

1. Assessment Plan - Four Column



PIE - Business: Child Development & Education Unit

Narrative Reporting Year

2017-18

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Program Planning Dialog: In order to align with C-ID and CAP requirements, several courses were modified or created including CHLD 68 Introduction to Young Children with Special Needs (modified) and CHLD 80 Curriculum and Strategies for Children with Special Needs (created). 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. The new CHLD 86/CHLD 87 practicum is an alternative practicum pathway for students which reduces the bottleneck from the limited space availability in CHLD 67/CHLD 67L. These changes are consistent with the trend in Early Care and Education of focusing on the earliest years of development and special needs.

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. In order to align with CAP requirements, the CHLD 73 Infant Toddler Growth and Development and CHLD 79 Care and Education for Infants and Toddlers were submitted and attained CAP approval. The modified and new courses CHLD 73, CHLD 79, CHLD 86, and CHLD 87 were offered in fall and spring semesters. This implemented plan is congruous with the trend in Early Care and Education of focusing on the earliest years of development. 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. The paired courses are moving through the curriculum approval process.

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 observations, 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 Child Development Observation Lab completed a fourth year of operation. Currently, variable Perkins and Title V grant funding pays for the 3 of the 4 Lab Assistants and one assistant works limited hours as a 19 hour per week, 10 month employee. In order to sustain this vital campus Laboratory, a full-time permanent 12 month Facilities Coordinator is needed as well as expanding the current 10 month Lab Assistant from a to a 12 month full-time

employee. The Lab Assistants enhance student success by providing increased access to a high-quality early care and education site to gather data for required child observation assignments. 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.

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 works limited hours funded by Title V. This funding ends October 2018. The lack of stable funding and weekly hours allotted affects the sustainability of this vital 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. Full-time faculty members provide the relevant expertise and involvement in the field that help prepare students with useful knowledge and skills. The college employed a new full-time Child Development professor in August 2016 but the probationary faculty member's service ended in December 2017. A replacement full-time faculty member will be hired for August 2018. However, the second vacant full-time faculty position needs replacement to sustain program quality and continuity. Two long-term faculty members are nearing retirement age. In addition, the department's substantial dependence upon adjunct professors to teach CD coursework impacts the quality of the discipline. Only 28.8% of Child Development course are taught by full-time faculty as part of load. This creates an overdependence on adjunct (57%) and full-time overload (14%) to teach the remaining 71%. Full-time faculty consistently teach overload across curriculum in order to maintain quality and continuity of the program.

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.

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. A newly assigned designated academic counselor currently provides 4 hours per week of direct services to students through advisement, educational planning, transfer planning, graduation checks, and Student Education Plans. This new counselor is at the beginning stages of understanding how specific certificates, degrees, and transfers, permits, Early Childhood Mentor-teacher participation, and applications for financial resources that specifically benefit 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 coordinated efforts and access funding to maintain the Child Observation Laboratory since it is integral to student success. Decisions were made to modify course curriculum for that require child and early childhood classroom observations in order to comply with meet SB702 law immunization mandates.

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 identity 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 plan 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 fall 2017 and winter 2018 intersession 2,096 students were successful in completing course assignments that required observation ,assessment, and/ hands-on application. 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. Twenty-one students participants receive mentoring and training essential for emerging professionals in the early childhood workforce.

4. Currently the Child Development Department holds articulation agreements with Adult Education Programs. Credit by Exam proctoring occurs twice a year (May & December). CHLD 5, CHLD 64 and CHLD 61 are articulated by college unit credit by exam. In December 2017 the pass rate was 69%: the current pass percentage for 2017-18 is 53.8% as the data does not reflect the May 2018 scheduled exam.

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 2,096 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 Perkin and Title V. 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 2018 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

Unit Goals

Resources Needed

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

Support student success - Establish and sustain paths and structures for program-to-program transfer.

No Funding Requested - None
Describe Plans & Activities

<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>Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Date Goal Entered (Optional): 09/01/2016</p>	<p>Supported: Maintain partnership with Cal Poly Pomona new Child Development program, as Mt SAC students transfer to this fledgling program to complete BA. CPP students may cross enroll at Mt SAC since their lower division course offering is limited. Lead: Darlene Landeros Type of Request: Staffing Planning Unit Priority: Low What would success look like and how would you measure it?: Track number of students transferring to CPP to complete Child Development BA. Documentation Attached?: No</p>	
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<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 Date Goal Entered (Optional): 09/01/2016</p>	<p>Full Funding Requested - A full-time, permanent 12 month Child Observation Lab Facilities Coordinator. Describe Plans & Activities Supported: 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.</p> <p>A full-time Child Observation Lab Facilities Coordinator 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</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>
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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 Child Development permit applications. Funding for this position (\$85,000) is tallied in the "Technological Support" section.

Lead: Tony Henry
Type of Request: Staffing
Planning Unit Priority: High
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. Increased course completion will lead to increased certificate, degree and transfer attainment.
Documentation Attached?: No

<p>Technological support - Provide state of the art technology in the classroom and teaching environment to enhance effective instruction and employ a full-time child observation lab facilities coordinator to manage</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)</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>daily operations. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19 Date Goal Entered (Optional): 09/01/2016</p>	<p>Full Funding Requested - A full-time, permanent 12 month Coordinator, Project/Program Child Observation Lab</p> <p>Describe Plans & Activities Supported: 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.</p> <p>A full-time Project/Program Coordinator would coordinate the needs of student observers, practicum and fieldwork students while respecting the CDC's direct service to children and families. The Observation Lab Facilities Coordinator would oversee lab staff scheduling, appointment scheduling procedures, technical and instructional support services for students; provide orientation sessions; manage and organize the Child Observation Laboratory equipment, instructional materials, and supplies; assist students in the use and operation of observation equipment.</p> <p>A full-time Project/Program Coordinator would serve as a gatekeeper to student access and interaction in the laboratory to</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)</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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assure the safety and security of the children; coordinate communication related to observation between CDC staff, department faculty, and observation students; and train all lab assistants in all operations. The Project/Program Coordinator would also review, verify and support student attainment of CA Child Development Permits.

Lead: Cecelia Thay

On-Going Funding Requested (if applicable): 85000

Type of Request: Staffing

Planning Unit Priority: High

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 course per year that require child observation and practicum per year. Courses that require child observation or practicum include CHLD 5, CHLD 6, CHLD 10, CHLD 10H, CHLD 11, CHLD 66, CHLD 66L, CHLD 67L, CHLD 68, CHLD 69, CHLD 86, CHLD 87, and CHLD 91. The Project/Program Coordinator will schedule, manage and staff the Lab. Enhanced security procedures will assure only qualified, enrolled students have access to the Lab, placing children's safety as highest priority.

Documentation Attached?: Yes

Unit Goals

Resources Needed

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

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

Describe Plans & Activities

Supported: 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. 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.

Unit Goals

Resources Needed

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

Lead: Cecelia Thay
On-Going Funding Requested (if applicable): 65000
Type of Request: Staffing
Planning Unit Priority: High
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.
Documentation Attached?: No
Full Funding Requested - 4
Permanent, rechargeable presentation remotes
Describe Plans & Activities
Supported: Permanent, rechargeable, presentation remotes are needed for 4 classrooms so instructors have a fully charged high range remote to use during class.
Lead: Tony Henry
One-Time Funding Requested (if applicable): 400
Type of Request: Instructional Equipment
Planning Unit Priority: Low
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

<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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could readily engage in subject matter.

Documentation Attached?: No

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.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19
Date Goal Entered (Optional): 09/01/2016

Full Funding Requested - Faculty to establish partnerships with School Districts
Describe Plans & Activities Supported: A faculty member will establish on-going partnerships with regional school districts so Mt. SAC certificate and degree completers obtain jobs at school districts. Job application completion and interview technique workshops will be provided in increase employment possibilities.
Lead: Tony Henry
Type of Request: Staffing
Planning Unit Priority: Medium
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.
Documentation Attached?: No

Reporting Year: 2017-18
% Completed: 50
 Five full time faculty attended local, regional, and state meetings, conferences and served on Advisories to collaborate efforts to deliver field related expertise to Child Development & Education students. (04/12/2018)

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)

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,

In Progress - Improve workforce ready students with advanced skills through internships at the Child Development Center.
Describe Plans & Activities Supported: Improve workforce ready students with advanced skills through apprenticeship at the Child Development Center. CDC Lead

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)

Reporting Year: 2016-17
% Completed: 0
 The first wave of students are being recruited to participate

<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 Date Goal Entered (Optional): 09/01/2016</p>	<p>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 will apply for and obtain a state-registered apprenticeship through the CA Division of Apprenticeship Standards.</p> <p>Lead: Cecilia Thay</p> <p>One-Time Funding Requested (if applicable): 0</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: High</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>Documentation Attached?: Yes</p> <p>In Progress - Create a pedestrian sidewalk to western entrance and exit to Child Development Complex</p>	<p>in the SWI Child Development internship. (06/27/2017)</p>

Unit Goals

Resources Needed

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

parking lot. Students, parents and small children need a protected sidewalk rather than walking on the steep driveway ramp with 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.

Also, add stairwell or ramp access on the southwest corner of parking lot H to access the northeast portion of the Child Development Complex parking lot.

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

Describe Plans & Activities

Supported: Concrete. Asphalt. Signage.

Lead: Tony Henry

One-Time Funding Requested (if applicable): 15000

Type of Request: Facilities

Planning Unit Priority: Medium

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

new sidewalk ramps and stairwells will 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.

Documentation Attached?: No

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<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</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</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>Full Funding Requested - Industrial sanitizing dishwasher</p> <p>Describe Plans & Activities</p> <p>Supported: 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>One-Time Funding Requested (if applicable): 3000</p> <p>Type of Request: Facilities</p> <p>Planning Unit Priority: Low</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.</p> <p>Documentation Attached?: No</p>	<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>Full Funding Requested - Add two cameras to observation lab; including mounts and installation.</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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Describe Plans & Activities
Supported: Camera operation supports students in successful completion of course assignments that require observation of children in a naturalistic environment. In addition, cameras also allow faculty to collect objective behavior data to write incident reports and assess practicum students' interactions and ability to put theory into practice.
Lead: Darlene Landeros
One-Time Funding Requested (if applicable): 5600
Type of Request: Instructional Equipment
Planning Unit Priority: Medium
What would success look like and how would you measure it?: An operational lab benefits all students, in all majors, that require child observations and/or practicum for course assignments, certificate & permit attainment, or degree completion.
Documentation Attached?: Yes

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.
Status: Active
Goal Year(s): 2018-19
Date Goal Entered (Optional): 04/12/2018

Full Funding Requested - Part -time Administrative Specialist II
Describe Plans & Activities
Supported: The Administrative Specialist II would perform the specialized department duty to guide and support student understanding of the importance and value of the permit for work in the field. He or she would review, verify permit attainment, track data and coordinate efforts with faculty.
Lead: Cecelia Thy

<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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On-Going Funding Requested (if applicable): 22500
Type of Request: Staffing
Planning Unit Priority: High
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.
Documentation Attached?: No

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
Date Goal Entered (Optional): 04/12/2018

Full Funding Requested - Full-time faculty member
Describe Plans & Activities Supported: 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-time overload, an additional faculty member is needed to replace the 2014 full-time retirement.
Lead: Tony Henry
On-Going Funding Requested (if applicable): 98000
Type of Request: Staffing
Planning Unit Priority: Medium
What would success look like and how would you measure it?: Positively influence department effectiveness and ability to expand

Unit Goals

Resources Needed

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

the program in order to meet growing industry demands. Increased student completion rates of certificates, degrees, permits, and transfer.

Documentation Attached?: Yes