



## Child Development PROGRAM REVIEW REPORT 2014 - 2015

### Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Hahn, Shelley	Bartelt, John	
Perry, Carolyn	Bollman, Jeri	
	Doolittle, Jan	
	Mitchell, Michelle (new)	
	Nuttall, Adora (Dori)	
	Pecoraro, Susan	
	Simpson, Lakisha	
	Ysias, Melissa	



## Child Development

### I. Executive Summary

#### **Program Description:**

The Child Development Program explores the theories and concepts necessary for the healthy growth and development of children from conception through adolescence. Child development courses provide both the theoretical and practical skills and experiences necessary to obtain degrees, meet transfer requirements, or receive certificates and skill awards recognized for employment.

Students who complete the appropriate coursework may earn the **Early Childhood Education Associate in Science for Transfer degree**. Students who complete this transfer degree will achieve junior status to the California State University system, and will be given priority admission to our local CSU campus.

The **Associate in Science in Child Development Degree** is designed for students who need to meet educational requirements for the workplace and will be entering the workforce immediately.

Citrus College certificates and skill awards assist students in completing the educational requirements to apply for various Child Development Permits issued by the California Commission on Teacher Credentialing (CCTC) and to gain employment in the field of Early Childhood Education.

Citrus College Certificates of Achievement include the following:

- Child Development Teacher
- Child Development Master Teacher
- Child Development Master Teacher--Early Intervention.

Skill Awards include the following:

- Child Development Associate Teacher
- Infant and Child Development Associate Teacher

**Strengths/Effective Practices:** Program is working to ensure C-ID standards are applied to appropriate courses to ensure smooth transfer. As of February 1, 2013, the Citrus Child Development Program completed the requirements and is verified as aligned with California Community Colleges EC/CD Curriculum Alignment Project (CAP). Curriculum Alignment ensures that Citrus Child Development students experience course work that is challenging and applicable to needs of the professional field of Early Childhood Education. Students that transfer to a CSU will have greater ease using CAP courses in their major. Students in transition, such as a student

that moves away from Citrus to attend another Community College will more easily be able to use the units already completed because the coursework is aligned within the State educational system.

Faculty teach courses in both the Child Development and Psychology discipline due to the individual expertise and the historical structure of our academic program which places developmental courses (PSY 205 & PSY 206) in the Psychology program rather than under Child Development. PSY 206 is a requirement of the ECE-AS-T degree and a key for students pursuing degrees in elementary education.

During the academic year, full-time faculty lead orientations for students to assist them understanding and making decisions about pursuing Citrus College Child Development Skill Awards, Certificates, Degrees and Child Development Permits issued through the California Commission on Teacher Credentialing. Faculty in the Child Development department maintain regular communication with professionals in the field of Early Childhood Education through attending networking sessions, meetings, email and other forms of communication. The Child Development Department decision making process is informed by current changes, issues and concerns in the professional field of Early Childhood Education. Child Development faculty also assume the responsibility for coordinating the Citrus College Child Development Training Consortium (CDTC) Grant program (S. Hahn) which is funded through the Department of Education, Child Development Division. The Citrus Child Development Training Consortium provides tuition reimbursement and a book stipend to students employed working in the field of Child Development. Additional services provided through the Child Development Training Consortium Grant program include Child Development Permit information, advisement, application packages and pays application and fingerprint (Live Scan) processing fees for most applicants. Child Development faculty coordinate the Citrus College Mentor-Teacher Program (D. Nuttall) that ensures that Citrus students will conduct classroom observations of children, Practicum and/or gain volunteer experiences in high quality Early Childhood Education programs.

To best serve and guide students, we have also collaborated with Citrus Counseling Department to provide students with one, specific Child Development Advisor to assist them in making decisions and completing Student Education Plans leading to achievement of academic goals leading to employment opportunities in the field and/or Transfer to University. This individual provides valuable input to our Department, maintains regular communication and stays current and informed about the Child Development program, as well as the educational and work experience requirements of the professional field of Early Childhood Education. This campus service support helps to maintain the quality of our Departmental program.

**Weaknesses/Lessons Learned:** The program is concerned over the loss of faculty members. Judy Gregg has provided strong leadership and program coordination for approximately 20 years but retired in June 2013. Carolyn Perry will be retiring in June 2015 leaving only ONE full-time

faculty member with the responsibilities of a large program which has 30 courses 2 degrees, multiple certificates, and the administration of the Citrus College Child Development Training Consortium Grant program. Currently two full-time faculty members facilitate the Child Development Training Consortium grant, coordination of student placement in the California Mentor Teacher Program, all departmental demands including CTE advisory council and reports, as well as assist the needs of diverse students. With only two full-time faculty, the department relies on many adjunct faculty to teach all sections needed in any given semester. (FTE 4.1 with only 2 full-time faculty) Tracking SLO data has been challenging with so many sections taught by adjuncts. The Child Development Course (PSY 206) is taught by child development faculty due to the strong background in human development and content issues.

**Recommendations/Next Steps:**

1. Complete FNIC request for a full-time faculty member to replace those who have retired in recent years (bringing the current total from six full-time down to two full-time faculty working in the department).
2. There is still continued need to maintain one, specific Child Development Advisor from the Counseling department to effectively guide students in the academic decision making process. In order to facilitate ongoing communication of information to student of Child Development, it would be ideal if a support staff member could be hired or a portion of time dedicated to lead orientations and answer questions about Citrus Child Development Skills Awards, Certificates, A.S. Degrees and to support students applying to the Commission on Teacher Credentialing for various Child Development Permits. This would allow the Department to more effectively meet the informational needs, decision making process and increase transfer rates of a larger body of Child Development students and other stakeholders, such as employers in the field of Early Childhood Education and other community members and organizations.
3. Continue to track numbers of students completing all degrees and certificates to coordinate student need with course scheduling.



## Child Development

### II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
CHLD100 Intro to Education/Teaching	S12	0	2	0	2	#1 -SP 14
CHLD110 Early Childhood Dev	S12	0	3	0	2	#1, #3, SP 14
CHLD 111 Children Development Youth Adolescence	F12	0	0	0	0	
CHLD112 Early Child Ed I	F11	0	2	0	2	#1—SP 14
CHLD114 Home-Chld-Cmty-Rel	F11	0	2	0	2	#1 – SP 14
CHLD116 Introduction to Curriculum	F11	0	2	0	2	#1 – SP 14 #3 – SP 14
CHLD120 Literacy For Children	S12	0	1	1	1	#1 – SP 14
CHLD121 Art for Children	S12	0	1	0	1	#1 F 11 #1 – SP 13
CHLD122 Music/Rhythms/Child	S12	0	1	0	1	#1 F 11
CHLD123 Science Exp Child	S12	0	1	0	0	#1 F 11
CHLD124 Math for Children	S12	0	0	0	0	
CHLD130 Infant Group Care	S12	1	0	1	0	

CHLD134 Parent-Child Interaction	<b>F12</b>	0	0	0	1	<b>#2 – SP 14</b> <b>#1 SP 13</b>
CHLD144 Health, Safety and Nutrition	<b>F11</b>	1	1	0	0	<b>#3 -- F 11</b>
CHLD150 Mult-Cul Anti-Bias Classrooms	<b>F11</b>	0	1	1	0	<b>#2 SP 14</b>
CHLD154 Obs/Rec Behavior	<b>F11</b>	0	1	0	0	
CHLD156 Practicum A in ECE	<b>F11</b>	0	0	0	1	<b>#1 – SP 14</b>
CHLD156L Practicum A Lab	<b>F11</b>	0	0	0	1	<b>#1 – SP 14</b>
CHLD160 Motor/Movement	<b>F11</b>	0	0	0	1	<b>#3 – SP 14</b>
CHLD164 The Child with Special Needs	<b>F11</b>	0	0	0	1	<b>#1 – SP 14</b>
CHLD166 Speech/Lang Develop	<b>F11</b>	0	0	0	1	<b>#2 – SP 12</b>
CHLD 168 Developmental Risk: Infants and toddlers	<b>F11</b>	0	0	0	1	<b>#4 SP 14</b>
CHLD169 Managing Disruptive Behavior	<b>S12</b>	0	1	0	0	
CHLD 181 Infant and toddler Caregiver: Relationships	<b>F11</b>	0	1	0	0	<b>#3 – SP 12</b>
CHLD 182 Infant and Toddler Caregiver: Socialization and Emotional Development	<b>F11</b>	0	1	0	0	<b>#2 – SP 12</b>
CHLD 183 Infant and Toddler Caregiver: Learning and Development	<b>F11</b>	0	0	0	1	<b>#1 – SP 14</b>
CHLD 184 Infant and Toddler Caregiver: Environments and Routines	<b>F11</b>	0	0	0	1	<b>#1 – SP 14</b>
CHLD190 Admin Of ECE I	<b>F12</b>	0	0	0	1	
CHLD 191Administration of Early Childhood Education Programs II	<b>F10</b>	0	0	1	0	
CHLD 194 Personnel Issues in Early Childhood Education Programs	<b>F11</b>	0	0	0	0	

### III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Child Development	AS	2010	3	6	12	17
Early Childhood Education	AS-T	2012	-	-	5	12
Associate Teacher	S		41	51	26	52
Infant & Child Associate Teacher	S			8	2	9
Child Development Master Teacher	C	1992	2	1	0	
Child Development Teacher	C	1987	43	10	14	4
Child Development Teacher – Unknown-	C		4	N/A	N/A	Review of numbering system is needed
Social and Behavioral Sciences	AA	1950	369	374	328	400

**TYPE:** **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award  
**AA-T** = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

### IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts by course category
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Enrollment and successful completion of core courses is strong with an average of 550 students served each traditional semester of the last four years. Budget limitations in recent years have severely restricted the number of course offerings in the department. The program has focused on offering primarily core courses or those that complete degree requirements. As the opportunity for

more course offerings arises, the program will begin to schedule core courses in afternoon and evening time slots and those courses that support students in career advancement to director positions or additional employment opportunities is specific designation such as Infant/Toddler care.

There are currently no sections offered through Distance Education. This may be another way for the program to grow in the future.

## V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

*Observations and comments about course, program and college level data can be made below.* On average, 900 Child Development students per year are enrolled in coursework during the Fall and Spring and 63 Child Development students during the Winter and Summer sessions. In general, the Child Development program has excellent retention (89%-100%) and success rates (72%-96%) that exceed the campus-wide rates. The largest bulk of enrollment are those “traditional aged” college students, “20-24” years. The second largest group, which is approximately half the size of the traditional aged group, are those “25-49” years. While not much difference is observed when comparing groups by age, when considering retention, those in the “25-49” year group demonstrate higher success rates than those in the 20-24 year group. A significant number of students comprise the “less than 20” group, followed by those “50 and older.”

The Child Development Program traditionally appeals to more women than men and that trend continues. Although the trend is consistent with the college wide trend of more women than men enrolling and completing degrees and certificates, in this program there can be anywhere from 7:1 – 9:1 ration of women to men. There are noticeable differences in the rates of retention and success. On average, women have slightly higher retention rates than men. Women also demonstrate higher success rates, at or above campus-wide rates. Success rates for men in the program fall below that of both women in the program, and college-wide success rates.

Individuals identifying as “Hispanic/Latino” comprise the largest ethnic group, more than that of all other ethnic groups combined. Individuals identifying as “White” comprise the second largest ethnic group. The Program shows low enrollment of individuals from the Native American and Hawaiian/Pacific Island groups. Some noticeable differences exist in success rates by race when comparing groups of similar size. Some of the smaller groups, demonstrate patterns of lower



success rates that are cause for concern (i.e. 48% for those identified as “Blacks” compared with those identified as “Asian” where success rates are at 90%). It is important to facilitate students’ academic success by identifying those who are struggling and providing the appropriate instructional and campus support services needed (i.e. Early Alert, Remedial Coursework, Counseling, etc.).

## VI. Student Accomplishments

Students continue to seek and complete Child Development Certificates and Skill Awards. Students are beginning to complete the recently offered degrees Early Childhood Education AS-T and Child Development AS. As students continue to complete degree required courses, the Program anticipates there will be an increase in the number of graduates in these programs.

Former students are currently employed in a variety of programs in the San Gabriel Valley and Inland Empire. Citrus College graduates are currently serving on the Advisory Committee representing community interests.

All Child Development Courses show consistently high student retention (94% -100 %) and success rates (74%-96%). The Program retention and success rate meets or exceeds the campus average in all terms.

Direct Observation and Fieldwork experiences in several courses assist the students in making the important decision about whether or not to pursue the educational/career goal of teaching. This is notably the case in CHLD 100 *Introduction to Education and Teaching Grades K-12* and CHLD 156/L *Practicum in Early Childhood Education*. Again, the use of the Mentor Teacher Program to “place” students in high quality Early Childhood Education programs has increased the effectiveness of the educational experience for our students.

Students submit timecards (service learning contract) in some courses and/or created observation reports and taught lesson plans which were also assessed. This was a positive experience and assessment of student learning and skill development. Even if a student decides, after observing/participating with children, that they do NOT want to teach, this is a successful experience and empowers the student to redirect their educational/career choices in the future.

## VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Over all, participating faculty feel that SLOA validates the work they are currently doing in the classroom. Some faculty have adopted the practice of evaluating SLO's in the following manner. The results of the selected assessment and rated as follows:

Exceeds expectations – grade of A or B

Meets expectation – grade of C

Fails to meet expectation – grade of D or below

Reports of specific results in percentages may be seen in the individual courses. Other faculty members are entering documentation using percentages usually related to grades on specific course assignments.

The first reports of SLOA found unnecessary numbers of SLO's in several courses. These were streamlined in 2012 – 2013 as part of the program review process. Due to the revision of SLO's a full cycle of assessment of all SLO's may not be possible in all courses. (Note: impact on the "plus one" section of the 14-15 review)

The Program is evaluating revised all SLO's. There is a concern due to the large number of SLO's which are reported by adjunct faculty members who are the only ones to teach many of the courses offered. As the Program becomes more familiar with SLOA and the reporting of results, the reflection process will improve. In the future, the faculty will need to effectively evaluate the remaining SLO's to fall into the 5 year review cycle.



## Child Development

### VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
<b>Goal 1</b> <b>2013-2014</b>	The Program developing a plan for seeking, hiring new faculty member(s) in a manner that allows a period of training and transition of qualified candidate(s).	Faculty have created and submitted multiple FNIC requests to replace retiring members <b>but have not been successful.</b> June 2013, Judy Gregg retired and Carolyn Perry anticipates retiring June 2015.	<b>DESPERATE FNIC REQUESTS SUBMITTED 2011 2012 2013 2014</b>	1.1.
<b>Goal 2</b> <b>2013 2014</b>	Child Development Program will integrate statistical data regarding student achievement, review/revise course work, and certificates requirements to accurately assess SLO's and stay current with requirements of the State Commission on Teacher Credentialing for Early Childhood Education and C-ID curriculum recommendations.	Faculty continue to following the recommendations of Advisory Council, Curriculum Committee and other governing agencies	ongoing	1.2
<b>Goal 3</b> <b>2013-2014</b>	Faculty will develop an effective model schedule of desired courses needed for degrees and certificates to meet the student and workforce demand for academically qualified personnel The State has increased the educational requirement to a BA for early childhood teachers in title V	Faculty have devised an effective model schedule to varied course offerings and deliver the number of sections and variety of courses needed by our students to complete their educational goals.	Complete	1.1 2.2

	programs.			
<b>Goal 4</b> <b>2012</b> <b>2013</b>	Faculty will be involved in advance planning for such a time that a smaller, high quality LAB school may once again be part of our campus. Recommend that space (Infant Center -IC) be reserved for future consideration.	Faculty will participate in the planning process when the opportunity becomes available.	P	1.1
<b>Goal 5</b> <b>2013</b> <b>2014</b>	Without the Child Development Lab on campus, the Department continues to find alternate means of supporting SLO's through audio visual representation, library resources and the use of internet and/or other appropriate models.	Faculty have distributed a list of approved mentor teacher sites to assist students in fieldwork placement. Faculty are working with publishers and Citrus Library staff to identify resources and data base services.	ongoing	1.1
<b>Goal 6</b> <b>2013</b> <b>2014</b>	Pending available funds, offer specialized courses 1 section per semester, rather than once each year.	Fall 2013 Design and implement schedule	Complete	1.1.1 5.2.1

**In addition to previous goals, during 2014 - 2015, we plan to:**

	<b>Description</b>	<b>Actions / Target Date</b>	<b>Data Index*</b>	<b>Institutional Goal**</b>
<b>Goal 1</b>	The Program recommends developing, hiring new faculty member in a manner that allows a period of training and transition of qualified candidate(s).	Faculty have created and submitted multiple FNIC requests to replace retiring member but have not been successful. June 2013, Judy Gregg retired and Carolyn Perry anticipates retirement in June 2015. Full-time faculty will decrease from 3 to 1 full time faculty.	<b>DESPERATE</b>	1.1 2.2 2.3 5.1 6.2
<b>Goal 2</b>	Without the CDC, the Department will develop alternate means of supporting SLO's through audio visual representation, library resources and the	Maintain a list of approved mentor teacher sites to assist students in fieldwork placement. Faculty are working with publishers and Citrus Library staff to identify resources.		1.1

	use of internet and/or other appropriate models.			
<b>Goal 3</b>	Faculty will explore options for the development of a LAB school on our campus. Recommend using the space that was once occupied by the Infant Center.	Faculty will participate in the exploration/planning process of LAB SCHOOL to open in future		2.2 4.1
<b>Goal 4</b>	Monitor offerings of courses in specific areas as recommended by Advisory Council or student need for graduation and program completing	The design and implementation of a rotating schedule Fall 2013 will be evaluated in 2014-2015 year to look at impact on student success		1.1. 2.2 2.3
<b>Goal 5</b>	Review appropriate courses that may/are considered for C-ID status	Spring 2014		1.1.1 5.2.1

*\*For instutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

*\*\*For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Advocate for a counselor dedicated to students pursuing child development and K-12 teacher preparation.
EFMP 2 – Increase the service learning components of the program due to lack of lab school on campus
EFMP 3 – Increase partnerships with public and private child care facilities in the community due to lack of observation opportunities on campus



## Child Development

### IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

#### Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Hiring new faculty member(s) in a manner that allows a period of training and transition of qualified candidate(s).	Faculty member retirement June 2013, and June 15 leaves only ONE full time faculty to teach, fulfill department responsibilities and manage Consortium Grant. Many of the 30+ courses are assigned to adjunct faculty. In addition, an increase in requirements by state and local programs require Child Development courses for employment and for transfer (ECE AS-T) We are pressed to deliver the number of sections and variety of courses needed by our students to <b>complete</b> their educational goals. The state has increased the educational requirement to a BA for early childhood teachers in Title V programs, therefore we also serve students striving to keep jobs and/or advance in the profession. Currently students must wait one or two years to get some of the more advanced or specialized courses.	M, Q, N and C	A
Discipline specific Counselor	New research identifies early goal setting as a key factor in student success. There is not just one pathway to the various end-goals students may have when they participate in the child development Advisement and appropriate SEP's are critical for students to be to successfully select coursework to qualify for early childhood teacher positions and for transfer to a 4-year college in child development, education and other related disciplines.	N and C	B

#### Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Classified Personnel	The faculty have developed literature and orientation sessions to facilitate our students navigating the different pathways they must follow academically and in work-experience to complete their various career and/or academic goals. We, as faculty,	N	B

	cannot meet each of our students needs for information and support whenever they need it. <b>A central location with an individual who is available during the day would help our students to stay on track.</b> Additional responsibilities to assist with <b>fieldwork/observation/Service Learning</b> placement and website maintenance development would benefit the students. This individual would maintain information about professional development trainings and workshops and current job opportunities.		

### Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Fall CDTC Coordinator's Meeting	Faculty participation in networking and accessing information necessary to effectively manage the Citrus CDTC grant program to support students in continuing to pursue educational goals in the field of E.C.E.	N/A- This meeting is paid for through CDTC funds	N/Q	1/2

### Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Faculty will be involved in advance planning for such a time that a smaller, high quality LAB school may once again be part of our campus. Recommend that space (Infant Center -IC) be reserved for future consideration.	Faculty will participate in the planning process when the opportunity becomes available.	Infant Center	C/F	A
Regular ongoing cleaning and maintenance	Curriculum classroom activities require equipment that instructors cannot access (vacuum, mop etc)	LB 107 Classroom and Closet	F	B and C

### Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Maintain a current video collection for Child Development, library resources and the use of	Without the CDC, the Department needs alternate means of supporting SLO's through audio visual and other experiences for students.	\$1000 yr.	F	A

internet models.				
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### Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Blinds/window covering for LB 107 door	Natural light interferes with audio/visual presentations.	\$400.00	F	B and C
Desks should be changed out for sturdy, washable rectangular tables and chairs that seat 2-3 student per table. Tables/chairs with wheels are preferred to facilitate all instructional models.	This room is used 90%+ of the time by child development classes. (LB 107) Curriculum projects are necessarily going to require more surface room to work on. Larger workspace for students is essential for success for 14 courses scheduled in this room.	\$10,000-\$15,000	F	B and C

### Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Consumables required for the teaching of curriculum such as art, music, literacy, science, and other classes as needed	Students are required to take units in curriculum courses in order to become qualified teachers and to earn state permits for teaching	\$1,000/yr	F and C	B and C
DVD's that depict areas of interest in the field of child, prenatal development through adolescence. Additional titles focusing on curriculum development and discipline would help students.	We are providing what the state requires of teachers in areas of specialization such as "special needs" identification and reporting plus teaching techniques that are adapted for inclusion and feelings of acceptance in the regular classroom.	\$1,000/yr	M and F	C



# General Budget Guidelines

## Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

## Determining Budget Impact:

**Indicate one or more of the following areas that your request will affect:**

**M = Mission:** Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

**N = Need:** Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

**Q = Quality:** Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

**F = Feasibility:** Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

**C = Compliance:** Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

## Budget Priorities:

**When establishing priority, consider the following:**

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.



## Child Development

### X. Career Technical Education

TOP CODE: 1305.00 – Child Development

1. **Advisory Committee meeting date(s):** June 5, 2013

2. **Advisory Committee recommendations**

1.	It is strongly recommended that a new full-time, tenure track Child Development faculty member is hired, ideally in 2014, to replace previous retirees including the recent retirement of Judy Gregg (6/13).
2.	Council Members recommend offering specialized Child Development courses more frequently, such as Infant/Toddler classes to address the need of students and employed child care workers to obtain and maintain requirements for employment in Infant/Toddler child care programs and for those individuals seeking professional growth opportunities necessary to maintain active Child Development Permits through the California Commission on Teacher Credentialing.
3.	Council members are supportive of adopting a course taking sequence for completion of certificates.
4.	
5.	

3. **Are these Advisory Committee minutes on file with Academic Affairs?**

YES  NO

4. **Vocational Funds**

Source	Purpose	Amount

## 5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
Child Care Workers	39-9011	26,180	30,510	16.5%
Educational Administrators, Preschool & Childcare	11-9031	2,250	2,540	12.9%
Preschool Teachers	25-2011	15,210	18,360	20.7%
Special Education - Preschool	25-2041	6,490	7,910	21.9%

### LMI /EMSI Database report 2012/2013 for Los Angeles, Orange, and San Bernardino Counties

emsiAnalyst	Occupation Title	Estimated 2013 Openings	Completions (2012)	
11-9031	Educ. Administrators, Preschool & Childcare Center/Program	61	196	
SOC 25-2011	Preschool Teachers, Except Special Education	383	2,399	
SOC 39-9011	Child Care Workers	3,412	1,563	

## 6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas

- a. Demand: Compare the annual estimated openings to the related completions. Are there more openings than completions? Are there too many Completions? Is this occupation Still viable to link to the Program?

Child Development Occupational data considered below includes 3 Child Development Occupations:

1) **Education Administrator, Preschool and Child care Center Programs:** The Annual Opening Estimates for 2013 are 61 and related completions for 2012 are 196. There are more openings than completions. We do not believe that there are too many completions

as the economy in the state experienced a significant downturn. This has caused many Child Development and Early Childhood facilities throughout the State to close their doors, including our own, Citrus College Child Care Center. As the economy recovers and grows, and more jobs become available, there will be an increased need for Child Care within Preschools and Child Care centers which will require qualified Administrators to fill these positions.

2) **Preschool Teachers:** The Annual Opening Estimates for 2013 are 383 and related completions for 2012 are 2,399. We do not believe that there are too many completions in the area of Preschool Teacher. The state of California has experienced a significant economic downturn in recent years which caused many Child Care and Early Childhood facilities to close, including our own, Citrus College Child Care Center, and/or significantly their teaching staff. As the economy recovers, and more people are employed, we anticipate there will be an increased need for teachers working in the field of Child Care and Early Childhood Education.

3) **Childcare workers:** The Annual Openings Estimates for 2013 are 3,412. This is by far the largest of all three vocational areas in Child Development. Related completions rates for 2012 are less than half of the estimated openings. This occupation is definitely viable to link to the Child Development program as we provide necessary coursework to increase effectiveness in working with young children and in obtaining skills and knowledge necessary to positively nurture children's physical, intellectual, social and emotional development. This includes both completing "core" courses and/or specialization classes such as Infant/Toddler Group Care that are required for most Child Care Workers. Many, but not all of these capacities require or prefer that employees have completed Child Development coursework so that they are prepared to take on the responsibilities of being a Child Care worker.

b. Wages: Does the occupation offer a high wage? Are the wages flat (bottom 10% very close to Top 90%) Do wages increase? Is the median wage a livable wage? (Poverty line is \$23,550 year for single parent with 3 children)

1) **Education Administrator, Preschool and Child care Center Programs:** We believe that the wages earned are acceptable as they are well above the livable wage income. Based on the statistical data provided, the annual income of someone employed in this occupation is over \$45,000 per year almost twice that of the poverty line (\$23,550.00). The median earnings in California are significantly higher than the National averages for comparable work.

2) **Preschool Teachers:** The occupation of Preschool Teacher offers a median annual wage that of \$26,803.20. This is just \$3,000 above the poverty line. There is great variation by employers in terms of the educational and work experience requirements for Preschool Teachers they hire. . We believe that this accounts for the difference between the bottom 10<sup>th</sup> percentile that is earning under the poverty line (\$19, 968) and the top 90<sup>th</sup>

percentile that earns over \$43,852.00 per year. Typically the students working for low pay are only required to have completed 12 units of Child Development coursework. A pay increase will not be given or will be minimal if the Teacher tries obtaining more units. This unfortunately, keeps them in a “dead end” job position. Those Preschool Teachers in the 90<sup>th</sup> percentile are more than likely working in facilities funded by the State (i.e. Options Preschools) or Federal (i.e. Head Start Programs) government. These agencies view Child Care and Early Childhood Education as a profession and thus have more stringent education and work experience requirement. They also have a larger pool of money to pay employees worthy wages. We are hopeful that Pilot Programs like Los Angeles Universal Preschool will help to enlighten the public and all employers of the importance of the quality of Early Childhood Education of which there is a direct link to the education and work experience of the teacher. Ultimately, more money may be channeled in this area and the majority of educated teachers will be valued for their specialized knowledge and the important services they provide when nurturing and educating young children.

3) **Child Care Workers:** The median wage for Child Care workers is \$18,124.80 annually. This median earning is \$1.44 above the State Minimum Wage. Unfortunately, Child Care workers typically have very few units completed in Child Development and very little, if any work experience. Thus, wages remain low because educational qualifications and work experience requirements for Child Care workers are low. The 10<sup>th</sup> percentile earnings are below minimum wage and the 90<sup>th</sup> percentile earnings are just over \$4.00 above minimum wage. This is an area of concern for our department as we believe that all children deserve to experience high quality child care. Research indicates that the quality of the care provided is directly linked to the education and work experience of the worker. We believe that many Child Care workers are not going to remain working in this capacity due to change in need by employers (i.e. the children being “nannied” no long need care), the low wages and sometimes challenges work environments. For many of these Child Care workers, their position is temporary due to life circumstances and low wages.

c. Growth: Is there projected growth? How Much? If so, will the number of current completers be able to meet the projected growth? IS there a graying workforce in this occupation or is it relatively young? How does the growth in the Citrus catchment match the state and national growth?

1) **Education Administrator, Preschool and Child care Center Programs:** There is minimal projected growth (3.9%) for this occupation. At this point, the Child Development program offers course work that is sufficient to meet projected growth in this occupation to 2018. The Citrus College Catchment Growth data reveals that Citrus College is approximately the same as the State (3.8%) and a few percent below the Nation (6.9%).

2) **Preschool Teachers:** Projected growth is 4.7% for Preschool Teachers. There is a “graying” workforce of Preschool Teachers. These teachers were supplementing a primary

income source and may not have the same wage expectations as the young workforce today. Preschool Teachers going into the field of Child Care and Early Childhood Education today are either the sole bread-winner for themselves and/or their family and or living in homes which require two incomes to provide for their families. We anticipate that as the economy shifts and as more funding is channeled into Early Childhood Education by the State and Federal Government, there will be ample jobs available to students seeking Preschool Teaching jobs. It is important that Citrus College helps to prepare a Preschool Teacher workforce that is prepared to nurture the development needs of children and to provide Child Care services to families, while they are working and contributing to the economy. Growth in terms of the Citrus College catchment (4.7%) is approximately the same as the state (4.9%) and a few percentage points below the Nation (8.1%).

3) **Child Care Workers:** There is projected growth in the Child Care industry at 7.5%. Related completions may need to increase slightly in order to align with project growth in the field. However, as requirements for this position are none to minimal, we do not anticipate any change to our program. Growth in terms of the Citrus College catchment (7.5%) is approximately the same as the State (7.6%) and much higher than the Nation (3.9%).

d. Who are the major employers of this occupation by industry? Are these groups part of your advisory committee? If not how will you get them to the next advisory?

1) **Education Administrator, Preschool and Child care Center Programs:** The main employers of this occupation by industry are overwhelmingly Child Care (55.8% of Occupation in Industry) followed by local Government Elementary and Secondary Schools (13.9% of Occupation in Industry). The final approximate 15% of the Occupation in Industry includes Religious Organizations (9.1%), Private Elementary and Secondary Schools (6.5%) and Other Individual and Family Services (2.4%). We believe that representation from these major employers is ample to inform our program. However, we believe that it is beneficial to increase representation and participation at our Child Development Advisory meetings as many employees are busy and find it difficult to attend regularly. By increasing the size of the Advisory, we may be able to increase the amount of members that actively participating and provide input to our departmental decision making process.

2) **Preschool Teachers:** The majority (43.5%) of employers of Preschool Teachers are Child Day Care Services provided to working parents. Elementary and Secondary Schools make up the next significant group of Preschool Teacher (20.1%). Almost 15% of employers are Religious Organizations. Private Elementary and Secondary Schools comprise 8.5% of employers. The smallest percent (3.1%) of employers are the local government. Our advisory committee consists of individuals from all of these areas of industry. Again, due to the work obligations of these individuals it is difficult to maintain regular attendance at meetings. Thus, we would like to broaden and increase the

scope of committee members representing employers of Preschool Teachers in the field. We will continue to network to broaden and expand Advisory Council Membership.

- 3) **Child Care Workers:** Well over half (55.9%) of employers of Child Care Workers are Private Households, followed by Child Day Care Services (28.2%), Elementary and Secondary Schools (5.9%), Religious Organizations (1.8%) and Other Residential Care Facilities (1.2%). Members of our Advisory committee Child Day Care Service, Elementary and Secondary Schools. In light of this data, it seems as though we may need to consider broadening the scope of our membership to reflect other employers of Child Care Workers.

- e. Are there other educational institutions within the catchment area graduating students and completing with your students for jobs? Is there enough room for all graduates? Is there a gap?

1) **Education Administrator, Preschool and Child care Center Programs:** Yes, there are other educational institutions within the catchment area that may be competing with our students for jobs. Many students attend Citrus because of the quality of the educational program. Many employers deem the Citrus College Child Development Department as high quality education. As a result, it is our hope that students are able to obtain jobs in this vocational area as they apply. It would appear that there is not enough room for all graduates if they were all seeking employment.

2) **Preschool Teachers:** Yes, there are many other education institutions within the catchment area that may be competing with our students for jobs. Again, many students attend the Citrus College Child Development Program because of the quality of the educational program provided to aspiring Preschool Teachers. Many employers have expressed to Advisory Council Members being highly impressed by the effectiveness of Preschool Teachers that they hire who have studied Child Development at Citrus. As a result, it is our hope that students are competitive and able to obtain jobs in the vocational area of Preschool Teacher as they apply.

3) **Child Care Workers:** There are other institutions within the catchment area graduating students. However, in many cases, because there are little to no educational and/or work experience requirements to obtain employment as a Child Care Worker and due to large number of annual openings and low related completions, Citrus students should be able to find jobs in this area. It is our hope that if they do work in Child Care, they will continue to take coursework leading to Child Development Skill Awards and Certificates and/or A.S. degrees that will prepare them for careers in Early Childhood Education that provide *stimulating work environments, worthy wages for families and additional health and other benefits that accompany a professional career.*

**Demand continues to be strong in this area. However this is only half the story. In addition many students begin careers in early childhood education, complete advanced degrees and then move into positions as credentialed teachers in the public school system. Example, CSU Fullerton accepts child development students into their teacher education track.**

### CORE INDICATORS

Indicator	2009-2010 (Actual)	2010-2011 (Actual)	2011-2012 (Actual)	2012-2013 (Actual)	2013-2014 (Planning)
1. Technical Skill Attainment	94.67	90.78	86.56	82.63	85.53
2. Credential, Certificate, or Degree	54.10	51.47	85.71	81.16	88.16
3. Persistence or Transfer	82.59	80.98	90.86	89.57	92.98
4. Placement	77.19	73.33	80.95	62.71	56.00
5. Nontraditional Participation	1.78	3.40	2.69	3.29	3.95
6. Nontraditional Completion	0.00	0.00	5.48	4.76	2.35

CITRUS COLLEGE Negotiated Level	2009-10	2010-11	2011-12	2012-13	2013-14
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%