

Cerritos College CTE Program Report, Spring 2020

Program: Child Development Department

Division: Health Occupation

Attached is a copy of the Annual Unit Plan for: The Child Development Dept.

Submitted by: Dionne Gibson

Date: 2/11/2020

1. **Objectives: What are the objectives of the program?** To what extent are these objectives being achieved? How satisfied are students with their preparation for employment? How satisfied are employers with the preparation they receive in this program? Does this program contribute to programs in other fields? What plans are in place for improving the program?

During the spring semester of 2014, we developed surveys for the following groups: Students (Child Development and Teacher TRAC: Early Learning Foundation), Advisory Committee members, California Early Childhood Mentor Teachers/Child Development Center teachers, and Child Development Faculty. Respondents felt the Child Development faculty clearly identified the course requirements (93%), provided enough written information for class assignments (92%), clearly identified how they graded (92%), supported student success in completing courses (91%), successfully integrated Student Learning Outcomes (SLOs) into the course (87%), supported their job/vocational success (86%), and provided information and support for transferring to a 4-year university (80%). Based on this data, the following goals and action plan were created:

During the fall semester 2019, we began working on creating new surveys for the following groups: Students (Child Development and Teacher TRAC: Early Learning Foundation), Advisory Committee members, California Early Childhood Mentor Teachers/Child Development Center teachers, and Child Development Faculty. We will be adding survey questions for Adjunct Faculty as well. These surveys are scheduled to go out to all participants Spring 2020. We will use this data to examine our strengths and weakness as a department to create new goals to best serve our students and community.

Goal	Action to be taken	Completion Date	Person Assigned
1. Recruit and maintain non-traditional students (men)	Consistently participate in Senior Preview Day.	Annually	Jennifer Palma Angie Beck and Susan Gradin
	Collaborate with Teacher TRAC in recruitment events.	Annually	Susan Gradin, Olga Andrade and Dionne Gibson
	Distribute Child Development Pathways (Appendix B) to local high school principals, athletic coaches, guidance counselors, and community leaders to assist us in promoting our program.	Annually	Angie Beck
2. Develop a process to improve teaching practices.	Coordinate events for full and part time instructors to discuss class content, student engagement and teaching practices.	Twice a year	Dionne Gibson Olga Andrade
	Seek approval for all faculty members to attend the National Association for the Education of the Young Child Annual Conference.	Annually	Dionne Gibson
	Seek approval for all faculty members to attend the Boulder Colorado Journey School Conference.	Spring 2021	Dionne Gibson and Olga Andrade
	Develop a schedule to analyze SLO's data to identify areas for improvement	Spring 2020 Every semester	Olga Andrade All faculty

	Invite full and part time instructors to participate in informal classroom observations to learn alongside one another.	Ongoing	All full time faculty
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Goal	Action to be taken	Completion Date	Person Assigned
3. Develop and implement a process to strengthen communication between full and part time faculty.	Provide an orientation for new part time faculty to communicate current college and department information.	Every semester	Dionne Gibson Olga Andrade
	Invite part time faculty to attend monthly department meetings.	Ongoing- once a month	Olga Andrade Dionne Gibson
	Part time faculty assigned a full time faculty member to offer assistance regarding college procedures.	Annually	All full time faculty
4. Increase graduate and transfer rates to four year institutions.	Use the Child Development Overview and Pathway document to advise students.	Ongoing	All full time faculty
	Schedule ongoing meetings with counselors to provide updates regarding changes in the Child Development Overview and Pathway.	Ongoing	Olga Andrade Dionne Gibson

2. **Market Data Need: How strong is the demand for graduates of the program?** How has demand changed in the past two years and what is the outlook for the next five years. How many jobs are available regionally in this field? Are other similar programs offered in this region and if so, what is their impact on the job market? How is the job market impacting your program?

The United States Department of Labor, Bureau of Labor Statistics website states, employment of preschool teachers is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. Early childhood education is important for a child's short- and long-term intellectual and social development. More preschool teachers should be needed as a result of the increasing demand for early childhood education. In addition, the number of preschool-aged children is expected to increase; however, their share of the overall population should remain constant.

Quick Facts: Preschool Teachers (United States Department of Labor, Bureau of Labor Statistics website) 2018 Median Pay \$29,780 per year \$14.32 per hour

Typical Entry-Level Education Associate's degree

Work Experience in a Related Occupation None

On-the-job Training None

Number of Jobs, 2018 523,600

Job Outlook, 2018-28 7% (Faster than average)

Employment Change, 2018-28 36,900

For California, State Employment for preschool teachers: 52.590 Employment per thousand jobs: 3.11 Hourly mean wage: \$18.20 Annual mean wage: 37,850 We are noticing a slight change in enrollment of certain child development courses, but it is not due to the job market, instead due to the new AS-T degree, which does not require the specialization courses required for the Child Development Permit, at the Master Teacher level. Enrollment for the 2 Infant/Toddler courses has increased, due to more programs receiving government funding for Infant/Toddler care, which requires teachers to have at least 3 units in I/T caregiving. Cerritos College is surrounded by several other community colleges that provided required course work for Early Childhood Educators. This does not seem to impact the local job market for teachers of young children, based on the steady stream of job announcements we are asked to share with our students, from a variety private, state and federally funded child development programs.

- 3. Enrollment/Retention/Placement: What are the trends in student enrollment, success and completion, and placement?** Is there an increase or decline in the last five years? What are the barriers to success and completion? What are placement rates with local employers? What do these data mean for your program?

Core Indicator 1, Technical Skill Attainment continues to exceed negotiated targets in 2017-2018.

The following core indicators, completions, persistence & transfer, employment, nontraditional participation and nontraditional completions all fall short of negotiated targets. Similar to last year, it is not possible to fully explain the data. College data collection tools have been revised; however, at the time this data was collected, it is questionable whether the tools used to collect the data gathered accurate identification of non-traditional populations. However, under Core Indicator 5b Nontraditional Completions, which for Child Development are "males", there is a continued decrease in the negotiated levels, from -18.4to – 21.8 for participation and from -19.7 to-22.00 for completions. That being stated, here are some possible reasons for the (-) negotiated levels:

1. Large numbers of CD students report that they not able to complete their A.A. degree due to failing the Math General Education requirement. These reports come from both traditional and non-traditional populations.

2. Traditionally, male students do not choose Early Childhood Education as their major, due to the low pay in the field and the bias view male teachers experience in Early Childhood Education programs.

3. Employment is also influenced by the changes in ECE programs around assessment tools used to document children's learning and development; and assessment of the classroom environment; and the child/teacher interaction, all of these continue to expand and deepen (examples include CLASS, ECERS, DRDP's, Preschool & Infant/Toddler Learning Foundations). Furthermore the pedagogy and curriculum planning process explained in the California Preschool Curriculum Framework, requires teachers to be reflective thinkers (critical thinkers), researchers, writers, documenters, and communicators. Employers are looking for teachers who have the skills to observe, complete each of the assessment tools now required by state and federally funded programs, plan, interact in a positive way, but also ask meaningful, provoking questions, and be able to create a safe, healthy, positive, engaging and inviting learning environment for young children. CD faculty need to stay current with all the changes happening in the ECE field to help CD students build the skills and knowledge needed in today's learning environments for young children.