data and completion of SLO assessment plans according to the college-wide assessment cycle. 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.

Responsible Parties: Full and Part time Faculty

Campus supported by this goal: Both

Specify if goal is for

department or sub-area: Department/ Program

Level of Support Needed: Department

Specify if goal is for
department or sub-area: Department

Related Resources Needed

* Resources Needed Name: Administrative Assistant

Resources Needed A department Administrative Assistant

Description:

Inter-Level/ VP Level Group NEW

Decision:

Fiscal Year: 2011 - 2012

Duration: On-going

Estimated Cost: 30000.0000

Type of Resource Personnel - Classified/ Manager

Requested:

Justification for Resource The department Administrative Assistant retired in January 2011. She was instrumental in ensuring that students had appointments with faculty, the department head, and appropriate counselors. She ensured that all course syllabi were collected, reviewed by the department head, and filed in the department office. She provided clerical support to faculty as specified in their contract. She took care of the day-to-day management of paperwork: copying and filing. She ensured that our students received prompt attention regarding their classes, faculty or other issues and forwarded them to the appropriate personnel. She supported the department with advisory board meetings and other outreach activities by providing clerical and meeting planning assistance needed at biannual open houses, program guidance for students, updating student profiles, typing and disseminating meeting minutes, maintaining mailing lists, and much more. She ensured that book orders were submitted in a timely fashion. She maintained faculty and student files: keeping these up-to-date, filing absence reports, posting classes, and answering phones. She provided invaluable support to faculty, students, and the department head. Without her, the department head is forced to pick up her work load and is unable to fulfill the administrative assistant role or the role of department head completely. Faculty salaries should not be dedicated to clerical work, especially when the CCA contract provides for clerical support. Without our administrative assistant, CD faculty and the department head have no clerical support.

Department Code: 130500 Child Develop

Requested Funding Source: General Fund

* Resources Needed Name: SLO officier

Resources Needed SLO Officer for the Child & Adult Development Department

Description:

Inter-Level/ VP Level Group Approved & Funded

Decision:

Fiscal Year: 2011 - 2012

Duration: On-going

Estimated Cost: 2000.0000

Type of Resource Personnel - Faculty

Requested:

Justification for Resource The SLO officier is necessary to ensure that all instructors complete their SLO assessment and to help with the

Request: analysis of data.

Department Code: 130500 Child Develop

Requested Funding Source: General Fund

Goal: Supporting Best Practice for Adult Learners

Instructors will model best practices based on current research, technology and theory in the adult classroom.

Year: 2011 - 2012

Start Date: 08/19/2011

Goal Status: NEW

Goal Priority: Medium

Rationale: NAEYC standards for early childhood professional preparation programs

Best Practices in the adult classroom: College students, like children, are more likely to emulate what they see, than what they hear (The Center for Best Practices in Early Childhood <http://www.wiu.edu/thecenter/>).

Areas of particular concern: Appropriate communication, technological competence, and advocacy.

Strategies: Best practices:

Model best practices based on current research, technology and theory in a learning community of children and/or adults.

-To ensure every instructor is modeling appropriate practices and nurturing a community of learners, every instructor will be encouraged to request student feedback at the end of each semester.

-To ensure instructors stay up to date on research, technology and theory, every instructor will be encouraged to attend workshops and/ or conferences in related areas.

-Instructors will be encouraged to adopt course texts that reflect current thinking in the field.

-Field work and Practicum students will be video-taped in their interactions with the children to help them improve their practice.

Appropriate Communication:

- Provide appropriate and effective models of communication and interaction with the diverse population of students we serve.

- Instructional emphasis will be placed on written and oral communication assignments including small and large

group activities; research assignments (create sample assignments for part-time faculty to use); and projects and presentations

Technological competence:

Support students' development of technological competence Two years ago we requested VTEA to bring laptops into the PCC classroom. These laptop stations are now used in the classroom by the students through instructor-guided learning opportunities. Most of the students in the PCC classrooms have little or no experience on the computer. Recognizing that technological knowledge is vital to student success in college and their career, our goal was to provide access for all students. This has been very successful. Since our move from the F building to the T building, we no longer have a computer lab for our students at the LAC campus. As a result, we will be seeking a laptop station lab to use among the three new Child Development classrooms on the LAC campus.

- Faculty will include course assignments that promote students' use of technology.
- Technology assignments will be added to courses upon routine course review.

Advocacy:

Provide students with tools to advocate for children and families within the students' chosen profession. To that end, instructors will emphasize advocacy where applicable in each course and provide students with the following:

- Pending and current legislation information
- Opportunities to join and participate in professional organizations
- Information about local, state and national advocacy efforts

Responsible Parties: full and part time faculty

Campus supported by this Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Level of Support Needed: School or VP

Specify if goal is for Department

department or sub-area:

Related Resources Needed

* Resources Needed Name: Camera and computer upgrades.

Resources Needed Observation cameras and computer upgrades are needed to maintain maximum observation capabilities in the

Description: child development learning labs on the PCC campus.

Inter-Level/ VP Level Group NEW

Decision:

Fiscal Year: 2012 - 2013

Duration: One-time

Estimated Cost: 0.0000

Type of Resource Equipment

Requested:

Justification for Resource The computerized observation lab is critical in assuring that all of our child development students have the

Request: opportunity to observe in the preschool classroom with minimal child interference in the labs. The cameras in the classrooms need to be maintained and graded 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.

Department Code: 130500 Child Develop

Requested Funding Source: General Fund

* Resources Needed Name: Portable computer lab

Resources Needed Mobile computer lab that provides 22 laptops for in-class shared use. This mobile lab also includes headsets, a

Description: lock-down/ recharging cart and repair support from Apple.

Inter-Level/ VP Level Group Not Approved

Decision:

Fiscal Year: 2011 - 2012

Duration: One-time

Estimated Cost: 26000.0000

Type of Resource Equipment

Requested:

Justification for Resource The Child and Adult Development department has shared the computer lab with the FAC's for approximately 10 years. This lab, although small, provided instructors with opportunities to take their students into the lab and provide training for online research and development of appropriate knowledge to access and write about special topics in the area of child development. This is especially important as many of the students in our classes do not have computers and have little training on their use or use of the internet. The Child and Adult Development department has moved to the new South Quad building and students no longer have access to the shared lab. The portable lab will provide all instructors in the department with the opportunity to enhance student knowledge of online research as well as the development of computer skills while studying child development. This computer and internet knowledge is important not only for the students' success in college but their future employment.

Department Code: 130500 Child Develop

Requested Funding Source: VTEA

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

Resources Needed Programming of the computers in the observation labs at PCC to allow instructors to record students during their

Description: field work activities.

Inter-Level/ VP Level Group NEW

Decision:

Fiscal Year: 2011 - 2012

Duration: On-going

Estimated Cost: 0.0000

Type of Resource Other

Requested:

Justification for Resource To allow students to reflect on and improve their interactions with children, video-taping can be critical. This will

Request: also allow the instructors to document student progress for the course and program SLO's. 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.

Department Code: 130500 Child Develop

Requested Funding Source: Other

* Resources Needed Name: Video Camera's

Resources Needed Two hand held video cameras

Description:

Inter-Level/ VP Level Group NEW

Decision:

Fiscal Year: 2011 - 2012

Duration: On-going

Estimated Cost: 700.0000

Type of Resource Equipment

Requested:

Justification for Resource Field work and Practicum students will be video-taped in their interactions with the children to help them improve

Request: their practice. The LAC observation rooms were built in the 1970's. There is no recording capability. Ideally the department would like to upgrade the observation rooms to include video camera's in the rooms as they are on the PCC campus. However, since this cost would be high, we would like to purchase two small hand held camera's in the interim. Allowing students to reflect on and improve their interactions with children, video-taping can be critical. This will also allow the instructors to document student progress for the course and program SLO's. 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.

Department Code: 130500 Child Develop

Requested Funding Source: VTEA

Goal: Retention Rates

Maintain and/or increase retention rates among Early Childhood Education, Child Development, School-Aged Care and Special Education Assistant students at LBCC.

Year: 2011 - 2012

Start Date: 08/26/2011

End Date: 08/31/2012

Goal Status: In Progress

Goal Priority: High

Rationale: Maintain sufficient full-time faculty and staff:

Full-time faculty hold office hours, counsel students before and after classes, hold special open house forums, and mentor students. As a result of consistent scheduling, students find a professor and then enroll in all

courses taught by that her. This helps students complete and achieve their goals. Full-time faculty revise curriculum, complete program plans, work on SLO's and SLO assessment, staff our Lab Schools, and keep the program on task and well focused.

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, site supervisors, administrative assistants, classroom teachers, and associate teachers are essential to the lab schools' success. This success is measured through our students successfully 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.

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.

Unfortunately, retirements and illness have ravaged the department full-time faculty leaving many vacancies.

Distance learning:

The Child and Adult Development Department supports the Superintendent's/President's goal to increase the number of students served online, the College's mission statement which supports open access, and the vision in the Educational Master Plan for 2005-2010 to prepare students for a world that is technologically advanced but intensely interdependent.

Student Support: The department supports the college's goal of student success. Through Project RISE we have been able to work with the Counseling department to ensure that students get the guidance and support services they need to successfully complete their classes.

Ensuring students are able to get the help they need, when they need it, takes teamwork.

Strategies: Maintain sufficient full-time faculty and staff: The Department is committed to maintaining sufficient full-time faculty and staff to adequately maintain all programs and laboratory schools.

- 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.

Distance Learning: The Department will continue to offer courses online, adding new courses and sections as appropriate.

- To support this goal, the Department will continue offering courses online each semester, adding new courses as appropriate. All instructors will be encouraged to attend the Distance Learning Orientation.
- To support distance learning instruction, online instructors are encouraged to communicate through the Child Development instructional website. <http://rise.lbcc.edu/cdfshare/>

Student Support:

- Continue to work with the Counseling department
- Replace the retired administrative assistant
- Hold open houses biannually with Counseling to provide students with information on certificates, degrees, and transfer.
- Collaborating with professional organizations (CCCECE, LBECE and BCAEYC) to offer training.

Responsible Parties: Full and Part-time faculty

Campus supported by this Both

goal:

Specify if goal is for Department/ Program
department or sub-area:

Name of sub-area, if ECE, CD, SA and SE
applicable:

Other Area impacted by this Other

goal:

If "Other" select above, Counseling

please specify:

Level of Support Needed: Department

Related Resources Needed

* Resources Needed Name: Administrative Assistant

Resources Needed Adminstrative Assistant for the Child and Adult Development Department

Description:

Inter-Level/ VP Level Group NEW

Decision:

Fiscal Year: 2011 - 2012

Duration: On-going

Estimated Cost: 30000.0000

Type of Resource Personnel - Classified/ Manager

Requested:

Justification for Resource The department Administrative Assistant retired in January 2011. She was instrumental in ensuring that

Request: students had appointments with faculty, the department head, and appropriate counselors. She ensured that all course syllabi were collected, reviewed by the department head, and filed in the department office. She provided clerical support to faculty as specified in their contract. She took care of the day-to-day management of paperwork: copying and filing. She ensured that our students received prompt attention regarding their classes, faculty or other issues and forwarded them to the appropriate personnel. She supported the department with advisory board meetings and other outreach activities by providing clerical and meeting planning assistance needed at biannual open houses, program guidance for students, updating student profiles, typing and disseminating meeting minutes, maintaining mailing lists, and much more. She ensured that book orders were submitted in a timely fashion. She maintained faculty and student files: keeping these up-to-date, filing absence reports, posting classes, and answering phones. She provided invaluable support to faculty, students, and the department head. Without her, the department head is forced to pick up her work load and is unable to fulfill the administrative assistant role or the role of department head completely. Faculty salaries should not be dedicated to clerical work, especially when the CCA contract provides for clerical support. Without our administrative assistant, CD faculty and the department head have no clerical support.

Department Code: 130500 Child Develop

Requested Funding Source: General Fund

* Resources Needed Name: Full-time faculty

Resources Needed Hire new full-time faculty

Description:

Inter-Level/ VP Level Group Not Approved

Decision:

Fiscal Year: 2011 - 2012

Duration: One-time

Estimated Cost: 100000.0000

Type of Resource Personnel - Faculty

Requested:

Justification for Resource Retirement and disability have ravaged the child development department full-time faculty. Maintaining sufficient

Request: full-time faculty and staff to adequately maintain all programs and laboratory schools is vital to the health and growth of the department programs.

Department Code: 130500 Child Develop

Requested Funding Source: General Fund

Goal: Degree and Certificate Completion

Increase the rates of AA degree completions as well as CD, ECE, SED and SA certificate completions.

Year: 2011 - 2012

Start Date: 08/26/2011

End Date: 08/31/2012

Goal Status: In Progress

Goal Priority: High

Rationale: Certificates and degrees: Societal, workforce and workplace changes are continuous.

Infant /Toddler Laboratory School Classroom: The PCC laboratory school has two infant/toddler classrooms, totally equipped and licensed for infant and toddler care, and the Child and Adult Development Department offers a specialization in Infant/ Toddler Development. However we cannot provide the students with the hands-on experience necessary for adequate training in this area as these classrooms have not been approved by the College for staffing and enrollment.

National Accreditation: NAEYC offers a national accreditation of Associate Degree programs in Early Childhood Education and Child Development. NAEYC's Commission on Early Childhood Associate Degree Accreditation recognizes associate degree programs in colleges and universities that demonstrate evidence of meeting

NAEYC's professional preparation standards. National recognition would demonstrate the department's commitment to offering a high-quality educational program.

Child Development Learning Labs: 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.

State-funded Programs that support Child Development students: 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 and the Mentor Program provides additional support for students completing the practicum course necessary for completion of certificates and AA degrees.

Course offerings: A sufficient number of course sections must be offered for students to complete their certificates and degrees. Many Child Development students are working and/or have families. Scheduling courses to meet student need is important for student enrollment and success.

Strategies: Certificates and degrees:

- Continue to offer certificate and degree programs that reflect current demands in the fields of Child and Adult Development
- Elicit ongoing input from Advisory Board
- Continue a program of ongoing course review and revision
- Regularly review and revise our curriculum guides
- Resubmit our courses to the Curriculum Alignment Project
- Pursue articulation agreements with LBUSD
- Forge community partnerships
- Ensure faculty representation on local, state and national task forces, advisory committees, etc.

Infant /Toddler Laboratory School Classroom:

- Resubmit budget.
- Hire staff.
- Notify parents on waiting list of openings.
- Open the two licensed infant/toddler rooms in the PCC Laboratory School.
- Begin using as lab school for students with infant/toddler specialization.
- Begin student observations.

National Accreditation: The Child and Adult Development Department will apply for national accreditation for its Associate Degree program through the National Association for the Education of Young Children (NAEYC).

- Seek funding
- Continue work on curriculum alignment
- Continue to work on SLO assessment.

Child Development Learning Labs: Provide high-quality early childhood laboratory classroom experiences based on developmentally appropriate practices.

- Change the name of the child development centers to reflect their status as laboratory schools.
- Offer in-service training for faculty and staff.
- Maintain standards and policies in the laboratory schools that promote high-quality programs as defined by NAEYC accreditation, ECERS-R, ITERS-R, PITC, Title V and State of California guidelines.

State-funded Programs that support child development students:

- Continue department involvement in CDTC and the Mentor program.

Course offerings:

- Offer a sufficient number of course sections.
- Offer courses using non-traditional scheduling
- Online
- At conferences
- On and off campus
- In collaboration with Workforce Development
- Through CAEYC conference
- To employers in the Greater Long Beach area who need training for their employees

Responsible Parties: Full- and Part-time faculty

Campus supported by this Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Name of sub-area, if CD, ECE, SA and SED

applicable:

Other Area impacted by this Other

goal:

If "Other" select above, Workforce Development

please specify:

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: NAEYC Accreditation

Resources Needed Funding to apply for NAEYC accreditation and release time to complete the application and coordinate the

Description: process.

Inter-Level/ VP Level Group Not Approved

Decision:

Fiscal Year: 2011 - 2012

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 4000.0000

Type of Resource Other

Requested:

Justification for Resource To ensure a high-quality educational program

Request:

Department Code: 130500 Child Develop

Requested Funding Source: Fundraising

* Resources Needed Name: Signs for the Child Development Learning Labs

Resources Needed Signs need to be updated with name change to lab schools. PCC Child Development Learning Lab has yet to

Description: have signs posted that indicate its use.

Inter-Level/ VP Level Group Not Approved

Decision:

Fiscal Year: 2010 - 2011

Duration: One-time

Estimated Cost: 600.0000

Type of Resource Other

Requested:

Justification for Resource Students cannot find the labs.

Request:

Department Code: 130500 Child Develop

Requested Funding Source: General Fund

Goal: University Transfer

Increase the number of Child Development Students who transfer from LBCC to a four year University.

Year: 2011 - 2012

Start Date: 08/26/2011

End Date: 08/31/2012

Goal Status: In Progress

Goal Priority: High

Rationale: Transfer:

When measuring child outcomes related to three indicators of quality (teacher education, staff/child ratio, and group size) teacher education showed the strongest association with children's achievement (NICHD Study of Early Childhood, 2003).

Children who are educated by teachers with both a bachelor's degree and specialized training in child development and ECE have been found to be more social, exhibit a more developed use of language, and perform at a higher level on cognitive tasks than children who are cared for by less-qualified adults (Bowen, et al., 1997).

High-quality ECE teachers are essential for addressing pervasive and persistent educational problems such as low reading and math achievement, particularly of children from low socioeconomic circumstances (American Association for Colleges of Teacher Education Focus Council on Early Childhood Education, 2004).

Strategies: Transfer: Prepare students for transfer into baccalaureate institutions.

- Continue developing a partnership between the department and the College's Transfer Office to create supports for our students to facilitate their transfer to four-year colleges and universities.
- Include information on transfer at open houses, in CDECE 1, 53, and 68.
- Continue work on articulation agreements with area colleges and universities.
- Complete the Early Childhood Education Transfer Model Curriculum Guide.
- Explore the possibility of incorporating the Teacher Training Transfer Model into the Child and Adult Development Department program offerings.

Responsible Parties: Full- and Part- time Faculty

Campus supported by this goal: Both

Specify if goal is for

department or sub-area: Department/ Program

Name of sub-area, if CD, ECE, SA and SED

applicable:

Other Area impacted by this goal: Other

If "Other" select above,

please specify: Articulation

Level of Support Needed: Department

Specify if goal is for

department or sub-area: Department

Goal: Community Needs

Maintain programs that best serve the needs of the community.

Year: 2011 - 2012

Goal Status: NEW

Goal Priority: Medium

Rationale: Our CTE programs are designed to serve the community and workforce needs. Economic and cultural changes affect workforce development. CTE programs have an obligation to ensure they are meeting these changing needs.

We presently have four different programs: Early Childhood Education, Child Development, School-Age Care 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. Our department previously offered both parent education and an elder care program. We have 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 and faculty.

Strategies: 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
- Fill the administrative assistant position in order to have the necessary support for community outreach
- Survey local employers concerning the caliber of students who complete our program
- Analyze data on degree and certificate completion
- Use a survey to gauge parents' satisfaction with their experience at our lab schools.
- Use enrollment data to identify necessary changes including combining those programs with low enrollment.

Responsible Parties: Full and Part time faculty

Campus supported by this goal: Both

Specify if goal is for

department or sub-area: Department/ Program

Level of Support Needed: School or VP

Specify if goal is for
department or sub-area: Department

Related Resources Needed

* Resources Needed Name: Administrative Assistant

Resources Needed Department Administrative Assistant

Description:

Inter-Level/ VP Level Group NEW

Decision:

Fiscal Year: 2011 - 2012

Duration: On-going

Estimated Cost: 30000.0000

Type of Resource Personnel - Classified/ Manager

Requested:

Justification for Resource The department Administrative Assistant retired in January 2011. She was instrumental in ensuring that students had appointments with faculty, the department head, and appropriate counselors. She ensured that all course syllabi were collected, reviewed by the department head, and filed in the department office. She provided clerical support to faculty as specified in their contract. She took care of the day-to-day management of paperwork: copying and filing. She ensured that our students received prompt attention regarding their classes, faculty or other issues and forwarded them to the appropriate personnel. She supported the department with advisory board meetings and other outreach activities by providing clerical and meeting planning assistance needed at biannual open houses, program guidance for students, updating student profiles, typing and disseminating meeting minutes, maintaining mailing lists, and much more. She ensured that book orders were submitted in a timely fashion. She maintained faculty and student files: keeping these up-to-date, filing absence reports, posting classes, and answering phones. She provided invaluable support to faculty, students, and the department head. Without her, the department head is forced to pick up her work load and is unable to fulfill the administrative assistant role or the role of department head completely. Faculty salaries should not be dedicated to clerical work, especially when the CCA contract provides for clerical support. Without our administrative assistant, CD faculty and the department head have no clerical support.

Department Code: 130500 Child Develop

Requested Funding Source: General Fund