

1. Assessment Plan - Four Column



PIE - Business: Child Development & Education Unit

Narrative Reporting Year

2018-19

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Program Planning Dialog: In order to align with C-ID and CAP requirements, several courses were modified including CHLD 71A Administration of Child development Programs and CHLD 71B Management/ Marketing/Personnel of ECD Programs. EDUC 10 and EDUC 16 were modified to include the required K-12 classroom practicum hours. Titles of Child Development certificates were changed to remove outdated terms, provide consistent language and enable easier accessibility. The new courses: CHLD 79 Infant Toddler Care and Education, CHLD 86 Infant Toddler Practicum Seminar, and CHLD 87 Infant Toddler Practicum Field Experience were offered from fall 2017. The new CHLD 86/CHLD 87 practicum serves as an alternative practicum pathway for students which reduces the bottleneck from the limited space availability in CHLD 67/CHLD 67L. CHLD 64 on-line class was offered spring 2019. These changes are consistent with the trend in Early Care and Education of focusing on the earliest years of development and special needs. An Early Intervention and Inclusion Certificate was developed as it is congruous with the trend in Early Care and Education of focusing on the earliest years of development and has been submitted to attain regional and state approval.

External Conditions, Trends, or Impacts: 1. CAP expansion courses - In addition to the current approved 8 "CAP Classic" courses, the California Community Colleges Curriculum Alignment Project encourages all community colleges offering ECE courses to develop and align seven additional courses in the three specialization areas of Infant/Toddler, Administration, and Children with Special Needs. The seven courses include the following: Infant/Toddler Development, Infant/Toddler Care and Education, Introduction to Young Children with Special Needs, Curriculum and Strategies for Children with Special Needs, Administration I - Programs in ECE, Administration II - Leadership and Supervision, and Adult Supervision and Mentoring.

2. The modified and new courses CHLD 73, CHLD 79, CHLD 86, and CHLD 87 were offered in fall and spring semesters. The new CHLD 86/CHLD 87 practicum also serves as an alternative practicum pathway for students to reduce the bottleneck from the limited space availability in CHLD 67/CHLD 67L. CHLD 68 Introduction to Young Children with Special Needs was modified and CHLD 80 Curriculum and Strategies for Children with Special Needs was created.

3. California Child Development Permit Matrix changes - The California Commission on Teacher Credentialing is proposing to align the Permit system to the current Credentialing system with Performance Standards for applicants and Program Standards for community college ECE/CD programs. This would be a dramatic shift from the current course/degree and work experience based permit process provided by community colleges throughout the state. The department has participated in the important regional meetings and discussions regarding proposed permit changes with statewide colleagues via regional CCCECE meetings and statewide forums.

4. EDUC 10 and EDUC 16 require many hours of K-12 classroom practicum, which necessitates partnerships with local school districts. These on-going partnerships are in the process of being established and maintained to meet student need.

Internal Conditions, Trends, or Impacts : 1. The State has established a standard for ECE competencies necessary for emerging professionals and the lab provides an ideal setting for future teachers to apply developmental theory, observation and assessment, and hands-on application. For the past five years, the Child Development Observation Lab has managed the operation of the Lab staff through temporary Perkins and Title V funding and has provided students increased access to a high-quality

early care and education site to gather data for required child observation assignments. Title V funds ended October 2018 leaving only Perkins funds available to staff the Observation Lab. Annual request for permanent positions are made in attempt to sustain this vital campus Laboratory. A part-time, "professional expert" funded through temporary Perkins funding has coordinated the management of the lab for 5 consecutive years. To meet the complex requirements of operating this unique lab a full-time permanent 12 month Facilities Coordinator is needed to manage daily operations and to fortify daily safety protocol. In addition, the vacant 10 month Lab Assistant position needs to be expanded from a 10 month to a 12 month full-time position.

A Facilities Coordinator is needed to compile and analyze data collection, arrange schedules of Student Lab Assistants, coordinate with Child Development Center staff, resolve technical problems with equipment, supervise lab staff and coordinate appointment scheduling with the CDC. Many of these responsibilities currently fall on the department co-chairs and lead Lab Assistant (Amber Purnell) who is a part-time, temporary employee. The dependency on the approval of annual, as available, Perkins funds threatens the sustainability of the Observation Laboratory. An analysis of student surveys completed each semester consistently show that students' success in coursework is directly related to the availability and supports provided in the laboratory.

2. Mt. SAC is an approved Child Development Permit Verification Program by the California Commission on Teacher Credentialing. Currently, faculty members volunteer to carefully review and verify student permit applications. The application review process can be time consuming since each comprehensive, multi-layered application must be certified to meet State requirements. In order to assure each CD student obtains a permit which is invaluable for the workforce, this task needs to be delegated to a trained employee. The employee would inform students of the permit application process, maintain the annual updates, guide students through the permit application process and track permit completion data.

3. Two (2) Full-time faculty members were hired to provide relevant expertise and involvement in the department to prepare students with useful knowledge and skills. However, the department experienced an unexpected retirement of a full-time faculty member's service which ends December 2019. The vacancy of this full-time faculty position needs replacement to sustain program quality and continuity. In addition, two long-term faculty members are nearing retirement age. A reduction in full-time faculty shift program dependence upon adjunct professors to teach CD courses. Currently 46% of Child Development courses are taught by full-time faculty as part of load. This creates an overdependence on adjunct and full-time overload teach the remaining 54%. Full-time faculty consistently teach overload across curriculum in order to maintain quality and continuity of the program. This impacts the quality of the discipline.

Adjunct faculty, no matter how carefully hired, require training, assessment and on-going support to be fully effective in the classroom. Senior faculty are fulfilling the more complex departmental program roles, campus obligations, and critical involvement in the active and evolving field. It is paramount that full-time faculty members participate in policy decisions and hold positions of leadership locally and statewide to assure decisions will positively influence the program and the field.

4. Practicum Fieldwork Experience in a high-quality Early Childhood program is an essential part of ECE teacher training, as well as a focus topic at the state and local level. Supervised practicum requirements are under review by the State with the intention of developing a more consistent statewide standard for practical fieldwork experience. Mt SAC has consistently maintained a high standard for practicum and is sought out as a leader and model for noteworthy practicum practices. Mt. SAC recently developed and offered CHLD 86/87 Infant Toddler Practicum Field Experience, one of the few colleges throughout the state offering a worthy practicum training experience with infants/toddlers. The on-going collaboration with the campus Child Development Center has proved to be highly effective with student preparation.

5. Strong Workforce funds are being utilized to provide an internship for Child Development students employed at the campus CDC. Students engage in on-the job supportive mentoring, training, coaching and professional development. Students are gaining the education and skills necessary to attain employment at school districts and agencies in desirable, higher wage advanced positions. The integral relationship between the Child Development and Education Department, the Child Development Center and Child Observation Laboratory has supported the evolution of the student internship to evolve into an official apprenticeship which is in its final stages of approval by the CA Division of Apprenticeship Standards.

6. Adjunct Professor Karen Curran currently serves at the Foothill Regional Coordinator for the California Early Childhood Mentor Program. The ECE Mentor Program provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs.

The Mentor Program provides stipends and professional development support to Mentor Teachers who guide college students in Early Care & Education and Director Mentors who provide expertise to new directors and administrators. The department collaborates with the ECE Mentor Program to place CHLD 91 fieldwork students at quality sites under the expert experience of mentor teachers. Karen Curran is planning to resign from her role as the Foothill Regional Coordinator which means a full-time faculty member will need to assume this indispensable role.

7. The designated academic counselor who currently provides 4 hours per week of direct services to students through advisement, educational planning, transfer planning, graduation checks, and Student Education Plans has planned maternity leave. Continuing these services during her leave is critical as information regarding certificates, degrees, and transfers, permits, Early Childhood Mentor-teacher participation, and applications for financial resources imperative for the success of Child Development and Education students. Direct access to an available, accessible, academic counselor knowledgeable about Child Development academic and career paths is an essential component to student persistence and success.

Critical Decisions Made by Unit: 1. The Child Development Department continues to coordinate efforts and access funding to maintain the Child Observation Laboratory since it is integral to student success. Decisions were made to pursue the establishment of permanent Child Observation Laboratory positions to sustain operation of the facility and the program.

2. The training of workforce-ready graduates for employment in Infant and Toddler Care is of paramount importance to the current needs of the local community and State. Offering CHLD 79 Care and Education for Infants and Toddler in fall 2017 and CHLD 86 - Infant/Toddler Practicum Seminar and CHLD 87 - Infant/Toddler Practicum Field Work in spring 2018 aligns with CAP requirements and is timely and consistent with trends in Early Care and Education.

3. The Child Development Department will continue to collaborate with the Child Development Training Consortium (CDTC) to inform students of education and experience requirements for the California Child Development Permit Matrix. Maintaining a CDTC contract expedites the permit application and issuance process which gives students a "work-ready" advantage since the permit is required by many ECE employers.

4. It is critical that department faculty maintain California Community College Early Childhood Educators (CCCECE) membership status, actively participate and provide leadership at regional meetings to assure pressing issues are communicated since the current catalyst's (Darlene Landeros) term has ended. Continued participation in CCCECE keeps the Department abreast of state and local issues regarding teacher preparation. Networking allows California Community Colleges to discuss issues, and collaborate with local planning agents to identify roles in strategic planning.

6. Continued participation and input at the local and state level in discussions the Child Development Permit Matrix revision. The CA Commission on Teacher Credentialing is proposing significant changes to align the Permit system to the current Credentialing system with Performance Standards for applicants and Program Standards for community college ECE/CD programs.

7. Support the department's participation in the Student Workforce Initiative (SWI) which focuses on student success with workforce outcomes through quality Child Development CTE programs. The department developed a collaborative internship program in conjunction with the Child Development Center.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. The provision of professional development opportunities has linked Child Development and Education faculty to pertinent information in the field, allowing them to collect information to modify courses. This active and continued participation in professional growth opportunities has led to relevant instruction to students.

Notable Achievements for Theme B: To Support Student Access and Success: 1. The on-going collaborative relationship between the Child Development Center and Child Development Department affords observation and practicum experiences for students to broaden their knowledge of child development theory, observation and assessment, and hands-on application. During the course of the 2018-19 academic year 4,265 students were successful in completing course assignments that required observation, assessment, and/ hands-on application. Forty-five (45%) of lab usage were students enrolled in courses which meet the General Education Areas D & E requirement. Child Development students, as well as students from other disciplines and institutions were moved towards program completion with support services rendered through the Observation Lab.

2. The Child Development Department continued to participate in the Title V grant to support students with certificate, permit and degree obtainment. Child Observation Laboratory Assistants, funded by Title V, supported Child Development students in the successful completion of course assignments requiring child observation and/or practicum. Lab Assistants enhanced student success by providing increased access to a high-quality early care and education observation/lab site and provided individualized tutoring for required assignments.

3. The Child Development Department continued to participate in the Strong Workforce Initiative (SWI) which is funding a formal education pathway paired with extensive on-the-job training at the Mt. SAC Child Development Center. The Child Development Center has been approved to administer an apprenticeship program approved by the California Division of Apprenticeship Standards. The Child Development Strong Workforce provides student teachers with hands-on training to build competencies needed for the workforce. Twenty-one students participants receive mentoring and training essential for emerging professionals in the early childhood workforce. Mt SAC is one of the few Child Development programs in the state to be approved by the California Division of Apprenticeship Standards.

4. Currently the Child Development Department holds articulation agreements with Adult Education Programs. Credit by Exam proctoring occurs twice a year (end of fall and spring semesters). CHLD 5, CHLD 64 and CHLD 61 are articulated by college unit credit by exam. On 11/20/18 two exams were administered with a pass rate of 42.8% Outcome of the May 2019 scheduled exam is pending administration.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. Ninety percent of Child Development courses require at least one child or ECE classroom observation assignment and the Child Development Observation Laboratory accommodates this student need. Access to the Observation Laboratory has resulted in more than 4,265 students completing required course assignments and/or training essential to student success.

Currently, three Observation Lab Assistants and one lead Lab Assistant works limited hours funded by annually approved Perkins funds and Title V, (ended October 2018). Effective functioning of the Lab and on-going sustainability requires full-time, permanent staff and funding to best meet student needs for academic success.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. The Child Development & Education Advisory Committee met in February 2019 to gain current and pertinent information regarding issues in the field. These community partnerships with universities, school districts, state agencies, private educational organizations, and family child care providers has resulted in program design and fieldwork opportunities to prepare student for the industry. In addition, full-time faculty have served as active and respected statewide early childhood advocates and leaders by serving on numerous state committees and focus groups to guide the department with curriculum, degree, and field work development as required by the California Commission on teacher Credentialing. Full-time faculty are involved in the following organizations to deliver services to students to ensure their success and completion:

Child Development Training Consortium Campus Coordinator & verifiers of permit completion

California Early Childhood Mentor Coordinator & ECE Mentor Teacher Selection Committee

California Community College Early Childhood Educators (CCCECE)

Perkins liaison

Title V liaison

Strong Workforce Initiative liaison

Curriculum Alignment Project "CAPtain",

Academic Senate representative

2 + 2 Articulation liaison

Educational Design Committee representative

Faculty Association representative

Cal Poly Pomona Child Development Department Advisory Board member

Partnerships for Education, Articulation and Coordination through Higher Education (PEACH)

Teacher Preparation Institute coordinator

Walnut Valley Unified School District Beginning Teacher Support and Assessment Advisory member

Contributors to the Report: Tony Henry - Child Development

Darlene Landeros - Child Development

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Support student success - Establish and sustain paths and structures for program-to-program transfer. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - None Describe Plans & Activities Supported (Justification of Need): Maintain partnership with Cal Poly Pomona's Early Childhood Studies program, as Mt SAC students transfer to this fledgling program to complete BA. Many CPP students continue to cross enroll at Mt SAC since their lower division course offering is limited. Lead: Darlene Landeros What would success look like and how would you measure it?: Track number of students transferring to CPP to complete a BA in Early Childhood Studies. Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking). Planning Unit Priority: Low Documentation Attached?: No</p>	<p>Reporting Year: 2018-19 % Completed: 50 We continue to communicate and collaborate with CSU and private university partners to sustain pathways for transfer. Cal-Poly Pomona's Early Childhood Studies BA is still new so many Cal-Poly students complete numerous required undergraduate classes at Mt. SAC. (04/23/2019)</p>
<p>Advance academic achievement - Support student awareness and completion of courses, certificates, and degrees. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19 % Completed: 50 We continue to offer course at varied times and days so both day and evening students can complete the program within a 2 year period. A designated academic counselor provided some guidance for students a few hours per week, however, she will not be returning in fall 2019 to serve as</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Date Goal Entered (Optional):
09/01/2016

Report directly on Goal

the CDE designated counselor. (04/23/2019)

Request - Full Funding Requested -

A full-time, permanent 12 month Coordinator, Child Observation Laboratory

Describe Plans & Activities

Supported (Justification of Need):

Increase hours and staffing at the Child Observation Laboratory so students can easily access the lab at various days and times to obtain data to complete course assignments and applied experience.

A full-time coordinator, Child Observation Laboratory would be responsible for overseeing lab staff scheduling, appointment scheduling procedures, technical and instructional support services for students; providing orientation sessions; managing and organizing the Child Observation Laboratory equipment, instructional materials, and supplies; assisting students in the use and operation of observation equipment; coordinating communication related to observation and course assignments between CDC administration and teaching staff, department faculty, and observation students; and training all student lab assistants in all Child Observation Laboratory operations.

This employee would also support student attainment of permits by promoting, reviewing and processing

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Child Development permit applications. Funding for this position (\$85,000) is tallied in the "Technological Support" section to avoid duplication of funding request.

Lead: Tony Henry

What would success look like and how would you measure it?: There will be an 35% increase in student course success due to broader access to child and classroom observations at the Child Observation Lab and improved support by a skilled professional with specific topic knowledge. Increased course completion will lead to increased certificate, degree and transfer attainment. It will also lead to an increase in California Child Development Permit attainment.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: No

On-Going Funding Requested (if applicable): 85000

<p>Technological support - Provide state of the art technology which enhances effective classroom instruction through sufficient and skillful staffing in the Child Observation Laboratory by providing a full-time lab facilities coordinator and a full-time lab assistant to manage daily lab operations.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 0</p> <p>A full-time child development observation lab facilities coordinator is critically needed to manage daily operations and to fortify daily safety protocol. A part-time "professional expert" is currently funded through temporary Perkins funding which ends in June 2019. (04/23/2019)</p> <p>Related Documents:</p> <p>Apprenticeship Application 2018-2019 Final.pdf</p> <p>Obs Lab Spring 2019.pdf</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>	
<p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 0 A full-time child development observation lab facilities coordinator is still needed to manage daily operations. A part-time "professional expert" is currently funded with Title V funding which ends in October 2018. (04/12/2018) Related Documents: Obs Lab Spring 2019.pdf Apprenticeship Application 2018-2019 Final.pdf</p>	
	<p>Request - Full Funding Requested - A full-time, permanent 12 month Coordinator, Child Observation Laboratory Describe Plans & Activities Supported (Justification of Need): The Mt. SAC Child Development & Education Department is dedicated to training students in rich child observation, practicum and fieldwork experiences. Operating a campus based child observation laboratory is an effective, proven, and recognized model for student success. Through participation in the lab, students are able to gain the skills, dispositions and abilities necessary for success in early care, education and related fields.</p> <p>The Child Observation Laboratory is operated by the Child Development & Education Department and housed within the Child Development Center. The CDC serves a unique function to Mt. SAC students by acting as a "living" laboratory. The Lab is set up with computers that are connected to cameras that allow students to view the children in the in the CDC</p>	<p>Reporting Year: 2016-17 % Completed: 50 A part-time 10 month Lab Assistant was hired in January 2017. The position needs to be expanded to 12 months per year since the lab operates year round. A full-time permanent Child Observation lab facilities coordinator is needed. (06/27/2017) Related Documents: Apprenticeship Application 2018-2019 Final.pdf Obs Lab Spring 2019.pdf</p>	<p>: The position needs to be expanded to 12 months per year since the lab operates year round. A full-time permanent Child Observation lab facilities coordinator is needed. (06/27/2017)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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classrooms with minimal impact on their program and environment. Students use this observational data to gain an understanding of child development and early learning. Courses that require the students to attend the lab to complete assignments include CHLD 5, CHLD 6, CHLD 10, CHLD11, CHLD 66, CHLD 66L, CHLD 67, CHLD 67L, CHLD 75, CHLD 86, CHLD 87 and CHLD 91, producing significant FTES for the college. Annually, there are over observation lab appointments attended by students. Forty-five (45%) of these appointments were students enrolled in CHLD 10 and CHLD 11, courses which meet the General Education Areas D & E requirement for graduation.

1) A qualified, highly-skilled full-time Coordinator, Child Observation Laboratory would meet student need. The Coordinator must possess specific technical skills regarding cameras, AV, computers and security, as well as have a comprehensive understanding of Early Childhood Education. This coordinator would coordinate the needs of student observers, practicum and fieldwork students. The Coordinator would oversee student appointment scheduling procedures, technical and instructional support services for students; provide orientation sessions; manage and organize the

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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lab equipment, instructional materials, and supplies; and assist students in the use and operation of observation equipment. The coordinator would serve as a gatekeeper to student access and interaction in the laboratory to assure the safety and security of the children; coordinate communication related to observation between CDC staff, department faculty, and observation students; and train and schedule all student lab assistants. The Coordinator would also review, verify and support student attainment of CA Child Development Permits. Lastly, a full-time coordinator will provide expanded daily operational hours including Fridays to accommodate substantial student need.

2) Security Concerns
 Operating a college facility without a full-time, highly-qualified, committed coordinator makes the college susceptible to safety and security issues. One of the Lab Coordinator's primary duties would be to ensure that the all student observers are carefully supervised and lab rules are strictly followed (i. e. students do not video to take pictures of children). The Mt. SAC CDC provides care for vulnerable infants and young children and necessitates the adjacent Lab adhere to vigilant supervision, security and verification of each and every student visitor. The college

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

currently relies a patchwork of part-time, temporary, student workers working alone which makes it difficult to enforce attentive security protocol and places the college at significant risk.

3) Child Observation Laboratory, Coordinator is NOT a CDC position
The Coordinator would be under the Child Development & Education Department (NOT a Child Development Center hire). The Child Development and Education Department faculty continuously collaborate with the Child Development Center administrators and staff to provide quality on-going observation, practicum and fieldwork experiences for Mt. SAC students.

Lead: Cecelia Thay

What would success look like and how would you measure it?:

Students who have increased access (days & hours) to the Child Observation Laboratory will show greater success in Child Development coursework, and as well as certificate, permit and degree attainment. This would positively impact students enrolled in 130 courses per year that require child observation and practicum per year. The Project/Program Coordinator will schedule, manage and staff the Lab.

Enhanced security procedures will assure only qualified, enrolled

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

students have access to the Lab, placing children's safety as highest priority.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: Yes

On-Going Funding Requested (if applicable): 85000

Related Documents:

[Apprenticeship Application 2018-2019 Final.pdf](#)

[Lab Data Charts.docx](#)

Request - Full Funding Requested -

A full-time, permanent 12 month Lab Assistant, Child Development Observation.

Describe Plans & Activities

Supported (Justification of Need):

The Child Observation Lab is a living laboratory which includes many student observers, and practicum or fieldwork students directly interacting within the children's natural classroom setting. Because the laboratory includes young children, security and safety is a highest priority to assure only qualified, enrolled students have access to the Lab.

Increase hours of current part-time 10 month Child Observation Lab Assistant so students can easily access the lab at various days and times to obtain data needed to complete course assignments and meet practicum requirements.

Reporting Year: 2018-19

% Completed: 0

A part-time 10 month Lab Assistant resigned in July 2019 and has not been replaced. The position needs to be expanded to 12 months per year since security protocol must be provide year round to assure children's safety is a highest priority. (04/23/2019)

Related Documents:

[Apprenticeship Application 2018-2019 Final.pdf](#)

[Lab Data Charts.docx](#)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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A full-time Laboratory Assistant (Child Development Observation) would be responsible for technical and instructional support services for students; provide orientation sessions; and assist students in the use and operation of observation equipment. A full-time Laboratory Assistant (Child Development Observation) would monitor student access and interaction in the laboratory to assure the safety and security of the children; communicate with department faculty, CDC administration and teaching staff regarding lab operations.

Lead: Cecelia Thay

What would success look like and how would you measure it?:

Students who have increased access (days & hours) to the Child Observation Laboratory will show greater success in Child Development coursework, and as well as certificate, permit and degree attainment. Enhanced security procedures will assure only qualified, enrolled students have access to the Lab, placing children's safety as highest priority.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: No

On-Going Funding Requested (if applicable): 65000

Request - Full Funding Requested - 4 **Reporting Year:** 2018-19
 Permanent, rechargeable **% Completed:** 0

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>presentation remotes</p> <p>Describe Plans & Activities Supported (Justification of Need): Permanent, rechargeable, presentation remotes are needed for 4 classrooms so instructors have a fully charged high range remote to use during class.</p> <p>Lead: Tony Henry</p> <p>What would success look like and how would you measure it?: Permanent, rechargeable presentation remotes would allow ease and fluidity during instruction times so instructors and student could readily engage in subject matter.</p> <p>Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.</p> <p>Planning Unit Priority: High</p> <p>Documentation Attached?: No</p> <p>One-Time Funding Requested (if applicable): 400</p>	<p>4 permanent, rechargeable, presentation remotes have not been funded. (04/23/2019)</p>
<p>Educational Partnerships - Increase awareness of the Child Development and Education program among potential students and surrounding communities by developing partnerships with local businesses and school districts.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18,</p>	<p>Request - No Funding Requested - Faculty to establish and sustain partnerships with School Districts</p> <p>Describe Plans & Activities Supported (Justification of Need): A faculty member will establish and maintain on-going partnerships with regional school districts so Mt. SAC students whom complete certificates</p>	<p>Reporting Year: 2018-19 % Completed: 75 Six full time faculty participated in local, regional, and statewide meetings, conferences and served on advisories to collaborate efforts to deliver field related expertise to Child Development & Education students. (04/23/2019)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 50 Five full time faculty attended local, regional, and state</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>2018-19, 2019-20 Date Goal Entered (Optional): 09/01/2016</p>	<p>and degrees obtain jobs at school districts. Job application completion and interview technique workshops will be provided in increase employment possibilities. Lead: Tony Henry What would success look like and how would you measure it?: By establishing these partnerships, students would be able to obtain higher level paying entry level job in school districts that provide opportunities for advancement and professional growth. This could be measured through job attainment. Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media. Planning Unit Priority: Low Documentation Attached?: No</p>	<p>meetings, conferences and served on Advisories to collaborate efforts to deliver field related expertise to Child Development & Education students. (04/12/2018)</p> <hr/> <p>Reporting Year: 2016-17 % Completed: 75 Five full-time faculty members attended 13 professional development and training courses offered off campus and out-of-state (06/27/2017)</p>
<p>Child Observation Lab Partnership - Continue and enhance the integral relationship between the Child Development and Education Department and the Child Development Center and Child Observation Laboratory. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - Improve workforce ready students with advanced skills through apprenticeships at the Child Development Center. Describe Plans & Activities Supported (Justification of Need):</p>	<p>Reporting Year: 2018-19 % Completed: 75 The student internship is evolving into an official apprenticeship, in its final stages of approval by the CA Division of Apprenticeship Standards. Participating students receive on-the-job coaching and training. Funding to sustain these efforts is provided through SWI funds. (04/23/2019) Related Documents: Apprenticeship Application 2018-2019 Final.pdf</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 25 A student internship provides on-the-job coaching and training has been established with student employees at the Child Development Center. The internship is funded through SWI funds. (04/12/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Improve workforce ready students with advanced skills through apprenticeship at the Child Development Center. CDC Lead Teacher Specialist provide coaching and training to Child Development major student workers to help them develop the skills, abilities and dispositions required for the success in the workforce.</p> <p>The CDE Department and Child Development Center are in the final stages of approval for a state-registered apprenticeship through the CA Division of Apprenticeship Standards.</p> <p>Lead: Cecilia Thy</p> <p>What would success look like and how would you measure it?:</p> <p>Participating student apprentices will engage in supportive mentoring, training, coaching, and professional development that are essential for emerging professionals entering the early childhood workforce.</p> <p>California's Strategic Workforce Development Plan includes the expansion of state-registered apprenticeship, earn-and-learn models. An increased number of students will gain employable lifetime skills and provide ECE employers with a highly skilled and experienced workforce while strengthening California's economy.</p> <p>Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information,</p>	<p>Reporting Year: 2016-17</p> <p>% Completed: 0</p> <p>The first wave of students are being recruited to participate in the SWI Child Development internship. (06/27/2017)</p> <p>Related Documents:</p> <p>Apprenticeship Application 2018-2019 Final.pdf</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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communication and social media.
Planning Unit Priority: High
Documentation Attached?: Yes
One-Time Funding Requested (if applicable): 0
Request - Full Funding Requested -
 Create a pedestrian sidewalk to western entrance and exit to Child Development Complex parking lot. Students, parents and small children need a protected sidewalk rather than walking on the steep driveway ramp with fast moving vehicles in parking lot to access classrooms and the CDC. Half of the western ramp can be converted to concrete pedestrian sidewalk with a remaining single lane, one way exit for vehicles.

These new sidewalk ramps and stairwells will accommodate students, and parents walking with children or transporting infants and toddlers in strollers.

The volume of vehicle traffic entering and exiting the CDC parking lot has increased significantly since the occupation of the BCT Complex, placing adult pedestrians and small children at risk for serious injury from moving vehicles and inexperienced drivers.

Describe Plans & Activities Supported (Justification of Need):
 Concrete. Asphalt. Signage.
Lead: Tony Henry
What would success look like and how would you measure it?: These

Reporting Year: 2018-19
% Completed: 0
 The unaddressed problem has intensified due to the increased volume of vehicle traffic entering and exiting the CDC parking lot since the occupation of the BCT Complex. Adult pedestrians and parents walking with small children and strollers remain at risk for serious injury from moving vehicles and inexperienced drivers. (04/23/2019)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>new sidewalk ramps would accommodate students, and parents walking with children or transporting infants and toddlers in strollers. Adult pedestrians or small children would be protected from serious injury from moving vehicles and distracted drivers.</p> <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p>Planning Unit Priority: Medium</p> <p>Documentation Attached?: No</p> <p>One-Time Funding Requested (if applicable): 15000</p>	
<p>Faculty Support - Provide materials, resources, and professional development to sustain excellence in program instruction.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19, 2019-20</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 75</p> <p>Full time faculty members participate with the Child Development CAP Alignment Project, CCCECE, Child Development Training Consortium, Mentor Teacher program, Strong Workforce, as well as college and outside professional development opportunities to sustain the program quality. Faculty are linked to current resources and support. (04/23/2019)</p>
		<p>Reporting Year: 2017-18</p> <p>% Completed: 75</p> <p>Full time faculty participate in the Child Development CAP Alignment Project, Mapping, CCCECE, PEACH, Child Development Training Consortium, Mentor Teacher program, Workforce Initiative project, as well as college and outside professional development opportunities to sustain the program quality. Faculty are linked to current resources and support. (04/12/2018)</p>
	<p>Request - Full Funding Requested - Describe Plans & Activities Supported (Justification of Need):</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 0</p> <p>An industrial dishwasher has not purchased and is still needed to sanitize child observation equipment used during</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Room 73-1801F kitchenette needs an industrial dishwasher to sanitize child observation equipment used during in-class infant and toddler observations. The equipment is used numerous times each semester for course assignments and must be sanitized after each use to prevent the spread of communicable disease among the children.</p> <p>Lead: Tony Henry</p> <p>What would success look like and how would you measure it?:</p> <p>Students benefit from naturalist observation experiences to complete required assignments. Observation materials must be sanitized and ready multiple use for numerous courses. Babies and toddlers would be prevented from contracting communicable disease from contaminated toys and equipment.</p> <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p>Planning Unit Priority: High</p> <p>Documentation Attached?: No</p> <p>One-Time Funding Requested (if applicable): 3000</p>	<p>in-class infant and toddler observations. (04/24/2019)</p> <hr/> <p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>A sanitizing dishwasher has not purchased and is still needed. (04/12/2018)</p>
<p>Improve Permit Attainment - Provide staff to support student awareness and completion of specific education and experience requirements for California Child Development Permits and review, verify, and track permit applications.</p> <p>Status: Active</p>	<p>Request - Full Funding Requested - Coordinator, Child Observation Laboratory</p> <p>Describe Plans & Activities Supported (Justification of Need): The Coordinator, Child Observation Laboratory would perform guide and support student understanding of</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 0</p> <p>This request has not been funded which has lead to a drop in student permit attainment. (04/24/2019)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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<p>Goal Year(s): 2018-19, 2019-20 Date Goal Entered (Optional): 04/12/2018</p>	<p>the importance and value of the permit for work in the field. The coordinator would review, verify permit attainment, track data and coordinate efforts with faculty. Funding for this position (\$85,000) is tallied in the "Technological Support" section to avoid duplication of funding request. Lead: Tony Henry What would success look like and how would you measure it?: There will be an 35% increase in student permit attainment due to greater understanding of the specific education and experience requirements for California Child Development Permit. First time and upgrade permit attainment will be tracked, as they are linked to employer requirements. Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High Documentation Attached?: No On-Going Funding Requested (if applicable): 85000</p>	
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<p>Adequate Full-time Faculty - Provide students with high-quality classroom experience by hiring an appropriate number of experienced, expert, full-time faculty Status: Active Goal Year(s): 2018-19, 2019-20</p>	<p>Request - Full Funding Requested - Full-time faculty member Describe Plans & Activities Supported (Justification of Need): Support student instruction to meet demand of 32 course required to complete certificates, degrees, permits, and transfer. In order to provide students with relevant and up-to-date instruction, and avoid an overdependence on adjunct or full-</p>	<p>Reporting Year: 2018-19 % Completed: 50 Two new full-time faculty members were hired for the 2018-19 academic year, however, a tenured faculty member retired in spring 2019, leaving a vacancy. (04/23/2019)</p>
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Unit Goals

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Where We Make an Impact: Closing the Loop on Goals and Plans

time overload, an additional faculty member is needed to replace the full-time faculty member whom retired in 2019.

Lead: Tony Henry

What would success look like and how would you measure it?:

Positively influence department effectiveness and ability to expand the program in order to meet growing industry demands. Increased student completion rates of certificates, degrees, permits, and transfer.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Documentation Attached?: Yes

On-Going Funding Requested (if applicable): 98000