Executive Summary

The mission of the LAHC Child Development Department is to provide quality vocational, transfer, and continuing education programs in the field of Early Childhood Education (ECE) in a supportive, educational environment. Coursework is offered that meets California Child Development Permit requirements for associate teacher, teacher, master teacher, site supervisor, and program director positions.

A curriculum that enables the students to successfully meet the Program’s Learning Outcomes will insure the mission of the Child Development Department is reached. The Child Development Department outcomes are as follows:

- **PSLO 1**--Demonstrate the use of developmentally appropriate practices for young children.
- **PSLO 2**--Identify the role of an Early Childhood Educator in preparing children for school success.
- **PSLO 3**--Plan and implement curriculum domain experiences/activities for preschool and/or school-age children.
- **PSLO 4**--Advocate for children’s rights to develop their potential for becoming productive, well-adjusted members of society.
- **PSLO 5**--Obtain a Child Development Associate Degree, LAHC Vocational Education Certificate and/or California Child Development Permit to qualify for employment in programs receiving funding from Federal, State, and Private (profit and non-profit), and family child care sources.
- **PSLO 6**--Develop practical ideas for implementing culturally relevant and antibias education in core curriculum areas.

The need to train students for employment in the ECE Industry is supported by research. A $210,000 study funded by a collaboration of LAUP, Los Angeles County Child Care Planning Committee, and the City of Los Angeles Workforce Investment Board found that the Early Child Care and Education sector generates more than $1.9 billion annually in Los Angeles County and employs more than 65,000 people. Yvonne B. Burke, chair of First 5 LA Commission and the county’s Children’s Planning Council, stated,

“Small ECE businesses not only educate and care for our children, but lay the groundwork for the county’s future economic success by preparing the next generation for constructive participation in the
economy, which will help in attracting business to the area.”

September 2008-Governor Arnold Schwarzenegger signed two bills, SB 1629 and AS 2759. The bills will streamline funding for preschools and improve program quality. They are the result of research that indicates children that attend quality early childhood care programs are better prepared for kindergarten and elementary school and are at a lower risk of dropping out of school. The need for teachers with higher level permits and degrees will become even greater. The Child Development faculty look forward to meeting the needs of additional students.

This year the Department will continue a system of tracking the number of students receiving A.S. Degrees and Career Technical Education Certificates, and initiate a system to determine the number of students receiving and upgrading California Child Development Permits. The task of revising course outlines will continue to be an ongoing process. One-unit courses and/or workshops will be developed to meet elective credit and/or professional growth hours. Planning and course development will be continued to allow the Department to join other California community colleges in aligning our courses to facilitate an easy transfer for students to four-year institutions (CAP). At the recommendation of the Child Development Advisory Committee, faculty will continue to attend seminars and conferences to gain insight into early care and education trends in the ECE Industry. This will facilitate the faculty in addressing current trends in their coursework and provide topics for workshops presented for students and community ECE educators. Promotion of professionalism is the underlying theme when each aspect of the Department is evaluated.

The minutes of the Child Development Advisory Meeting held on May 21, 2009 reflect the need for students to continue taking Child Development courses in order to succeed and advance in the work environment. The importance of the practicum courses for classroom training was noted as the minutes indicate numerous practicum students have been hired after completing said classes. This year we will emphasize the importance of improving writing skills for lesson planning, documentation, and assessment reports. Writing assignments will be evaluated by using CD Department developed rubrics. Ideally the rubrics will alert students to areas of need and instructors will help them seek the appropriate assistance (i.e. enrollment in English classes; frequenting the Learning Assistance Center English Lab). The Child Development Advisory Committee recommended an orientation class or workshop to help students realize the many careers associated with a Child Development Degree. Such a workshop was held on June 6, 2009 in collaboration with the Harbor City Boys and Girls Club and Narbonne High School. The presenters, three males and four females, represented careers, with the exception of one, that were outside the early childhood classroom.

One course, Child Development 42, The Child in a Diverse Society, was offered at Narbonne High School during the Summer of 2009. The course was part of the Lomita Boys and Girls Club Grant to spark an interest in the field of Early Childhood Education. Thirty eight students completed the class.

This academic year the Department will continue planning and hopefully bring to fruition two new skills awards. Los Angeles Unified School District has proposed we develop a Special Education Skills Award to meet the academic needs of special education classroom assistants. Additionally we have collaborated with the Criminal Justice Department to develop a skills award. Child Development and Criminal Justice courses totaling 17 units would prepare those interested in entering the field of probation work with
Activities Description Narrative: please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

Present to FHPC the need to hire a full-time faculty member to replace a new retiree.

Continue to attend conferences and seminars to allow faculty to gain insight into Early Childhood Education trends, network, and update course content. Attending the National Association for the Education of Young Children is of highest importance. The conference is organized each year in “tracks” and “subtracts” that connect to Early Childhood Program Standards/Foundations and aspects of improving early childhood curricula. The latest research information, products, and services associated with the field are realized at the conference. Always valuable is the opportunity to share ideas and support colleagues from across the country.

Continue tracking student success in obtaining all levels of California Child Development Permits to partially assess students’ meeting of the Department’s mission. During the 2009-2010 Academic Year 28 students earned California Child Development Permits.

Establish the number of students graduating with the A.S. Degree and/or number of students receiving a LAHC Child Development Vocational Education Certificate. During the 2008-2009 Academic Year 29 students graduated with an Associate of Science degree and 4 earned a Child Development Career Technical Education Certificate.

Determine the employment of current Child Development students in positions of early care of young children.

Promote professionalism by encouraging students to join NAEYC and affiliates that provide training workshops, networking, and employment leads. (A NAEYC representative will be asked to speak in Child Development classes to advise students of the benefits associated with membership.)

Revise the course outline for Child Development 22 to include prerequisites for Child Development 3. Mentor teachers and supervised field experience instructors have reported that students who have not completed the suggested prerequisite are unsuccessful in planning and implementing developmentally appropriate activities in the ECE setting.

Present another workshop that reveals career options in the Early Childhood Education (ECE) industry that is vital to the future of Los Angeles County’s economy. Numerous students have expressed interest in the Child Development field but are looking for a career outside the early education classroom. Refer to page 3 of the Executive Summary from Insight (Center for Community Economic Development) entitled “The Economic Impact of the Early Care and Education Industry in Los Angeles County” for Child Development occupations.
Provide the resources for an instructor to obtain CPR recertification training and develop a 0.5 unit course to be offered on Saturdays as a service to present students, former students, and community members required for employment to update Red Cross CPR Certification on a regular basis.

Use grant funding to offer Development 76, Math Readiness, during the 2010-2011 academic year. Interest created by student discussions in Child Development 4 of early math experiences has helped us realize that the subject needs to be explored in more detail.

Continue to present an annual Child Development conference and/or workshop which provides present and future ECE educators (LAHC students and community early care providers) with innovative domain concept ideas and activities.

Actively participate in the planning and offering of workshops, counseling, outreach classes as a partner with the Boys and Girls Club of America located in Harbor City and Narbonne High School while meeting the guidelines of the First 5 Los Angeles High School Recruitment Pilot Program Grant. During the Summer of 2009 Child Development 42, “Diversity”, was offered to high school students at Narbonne High. The reception to and completion rate of the course was so successful that we will use grant funding to offer Child Development 1, “Child Growth and Development”, during the Summer of 2010 at Narbonne. If grant funding is available, the Child Development Department will offer Child Development 42 at either Banning or San Pedro High School.

Plan and implement follow-up activities after hosting a series of in-depth workshops on bullying during March 2010. During the Spring of 2009 Hilda Graham, a guest speaker, gave a moving and insightful look at the growing problem that begins for some in preschool. Her presentation sparked movement toward planning additional training deemed necessary to give teachers knowledge of tools/techniques they and children can use in defense of bullying.

Plan and present workshops as suggested by students and advisory committee members on the topics of positive discipline, mathematics, science, and the arts. These topics are curriculum domain areas often lacking in early childhood education programs. Teachers need additional training to develop lesson plans that are appropriate for stimulating interest in young children.

Continue to coordinate and implement the student support grants; CDTC (Child Development Training Consortium), California Mentor Teacher, and Child Development Careers Grants.

Begin to develop the curriculum to align Los Angeles Harbor College with the Curriculum Alignment Project (CAP) to facilitate easy transfer for Los Angeles Harbor College students to California State Universities. Refer Connections article, “CAP Developing a State Lower-Division Program”. “Observation and Assessment” will be the first course developed to meet LACCD and CSU standards.

Continue collecting/purchasing equipment and supplies needed to enrich classroom environments that stimulate reflective thought. Purchases will be dependent upon funding from the Child Development Foundation account. However, the majority of materials assembled to date for display have been the result of donations from Child Development instructors wishing to implement the ideas gained after having attended a workshop on “Reflective Thinking and Classroom Environments in the ECE Setting”.

Continue to support student success by including designated required readings from textbooks and/or
assigned readings in all syllabi. Additionally syllabi will reflect student learning outcomes specific to each Child Development course.

Hold monthly meetings with Child Development students and a professor(s) to discuss academic and professional concerns.

**SLO Assessment Results Narrative:** please describe assessment activities that support proposed unit initiatives.

This is the third year we have formally addressed the development of assessment tools for individual courses. During the Fall of 2008 and Spring of 2009 we began to assess Child Development 2, 3, 22, and Family & Consumer Studies 21. These courses represent core and/or multiple-section offerings. We will continue to collect, report, and evaluate assessment data for these and other CD courses as we work toward complete assessment by 2012.

By June, 2010 the number of students graduating with a Child Development Degree and/or Career Technical Education Certificate will be determined to meet the assessment of a Child Development Program Outcomes.

**Staffing Implications:** if any request will require additional classified support or training, please describe its extent.

Presently the potential need for adjunct faculty to meet the demands of grant offerings and increased enrollment from students seeking an open career field are great. It will be the third year the Child Development Department is partnering with the Lomita Boys and Girls Club and Narbonne High School to execute a First 5 LA Grant. The grant is a pilot project to encourage high school students to enter the field of Early Childhood Education. As yet we are unable to determine the number of participants that will enroll in Child Development courses.

**Technology Implications:** if any request involves technology, please describe its impact on the network, licensing, repair, training and support.

Purchase DVDs for classroom use to update audio-visual resources.

Purchase VCR/DVD unit: Each year at least one VCR/DVD unit must be replaced. The units are used on a daily basis to provide students with the visuals essential to a multi-intelligence based approach to learning.

Purchase an IPOD system for classroom and conference use.
Renew service contract: The copy machine is used in curriculum development courses to reduce and enlarge patterns and spontaneously facilitate group work that frequently involves lesson planning, an integral part of a number of Child Development courses.

Purchase laminator: Every two years a new laminator is needed to replace this heavily used piece of equipment. Department classroom materials and student-developed curriculum materials are laminated regularly.

Replace manikins: Department owned infant, child, and adult manikins are needed to replace damaged ones used in multiple sections of Child Health. There is immediate need of child manikins.

Purchase a photo printer with accessories to produce quality prints for documentation/assessment of course work.
workforce development

CAP
Developing a State Lower-Division Program

In response to unprecedented public attention focused on young children, school readiness and closing the achievement gap in California's publicly educated children, the Early Childhood Educators Curriculum Alignment Project (CECEAP) was initiated. The project was conceived in spring 2006 by a small group of community college EC/CD faculty with the intent to develop a statewide lower-division program of study constructed on an evidence-based foundation shared across professional communities. And in 2005, a 25-member steering committee of faculty volunteers from both community colleges and California State Universities met to accomplish the following:

- Develop 24 units of coursework aligned with NAECYD Associate Degree Standards and recommend that all California Community College EC/CD programs offer them as a pre-requisite foundational core leading to lower-division certificates, permits, and degrees.
- Partner with California State University (CSUs) system-wide to develop a consistent program to program transfer agreement for these 24 units.
- Collaborate with statewide teacher preparation partners and regulatory agencies for course changes to simplify and clarify the career path for teachers of young children.
- Strengthen relationships between and among community college EC/CD educators and CSU partners for program improvement and ongoing advocacy efforts on behalf of our shared students.

58 Community Colleges are working to align their programs with the Lower-Division 81

In spring 2008—after a full year of monthly meetings, more than 20 regional and local forums, and planning sessions including many lively discussions—community college EC/CD faculty have recommended that all colleges in California offer the Lower-Division 81 specifically:

- 24 units of coursework and all have a transfer pathway and degree in which the 24 units are nested. The project has prepared sample outlines identifying essential components for course alignment and has asked participating colleges to join the effort. These 8 courses represent an entry-level foundation and are to be considered as one portion of a full program of study for fully-qualified teachers of young children in the state:
  - Child Growth and Development
  - Principles and Practices of Teaching
  - Child, Family and Community
  - Introduction to Curriculum
  - Observation and Assessment
  - Health, Safety and Nutrition
  - Teaching in a Diverse Society
  - Practicum (Field Study)

The following activities will be continued into the next 3 years, with alignment support, resources and ongoing course development to be coordinated by Project participants with CECEAP and Child Development Training Consortium (CDTC). As of May 30, 2008, 38 colleges (of 100) are engaged in the alignment process.

- Access to Course Drafts via the CDTC Web site at www.childdevelopment.org offers resources and information (under the CAP tab across the top).
- Instate Content and Topics from CDE Initiatives and continue to update courses with content relevant to current professional practice and research as it becomes available. (Refer to TAP Toolkit Guidelines, Early Intervention and Foundations and Pedagogy: Competencies project, etc.)
- Maintain Collaborative and Active Relationships with CSU Partners as they engage in their discussions about the transfer of our 8 courses, review upper-division coursework and create further access to BA and MA Degrees.
- Engage Agency Partners, Practitioners and Community Members in the alignment project purpose and value. And generate support for the project.
- Maintain Technical Assistance and Support for ongoing work with participating colleges and support for additional colleges.
- Seek Additional Funding to support program and curriculum changes in each college and develop ongoing faculty professional development component at CDTC.

Funding support for the project is provided by:
- California Community Colleges Special Populations Bry Ann Regional Consortia, Grant (2006)
- Family and Consumer Sciences, Mt. San Antonio College (2006-9)
- El Camino College (2006-9)
- Santa Barbara City College (2006-7)
- The David and Lucile Packard Foundation (2007-2009)

- Nancy K. Benson, Project Director
- California Community Colleges Early Childhood Educators (CECEAP) professional organization
October 6, 2008

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DONATE
NOW

October 6, 2008

Legislative Update

Important Preschool Legislation Signed Into Law

Gov. Arnold Schwarzenegger recently signed a package of preschool reform legislation supported by LAUP. The bills will streamline funding for preschools and improve program quality in California.

SB 1329, put forward by Senate President Pro Tempore-Elect Darrell Steinberg will lead to a preschool quality improvement system for the state, which is exactly what LAUP has developed and implemented in Los Angeles County. LAUP's 5-star quality improvement program combines a quality rating system, individualized coaching and funding to encourage the progress made in the classroom, and can be a model for the state.

LAUP is also strongly committed to making the administrative work of running a preschool as easy as possible, so the organization is excited by the potential of AB 2759 – Assemblyman Dave Jones’ legislation – which should allow LAUP providers to spend more time with children and less time on paperwork.

LAUP thanks and congratulates the bill's authors and sponsors, Senate President Pro Tempore-Elect Darrell Steinberg, Assemblyman Dave Jones, Superintendent of Public Instruction Jack O'Connell, Preschool California, Children Now, and California Child Development Administrators Association. Together, they have helped the state take a major step forward during a very difficult legislative

http://www.laup.net/whatsup/2008-10-06/?article=3

10/7/2008
year.

Recently, California Secretary of Education David Long joined LAUP Board Member Elizabeth Lowe, LAUP's CEO, Dr. Gary Mangicaro; COO, Dr. Cella Ayala; Chief Financial and Technology Officer Clare Shephard; and representatives from Preschool California and the Los Angeles Area Chamber of Commerce at the LAUP-funded Hope Street Family Center to celebrate the signing of the legislation. "If we are going to turn this big ship called education around, it will and must start with quality preschool," Secretary O'Connell said.

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LAUP Expresses Support for Measure Q; Public Invited to Attend Forum

LAUP has expressed its support for the preschool facilities funding in Measure Q, the Los Angeles Unified School District's bond measure that will go before Los Angeles voters on Nov. 4. LAUP is co-hosting a forum today, Oct. 6, on Measure Q, specifically for those interested in the preschool issue.

The meeting will take place at 10:30 a.m. at Courtyard Tree Pavilion, Union Bank Courtyard, California Community Foundation, 445 S. Figueroa St., Los Angeles. For more information, please email Karen@progressivestrategypartners.com or call 323-254-5700.

The event will feature LAUSD School Board President Monica Garcia, and is co-hosted by Preschool California, California Community Foundation, and the Los Angeles Area Chamber of Commerce.
The Economic Impact of the Early Care and Education Industry in Los Angeles County
Executive Summary
January 2008

The early care and education (ECE) industry is vital to Los Angeles County’s economy, it currently:

- Generates $1.9 billion annually and provides over 65,000 full-time equivalent jobs
- Is projected to generate the sixth highest number of new jobs between 2006 and 2016 of all industries in Los Angeles County
- Benefits all industries in the county by enabling parents to work and attend higher education programs or job training programs to upgrade their skills
- Lays the groundwork for Los Angeles County’s future economic success by preparing the next generation for effective participation in the economy and attracting business to Los Angeles County

Nontraditional stakeholders have a vested interest in joining existing ECE stakeholders in ensuring that there is a high-quality and affordable ECE system in Los Angeles County.
Early Care and Education is a Significant Industry in Los Angeles County

- The ECE industry generates $4.9 billion annually in gross receipts, more than fitness and recreational sports centers ($5.9 billion) and nursing homes ($1.8 billion; see Figure 1).

- The ECE industry directly supports 65,129 full-time equivalent jobs, employing more people than television broadcasting (8,832 employees) and hotels and motels (37,066 employees; see Figure 2).

- Based on a direct employment estimate of 60,000 full-time equivalent jobs in ECE, 9,610 jobs are indirectly sustained by the ECE industry, including retail trade (1,402 jobs), food and beverage service (1,044 jobs), and real estate (577 jobs).

![Figure 1: Gross Receipts by Various Industries, Los Angeles County, 2008](image1)

![Figure 2: Direct Employment by Various Industries, Los Angeles County, 2008](image2)
# Early Care and Education Career Lattice

As the ECE industry becomes more professionalized, a greater number of higher wage administrative and policy occupations are being created, allowing for a stronger career ladder for the current and future workforce. As the industry becomes more formalized in the future, movement up the career ladder will become more viable.

<table>
<thead>
<tr>
<th>Position</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>Program Director (Title 5)</td>
<td>Bachelor's Degree or higher, may include 24 Child Development Units</td>
</tr>
<tr>
<td>Teaching Director (Title 5 Center)</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
</tr>
<tr>
<td>Planning/Policy Coordinator</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
</tr>
<tr>
<td>After-School Program Executive Director</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
</tr>
<tr>
<td>Social Worker</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
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<tr>
<td>Child Therapist</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
</tr>
<tr>
<td>Researcher</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
</tr>
<tr>
<td>Site Supervisor (Title 5 Center)</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
</tr>
<tr>
<td>After-School Program Supervisor**</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
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<tr>
<td>Eligibility Advocate</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
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<tr>
<td>R&amp;A Manager</td>
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<tr>
<td>Case Manager</td>
<td>Bachelor's Degree in Early Childhood Education or Child Development</td>
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<tr>
<td>Family Service Worker</td>
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<td>Program Specialist</td>
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<tr>
<td>Child Care Home Owner/Operator</td>
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<tr>
<td>Family Child Care Home Aides and Assistant</td>
<td>No Minimum Requirements</td>
</tr>
<tr>
<td>Nanny**</td>
<td>No Minimum Requirements</td>
</tr>
</tbody>
</table>

* Must have 5 administration units
**Those are minimum requirements and not necessarily typical
***Since job titles are not standardized across the ECE industry, job requirements may vary significantly in different types of industry businesses (e.g., state preschool, private child care centers, Head Start, etc.)
The Early Care and Education Industry is an Economic Driver in Los Angeles County

ECE enables parents to be part of Los Angeles County's workforce and to upgrade their skills

• Fifteen percent of workers in Los Angeles County have children ages 0 through 13 and 51 percent of these children live in households where all parents work. Together these working parents earn $22.3 billion annually.

• Colleges and universities throughout the county provide subsidized on-campus ECE, enabling many parents to access educational opportunities. Research documents that student parents who use on-campus ECE have higher grade point averages, are more likely to remain in school and graduate in fewer years, and have higher graduation rates than their campus counterparts.

ECE supports employee productivity in Los Angeles County industries

• Representing nearly 60,000 Los Angeles County workers, SEIU Local 721 negotiated changes to existing dependent care accounts, which help to cover the cost of child care for many employees and help the county recruit and retain the most qualified and dedicated workers. Based on a sliding scale, the county contributes to the dependent care accounts of these county employees.

• J.P. Morgan Chase found that operating a back-up child care center, as well as providing employees with resources and referral consulting to help them find stable quality care, had an annual savings of $600,000, representing a 112 percent return on the company's investments in ECE benefits.

• Nationally, unscheduled absences cost businesses an average of $660 per employee per year. More than 1 in 5 unscheduled absences are due to family issues, including ECE needs.

• The average annual cost for full-time, licensed, center-based ECE for an infant is over $10,000 in the county, which is significantly more expensive than the in-state undergraduate tuition at California State University, Los Angeles ($3,772 for the academic year).

• Approximately 48,000 income-eligible children are currently on waitlists for subsidized ECE in Los Angeles County. A shortage of subsidized ECE facilities inhibits labor force participation and reduces opportunities for low-income residents seeking to upgrade their skills and reach economic self-sufficiency.

• In addition to the overwhelming need for a greater supply of child care facilities, there is a need for many more highly trained and educated workers to provide the early care and education.

• Stemming turnover in the industry and maintaining standards are key drivers to ensuring that the full benefits of expanding ECE are felt throughout the economy.

Keeping kids waiting in line for preschool multiplies the likelihood that they will fall behind later in life.

Leroy Baca
Los Angeles County Sheriff
The Early Care and Education Industry Enables Future Economic Success in Los Angeles County

ECE helps prepare young children for opportunities in the new economy if the early care and education offered is of high quality:

- Young children in high-quality preschool settings show greater language development, mathematical ability, and thinking and attention skills in kindergarten than children in lower quality care settings.
- California Department of Education data suggests that Los Angeles County is lagging behind other counties in terms of school performance, and trails both the state and the nation significantly in terms of preschool enrollment.
- Long-term studies of child-focused, quality education programs for low-income children show significant long-term improvements in employment, educational attainment, public subsidy needs, and homeownership compared to peers who did not participate in these programs.
- Evidence suggests that high quality and culturally appropriate ECE programs can help close the achievement gap for English language learners in Los Angeles County.

ECE provides a positive rate of return on investments:

- Long-term studies show that quality programs, particularly for low-income children, decrease the following future negative outcomes: likelihood of special education enrollment, juvenile delinquency, adult incarceration, and welfare participation. This increases the quality of life for all citizens and reduces government spending.
- The Federal Reserve Bank of Minneapolis analyzed rates of return from investing in a model early childhood program for low-income children. They found a 15 percent rate of return on investment—considerably higher than the long-term return from U.S. stocks of 7 percent.
- According to RAND, a nonprofit research organization, universal preschool if implemented throughout California, would generate an estimated $2.62 for every dollar invested.

Skill acquisition is a cumulative process that works most effectively when a solid foundation has been provided in early childhood. As such, programs to support early childhood development—not only appear to have substantial payoffs early but also are likely to continue paying off throughout the life cycle.

Janet L. Yellen
President and CEO
Federal Reserve Bank of San Francisco

Both the mastery of skills that are essential for economic success and the development of their neural pathways follow hierarchical roles...such that later attainments build on foundations that are laid down earlier...Skill begets skill.

James Heckman
Nobel Laureate Economist
Recommendations

Now is the time for public sector, business, the ECE industry, and the general public to work together to:

- Enhance the affordability and accessibility of quality ECE so that children receive the full benefit of quality early education experiences and so that parents can obtain and maintain employment.
- Develop an ECE Industry-wide workforce development agenda.
- Increase the supply of quality ECE facilities.

Recommendations for action by the public sector:

- Encourage regional and local planning entities (e.g., Southern California Association of Governments (SCAG), Community Redevelopment Agencies, etc.) to incorporate ECE issues into their agendas.
- Increase public investment to expand and improve ECE program options for low-income families.
- Develop a comprehensive strategy for the county's Workforce Investment Boards that support career development and small business development within the ECE industry, including job training and apprenticeship programs for ECE employers, employees, and potential employees.
- Offer business development trainings to, or connect such training sources with, ECE business owners and family child care home operators through agencies such as the Small Business Administration and Small Business Development Centers.
- Ensure that there is specific language that encourages and facilitates the development of ECE services in the general plans of the County and of each city within it.

Recommendations for action by the business sector:

- Advocate for increased public investment in a comprehensive ECE system that provides high-quality care and education for children from birth through age 5 in accessible settings that families can afford regardless of income.
- Establish and promote ECE benefits such as on-site care facilities, child care subsidies and supports, back-up child care, flexible spending accounts, or other benefits appropriate to the specific workforce.
- Establish leave policies and employment practices that do not exacerbate the need for scarce ECE services (e.g., permitting use of paid sick leave for a child's illness).
- Provide leadership through groups such as Chambers of Commerce to educate employers and the public about the provision of and access to ECE as an important public policy issue.
- Assist in the development of additional ECE facilities by providing space or low-cost leases to ECE providers, including ECE facilities in mixed-use developments, and modifying lease agreements to allow rental tenants to offer family child care.
- Provide loan products specifically designed for ECE providers and developers through financial institutions and banks.
Recommendations for action by the early care & education community:

- Work with key organizations to raise awareness of training and resources that seek to improve the business skills of early care and education providers.

- Expand existing efforts to provide license-exempt providers with specialized training in early childhood development.

- Disseminate information about state and local efforts designed to increase the supply of quality ECE facilities through the provision of technical assistance and/or funding (e.g., Constructing Connections, Building Child Care, Child Care Facilities Revolving Loan Fund, etc.).

- Establish policies and procedures that enable staff in ECE settings to take advantage of workforce incentives and professional development programs.

- Revise wage scales and personnel policies in alignment with the development of a career and wage lattice.

- Encourage families to advocate for early childhood investment and increased quality and service availability.

- Invite LAUP, First 5 LA, and county government to implement the broad-based actions and recommendations listed below.

Recommendations for broad-based action at the county level:

- Convene a county-wide workforce development task force comprised of ECE providers, public entities, business, and institutions of higher education to create a comprehensive strategy that will:

  - Establish a career and wage lattice for ECE.

  - Standardize job titles, minimum education and experience requirements, and wages as a means of accurately tracking industry growth and opportunity to support ECE workforce development.

  - Establish alignment and articulation among and between ECE training and education systems.

  - Encourage recruitment efforts to increase the supply of qualified and culturally/linguistically competent teachers, administrators, and providers.

  - Facilitate adequate educational opportunities in the public higher education system to ensure an appropriately-sized and educated workforce reflective of the languages and cultures of Los Angeles County children, recognizing that the field of ECE serves children from birth to school age.

  - Focus workforce development on both skill development and formal education.

- Convene a summit of Los Angeles County planners to provide education on the need and demand for ECE services and to elicit suggestions for ways in which early care and education programs and services can be incorporated into communities throughout Los Angeles County.
<table>
<thead>
<tr>
<th>Discipline ID#</th>
<th>Department Priority (1 to 99)</th>
<th>College Strategy Supported (separate columns if two)</th>
<th>Student Success Initiative</th>
<th>Technology Access</th>
<th>Department Objective (link to Program Review)</th>
<th>Proposed Activity</th>
<th>Brief Summary of SLO Assessment Results (See attached forms)</th>
<th>List Other Supporting Documents/Links Attached [E.G., WSCH, Wait Lists, Retention, Environmental Scans]</th>
<th>Resources Required (list faculty, equipment, etc.)</th>
<th>Estimated Total Cost and Source [E.G., Program 100, VTEA, etc.]</th>
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<td>Faculty will continue to attend conferences and workshops that are essential for faculty to gain insight into ECE trends and to network to update course content.</td>
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<td>Full-time and adjunct faculty as funding permits</td>
<td>CTE funding &amp; personnel funds</td>
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<td>Present a workshop that reveals career options in the Early Childhood Education (ECE) industry that is vital to the future of Los Angeles County’s economy</td>
<td></td>
<td>Partially meets grant funding guidelines</td>
<td>Faculty &amp; community participants</td>
<td>First S LA Grant</td>
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<td>Continue to present the annual LAHC Child Development Conference in addition to various other workshops which provide present and future ECE educators (LAHC students, Mentor Teachers, and community early care providers) with innovative domain concept ideas and activities.</td>
<td></td>
<td>Planned &amp; implemented by faculty; CDC funded speakers</td>
<td>CDC Grant; First S LA Grant</td>
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<td>No.</td>
<td>#</td>
<td>Action</td>
<td>Details</td>
<td>Outcome</td>
<td>Funding Source</td>
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<td>4</td>
<td>Offer Child Development 76, Math Readiness, during the 2010-2011 academic year. Interest created by student discussions in Child Development 4 of early math experiences has helped us realize that the subject needs to be explored in more detail.</td>
<td>The interest was confirmed by the attendance of over 100 students who came to a 2½ hour math seminar during the Fall 2009 Semester.</td>
<td>Program 100/First Grant</td>
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<td>5</td>
<td>Revise course outline for Child Development 22 to include prerequisites of Child Development 3. Mentor teachers and supervised field experience instructors have reported that students who have not completed the suggested prerequisite are unsuccessful in planning and implementing developmentally appropriate activities in an ECE setting.</td>
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<td>6</td>
<td>Continue to coordinate and implement student support grants; CDTC (Child Development Training Consortium), California Mentor Teacher, and CDC (Child Development Careers) Grants</td>
<td>Student's receive cash stipends upon completion of courses required for any California Child Development Permit to assist in the reimbursement of tuition fees and book expenses</td>
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<td>7</td>
<td>Continue collecting/purchasing equipment and supplies needed to enrich classroom environments that stimulate reflective thought.</td>
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<td>CDTC Grant; CTE funding</td>
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<td>8</td>
<td>Promote professionalism by encouraging students to join NAEYC (National Association for the Education of Young Children) and affiliates that provide training workshops, networking, and employment leads. (A CAEYC/NAEYC representative will be asked to speak in Child Development classes to advise students of the benefits associated with membership.)</td>
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<td>9</td>
<td>Actively participate in the planning and offering of workshops, counseling, outreach classes as a partner with the Boys and Girls Club of America located in Harbor City and Narbonne High School while meeting the guidelines of the First 5 Los Angeles High School Recruitment Pilot Program Grant.</td>
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<td>First 5 LA Grant</td>
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<td>80</td>
<td>10</td>
<td>Begin to develop the curriculum to align Los Angeles Harbor College with the Curriculum Alignment Project (CAP).</td>
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<td>CTE funding</td>
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<td>11</td>
<td>Develop a one-unit elective course every two years to meet a graduation requirement or professional growth hours (105 hours required every five years to renew California Child Development Permits). Proposed topics include</td>
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<td>Music and Movement, Positive Discipline, and Learning Disabilities. Additional topics will be delivered at the advice of the Child Development Vocational Advisory Committee.</td>
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<td>12</td>
<td>Continue to support student success by including designed required readings from textbooks and/or readings in all syllabi</td>
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<td>13</td>
<td>Establish the number of students graduating with the A.S. Degree and/or number of students receiving a LAHC Child Development Vocational Education Certificate</td>
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<td>14</td>
<td>Determine the employment of current Child Development students in positions of early care of young children</td>
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<td>15</td>
<td>Support instructor in obtaining CPR certification training and develop a 0.5 unit course to be offered on Saturdays</td>
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<td>16</td>
<td>Hold monthly meetings with students to discuss academic and professional concerns</td>
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<td>80</td>
<td>17</td>
<td>Present to FHPC a proposal to hire a full-time faculty member to replace a retiree</td>
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</table>

CTE funding ($200/training)

See attached sample flyer announcing said meeting

Program 100
| 80 | 18 | Plan and develop follow-up assignments/activities after hosting a series of workshops on bullying during the Spring of 2010 | | N/C (Activities assigned in Ch Dev 12) |