Two-Year Review
CTE Training Programs
(Short Form)

Name of Program: __ Child Development ________________________________

Division Chair: __ Joyce Parker ___________________________ Academic Year __ 2013-2014 _____________

Program Specific – Desired Student Outputs (Ed Code 78016(a)(1))—Meets a documented labor market demand.

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 (ILO 1, 3)** Identify the role of an Early Childhood Educator in preparing children for school success referencing library resources. Assessment: Spring 2012
- **PSLO #2 (ILO 4)** Plan and/or implement curriculum domain experiences/activities (including multicultural) for preschool children. Assessment: Spring 2014
- **PSLO #3 (ILO 5, 2)** Advocate to develop children’s potential for becoming productive, well-adjusted members of society. Assessment: Spring 2014
- **PSLO #4 (ILO 5)** Track the number of students who apply for California Child Development Permits to qualify for employment in programs receiving funding from Federal, State, private (profit and non-profit), and family child care sources. Assessment: Fall 2013

PSLO #1 and #4 have been assessed. Assessment of PSLO #2 and #3 are to be completed during the Spring 2014 Semester. See attached Program Assessment Report for details.

What do the data indicate about the desired student outputs at the program level?

- **Documents and labor market data from professional organizations, government agencies, and community groups related to needed skills and demand for future workers.**

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 skill requirements according to the California Department of Social Services vary based on job level. Aides must have a minimum of 6 units, teachers must have a minimum of 12 units and directors must have a minimum of 15 units. Courses are required to cover the general areas of child growth and development, or human growth and development; child, family and community, or child and family; and program/curriculum. In addition, Child Care Center Directors must have a course in administration or staff relations. http://www.dss.ca.gov/ord/entres/getinfo/pdf/ccc4.pdf

The National Association for the Education of Young Children (NAEYC) requires that all teachers in an accredited Child Care Center have a minimum education level of an Associate’s Degree or equivalent in a field that is related to Early Childhood Education. http://www.naeyc.org/academy/pursuing/edquals/criteria

The Occupational Outlook Handbook for the United States indicates an expected employment growth of 20 percent in the field of childcare between the years 2010-2020. As of 2010, the employment rate in the U.S. for childcare workers was 1,282,300; projected data indicates that by 2020 employment in this field will increase to 1,544,300. http://www.bls.gov/ooh/Personal-Care-and-Service/Childcare-workers.htm#tab-6

Data from the labor market information for Los Angeles County indicates a growth in all areas of the Child Care field. http://www.labormarketinfo.edd.ca.gov/ An estimate for employment and projected growth in each specific area for the years 2010-2020 is as follows:

Child Care Workers- The estimated employment is 113,800 with a projected employment of 127,500, which is an increase of 13,700 (12%). There will be an additional 35,800 openings due to net replacements. The median wage is $23,277/year.

Preschool Teachers-The estimated employment is 14,020 with a projected employment of 15,700 which is an increase of 1,680 (12%). The median wage is $31,134/year.

Education administrators, Preschool and Child Care- The estimated employment is 2,340, with a projected employment 2,640, which is an increase of 300 (12.8%).

Data from the Economic Modeling Specialists International Occupational Report-MSA LA, LB, AN indicates growth for preschool teachers and social and human service assistants. www.economicmodeling.com An estimate for employment and projected growth/decline in each specific area for the years 2011-2022 is as follows:

Child Care Workers- The estimated employment is 94,255, with a projected employment of 92,099, which is a decrease of 2,156 (-2%). The assumed cause of said decrease is loss of employment due to retirement and elevated minimum educational qualifications. Seventy-nine percent of child care workers range in age from 25 to 64 years, have dependent responsibilities and/or fear returning to today’s educational system.

Preschool Teachers-The estimated employment for 2011 was 18,793, with a projected employment of 20,350, which is an increase of 1,557 (8%). The median wage is projected to be $14.07/hour.
Social and Human Service Assistants  The estimated employment is 14,672, with a projected employment 16,524, which is an increase of 1,852 (13%). The median wage is projected to be $15.65/hour.

b) Data from advisory committee regarding appropriateness of current outcomes and needs for entry and upgrade level training.

See attached minutes from the 2013-2014 Child Development Advisory Committee Meeting.

c) Data from employers

See attached minutes from the 2013-2014 Child Development Advisory Committee Meeting.

d) Data from students via focus groups, & surveys/questionnaires

See attached LAHC Child Development Student Survey.

e) Review and comments from a local South Bay Workforce Investment Board (N.B.—Required by LACCD Board regulation).

Evidence of Students’ Attainment of Intended Learning Outcomes (Ed Code 78016(a)(3)—Is of demonstrated effectiveness as measured by the employment and completion success of its students.

How and why is the program/discipline effective? Analyze student performance indicators and patterns of student success in the course and/or the program. Provide evidence regarding progress toward and achievement of desired student outputs. Where appropriate, please indicate “not applicable.”

Select those performance indicators applicable to the program.

a) Success and retention rates.

<table>
<thead>
<tr>
<th>Term</th>
<th>Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>91.2 %</td>
</tr>
<tr>
<td>2012-2013</td>
<td>89.4%</td>
</tr>
</tbody>
</table>

1. What is the overall trend in success and retention in your program (have they increased/decreased)? Cite evidence from assessment of student learning outcomes.

Retention rates have decreased slightly, but do not seem significant.

2. How do these rates compare to those of the College as a whole and/or comparable programs?

<table>
<thead>
<tr>
<th>Term</th>
<th>Retention Rates</th>
<th>College Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Child Development retention rates are slightly higher than college rates.

3. Analyze course specific trends in success and retention.

Each semester’s child development classes are closed at the beginning of the semester with extensive wait lists. CORE courses are of greatest demand as they are the foundation courses for various levels of the California Child Development Permit and Department of Social Services.

4. Are there any courses where the trend over the past two years deviates from the program trend? What explains any observed differences?

The infant and toddler courses are especially large as expanded programs are offering care for infants (six weeks to 18 months) and toddlers (18 to 30 months). Child care workers employed at private and public sites are required to have earned three to six CD/ECE units in early care to work with children of these ages.

Do some courses tend to have higher or lower success and retention rates than other courses?

Success and retention rates are good for Child Development 39 and 65, but as these are not required for the major enrollment is low compared to courses required for lower-level permits and the major. These courses are required for higher-level permits and eligibility to serve as a California mentor teacher. Scheduling is planned to offer said classes every two or three semesters with the objectives of 1) larger class size and 2) meeting the needs of advanced students who typically are employed in the community.

b) Degrees and certificates

1. Describe the types of awards (degrees/certificates) available through your program.

<table>
<thead>
<tr>
<th>CHILD DEVELOPMENT DEGREE AND CERTIFICATE PROGRAM</th>
</tr>
</thead>
</table>

ASSOCIATE IN SCIENCE DEGREE IN CHILD DEVELOPMENT

Major Code: 130500

Plan B

Students wanting a transfer major must see a counselor for requirements.

The Child Development program is designed to help students qualify for employment in occupations involving groups of young children who are under the guidance of public and private agencies. Completion of this program qualifies the student to apply for the State of California Children’s Center Permit required for employment in child-care centers. Courses of study may be selected and scheduled in any order based on course prerequisites, the available class schedule, and/or academic and technical competencies.
As part of the degree program, students must complete 18 units of General Education requirements from Graduation Plan B.

A grade of “C” or better is required in all courses listed below to earn an AS degree in Child Development. G.E. requirements must follow standard college policy.

<table>
<thead>
<tr>
<th>Units</th>
<th>CH DEV 1 Child Growth and Development</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CH DEV 2 Early Childhood: Principles &amp; Practices</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CH DEV 3 Creative Experiences for Children I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CH DEV 4 Creative Experiences for Children II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CH DEV 5 Puppetry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CH DEV 10 Health, Safety, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CH DEV 11 Child, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CH DEV 12 Parent-Teacher-Child Interaction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CH DEV 22 Practicum in Child Development I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CH DEV 23 Practicum in Child Development II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CH DEV 38 Administration and Supervision of Early Childhood Programs I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FAM&amp;CS 21 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>And either</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CH DEV 30 Infant and Toddler Studies I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>CH DEV 34 Observing and Recording Children’s Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>CH DEV 42 Teaching in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>CH DEV 45 Programs for Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Additional General Elective Requirements</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Child Development Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Recommended Electives: The following courses may be selected to meet elective degree and/or certificate of achievement requirements: Child Development 36, Child Development 39, Child Development 185.

**CERTIFICATE OF ACHIEVEMENT IN CHILD DEVELOPMENT**

**Major Code: 130500**

Certificates of Achievement are awarded upon completion of 24 Units of technical coursework in Child Development, including Child Development 22, completion of one course in written English (English 101 or higher), and one course in mathematics (Math 123A or higher).

*For information on Student Learning Outcomes for this program, go to http://www.lahc.edu/slo/program.html*
2. What is the general trend in program awards over the past 3 to 5 years and how does this compare to those of the College as a whole?

<table>
<thead>
<tr>
<th>Term</th>
<th>No. of AA/AS Degrees Awarded</th>
<th>No. of Certificates Awarded (18 units and above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>2011-2012</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>2012-2013</td>
<td>13</td>
<td>?</td>
</tr>
</tbody>
</table>

After reviewing the 2013 LAHC Fact Book, the department is comparable to other CTE programs at the college.

c) Certification exam results

1. Is there a governing board that provides certification exams for students in your program?

No.

2. What was the most recent pass rate and how does this compare to pass rates over the past 3 to 5 years? What factors affecting pass rates are relevant for program planning?

Not Applicable.

d) Job placement rates

Sixty-nine (69) of students surveyed in all Child Development classes during the Spring 2014 semester are currently working in the field. One-hundred and thirty (130) students indicated their intent to seek employment in the field in the future.

1. Do you track job placement of students in your program or use external data (VTEA)?

No, however, discussion has occurred to track placements college wide.

How do your rates compare to external criteria or standards?

Not available.

Duplication—(Ed Code 78016(a)(2) Does this program represent unnecessary duplication of other manpower training programs in the area? Please describe any relevant differences between your program and the College and/or other programs.

No, demand for classes is an indication that the program is needed. Additionally, the Advisory Committee Members have confirmed that our students are being employed at their facilities. Directors in the community have commented on the employability of LAHC’s Child Development students.

Submitted by Cassandra Betts, Karen Grgas, Joyce Parker
2013-2014 Child Development Advisory Committee Meeting Minutes

March 13, 2014

I. Welcome and Introduction

All present were welcomed to the 2014 Child Development Advisory Committee Meeting. Committee members help shape the Child Development Program to meet the needs of the community members employing students educated at Harbor.

Advisory Members Present:
Shirley Becker-First Lutheran Early Education Center
Shari Keating-Mt. Olive Lutheran Preschool
Sandy Witham-First Lutheran Early Education Center
Darlene Kurt-Ascension Lutheran Preschool
Fany Abrego-LAHC Child Development Student
Ayana Betts-LAHC Child Development Student
Laura B. Gray-LAHC Child Development Department
Freya Kelly-Southern California Regional Occupation Center
Gretchen Hayes-LAHC Child Development Center
Susan Gilbert-National University
Thomas Doyle-National University
Nicole Castillo-Walteria United Methodist Preschool
Maria Simochko-Walteria United Methodist Preschool
Bernadette Chase-Harbor Interfaith Service
Elizabeth Colocho- LAHC Counseling
Mica Murillo-LAHC Counseling
Mercy Udeochu-Los Angeles Unified School District
C. Ayoluwa Betts-LAHC Child Development Department
Karen Grgas-LAHC Child Development Department
Kym Valvieja-LAHC Child Development Department Instructional Assistant
Joyce Parker-LAHC Child Development Department

II. Program and Curriculum Update

The number of classes offered during the Fall and Spring Semesters has remained the same with no further cuts following those in Spring of 2013.

In the Fall of 2012, we started offering and will continue to offer informational workshops on earning California Child Development permits and two-and four-year Child Development degrees. The workshops have been well attended with 60 to 80 participants at each. We have alternated the workshops between AM and PM sessions so interested students are able to attend. National University representatives have offered information and literature to participants on Bachelor and Master’s degrees that are offered at the University campus and local extension sites.
The Department was fortunate enough to attend the National Association for the Education of Young Children’s National Conference in Washington D.C. This was important for faculty to gather and bring back to our peers and students new trends and educational materials to keep them current. The focus was to attend sessions that would lead to setting up engaging mathematics activities for early childhood future professionals. By attending sessions, networking with professionals from across the United States and perusing numerous vendor displays, faculty were able to initiate work relay gained information to students this semester in the classroom setting.

Additionally, department members have begun participating in webinars as professional development activities.

Saturday, May 3, 2014, will be the date for the LAHC Annual Child Development Workshop. The topic is “Redesign, Reinvent and Rearrange Your Outdoor Classroom” presented by Cathy Bell, a consultant of educational services nationwide in the early childhood field.

This is the eighteenth year that the Department has been able to offer students the benefits of grants funded by the Child Development Training Consortium and California Mentor Teacher Program.

III. Discussion Points

1. What are the entry level educational requirements for assistant teacher and teachers at your site? Are CDTC permits a requirement for employment? Do you consider the LAHC Certificate of Achievement when hiring?

Shirley Becker—We require 12 ECE units for assistant teachers and 24 ECE units for teachers. Applicants have just started showing the California Child Development Permits they have earned. The Certificate of Achievement is not required for employment.

Ayoluwa Betts—Faculty are encouraging our students to complete the 12 CORE units even though that is not required for the LAHC Child Development Certificate of Achievement, but CORE units are required for California Child Development Permits.

Sheri Keating—Many teachers are coming out of College with a Bachelor’s Degree in Education but not adequate classroom experience which is so necessary for a well-rounded teacher.

Ayoluwa Betts—We encourage our practicum students (CD 22 & 23) to follow Child Development 22 with Child Development 23 so that they will get an entire year of experience and preparation. By taking both CD 22 and CD 23, a student will have completed 216 hours of supervised field experience.

A recently revised format for the activity plan reflects inclusion of five key vocabulary words. We are trying to move the bar up with our future teachers so the children in our community have a real head start and firm foundation to build upon.

2. What are your projections for employment needs in the next one to two years?
Shari Keating-We are presently looking for four part-time aides. There has been difficulty in hiring personnel that meet our qualification requirements.

Kym Valvieja-The Department plans to post openings on a job board in the Child Development wing of the new building. We encourage directors and Human Resource Departments to contact the Department with available positions. Ms. Betts receives information about position openings from mentor teachers.

Bernadette Chase- There is a job listing posted on the NAEYC website which has been of assistance to her.

Mercy Udeochu- Los Angeles Unified is always in need of substitute preschool teachers. The Wilmington Park site is presently in need.

Ayoluwa Betts-Due to the California Mentor Program, LAHC students are placed with trained mentor teachers in the community at a variety of preschool programs. Such placements give the directors the opportunity to see practicum students’ qualities. On many occasions these students have been hired.

Mercy Udeochu-Professionalism is a must. Prospective teachers must wear proper clothing, bring resumes and portfolios on interviews. Prospective teachers must know the language. They must know what CDC, ECE, NAEYC mean; be able to describe curriculum, explain what is required in an observation report; etc. Students must think about what they need in advance, so they are prepared for an interview and their future positions.

Joyce Parker- In the next ten years research by the Center for the Study of Child Care Employment predicts there will be 100,000 teacher positions available. There will be a greater need for teachers because a large portion of the job force will be retiring and two income families will continue to be the norm.

3. Do you believe respect for the field of ECE is improving or will improve in the near future?

Kym Valvieja-Besides educating children, we have to educate the parents on the program’s curriculum. We are not babysitters. Children are not just outside playing. They are discovering, socializing and problem solving. Teachers encourage and stretch learning with divergent questions. If children are playing with blocks, they are learning math concepts, spatial relations and geometry.

Nicole Castillo- In the private sector of childcare, parents want to pay as little as possible, but in return they expect preschool teachers to provide education and safety to their children. Early educators have met the challenge for years and respect needs to be given.

Tom Doyle-At National University we get the Child Development students from LASHC and we can see that they have great respect and aspire to higher education because they are there obtaining the bachelor or master’s degree in Child Development.

Mercy Udeochu-Early childhood professionals need to encourage and participate in the use of multiple languages or even songs in Cantonese or Farsi and learn basic commands in a variety of languages. This will improve respect for the field.
Committee members collectively created a response to the question. The requirement of “loving children” is no longer enough to establish a career in early learning and education. Degrees and practicum experience are essential. Time is needed for the public to understand the importance and professionalism required to attain success in the field. As political representatives such as President Barack Obama address the importance of early learning, the field will gain respect.

4. **What professional standards are employees required to follow at your site? Has or will CLASS (Classroom Assessment Scoring Scale) training be included as a part of professional development?**

Bernadette Chase-We have introduced ECERS in our classrooms. Teachers and administration have just finished the first assessment and are waiting for changes. A second assessment will be done to determine progress in change.

The Department has included CLASS training in the Career Technical Education proposal for the coming academic year. Once the training is completed, information on the assessment system will be incorporated in the appropriate courses. Ideally CLASS workshops will be presented to interested students and community members. Representatives from Harbor Interfaith and First Lutheran indicated interest in the workshops. Gretchen Hayes from the LAHC Child Development Center suggested a series of three workshops as she is a CLASS trainer.

5. **What topics for trainings or workshops are needed for ECE employees?**

- Bullying
- Classroom Management
- CLASS
- Conscious Discipline or Positive Discipline
- Professionalism
- Sensitivity Training in the Following Areas:
  - Special Needs
  - Culture
  - Social Issues
  - Interaction with Parents

**IV. Public Comment from Committee Members**

There may be future changes in Transitional Kindergarten (Programs for children finished with preschool but not old enough or prepared for kindergarten). Transitional kindergarten teachers will possibly need a preliminary multi-subject credential + ECE Credential to teach.

LAUP-A matrix will be developed to rate ECE Centers with a star system. This is the result of “Race to the Top” guidelines.

**V. Recommendation of Advisory Committee**

The Child Development Advisory Committee is in full support of the recommendations made during the 2013-2014 Annual Meeting. Additionally, a show of support was given to allow
faculty to make changes to the LAHC Child Development curriculum as deemed necessary by full-time and adjunct faculty.

VI. Closing and Appreciation

Committee members were thanked for attending and contributing to the 2013-2014 Advisory Committee Meeting. They were assured that their participation helps to ensure the LAHC Child Development Program educates students who are well qualified to pursue careers in the field. An invitation to attend next year’s meeting was extended.

Thanks to the Los Angeles Harbor College Culinary Arts Program for preparing the lunch that proceeded the meeting was given.

Submitted by Ayoluwa Betts, Karen Grgas, Joyce Parker, Kym Valvieja
Completing each question is important to the direction of the Child Development Department. **Your cooperation is definitely appreciated.**

1. **Declared Major:**
   - 107 Child Development
   - 58 Undecided
   - 60 Other

2. **Gender:**
   - 208 Female
   - 16 Male

3. **Educational Status:**
   - 57 First-time College Attendee
   - 122 Returning College Attendee
   - 24 Returning Attendee with Goal of Career Change

4. **Do you hold a California Child Development Permit?**
   - 20 Yes
   - 193 No

   If yes, which one?
   - Assistant Teacher
   - Associate Teacher
   - Teacher
   - Master Teacher
   - Site Supervisor
   - Program Director

5. **Are you currently working in the field of Child Development?**
   - 69 Yes
   - 150 No

   If yes, what is your title?
   - 11 Family Child Care Worker
   - 26 Assistant Teacher/Aide
   - 7 Associate Teacher
   - 7 Teacher
   - 2 Master/Head Teacher
   - 2 Site Supervisor
   - 1 Program Director
   - 11 Substitute
   - 13 Other

   If no, do you intend to seek employment in the field of Child Development in the future?
   - 130 Yes
   - 37 No

6. **If working in the field, indicate the ages of children with which you work. (Check all that apply.)**
   - 38 Infant/Toddler (Birth to 2½ Years)
   - 81 Preschool (2½ to 6 Years)
   - 48 School-age (Kindergarten, Before/After School Program, Off-track Care)

7. **Future Goal:**
   - 124 California Child Development Permit

   If so, which?
   - Master Teacher (8)
   - Teacher (18)
   - Asst. Teacher (15)
   - Family Child Care (2)
   - Director (3)
   - Fam CS (2)
   - Nurse (4)

   - 70 A.S. Degree
   - 83 B.A. Degree
   - 34 M.A. Degree