



Program Review - Overall Report

Instructional: Early Childhood Education

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Preamble

Early Childhood Education, incorporating programs in general and special education pathways, provides participating students with opportunities to identify careers in a wide range of pathways that involve working with, and needing to understand the way in which children develop, grow, learn, and exist and thrive as part of a family inside of a wider society. Our students come from varied backgrounds, ages, race and ethnicities. We serve predominantly women in our discipline, but have been working hard to modify this trend.

In the past three years we have invested time in the training of a new full time faculty member, close to \$100,000 in Perkins money, grant money for exploring and designing an apprenticeship program, incorporating four other local community college's in the funding, securing additional money via grant possibilities as a partner with Cal State San Bernardino and Cal Poly Pomona, and securing \$5,000,000 in appropriations from the state legislator to build a new child development center.

The last year has seen our field impacted greatly by COVID, with many of our alumni being on the front lines of the pandemic, continuing to provide services to families and their children. Our students are resilient, dedicated, and committed to a profession that doesn't always get treated with the greatest of respect, understanding, or financial support. Without our students the economy can't function, our children won't be prepared to go to elementary school, and the long term ripple effect of a poorly educated society is one we shouldn't contemplate. Ms. Adams and I are very passionate about our discipline and its relationship to the social and behavioral sciences, but we also recognize the enormous role we play in preparing professional educators for our workforce. This year ECE switched from SBS to BEIT as their department. This was in part to align with our fellow CTE faculty, to create an less confusing reporting process to Deans, and to enhance our ability to engage in conversations around apprenticeship, strong workforce, non-credit and dual enrollment, from a CTE perspective.

In analyzing our data we see room for improvement, clear evidence of the strength of our program, and opportunity for growth.

Enjoy,

Sarah and Maria

Overall Trends

Success Data for all Modes of Teaching

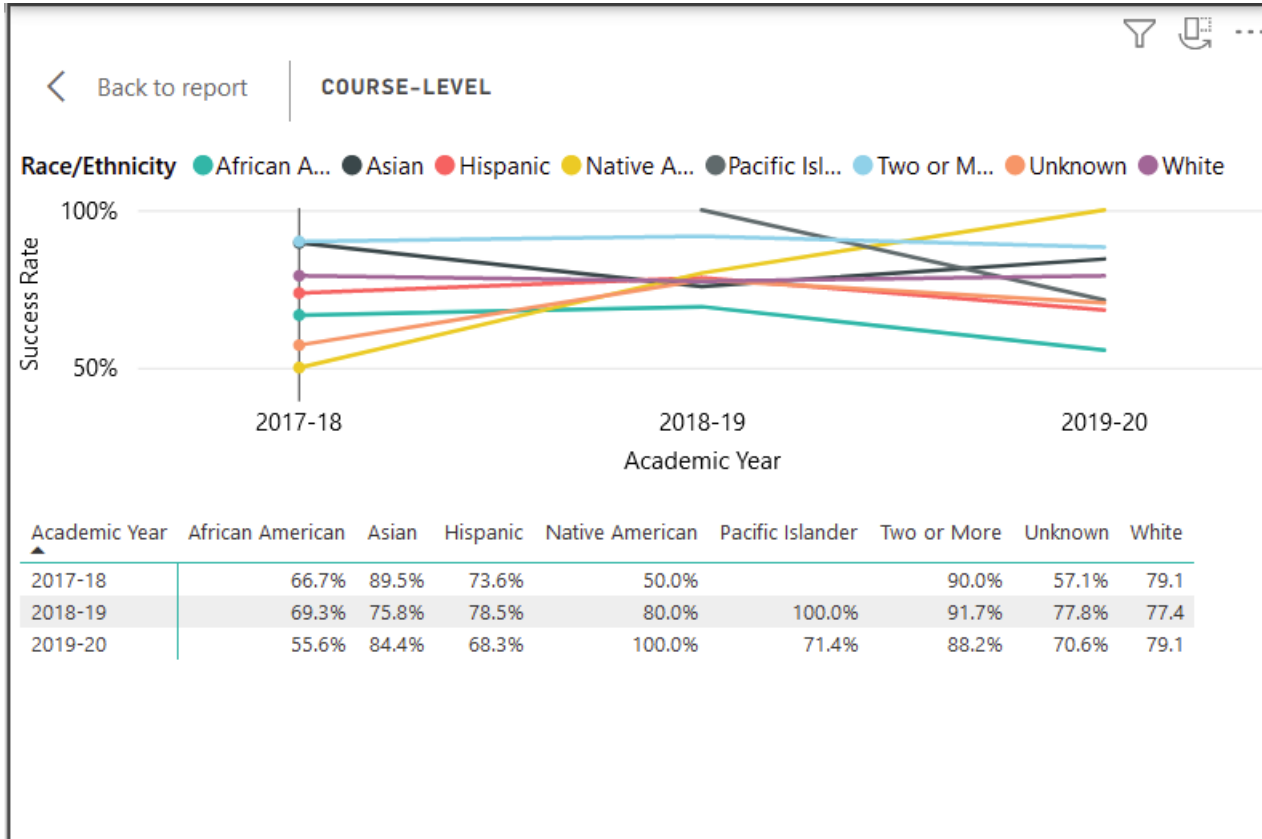
Overall, student success in Early Childhood Education courses have remained about the same between the years 2017-2021.

In 2017-18 the success rate was **75.5%**, with a slight increase to 77.8% in 2018-19. There was a decrease in 2019-20 to 71.5%, but with a rise again in 2020-21 to 74.2%. This shows an average of 74.75% over the four years. Disproportionate Impact (1) was only identified for Hispanic males in 2019-2020.

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The average for the college as a whole over this same time period was **71.9%**, with Disproportionate Impact identified in Asian, Hispanic and White Males in 2018-19 and 2020-21, and also African American males in 2020-21.

table 1. Success Rate ECE 2017-2020



The fluctuation in 2019-20 in ECE success rates is likely attributable to COVID 19 and the need to place all classes on-line in spring 2020. We are heartened to see that students have seemingly increased their ability to complete classes in this mode with the increase in success in 2020-21. This could also be attributed to the faculty gaining more experience, competency, and ability in teaching in a fully on-line environment. We are concerned at the DI on Hispanic males in our program and the decreasing success rate from 67.5% in 2017-18, 75% in 2018-19, down to 62.9% in 2019-20 and most recently to 60% in 2020-21. Again, we attribute this decrease to COVID and the associated health, socioeconomic, and other COVID related factors. Overall ECE has a good success rate, with the an average in the mid 70% over the past four years, which is higher than the college average.

Success Data for On-line Teaching Only

Prior to COVID and the need to offer all courses online, ECE offered 7 courses consistently in an on-line mode; EAR 20, 26, 28, 38, 42, 44, and 45. We would have liked to see continuing data for these courses through 2020-21 to see how COVID impacted performance in these DE courses.

The data indicate a success rate of 77.32%, **a higher average than our face to face classes in general between 2017-2021**, and significantly higher, in comparison to the College wide rate of 70.92%. This data is extremely uplifting because we would really like to offer more of our courses on-line and hybrid going forward. COVID has shown us that many of the courses we didn't think should/could be taught on line, actually do very well. Many of our students have indicated a desire for a wider range of on-line options to support their ability to work, manage the family, and to save time and money in driving. Many of our students with disabilities or dual language

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learners have also performed really well on-line because of the extra support they receive, the closed captioned powerpoints, and the intrusive advising during the semester.

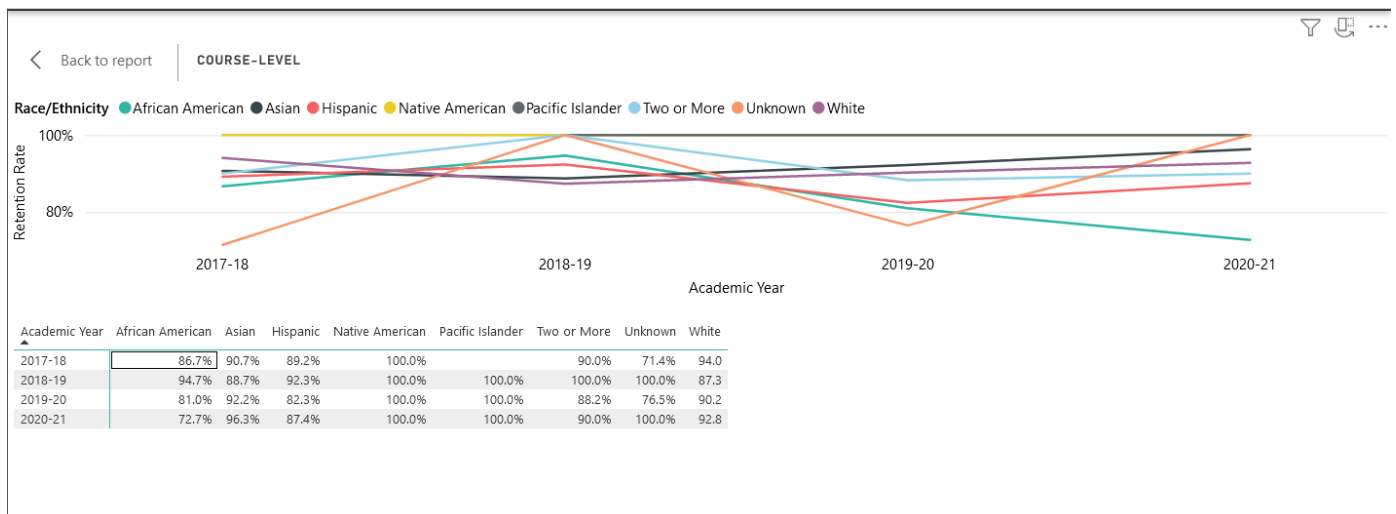
Retention Data for all Modes of Teaching

Overall, student retention in Early Childhood Education courses have remained about the same between the years 2017-2021. Which is phenomenal considering COVID and the impact it had on our students, this combined with the fact that the overall success rate didn't drastically change either is a good sign that we are finding ways to support our students and keep them engaged in their educational journey whether face to face or on-line.

In 2017-18 the retention rate was 90%, with a slight increase to 91.4% in 2018-19. There was a decrease in 2019-20 to 84.8%, but with a rise again in 2020-21 to 88.8%. This shows an average of **88.75% over the four years**. Disproportionate Impact (1) was identified for Hispanic females in 2018-2019 where we retained 92.4% of the students, but this equated to losing 65 Hispanic female students that year.

The average for the college as a whole over this same time period was 85.17%, with no Disproportionate Impact identified.

Table 2. Retention Rate ECE 2017-2020



ECE has an excellent track record of retaining our students year over year, and a higher average than the college as a whole. This is attributed to our scaffolded courses, stackable certificates, and consistency of faculty teaching the core classes. We work very hard to form connections and relationships with our students. We care about them, are quick to provide support, reach out and intrusively check on them, and attempt to return their work in a very quick turn around. This contributes to our student's feeling connected, supported, and respected by our faculty.

Retention Data for On-line Teaching Only

Prior to COVID and the need to offer all courses online, ECE offered 7 courses consistently in an on-line mode; EAR 20, 26, 28, 38, 42, 44, and 45.

The data indicate a retention rate of **90.42% between 2017-2021 in comparison to the College wide rate of 84.62%**. It is extremely satisfying to see that our program has provided an on-line learning environment that is appreciated by our students, given their clear, consistent and ongoing election of taking our courses in this mode. In the on-line mode I think these numbers can be attributed to a slow increase in the number of on-line offerings we provided prior to COVID. We were very careful in our selection, in encouraging our part time faculty to teach on-line, and limiting the range of courses. Now we've been through COVID crash course for everything

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on-line we now see great potential in ex[anding our regular DE offerings to include more courses and more hybrid offerings.

Program of Study

Early Childhood Education (ECE)

The Early Childhood Education program consists of three certificates (Assistant teacher 6 units; Associate Teacher 12 unit; ECE 31 Unit) and four degrees, the AS in ECE, the ADT in ECE, the AS in Early Childhood Intervention Assistant (ECIA) and the ADT in Child and Adolescent (CD) Development. The program overall has an **average of 608 students enrolled per year, over the last 5 years, with a pattern of increase after the hiring of a second full time faculty in ECE.** There has been a steady increase in male students, with an average of 40.2 students per year, over the the five year period; which was a specific goal on our last CPR and our Perkins plans. There has also been an **increase in female enrollment in all categories with an average of 565 students per year,** over the same five year period.

We know that our male and female Asian student population has increased significantly in the past five years, even if the numbers are still comparatively low to other races. We attribute this to our classes with more Middle Eastern students than in the past.

Early Childhood Intervention Assistant (ECIA)

The Early Childhood Intervention Assistant program had an average of **37 students enrolled in our program over the last 5 years with a pattern of increase after the hiring of a full time faculty to teach predominantly in this program.** Between 2017-2019 we averaged 44.5 students in the program, only seeing a decrease in 2019-20 possibly because the first group of students in this two year pathway graduated, and also the impact of COVID in spring 2020.

There has been a **steady increase in male students in this program** with an increase from 2 in 2015-16 to a total of 12 between 2017-2020. This is attributed to the hiring of a full time faculty in this area to really enhance marketing and understanding of the potential career pathways available to students in this program. Six of these male students are Hispanic, as is the full time faculty in ECIA. **Female Hispanic enrollment also increased dramatically** from 15 in 2015 to 24, 27, and 28 over the following 3 years. Representation appears to matter. We feel that these increases, in part, could be due to having a faculty member that represents the Hispanic community and is able to support our bilingual students in this program. The drop in 2019-2020 to 16 we attribute to the **disproportionate impact COVID had on our Hispanic community.**

We do not see clear indication that Black or Asian students, male or female, are pursuing this degree and so this will be a focus in the coming three years for our program. We also see a decrease in the number of White females in this program of study with a decrease from 13 in 2017 to 7 in 2020.

This program needs heightened marketing to students, Counselors, and stonger pathways to careers and BA degrees in our local region. It can also be supported by the creation of a an aligned certificate track in Early Childhood Mental Health and exploration of an ADT in Social Work. Both of these additional programs could provide pathways to careers that are more inclusive of males and tend to embrace a wider range of diversity in their hiring practices.

Child and Adolescent Development

This is a new ADT for the Early Childhood discipline, starting in 2018, and so there are only two years worth of data. There are a total of 134 students identified in the degree path with the majority being Hispanic/Latino females. In this degree path we also have Asian and Black females, and Hispanic males at a fairly high rate in comparison to the ECE or ECIA pathway. This pathway is focused more on students wanting to teach in

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Elementary school or higher, and **these early data indicate that more attention is warranted in considering additional K-12 teacher preparation pathways.**

Educational Planning

Early Childhood Education

89.22% of ECE students **did not** complete a credit education plan during the term between the years 2015-2020, while only 7.36% of ECE students **did** develop a comprehensive credit education plan.

Early Childhood Intervention Assistant

90.32% of ECIA students **did not** complete a credit education plan during the term between the years 2015-2020, while only 6.45% **did** develop a comprehensive credit education plan.

The College rate of student's **not** completing a credit education plan during the term between the years 2015-2020 is 87.81%, while only 9.28% of all students **did** develop a comprehensive credit education plan.

These numbers are not good, but they are unfortunately in line with the College percentages.

What isn't reflected in these data are the numbers of students in ECE/ECIA/CD that receive advising from the ECE and ECIA faculty regarding our program of study in these two complicated fields. We spend hours helping students identify their pathways through our certificates. Many of our students are associated with programs on campus such as DRC and EOPS and receive specific counseling via these services and definitely build a strong and appropriate SEP in these programs.

We absolutely need more of our students to develop an SEP, and we do encourage this in all classes and once we meet with them as faculty advisors. However, we continue to hear from students in our program that they often are discouraged when they meet with some counselors, being encouraged to switch to Liberal Studies, or a different path to teaching vs. ECE or Child and Adolescent Development. We also have students tell us they are made to feel "less than" by wanting to pursue a career that is perceived as being only an entry level opportunity with little prospects for high income...which simply isn't true. Many of our students may start as preschool teachers but many go on to become site supervisors, directors, or expand into state run programs such as Head Start which offers a stable income. Other students branch out into elementary school teaching, occupational, physical, or speech therapy, or specialized teaching, such as special education or behavior management. Of great concern, is that some of our students have been told there isn't a special education degree at Norco, again untrue, while others meet with Counselors that give them inaccurate advice about our recommended pathway and end up taking classes out of our recommended sequence. These students often get discouraged when they fail a class that was too challenging for their level of ability.

The faculty would like to strengthen the understanding of our program in the whole Counseling Department. We have provided a Student Handbook to faculty, students, and the Counseling department which provides clear information on our courses and the pathway we recommend, but it is clear we need to do a better job of bringing our students and Counselors together because we all know that having an SEP increases completion. At this point we tend to send students to specific people for Counseling because they have a history of understanding our program and giving accurate advice on planning the sequence of courses. It would be fantastic if we had a dedicated group of Counselors to support our program and build consistency for our students.

Child and Adolescent Development

86.57% of Child and Adolescent Development students **did not** complete a credit education plan during the term between the years 2015-2020, while **only** 11.19% developed a comprehensive credit education plan.

This is a new ADT to ECE with only two years of data. Our students and Counselors are still learning about the degree, and hopefully with additional marketing there will be an increase in SEPs completed and students in this pathway.

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Degrees and Certificates Awarded

Early Childhood Education

110 Early Childhood Education degrees were awarded over the last five years. There was a significant increase in the 2019-2020 year moving from an average of 19.5 awards per year between 2015-2019, to 32 awards in 2019-2020. The largest increase was in female Hispanic/Latino students going from averaging 13 over the 2015-2019 time period to 23 in 2019-2020.

What isn't clear in these data is which ECE degree(s) are included in the data. We have an AS and and ADT and so we aren't sure if this is a combined number or just the ADT. This would be important to know.

A total of 58 Certificates were awarded between 2015-2020 with a jump in awards in 2019-20. The average over the five years is 11.6 per year. Of concern is that this number seems extremely low per year when we average more than 550 students per year for the past four years. There have been significant issues with students being sent their awards, often taking up to seven months, and many students tell us they don't actually receive them - **EVER**. This must be fixed.

Again, it is unclear which Certificates this refers to in our program. We assume it is the 31 Unit Certificate, but would like to also have the 12 Unit Certificate reflected as it is now considered a state Certificate. It is also the key Certificate the majority of ECE majors complete and should indicate a significantly higher average completion rate than 11.6 per year. Most students in ECE will complete this certificate in their first year. The completion in the certificate by ethnicity has remained steady and consistent over the past five years, with the majority of awards going to Hispanic females.

Early Childhood Intervention Assistant

There have been 8 total degrees awarded in our AS in ECIA, with the highest number (4) occurring in 2018-19, the year we offered our EAR 41 Practicum course at Norco versus having students complete it at RCC. This is the reason we hired our newest faculty member, to grow this program and provide our students the opportunity to complete all associated courses at NC. It appears that our new hire, Ms. Adams has certainly changed the trajectory of this program for the better.

The concern again is that we haven't had any African American students complete this degree or Asian or White males. In the 34 Unit Certificate we have a total of 14 students over the past 5 years, with another surge in 2018-19 with 7 students completing. Hispanic females again are the predominate awardees. We also see a lack of African American students completing this Certificate and no Asian or White males.

Child And Adolescent Development ADT

The Early Childhood discipline also oversees the Child and Adolescent Development degree. No data were presented for this degree, possibly because it is too new.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

Disaggregated Student Subgroup Trends and Concerns

Success Data

Discipline Level DI in Success

Using data from 2017-2021, at the discipline level, African American and Hispanic males and females were shown to be Disproportionately Impacted. The average for the college as a whole over this same time period

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was 71.9% success rate and for the discipline 75.5% and so anything below these rates are of concern. Green ink in the following table identifies the courses that need the most immediate attention:

Race/Gender	Enrolled	Success	Success Rate
African American Females	194	127	65.5%
African American Males	22	9	40.9%
Hispanic Females	2835	2091	73.8%
Hispanic Males	281	190	67.

The impact on African American males and females and Hispanic males is of the greatest concern due to the success rate being below 70%; especially with African American Males at 40.9%. Although Hispanic Females did show as DI, their success rate remained above 70% overall in the program.

In response, the program will need to identify way to effect change in these areas.

Plan for Improvement:

1. The use of intrusive advising inside of classes, and in the form of mentoring and advising opportunities outside of class and as a whole student group
2. In addition, we will share these data with the associate faculty and identify steps we can all take to improve our understanding of working with African American, Black and Hispanic students in the Community College system. This could include completing CORA trainings as a Community Of Practice and then implementing changes directly into these specific courses.
3. Seeking advice and support from programs on campus that have a proven track record of success with these disproportionately impacted groups, namels Umoja and Puente.

Discipline Level DI Success Data in On-Line Courses Only

Hispanic and African American females are disproportionately impacted in our on-line courses, but African American females have a much lower success rate when they remain in the courses. African American males didn't show as DI, but their success rate is abysmal at 33.3%. Males across the board are on average managing a 72.4% success rate vs. females at 75.3%. Green ink in the following table identifies the courses that need the most immediate attention:

Demographic	Enrolled	Success	Success Rate
African American females	72	42	58.3%
African American males	9	3	33.3%
Hispanic females	672	491	73.1%

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In just face to face classes African American Males and Hispanic males are also Disproportionately Impacted, with African American males success rate at 46.2% and Hispanic at 65.8%, vs. females at 75.8%.

The program will need to address these concerns within the discipline.

Plan for Improvement:

1. The use of intrusive advising inside of classes, and in the form of mentoring and advising opportunities outside of class and as a whole student group
2. In addition, we will share these data with the associate faculty and identify steps we can all take to improve our understanding of working with African American, Black and Hispanic students in the Community College system. This could include completing CORA trainings as a Community Of Practice and then implementing changes directly into these specific courses.
3. Seeking advice and support from programs on campus that have a proven track record of success with these disproportionately impacted groups, namels Umoja and Puente.

Course Level DI

Course level data indicate the following areas of Disproportionate Impact in specific EAR courses. Green ink identifies the courses that need the most immediate attention:

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Course	Race/Gender	Enrolled	Success	Success Rate
EAR 19	Hispanic Females	142	97	68.3%
EAR 20	African American Females	81	45	55.6%
EAR 24	Hispanic Females	230	174	75.7%
EAR 25	No DI identified			
EAR 26	Hispanic Females	200	164	81.2%
EAR 28	No DI identified			
EAR 30	No DI identified			
EAR 33	Hispanic Females	88	58	65.9%
EAR 34	Hispanic Females	51	28	54.9%
EAR 38	No DI identified			
EAR 40	No DI identified			
EAR 41	No DI identified			
EAR 42	No DI identified			
EAR 43	No DI identified			
EAR 44	No DI identified			
EAR 45	Hispanic females	24	17	70.8%
EAR 46	No DI identified			
EAR 47	No DI identified			

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Of greatest concern in these data fields are the courses highlighted in **Green ink - EAR 19, 20, 33 and 34**. In these courses we see our Hispanic females across all four classes experiencing success at a lower rate than their peers. In EAR 19 we also see African American females being Disproportionately Impacted.

EAR 19 is an extremely difficult course and unfortunately many students enroll in it as one of their earliest courses because of the low course identification number; it is our lowest numbered course. This concern connects to the lack of engagement by our students in the development of an SEP and in the lack of understanding by Counseling in advising students to not take this class early in their program. It would be interesting to see a break down in this category of how Hispanic and African American females fair when taking this course in the recommend sequence, as the penultimate course in their ECE units.

EAR 20 is one of our General Education courses. It is often the first class our students take, they frequently underestimate its level of difficulty. Often hearing it is an easy A in the School of Social and Behavioral Sciences. An unfocused student will not do well in this course that is about developmental theory. This course also uses an on-line resources from the publisher, which does have an associated cost and requires consistency of completion throughout the semester to earn a significant number of points towards the final grade. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR. This class is also one of our courses that is more frequently taught by our Associate faculty, which could present a wider range of approaches.

EAR 33 and 34 are both elective courses in ECE; one introduces students to infants and toddlers, the other focuses on desining curriculum and classroom environments. This is a specialization in ECE and has a level of complexity to it that the older age groups (children) don't. In addition, there are fewer locations for students to gain observation experience with this age group. These may be some of the mitigating factors contributing to the success rate in these courses, but further exploration will need to be undertaken. A full time faculty member is scheduled to teach EAR 33 this fall and EAR 34 in spring 2022 as we had already determined we needed a stronger understanding of the content in this course, which has traditionally only been taught by a member of Associate Faculty.

It is imperative that we get to see data in the courses where we indicate No Data provided (EAR 38, 40, 41, 43, 44, 45, 46, 47). Most of these courses are electives, and are part of our special education track (underlined courses), and are some of the more challenging courses we offer. They are also the courses that are taught by our newest faculty member and so being able to analyze this data is critical to seeing how having a consistent faculty presence has impacted student retention and success.

The other courses are our administration courses and are required for teachers to move into administration in the field of ECE and so knowing how we are doing preparing a diverse workforce is critical information.

All of our courses are currently undergoing a realignment to the California Alignment Project to bring our content upto the standard required for the CA Department Of Education, Commission for Teacher Preparation, Teacher Performance Expectations. Inside of these revisions is specific langauge around equity, racism, privilege, and bias. There will be discipline meetings to disceminate the changes once the curriculum is modified. This will also facilitate conversations regarding DI at the discipline and course levels.

On-Line Courses DI and Success Rate Review

In the key on-line courses included in this review the following courses indicated Disproportionate Impact at below 70% success rate

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Course	Demographic	Enrolled	Success	Success Rate
EAR 20	African American female	39	14	35.9%
EAR 28	Hispanic females	60	36	60.0%

EAR 20 is one of our General Education courses. It is often the first class our students take, they frequently underestimate its level of difficulty. Often hearing it is an easy A in the School of Social and Behavioral Sciences. An unfocused student will not do well in this course that is about developmental theory. This course also uses an on-line resources from the publisher, which does have an associated cost and requires consistency of completion throughout the semester to earn a significant number of points towards the final grade. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

EAR 28 is one of our core classes in ECE and is considered to be a challenging course. It too has an on-line component that has an associated cost. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The online component also requires a lot of reading, which could be a mitigating factor impacting our dual language learners in the Hispanic female student body. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

Retention Data and DI Impact

As previously stated, Overall, student retention in Early Childhood Education courses have remained about the same between the years 2017-2021. Which is phenomenal considering COVID and the impact it had on our students and that the overall success rate didn't drastically change either. We had an average of 88.75% retention between 2017-2021. The average for the college as a whole over this same time period was 85.17%.

At a **Discipline Level** the disaggregated data indicates that only African American Males were Disproportionately Impacted in ECE, with a retention rate of 68.2%. This retention rate coupled with the very low success rate is an indicate that we need to do more to attract, keep, and support African American males in our program.

Race/Gender	Enrolled	Retained	Retention Rate
African American Males	22	15	68.2%

At the **Course Level** only EAR 26 was found to have any DI in the disaggregated data, but an overall 87.1% success rate. All others, excluding the already identified courses where no data was available, did not indicate any Disproportionate Impact.

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Race/Gender	Enrolled	Retained	Retention Rate
Hispanic Females	202	176	87.1%

Losing so many Hispanic females could align to their lower success rate in a number of our courses and in some on-line classes. Ensuring that they take courses in the preferred ECE sequence is imperative to laying a solid foundation of understanding in ECE principles and college skills before attempting to take upper division or elective courses that present more challenges. This will hopefully help to scaffold their development and increase their retention and success rates.

Online Course Retention and DI

Overall online retention in EAR 20, 26, 28, 38, 42, 44 and 45 is at 89.7% with no courses showing a DI with a success rate below 70%. At the discipline level Hispanic females showed DI, but also an 88.1% retention rate. The only course showing any DI is EAR 26 with an 90.2% retention rate.

Online classes appear to be very strong in retaining students in the ECE courses, with little evidence of significant situations of DI.

Program of Study

Early Childhood Education

The Early Childhood Education program had an average of 608 students enrolled in our program per year, over the last 5 years, with a pattern of increase after the hiring of a second full time faculty in ECE. There has been a steady increase in male students, with an average of 40.2 students per year, over the the five year period; which was a specific goal on our last CPR and our Perkins plans. There has also been an increase in female enrollment in all categories with an average of 565 students per year, over the same five year period.

We know that our male and female Asian student population has increased significantly in the past five years, and we attribute this to our classes with more Middle Eastern students than in the past.

Early Childhood Intervention Assistant

The Early Childhood Intervention Assistant program had an average of 37 students enrolled in our program over the last 5 years with a pattern of increase after the hiring of a full time faculty. Between 2017-2019 we averaged 44.5 students in the program, only seeing a decrease in 2019-20 possibly because the first group of students in this two year pathway graduated, and also the impact of COVID in spring 2020.

There has been a steady increase in male students in this program with an increase from 2 in 2015-16 to a total of 12 between 2017-2020. This is attributed to the hiring of a full time faculty in this area, 6 of these males are Hispanic, as is the full time faculty in ECIA. Female Hispanic enrollment also increased dramatically from 15 in 2015 to 24, 27, and 28 over the following 3 years. The drop in 2019-2020 to 16 we attribute to the disproportionate impact COVID had on our Hispanic community. We feel that these increases, in part, could be due to having a faculty member that represents the Hispanic community and is able to support our bilingual students in this program.

We do not see clear indication that Black or Asian students, male or female, are pursuing this degree and so this will be a focus in the coming three years for our program. We also see a decrease in the number of White females in this program of study with a decrease from 13 in 2017 to 7 in 2020.

This program needs contined marketing to students, Counselors, and stonger pathways to careers and BA degrees.

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Child and Adolescent Development

This ADT is fairly new to ECE with data from 2018-2020 showing 134 students declaring the major. The majority of the students in this pathway are Hispanic/Latino females (79 over the two years). 86.57% of the 134 students have not completed a credit education plan with 11.19% completing.

Educational Planning

Early Childhood Education

89.22% of ECE students did not complete a credit education plan during the term between the years 2015-2020, while only 7.36% of ECE students did develop a comprehensive credit education plan. In the break down by gender and ethnicity it can be seen that the number of students across both genders and all ethnicities have increased the completion of an SEP specifically in 2018-2020 years. This upward trend bodes well for the coming years, where we place even more emphasis on this with our students.

Early Childhood Intervention Assistant

90.32% of ECIA students did not complete a credit education plan during the term between the years 2015-2020, while only 6.45% developed a comprehensive credit education plan.

The only category where there appears to be a decrease in completion of an SEP is with Hispanic females, dropping from an average of 26 per year between 2016-2019 to 16 in 2019-2020. Again, this could be due to COVID and all services going on-line.

Child and Adolescent Development

The data indicates that in 2019-2020 there was a significant increase in the number of students across all ethnicity and gender completing SEP. With a shift from 100% not completing a plan in 2018-2019 to 85.94% not completing in 2019-20. This is a fairly new ADT and so this might account for some of the data; students and Counselors alike are just getting to know the degree.

Plan of Action:

As previously stated, these numbers are not acceptable and the program will implement approaches to improve the number of students completing an SEP.

Degrees and Certificates Awarded

Early Childhood Education

110 Early Childhood Education degrees were awarded over the last five years. The largest increase was in female Hispanic/Latino students going from averaging 13 over the 2015-2019 time period to 23 in 2019-2020.

A total of 58 Certificates were awarded between 2015-2020 with a jump in awards in 2019-20. The average over the five years is 11.6 per year. The completion in the certificate by ethnicity has remained steady and consistent over the past five years, with the majority of awards going to Hispanic females.

Early Childhood Intervention Assistant

There have been 8 total degrees awarded in our AS in ECIA, with the highest number (4) occurring in 2018-19, the year we offered our EAR 41 Practicum course at Norco vs. having students complete it at RCC. The concern again is that we haven't had any African American students complete this degree or Asian or White males. In the 34 Unit Certificate we have a total of 14 students over the past 5 years, with another surge in 2018-19 with 7 students completing. Hispanic females again are the predominate awardees. We also see a lack of African American students completing this Certificate and no Asian or White males.

Child And Adolescent Development ADT

The Early Childhood discipline also oversees the Child and Adolescent Development degree. No data were presented for this degree, possibly because it is too new.

Data Review

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

Action Plan

1. The first concerning trend is that ECE, ECIA and CD students are not completing a SEP. This needs to be rectified immediately through marketing internally inside of our program and through collaboration with the Counseling department.
2. We need to explore reasons why African American and Hispanic students aren't doing as well in EAR 19, 20, 33 and 34 face to face classes, and why African American and Hispanic females struggle to succeed in EAR 20 and 28 on-line classes. This may require discipline meetings with IOR to try to analyze potential reasons and identify interventions to change this trajectory. Some our these courses have on-line components from the publisher, which might be causing equity concerns for access. It may also require meetings with Counselors to ensure they understand the content in these courses and counsel students accordingly, especially with regard to the sequence of completion for 19, 33 and 34 and the rigor expected in our all of our courses.
3. We need to identify ways to attract African American, Black and Hispanic students to our special education degree track, ECIA. This could take the form of open forums to share our program, videos to explain the long term potential of this degree, guest speakers from the same demographics.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

Early Childhood Education

What percent of SLOs in the disciplines you identified above have been assessed?

100%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

None

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

Yes

If all SLOs are not mapped to at least one PLOs, please explain why.

We have now mapped all courses in each program to the Program PLOs, and also mapped to the GELOS, except, the majority of our courses are not GE and so the majority (14 course) shouldn't be mapped to the GELOs and should be removed from this list because it is providing confusing data, and shouldn't really be mapped in the system either.

Our two GE courses are mapped and so should indicate 100% mapping.

Over the past two years ECE has been revising our SLOs and including Objectives in our COR. The curriculum process for completing this alignment should be finished this semester so we will need to repeat the alignment process if the SLOs and program PLOs are modified.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.

EAR 42 was mapped as part of this review because I forgot to do it when the class was identified as GE in the recent past. There are only 2 courses in ECE that meet the GE requirement and so they are the only 2 that should be mapped. That should change our percentage to 100% at this point mapped.

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

ECE - Early Childhood Education; ECIA - Early Childhood Intervention Assistant; CD - Child and Adolescent Development

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

AS ECE PLO 1, 3, and 4 hit 100%; PLO 2 hit 92.9%.

AS ECIA PLO4 hit 100% - no other PLOs listed

Assessment Review

ADT ECE PLO1, 3 and 4 100%; PLO 2 92.3%

ADT CD PLO 1, 2, 3, 4, 5, 6, 7, all at 100%

To what do you attribute this success?

Clear alignment within the program, stack-able certificates that hit multiple degrees, coordination, and plain hard work.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

AS ECE PLO 2 92.9% hit benchmark - % was reduced due to an SLO 5 assessment in EAR 26 from spring 2018 with a 75% benchmark without considering the meeting of the Benchmark in subsequent semesters.

ADT ECE PLO 2 92.3% hit benchmark - from an SLO assessment from fall 2014 - the benchmark was then met in spring 2015 and the again in fall 2018

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

I think identifying benchmark attainment, which is set by the individual faculty in their own courses, is a subjective way to evaluate the achievement of SLO and PLO success. Especially with the lack of training, conversation, and preparation faculty have received on this issue. One faculty member could set a benchmark of 85% without understanding what that fully means, while another sets it at 70%, making it related to the success factors for completion. Faculty have, since Benchmark appeared in TracDat, expressed concerns about its use and its usefulness in driving pedagogical change. A point of frustration I would like to share is the fact that we weren't made aware that the Benchmark would factor into this CPR and that it could therefore potentially influence resource requests. Setting a goal or expectation after the fact isn't very fair to those accountable to the system, especially when for years the Benchmark was seen as optional, and a way to start to think about finding a level from which to challenge student success, not a required element by any means or included in any form of accountability system such as we now see in this version of the CPR.

What is also unclear is how the system acknowledges improvement. For example in the ADT ECE PLO 2 with a 92.3% meeting of benchmarks, it doesn't seem to acknowledge the reassessing in later semesters and the meeting of the benchmark. We want faculty to make adjustments to their curriculum/pedagogy/teaching to help students to improve, but we won't acknowledge it when it's done? That is not a good way to encourage good teaching, it's a way to encourage lower standards and teaching to the test. In this situation I would say that this PLO actually has 100% meeting of benchmark because of the two semesters of follow up that say it is so.

Going forward this focus on benchmarks might encourage lead faculty to discourage their faculty from setting challenging benchmarks, vs. just asking for the minimum of 70% or a minimal increase based on historical rates. Letting faculty know that not hitting a Benchmark will negatively impact the scores in our CPR, unless the system is able to adjust to acknowledge repeat assessments that should erase the "does not meet benchmark" status, could be demoralizing and manipulated to serve the CPR vs. student success.

What is ECE planning to do to improve benchmark attainment? The first thing we'll do is find out what we can do from our union representatives. Addressing issues around Benchmarks is not part of the IOI process and isn't a negotiated work expectation, especially for Associate faculty, and so we're going to be careful in how we address this topic.

We can have a conversation about benchmarks, around identifying what is realistic, how to judge in each situation, how high is a realistic mark, how not meeting should prompt the faculty to engage in analysis of their assignments/course content and pedagogical approaches, and potentially team discussions on specific courses. It will also prompt conversations about course design, assignment creation and rubrics. And that it is now a required element in the CPR, will potentially impact our scores, and ultimately could influence resource allocation.

Assessment Review

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

Our PLOs align to SLOs that are part of the California Alignment Project, a state wide initiative that is also most recently aligned to the Teacher Performance Expectations, the TPEs. The TPEs will be assessed by the Teacher Performance Assessment (TPA) and the outcome of those assessments will be used to determine if our students will be awarded California Child Development Permits, a requirement to work in state funded child development programs. Local CSUs have also aligned their lower division coursework with CAP and the TPEs, thus our courses are fully aligned for the transfer model curriculum.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

- In every class, we offer students opportunities to engage in observations of children in the community. This gives them the chance to apply what they are learning in a real life situation
- In every class, we offer students the opportunity to engage in hands on learning activities in our classroom, using some of our class time in a "modified lab situation". This might include designing curriculum, bulletin boards, group based presentations, analysis of videos for observing and assessing. Once we relocate to Stokoe we will use the observation windows and live video feed to enhance this aspect of our pedagogy.
- Students have the opportunity to take two practicum classes. EAR 30 is housed at Temple Beth El in Riverside and addresses typically developing children and dual language learners. EAR 41 is housed at Head Start in Ontario and FINE an in-home early intervention program and addresses children with special needs.
- We also have a work experience class (Wkx 200) where they can earn 1, 2, 3, or 4 units while engaging in hands on opportunities in local child development programs.
- We are also working on an apprenticeship in home visiting with First Five CA
- We have also amassed a comprehensive video library of children in classrooms and teachers involved in the practice of educating. We use these videos to enhance our classes and to generate assignments, and associated webinars, and modules with certificates upon completion.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

All PLOs in our program need to be based on identifying key competencies in being an effective educator, or understanding the complex issues surrounding teaching in the current sociopolitical climate, the range of children we serve from a wide background with enormous diversity. They should address competency in assessment, curriculum design, culturally and linguistically supportive practices, and anti-bias approaches, and also understanding the impact of trauma on the developing child. They should also ensure that students learn the art of self-reflection and the holding of ones own accountability. They must also address the expected traits and characteristics expected of a professional working with children.

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

Yes. However, I we should add more language to PLO 2 regarding anti-bias approaches and bump up the language to reflect more what is happening in our profession around equity minded practices. We also need stronger language around Dual Language Learners and supporting children with disabilities, and trauma informed practices. As we modify our SLOs again to realign to the TPE and our course content we will also reevaluate these PLOs.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

To help meet EMP GOAL 1 we have been:

1. Working towards offering more sections in our program in the on-line mode to meet the needs of working students. We have also been doing this to identify courses we can eventually offer as hybrid courses to open up more space in the face to face classrooms.
2. We have also designed a non-credit program which we would like to offer in 2022, which should draw more students to the college and our pathways.
3. We switched our Dual Enrollment course offering to only be on-line so we could capture students from across CNUUSD and have greater potential for the class filling and not being cancelled. We also stopped offering a class (EAR 42) because it wasn't filling.

What are your plans/goals (3-year) regarding this goal?

1. We would like to **increase our on-line and hybrid offerings** so students can complete all 3 ECE certificates on-line - Assistant Teacher, Associate Teacher and 31 Unit ECE Certificate. This will attract more students to ECE because of the flexibility of scheduling while they continue to work. It will also facilitate TK teachers completing their required 24 units in ECE to maintain their TK authorization.
2. We would like to create a new Program in **Teacher Preparation, and EDU pathway** to attract more males to the field of education and students that are focused on becoming elementary or middle school teachers. This would include an Associates degree in Education and possibly a paraprofessional track for students interested in being a teaching assistant.

Students planning to teach in the Elementary and Secondary levels need programs of study which fulfill lower-division requirements for most university teacher credential programs, including an Associate in Arts in Elementary Teacher Education for Transfer (AA-T). The AA-T allows a student "guaranteed admission" to any CSU campus that declares it a similar degree. Currently 20 of the 23 CSU campuses accept the AA-T.

Elementary Level

Students planning to teach at the TK-6 (Elementary) level will need rigorous coursework in general education as they are expected to pass a subject matter competency exam in "multiple subjects".

Secondary Level

Teaching at the secondary (middle/high school) requires a single subject credential. Students major in the subject they plan to teach and pass a subject matter competency exam or complete a state approved list of courses in the discipline. Students are advised to go to assist.org to review lower division coursework required by each CSU or UC campus for that major.

3. We plan to design an **Early Childhood Mental Health Certificate** to draw on students interested in parallel careers such as social work, home visiting, behavioral health, or counseling. We would also like to begin a conversation with our colleagues in Sociology regarding the ADT in Social Work.

Program Review: Part 1

4. We plan to expand our **special education pathway** to form associations with the local four year colleges so we can develop a more robust 2+2+2+2 pathway from High School to BA and hopefully MA as well.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Yes.

1. Our retention and success data in our on-line offerings indicate they are a strong opportunity for growing our on-line program with an 88.7% retention rate and 73.8% success rate in courses we've been offering for the past 4 years. In the past year our students have shown their capacity for change and have demonstrated the ability to learn some of our most challenging content in an on-lien environment. They are requesting continued access to on-line classes.

2. Our data indicate we need more opportunities to attract males to our field, which will potentially require alternative pathways to careers beyond early childhood teaching, hence the desire to explore elementary and middle school teaching, which typically attracts more males, and careers in other related services such as social work, counseling and mental and behavioral health fields.

Labor market data for mental health workers drawn from <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

Quick Facts: Substance Abuse, Behavioral Disorder, and Mental Health Counselors	
2020 Median Pay	\$47,660 per year \$22.91 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	319,400
Job Outlook, 2019-29	25% (Much faster than average)
Employment Change, 2019-29	79,000

Labor market data for Social Workers drawn from <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

Program Review: Part 1

Quick Facts: Social Workers	
2020 Median Pay	\$51,760 per year \$24.88 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2019	713,200
Job Outlook, 2019-29	13% (Much faster than average)
Employment Change, 2019-29	90,700

Labor market data for Kindergarten and Elementary School teachers drawn from <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm>

Quick Facts: Kindergarten and Elementary School Teachers	
2020 Median Pay	\$60,660 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	1,579,800
Job Outlook, 2019-29	4% (As fast as average)
Employment Change, 2019-29	56,100

3. Our Special Education program has grown since we hired Ms. Adams and has great potential to continue to do so if we build out the pathway into a 2+2+2+2 opportunity.

Labor market data for special education teachers drawn from <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>

Program Review: Part 1

Quick Facts: Special Education Teachers	
2020 Median Pay	\$61,420 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	443,700
Job Outlook, 2019-29	3% (As fast as average)
Employment Change, 2019-29	14,300

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

We have been taking courses with ECE related organizations focusing on equity and race concerns, also with CORA, and both full time faculty served on the Racial Justice Taskforce this past year.

What are your plans/goals (3-year) regarding this goal?

We will place emphasis on addressing the equity gaps identified in our data analysis portion of this CPR in order to support the college as a whole.

Our plan is to close the gaps we identified in EAR 19, 20, 26, 28, 33 and 34.

We will host discipline meetings to share these data, determine areas where we can make improvement, analyze textbooks and class content. We will also reevaluate our PLOs to ensure that equity, access, and diversity is clearly addressed.

Encourage all ECE faculty to complete CORA trainings.

We will identify ways we can engage in more intrusive advising and guidance and see if a mentoring program could provide assistance.

We will also reach out to Umoja and Puente for support in providing more equitable opportunities for students in our program.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

yes, the success and retention data identified DI in African American and Hispanic groups in specific courses.

Program Review: Part 1

Disaggregated Student Subgroup Trends and Concerns

Success Data

Discipline Level DI in Success

Using data from 2017-2021, at the discipline level, African American and Hispanic males and females were shown to be Disproportionately Impacted. The average for the college as a whole over this same time period was 71.9% success rate and for the discipline 75.5% and so anything below these rates are of concern. Green ink in the following table identifies the courses that need the most immediate attention:

Race/Gender	Enrolled	Success	Success Rate
African American Females	194	127	65.5%
African American Males	22	9	40.9%
Hispanic Females	2835	2091	73.8%
Hispanic Males	281	190	67.

The impact on African American males and females and Hispanic males is of the greatest concern due to the success rate being below 70%; especially with African American Males at 40.9%. Although Hispanic Females did show as DI, their success rate remained above 70% overall in the program.

In response, the program will need to identify way to effect change in these areas.

Plan for Improvement:

1. The use of intrusive advising inside of classes, and in the form of mentoring and advising opportunities outside of class and as a whole student group
2. In addition, we will share these data with the associate faculty and identify steps we can all take to improve our understanding of working with African American, Black and Hispanic students in the Community College system. This could include completing CORA trainings as a Community Of Practice and then implementing changes directly into these specific courses.
3. Seeking advice and support from programs on campus that have a proven track record of success with these disproportionately impacted groups, namels Umoja and Puente.

Discipline Level DI Success Data in On-Line Courses Only

Hispanic and African American females are disproportionately impacted in our on-line courses, but African American females have a much lower success rate when they remain in the courses. African American males didn't show as DI, but their success rate is abysmal at 33.3%. Males across the board are on average managing a 72.4% success rate vs. females at 75.3%. Green ink in the following table identifies the courses that need the most immediate attention:

Program Review: Part 1

Demographic	Enrolled	Success	Success Rate
African American females	72	42	58.3%
African American males	9	3	33.3%
Hispanic females	672	491	73.1%

In just face to face classes African American Males and Hispanic males are also Disproportionately Impacted, with African American males success rate at 46.2% and Hispanic at 65.8%, vs. females at 75.8%.

The program will need to address these concerns within the discipline.

Plan for Improvement:

1. The use of intrusive advising inside of classes, and in the form of mentoring and advising opportunities outside of class and as a whole student group
2. In addition, we will share these data with the associate faculty and identify steps we can all take to improve our understanding of working with African American, Black and Hispanic students in the Community College system. This could include completing CORA trainings as a Community Of Practice and then implementing changes directly into these specific courses.
3. Seeking advice and support from programs on campus that have a proven track record of success with these disproportionately impacted groups, namely Umoja and Puente.

Course Level DI

Course level data indicate the following areas of Disproportionate Impact in specific EAR courses. Green ink identifies the courses that need the most immediate attention:

Program Review: Part 1

Course	Race/Gender	Enrolled	Success	Success Rate
EAR 19	Hispanic Females	142	97	68.3%
EAR 20	African American Females	81	45	55.6%
EAR 24	Hispanic Females	230	174	75.7%
EAR 25	No DI identified			
EAR 26	Hispanic Females	200	164	81.2%
EAR 28	No DI identified			
EAR 30	No DI identified			
EAR 33	Hispanic Females	88	58	65.9%
EAR 34	Hispanic Females	51	28	54.9%
EAR 38	No DI identified			
EAR 40	No DI identified			
EAR 41	No DI identified			
EAR 42	No DI identified			
EAR 43	No DI identified			
EAR 44	No DI identified			
EAR 45	Hispanic females	24	17	70.8%
EAR 46	No DI identified			
EAR 47	No DI identified			

Program Review: Part 1

Of greatest concern in these data fields are the courses highlighted in **Green ink - EAR 19, 20, 33 and 34**. In these courses we see our Hispanic females across all four classes experiencing success at a lower rate than their peers. In EAR 19 we also see African American females being Disproportionately Impacted.

EAR 19 is an extremely difficult course and unfortunately many students enroll in it as one of their earliest courses because of the low course identification number; it is our lowest numbered course. This concern connects to the lack of engagement by our students in the development of an SEP and in the lack of understanding by Counseling in advising students to not take this class early in their program. It would be interesting to see a break down in this category of how Hispanic and African American females fair when taking this course in the recommend sequence, as the penultimate course in their ECE units.

EAR 20 is one of our General Education courses. It is often the first class our students take, they frequently underestimate its level of difficulty. Often hearing it is an easy A in the School of Social and Behavioral Sciences. An unfocused student will not do well in this course that is about developmental theory. This course also uses an on-line resources from the publisher, which does have an associated cost and requires consistency of completion throughout the semester to earn a significant number of points towards the final grade. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

EAR 33 and 34 are both elective courses in ECE; one introduces students to infants and toddlers, the other focuses on desining curriculum and classroom environments. This is a specialization in ECE and has a level of complexity to it that the older age groups (children) don't. In addition, there are fewer locations for students to gain observation experience with this age group. These may be some of the mitigating factors contributing to the success rate in these courses, but further exploration will need to be undertaken. A full time faculty member is scheduled to teach EAR 33 this fall and EAR 34 in spring 2022 as we had already determined we needed a stronger understanding of the content in this course, which has traditionally only been taught by a member of Associate Faculty.

It is imperative that we get to see data in the courses where we indicate No Data provided (EAR 38, 40, 41, 43, 44, 45, 46, 47). Most of these courses are electives, and are part of our special education track (underlined courses), and are some of the more challenging courses we offer. They are also the courses that are taught by our newest faculty member and so being able to analyze this data is critical to seeing how having a consistent faculty presence has impacted student retention and success.

The other courses are our administration courses and are required for teachers to move into administration in the field of ECE and so knowing how we are doing preparing a diverse workforce is critical information.

All of our courses are currently undergoing a realignment to the California Alignment Project to bring our content upto the standard required for the CA Department Of Education, Commission for Teacher Preparation, Teacher Performance Expectations. Inside of these revisions is specific langauge around equity, racism, privilege, and bias. There will be discipline meetings to disceminate the changes once the curriculum is modified. This will also facilitate conversations regarding DI at the discipline and course levels.

On-Line Courses DI and Success Rate Review

In the key on-line courses included in this review the following courses indicated Disproportionate Impact at below 70% success rate

Program Review: Part 1

Course	Demographic	Enrolled	Success	Success Rate
EAR 20	African American female	39	14	35.9%
EAR 28	Hispanic females	60	36	60.0%

EAR 20 is one of our General Education courses. It is often the first class our students take, they frequently underestimate its level of difficulty. Often hearing it is an easy A in the School of Social and Behavioral Sciences. An unfocused student will not do well in this course that is about developmental theory. This course also uses an on-line resources from the publisher, which does have an associated cost and requires consistency of completion throughout the semester to earn a significant number of points towards the final grade. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

EAR 28 is one of our core classes in ECE and is considered to be a challenging course. It too has an on-line component that has an associated cost. If students don't access this tool on a regular basis, can't afford it, or don't have the technology to use it effectively, this could impact their overall success in the course. The online component also requires a lot of reading, which could be a mitigating factor impacting our dual language learners in the Hispanic female student body. The faculty are in the process of moving this course over to an OER textbook in the next couple of years and so this might influence this data in the next CPR.

Retention Data and DI Impact

As previously stated, Overall, student retention in Early Childhood Education courses have remained about the same between the years 2017-2021. Which is phenomenal considering COVID and the impact it had on our students and that the overall success rate didn't drastically change either. We had an average of 88.75% retention between 2017-2021. The average for the college as a whole over this same time period was 85.17%.

At a **Discipline Level** the disaggregated data indicates that only African American Males were Disproportionately Impacted in ECE, with a retention rate of 68.2%. This retention rate coupled with the very low success rate is an indicate that we need to do more to attract, keep, and support African American males in our program.

Race/Gender	Enrolled	Retained	Retention Rate
African American Males	22	15	68.2%

Program Review: Part 1

At the **Course Level** only EAR 26 was found to have any DI in the disaggregated data, but an overall 87.1% success rate. All others, excluding the already identified courses where no data was available, did not indicate any Disproportionate Impact.

Race/Gender	Enrolled	Retained	Retention Rate
Hispanic Females	202	176	87.1%

Losing so many Hispanic females could align to their lower success rate in a number of our courses and in some on-line classes. Ensuring that they take courses in the preferred ECE sequence is imperative to laying a solid foundation of understanding in ECE principles and college skills before attempting to take upper division or elective courses that present more challenges. This will hopefully help to scaffold their development and increase their retention and success rates.

Online Course Retention and DI

Overall online retention in EAR 20, 26, 28, 38, 42, 44 and 45 is at 89.7% with no courses showing a DI with a success rate below 70%. At the discipline level Hispanic females showed DI, but also an 88.1% retention rate. The only course showing any DI is EAR 26 with an 90.2% retention rate.

Online classes appear to be very strong in retaining students in the ECE courses.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 5. Reduce working poverty and the skills gap.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Offering three different pathways to career opportunities related to child development.

1. ECE degrees (AS and ADT) create a pathway to teaching children from birth to age eight in child development centers and enhanced opportunities to also supervise and direct child development programs in the public and private sector.
2. ECIA degree (AS) creates a pathway to teaching children with disabilities from birth to age ten in site based, home based, and school based locations, or laying the foundation to work in related services such as OT, PT, SLP, or in the infant/toddler mental health or behavior management arenas.
3. A pathway to teacher preparation programs via the ADT in Child and Adolescent development to earn a multisubject teaching credential.
4. Offering practicum experiences for EAR 30 and 41 in the community utilizing current assessment and curriculum in these locations provide our students with incredibly useful employability skills.
5. Offering more EAR courses on-line so that students can continue to work while completing their certificates and degrees.

Program Review: Part 1

What are your plans/goals (3-year) regarding this goal?

To provide students with a wider selection of pathways to higher paying careers, and to encourage more males to enter careers with children, we intend to work on the following.

1. To create an actual pathway for ECIA students to enter special education degree paths with local 4 year institutions; potentially creating a 2+2+2+2 pathway from High School to Masters degree.
2. To expand our program to include an EDU track offering an opportunity for students to expand their teacher preparation in elementary and potentially middle school teaching, including STEM preparation. This will include hiring a new faculty to design and implement the curriculum and formulate the program.
3. To create a new certificate and possibly AS degree in Early Childhood Mental Health (ECMH), incorporating trauma informed care, models for supporting teachers, children, and families in site and home based programs.
4. To explore the ADT in Social Work with our Sociology colleagues and to align courses in this degree with the ECMH certificate/degree.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

1. Our data indicate we need more opportunities to attract males to our field, which will potentially require alternative pathways to careers beyond early childhood teaching, hence the desire to explore elementary and middle school teaching, which typically attracts more males, and careers in other related services such as social work, counseling and mental and behavioral health fields.

Labor market data for mental health workers drawn from <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

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Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	319,400
Job Outlook, 2019-29	25% (Much faster than average)
Employment Change, 2019-29	79,000

Labor market data for Social Workers drawn from <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

Program Review: Part 1

Quick Facts: Social Workers	
2020 Median Pay	\$51,760 per year \$24.88 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2019	713,200
Job Outlook, 2019-29	13% (Much faster than average)
Employment Change, 2019-29	90,700

Labor market data for Kindergarten and Elementary School teachers drawn from <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm>

Quick Facts: Kindergarten and Elementary School Teachers	
2020 Median Pay	\$60,660 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	1,579,800
Job Outlook, 2019-29	4% (As fast as average)
Employment Change, 2019-29	56,100

3. Our Special Education program has grown since we hired Ms. Adams and has great potential to continue to do so if we build out the pathway into a 2+2+2+2 opportunity.

Labor market data for special education teachers drawn from <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>

Program Review: Part 1

Quick Facts: Special Education Teachers	
2020 Median Pay	\$61,420 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2019	443,700
Job Outlook, 2019-29	3% (As fast as average)
Employment Change, 2019-29	14,300

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

We have been working to build our special education pathway for students.

What are your plans/goals (3-year) regarding this goal?

We hope to develop a 2+2+2+ pathway with CSUSB and CBU, and any other 4 year college that is interested, for our students that are interested in becoming special education teachers.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Our success data for the special education degree track indicates a 77.78% success rate in the special education classes EAR 40, 41, 43, 46, 47

(These data were shared individually with the faculty by Greg as there is only a single faculty member that teaches these courses and so the data isn't in PowerBI)

There have been 8 total degrees awarded in our AS in ECIA, with the highest number (4) occurring in 2018-19, the year we offered our EAR 41 Practicum course at Norco versus having students complete it at RCC.

Early Childhood Intervention Assistant (ECIA)

The Early Childhood Intervention Assistant program had an average of 37 students enrolled in our program over the last 5 years with a pattern of increase after the hiring of a full time faculty to teach predominantly in this program. Between 2017-2019 we averaged 44.5 students in the program, only seeing a decrease in 2019-20

Program Review: Part 1

possibly because the first group of students in this two year pathway graduated, and also the impact of COVID in spring 2020.

There has been a steady increase in male students in this program with an increase from 2 in 2015-16 to a total of 12 between 2017-2020. This is attributed to the hiring of a full time faculty in this area to really enhance marketing and understanding of the potential career pathways available to students in this program. Six of these male students are Hispanic, as is the full time faculty in ECIA. Female Hispanic enrollment also increased dramatically from 15 in 2015 to 24, 27, and 28 over the following 3 years. Representation appears to matter. We feel that these increases, in part, could be due to having a faculty member that represents the Hispanic community and is able to support our bilingual students in this program. The drop in 2019-2020 to 16 we attribute to the disproportionate impact COVID had on our Hispanic community.

We do not see clear indication that Black or Asian students, male or female, are pursuing this degree and so this will be a focus in the coming three years for our program. We also see a decrease in the number of White females in this program of study with a decrease from 13 in 2017 to 7 in 2020.

This program needs heightened marketing to students, Counselors, and stronger pathways to careers and BA degrees in our local region. It can also be supported by the creation of an aligned certificate track in Early Childhood Mental Health and exploration of an ADT in Social Work. Both of these additional programs could provide pathways to careers that are more inclusive of males and tend to embrace a wider range of diversity in their hiring practices.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

We are actively working to locate a new site for our ECE program lab school, one in which we can offer expanded ECE course offerings including EDU tracks into elementary and middle school teaching.

We are working towards offering non-credit classes to support Family Childcare. We have the certificate approved, we just need to offer the classes.

We are working towards offering a new certificate in Early Childhood Mental Health.

We are participating in the Commission for Teacher Credentialing TPE Pilot to improve the process by which our students will meet the expected standards set by CTC to earn a teaching permit in CA. Also, we are part of the pilot identifying the Review Process for CCC ECE disciplines to be accredited by the CTC.

We are also participating in the UPLIFT grant with Cal Poly Pomona to focus on improving access for disproportionately impacted students and to identify ways to improve EDCE students' understanding of Dual Language Learners.

Program Review: Part 1

We are building an apprenticeship with First Five for home visitors and were just asked to serve on the Home Visiting Advisory board to grow this program in our region.

What are your plans/goals (3-year) regarding this goal?

To offer a wide range of pathways under the **School of Education**

1. ECE track for preschool/prek teachers
2. EDu track for elementary and middle school teachers, especially STEM focused
3. Offer a special education teaching track
4. Offer a track towards mental and behavioral health and social work degrees
5. Offer non-credit classes to support our Family Child Care providers

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

All of our data combined show that ECE is a strong program that retains students at a high rate, and our success rate is above the college average. Our community is seeking our support to prepare candidates for positions in schools, home visiting careers, special education, and mental health.

Success Data for all Modes of Teaching

Overall, student success in Early Childhood Education courses have remained about the same between the years 2017-2021.

In 2017-18 the success rate was 75.5%, with a slight increase to 77.8% in 2018-19. There was a decrease in 2019-20 to 71.5%, but with a rise again in 2020-21 to 74.2%. This shows an average of 74.75% over the four years. Disproportionate Impact (1) was only identified for Hispanic males in 2019-2020.

The average for the college as a whole over this same time period was 71.9%, with Disproportionate Impact identified in Asian, Hispanic and White Males in 2018-19 and 2020-21, and also African American males in 2020-21.



The fluctuation in 2019-20 in ECE success rates is likely attributable to COVID 19 and the need to place all classes on-line in spring 2020. We are heartened to see that students have seemingly increased their ability to complete classes in this mode with the increase in success in 2020-21. This could also be attributed to the

Program Review: Part 1

faculty gaining more experience, competency, and ability in teaching in a fully on-line environment. We are concerned at the DI on Hispanic males in our program and the decreasing success rate from 67.5% in 2017-18, 75% in 2018-19, down to 62.9% in 2019-20 and most recently to 60% in 2020-21. Again, we attribute this decrease to COVID and the associated health, socioeconomic, and other COVID related factors.

Overall ECE has a good success rate, with the an average in the mid 70% over the past four years, which is higher than the college average.

Success Data for On-line Teaching Only

Prior to COVID and the need to offer all courses online, ECE offered 7 courses consistently in an on-line mode; EAR 20, 26, 28, 38, 42, 44, and 45.

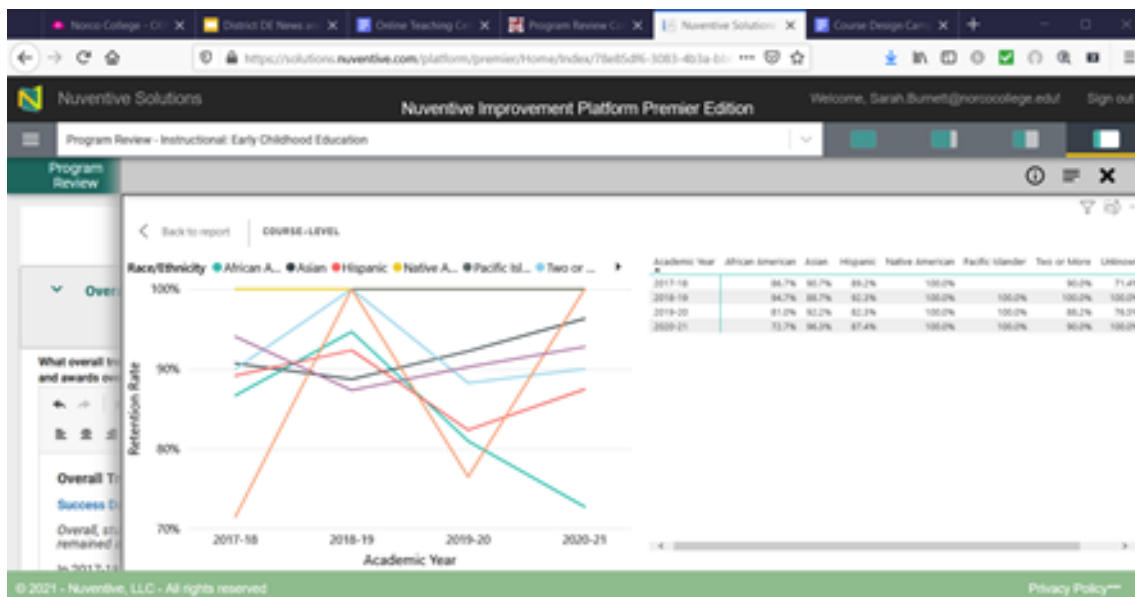
The data indicate a success rate of 77.32%, a higher average than our face to face classes in general between 2017-2021, and significantly higher, in comparison to the College wide rate of 70.92%.

Retention Data for all Modes of Teaching

Overall, student retention in Early Childhood Education courses have remained about the same between the years 2017-2021. Which is phenomenal considering COVID and the impact it had on our students, this combined with the fact that the overall success rate didn't drastically change either is a good sign that we are finding ways to support our students and keep them engaged in their educational journey.

In 2017-18 the retention rate was 90%, with a slight increase to 91.4% in 2018-19. There was a decrease in 2019-20 to 84.8%, but with a rise again in 2020-21 to 88.8%. This shows an average of 88.75% over the four years. Disproportionate Impact (1) was identified for Hispanic females in 2018-2019 where we retained 92.4% of the students, but this equated to losing 65 Hispanic female students that year.

The average for the college as a whole over this same time period was 85.17%, with no Disproportionate Impact identified.



ECE has an excellent track record of retaining our students year over year. This is attributed to our scaffolded courses, stackable certificates, and consistency of faculty teaching the core classes.

Retention Data for On-line Teaching Only

Prior to COVID and the need to offer all courses online, ECE offered 7 courses consistently in an on-line mode; EAR 20, 26, 28, 38, 42, 44, and 45.

Program Review: Part 1

The data indicate a retention rate of 90.42% between 2017-2021 in comparison to the College wide rate of 84.62%. It is extremely satisfying to see that our program has provided an on-line learning environment that is appreciated by our students, given their clear, consistent and ongoing election of taking our courses in this mode.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

N/A

For out of date courses that are not already in progress of updating, what is your plan?

n/a

Do you have proposals in progress for all the DE courses you intend to file?

Yes

Do you require help to get your courses up to date?

No

Program Review Reflections

What would make program review meaningful and relevant for your unit?

1. If we had disaggregated data for all certificates and all degrees we offer, clearly broken out, with data also on all courses.
2. If the assessment data was also broken out to show accurate inclusion in GELO
3. A small narrative about what the program is doing in general...a preamble so to speak on the amazing things we are doing that aren't captured in the data. We work very hard on advisory boards, community partnerships, building our programs and I'm not sure that's captured here.

What questions do we need to ask to understand your program plans, goals, needs?

What certificates make up your program?

How many degrees do you offer?

How much money have you been awarded in grants, Perkins etc?

What else do you do to support your program outside of teaching, and Institutional Service (5 hours).

What types of data do you need to support your program plans, goals, needs?

A broken down analysis of all certificates awarded - we don't think students are receiving their and 12 unit certificates...we would like to be reassured they in fact are.

A broken down analysis of all degrees we offer

Data on all courses, regardless of the number of faculty that teach them

If there are any supporting documents you would like to attach, please attach them here.

[ece-pilot-guidance--doc.docx](#)

[Project Proposal.docx](#)

[Up-Lift Grant Subrecipient Commitment Form - signed 12-10-20.pdf](#)

Program Review Part 2

[ECE Instuctional Program Plan FINAL DRAFT 11-4-19.docx](#)

[CC Partner for CPP--Letter of Support Norco College 8-21-20.docx](#)

[Early Childhood Education and Special Education Program ADA compliant 5-4-20.docx](#)

Resource Requests

2021 - 2024

What resources do we already have?

This is a really broad question to answer. We have supplies for in-class lab activities, such as paper, markers, glue, a laminator, staple gun, and preschool type equipment. This was purchased through lottery funds. We have applied and been awarded Perkins funds for textbooks we placed on reserve in the library, preschool curriculum (High Scope), cameras for use in the Practicum classes, surface pros for use at the practicum site, and oh yes, \$5 million we've been trying to spend since September of 2018 for a new child development center - this money was allocated by the state legislator via Assembly Woman Sabrina Cervantes.

What resources do you need?

A new faculty member to design and then teach an EDU pathway to teacher preparation, including STEM teaching and the foundation for a multi-subject credential pathway

Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 5,EMP Goal 6,EMP Goal 7

\$ Amount Requested

148,329

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)

Potential Funding Source(s)

General Fund

The evidence to support this request can be found in:

Data Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

1

2021 - 2024

What resources do we already have?

This is a really broad question to answer. We have supplies for in-class lab activities, such as paper, markers, glue, a laminator, staple gun, and preschool type equipment. This was purchased through lottery funds. We have applied and been awarded Perkins funds for textbooks we placed on reserve in the library, preschool curriculum (High Scope), cameras for use in the Practicum classes, surface pros for use at the practicum site, and oh yes, \$5 million we've been trying to spend since September of 2018 for a new child development center - this money was allocated by the state legislator via Assembly Woman Sabrina Cervantes.

What resources do you need?

This resource request is our way of uploading all our Perkins requests in a single place/file. Please see the Perkins excel spreadsheet in the Document Repository for details - All requests have been funded as of 4/28/2021

Request related to EMP goal or Assessment?

EMP Goal 3

\$ Amount Requested

10,500

Resource Requests

Resource Type

ITEM: Instructional supplies

Potential Funding Source(s)

CTE: Perkins (VTEA)

The evidence to support this request can be found in:

Data Review

This request for my area is Priority #:

I have received this request

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes



**Early Childhood Education
Child Development Permit Pilots
under the PDG-R Grant**

**ECE Teaching Performance Expectations,
Program Guidelines, Teaching Performance Assessment and
Peer Program Review Pilots**

Detailed Information on Pilots 1 and 2 and Overview of pilots 3 and 4

October 2020

1. Purpose of the Pilots

The overall purpose of the four planned pilots is to enable ECE preparation programs to move towards implementing the state's Learning to Teach competency-based preparation system with candidates for the Teacher level of the Child Development Permit over the next two years. "Implementation" within the context of the pilots means that programs will be addressing the state-adopted ECE Teaching Performance Expectations (TPEs) within curriculum, instruction, and assessment practices so that all candidates for the Teacher level of the permit will have the opportunity to learn, practice, and be assessed on the TPEs.

Participating in the pilot(s) will help programs to assess their readiness to implement competency-based preparation for the ECE workforce within their own institutions, and also to reorient their curriculum, instruction, and assessment practices as appropriate to help candidates learn, practice, and be assessed on the adopted ECE TPEs.

All pilot work is being supported through the Commission's Preschool Development Grant-Renewal (PDG-R) resources. All pilot work will be completed by December 31, 2022, the ending date of the PDG-R federal grant period.

2. Overview of the Pilots

There will be four pilots available during the PDG-R grant funded period of July 1, 2020-December 31, 2022. The four pilots are:

1. TPEs pilot
2. Program Guidelines pilot
3. ECE Teaching Performance Assessment pilot
4. Peer Program Quality Review pilot

Each of the four pilots will have its own set of expectations and obligations. Pilot participation is voluntary on the part of individual institutions and programs. No ECE preparation institution/program is mandated or required to participate in the pilots.

Each pilot is explained in more detail below. The **first two ECE pilots**, the TPEs and the Program Guidelines implementation pilots, will begin in October 2020. For pilot 3, the TPA development process will begin in early 2021, with piloting of the draft performance cycles expected to begin in late 2021-early 2022. For pilot 4, the development of a Peer Program Quality Review process will begin in early 2021, with piloting expected to begin in late fall 2021.

Any institution/program choosing to volunteer for the ECE pilots must (1) agree to participate in both pilots one and two (TPEs and Program Guidelines implementation), and (2) agree to participate, if invited, in pilots 3 and/or 4 (the TPA pilot and/or the Peer Program Quality Review pilot), as explained below.

For the **ECE TPA pilot 3**, all programs are eligible to try out the ECE TPA materials, however, only a purposeful sample of candidate responses will be scored and aggregated candidate data

will be provided to programs. Further information about the ECE TPA pilot will be provided in Webinar 3.

For ECE pilot 4, the development of a Peer Quality Review Process, all institutions/programs volunteering for the pilots will have the opportunity to provide input to the collaborative development of a Peer Quality Review Process, but not all institutions/programs may be invited to participate in piloting the new process once developed because only a smaller sample is needed and can be accommodated for pilot purposes.

Institutions and programs participating in the pilots cannot decline to participate in pilots 3 and/or 4 if selected to participate in one or both of these two later pilots.

All institutions/programs will have the opportunity to provide feedback during each of the pilots as part of the Commission's ongoing consultative process with stakeholders. Information about the progress, findings, and potential recommendations arising from the pilots will be provided in agenda items over the two-year PDG-R grant period at regularly scheduled public meetings of the Commission.

It is possible, however, that some institutions/programs may ultimately only participate in pilots one and two as the piloting processes unfold over time, since pilots 3 and 4 need and can accommodate only a smaller number of institutions/programs and candidates to participate in pilot activities whereas pilots 1 and 2 can accommodate all interested institutions/programs.

3. Benefits of Participating in the Pilots

The pilots represent an exciting opportunity for programs to organize and coalesce around a common, manageable set of statewide competency expectations for the workforce in a way that still allows programs to arrange their curriculum, instruction, and fieldwork (including practicum) experiences for candidates to fit their own local situation and context. The Commission's adopted TPEs provide a common framework for the preparation of ECE candidates, but do not dictate to programs how they must organize and conduct their programs to incorporate the TPEs.

In addition, the Commission has agreed that participating in the pilots will allow all programs in the pilot to directly recommend candidates for the Child Development Permit for as long as they are in good standing within the pilots and until such time as the Commission may adopt a Peer Program Quality Review and/or other process to serve this purpose instead. This is a program-level authority and benefit that has not previously been available to all ECE preparation programs.

Third, all institutions/programs participating in the pilots will have the opportunity to become familiar with and try out the ECE TPA materials with their candidates. Programs whose candidates responses will be scored as part of the pilot testing will also receive aggregated information about their candidates' performance.

Finally, this is an opportunity for programs to be on the leading edge of reforms and advancements in the preparation of the ECE workforce that will help to professionalize this field and this workforce. This collaborative work will help inform future state efforts to prepare and to support the ECE workforce over the trajectory of their careers.

4. Detailed Information about the Pilots and How to Participate

4A: Pilots 1 and 2: Implementation of the TPEs and the Program Guidelines

Eligibility to Participate

A regionally accredited 2-or 4-year institution of higher education (IHE) offering coursework that leads to a Teacher level Child Development Permit can participate in the pilots if the institution/program meets one or more of the following criteria:

- ✓ The institution/program is using updated, TPE-aligned CAP curriculum
- ✓ The institution/program is using its own TPE-aligned curriculum
- ✓ The institution/program is accredited by the [National Association for the Education of Young Children \(NAEYC\)](#)

Institution/Program Obligations During Pilots 1 and 2

All institutions/programs interested in participating in the pilots must participate fully in pilots 1 and 2, the TPEs and Program Guidelines pilots. All participating institutions/programs must agree to provide specified information and data to the Commission about their experiences and outcomes. A summary of these types of information and data for pilots 1 and 2 are provided below. For data items 5-8 below, each institution/program participating in the pilots will be provided further instructions as to how to submit these annual data reports.

1. Submit an ***Application to Participate in the Pilots*** (Note: *The Application to Participate in the Pilots is required of all programs/institutions interested in participating. The single **Application** covers participation in all four of the pilots, as applicable and as described in items 4A-4C).* The **Application** is provided in electronic format for submittal by all interested institutions/programs. A copy of the application is provided in Appendix D for information purposes only. Please do not submit paper copies of the application form.
2. Submit the list of courses that comprise the Early Childhood Education program leading to the Child Development Permit at the Teacher Level ([Appendix A](#)) within 60 days of submitting the ***Application to Participate in the Pilots***.
3. Submit the ECE-TPE Matrix ([Appendix B](#)) showing the courses that address the ECE-TPEs within 60 days of submitting the ***Application to Participate in the Pilots***
4. Submit the Analysis of the Program Guidelines Alignment ([Appendix C](#)) within 120 days of submitting the ***Application to Participate in the Pilots***
5. Submit enrollment data for ECE Teacher Permit candidates experiencing TPE-aligned curriculum, annually during the pilot.

6. Provide feedback from faculty regarding the integration of the TPEs in coursework, and effectiveness of the TPEs for preparing candidates for the job role of an ECE Teacher, annually during the pilot
7. Participate in a candidate survey that will be developed collaboratively with participating pilot programs and distributed to ECE Teacher Permit candidates in programs participating in the pilot
8. Provide feedback to the Commission regarding implementation of the Program Guidelines: pilot participation experiences, lessons learned, and any recommendations going forward, annually during the pilot
9. Provide feedback to the Commission regarding overall pilot participation experiences, lessons learned, and any recommended best practices as a result of participating in the pilot, at the conclusion of the pilots in December 2022.

4B: Pilot 3: Pilot Testing of the Teacher level ECE Teaching Performance Assessment (TPA)

Eligibility to Participate

All institutions/programs interested in trying out the ECE TPA materials will be able to do so. In addition, interested faculty may apply to be a member of the ECE TPA Design Team that will work with Commission staff and the performance assessment contractor to design the ECE TPA. The Design Team will be limited to approximately 20 practitioners plus additional ECE content experts. In addition, programs trying out the TPA materials will be able to nominate faculty members to be trained as assessors of the pilot test materials. More information on the ECE TPA pilot is provided in Webinar 3.

4C: Pilot 4: Pilot Testing of the Peer Program Quality Review Process

Eligibility to Participate

Interested faculty from any institution/program participating in the pilots may apply to be a member of the Work Group for the development of the Peer Program Quality Review Process. The Work Group will be limited to approximately 20 practitioners plus additional accreditation experts as needed. All institutions/programs in the pilots, however, will have the opportunity to provide input into the work of the Work Group through opportunities such as field surveys and focus groups as the development work progresses. The development process will begin in early 2021 with the pilot of the Peer Review process beginning in 2021-22. More information on the Peer Program Quality Review pilot is provided in Webinar 4.

Institution/Program Obligations During Pilot 4

A sample of institutions/programs will be requested to try out the new Program Quality Review Process once it has been developed and is ready for piloting. Institutions/programs selected to be part of the representative sample for pilot testing of the draft Peer Program Quality Review

Process must agree to participate in the Peer Program Quality Review Process pilot testing if requested by the Work Group.

5. Process for Recommending Candidates for the Permit

In order to be authorized to recommend candidates, one or more analysts will need to be listed as an authorized signer with the Commission. Form CL-869 must be submitted per the instructions listed on the form to add a new individual to the list. The form must be submitted by someone at the IHE who has oversight of the program, such as a director or department head. The exact title of the individual may vary depending on the structure of the IHE. Additionally, if the IHE participating in the ECE pilot also uses CTC Online for other online submissions, an individual who already has access and approval to make online recommendations can also sign the submission form for the pilot program. Submissions for the pilot program must be submitted via paper, not through CTC Online.

Once an authorized signer is established, the submission process will consist of the following items:

- Application form 41-4 (*note: fingerprints are part of this application form and process*)
- \$100 processing fee (check or money order)
- Verification form 41-CDP3
- Official transcripts (as needed)

The authorized signer will complete form 41-CDP3 to verify that the requirements were met. It is not necessary to include official transcripts with all submissions as the form verifies the requirements but if the candidate has earned a degree, providing official transcripts would allow the Commission to update the candidate's record with that information. Applications are processed within 50 business days, per statute. The complete packet including all the items referenced here must be mailed to the Commission at the address found on application form 41-4.

Resources

[ECE Webpage](#)

ECE Mailbox: ECE@ctc.ca.gov

[ECE Mailing List](#)

Appendix A

Courses in the Program leading to the Child Development Permit-Teacher Level

List the courses (course number, title, and number of units) that comprise the Early Childhood Education Child Development Permit-Teacher level program. Identify if a course is required for all candidates or if there are courses that are electives. Please submit the list to ECE@ctc.ca.gov within 60 days of submitting your **Application** for the pilots with your institution's name and "Appendix A" in the subject line. Example: "Cal State Freeway: Appendix A"

Appendix B

ECE-TPE Matrix

Identify the primary course, by course number and title, that addresses the Teacher level of the Early Childhood Education [Teaching Performance Expectation](#) for each of the TPEs. If the concepts in the ECE-TPEs are addressed in additional courses that are part of the program for the Child Development Permit-Teacher Level, please identify the Course by number and title. Submit the course syllabi for each course identified in the table below.

This matrix is due to the Commission no later than 60 days after submitting the ***Application to Participate in the Pilots*** document. Submit this form to: ECE@ctc.ca.gov with your institution's name and "Appendix B" in the subject line. Example: "Cal State Freeway: Appendix B"

Institution/Program: _____

NOTE: If using CAP courses, this matrix does not need to be completed or submitted.

Early Childhood Education- Teaching Performance Expectation	Primary Course that Addresses the ECE- TPE (# and Title)	Additional Course(s) that Address the ECE-TPE (# and Title)
1. Engaging and Supporting All Young Children in Development and Learning		
2. Creating and Maintaining Effective Environments for Young Children's Development and Learning		
3. Understanding and Organizing Content Knowledge for Young Children's Development and Learning		
4. Planning Instruction and Designing Developmental and Learning Experiences For All Young Children		
5. Assessing and Documenting Young Children's Development and Learning		
6. Developing as a Professional Early Childhood Educator		

Appendix C

ECE Program Guidelines Analysis

Institution/Program: _____

Complete an analysis of your institution and its Child Development program(s) against the concepts found in the [Commission-adopted ECE Program Guidelines](#). Provide information on the checklist below where the program might need to make changes in order to align with the Guidelines. The expectation of an institution in the pilot is that it will be in alignment with the Guidelines within 2 years of beginning the pilot.

This information is due to the Commission no later than 120 days after submitting the ***Application to Participate in the Pilots*** document. Please submit this form to ECE@ctc.ca.gov with your institution's name and "Appendix C" in the subject line. Example: "Cal State Freeway: Appendix C"

Identification of Key Program Attributes That Will Need to be Modified to Ensure that the Program Will Meet the Program Guidelines

The ECE Leadership Team as identified by your institution/program below should review all guidelines to determine where the program will need to be make changes to meet the guidelines. The Commission is not asking that those changes be outlined in this document. Please check (x) the appropriate boxes below to indicate the results of your program’s analysis.

Major Revisions: Revisions that require significant changes to or restructuring of the program, revision or development of new syllabi and/or processes may require Academic Senate or appropriate governing body approval.

Minor Revisions: Revisions that include some limited restructuring of the program, editing language or adjusting materials and/or processes. Faculty could most likely make changes by being informed rather than retraining.

No Changes: This is already a component of the existing program. No changes would need to be made to processes, structure, materials, or training of personnel.

Part I: Leadership Team Members

ECE Institution/Program Leadership Team Member	Title/Role

Part II: Program Guidelines Analysis

Guideline	Major Revision	Minor Revision	No Changes
Guideline 1: Early Childhood Education Preparation Program Design The preparation provided to candidates is designed to address the range of candidate performance expectations so that the early care and education workforce will develop the			

Guideline	Major Revision	Minor Revision	No Changes
<p>knowledge and skills to work effectively with all children from birth through age 8 and their families. Coursework and fieldwork/practicum experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of young children. Candidate preparation is grounded in the theoretical framework of developmentally-, linguistically and culturally appropriate practices for the care and education of young children as well as for collaborating effectively with families to support their children’s development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.</p>			
<p>In order to prepare candidates to effectively promote learning for all California young children, key elements within the curriculum include typical and atypical child growth and development from birth through age eight; developmentally-, linguistically-, and culturally-appropriate pedagogy for young children in key content areas as identified in the <i>California Infant/Toddler and Preschool Foundations and Curriculum Framework</i>; understanding the learning trajectories of young children; designing and implementing developmentally-, linguistically- and culturally appropriate curriculum and assessments; understanding and supporting learning for dual language learners and for children with special needs; understanding and supporting the value of play in early childhood learning; understanding and analyzing young children’s’ developmental progression and learning to inform environments and curriculum to meet children’s learning needs; providing social-emotional development and supports for young children; understanding of the range of factors affecting young children’s learning such as the effects of poverty, racial bias, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children. The preparation program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of the Child Development Permit. (See also Standard 6).</p>			
<p>Guideline 2: Preparing Candidates to Master the <i>Early Childhood Education Teaching Performance Expectations</i> (ECE-TPEs) The <i>Early Childhood Education Teaching Performance Expectations</i> (ECE-TPEs) describe the set of professional knowledge and skills expected of a beginning level Child Development practitioner</p>			

Guideline	Major Revision	Minor Revision	No Changes
relative to the permit level sought by the candidate in order to effectively support the growth, development, and learning of all young children and to work collaboratively with families to support children’s learning.			
The coursework and fieldwork/practicum/clinical practice components of preparation must provide multiple opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence as designed and as implemented by the candidates’ preparation program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the full range of the ECE-TPEs as these apply to the intended level of the Child Development Permit, and (b) prepares the candidate for course-related and other program assessments of their competence with respect to the ECE-TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors with appropriate background and expertise in early childhood education as identified and selected by the program and/or by the program in collaboration with employers assess candidates’ performance in relation to the ECE-TPEs and provide formative and timely performance feedback regarding candidates’ progress toward mastering the ECE-TPEs.			
<p>Guideline 3: Opportunities to Learn and to Practice</p> <p>A. Fieldwork/Practicum/Clinical Practice Experiences</p> <p>The program’s organized Fieldwork/Practicum/Clinical Practice experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate’s learning through application of theory to practice with young children in California early care and education settings. These experiences may be within the candidate’s ECE workplace as appropriate and as available.</p>			
The program provides each candidate with an opportunity to understand and apply theories and principles of educational equity for purposes of creating and supporting more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, sexual orientation, religion, ableness, and socioeconomic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit			

Guideline	Major Revision	Minor Revision	No Changes
<p>and implicit racial bias impacts instruction, classroom management, and other early childhood program policies; and (d) develop an understanding of the role of the leader in creating equitable learning opportunities and outcomes in early childhood education settings. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how teachers can help address any identified inequity.</p>			
<p>The program prepares candidates to improve growth, development, and learning for all young children by examining teaching, learning, children’s engagement, family and community involvement, and other supports in the early childhood setting that support learning and access for all young children. The program ensures candidates understand the importance of building on young children’s strengths and assets as a foundation for supporting children’s growth, development, and learning, especially young children who are dual language learners and young children with special needs.</p>			
<p>Fieldwork provides opportunities for all candidates to observe early childhood classrooms and settings that are committed to and that exemplify developmentally-, culturally- and linguistically-appropriate and effective practices and to select focus students for deeper observational study, as appropriate to the level of the preparation program and the level of the permit sought by the candidate, including children who (a) exhibit typical behavior; (b) exhibit atypical behavior; (c) are dual language learners; and (d) have identified special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for children during both instructional and play time.</p>			
<p>Candidates are provided with opportunities to review the curriculum and to gain knowledge of important concepts in early learning appropriate to the developmental range of young children ages 0-5. For infants and toddlers, consistent with California’s <i>Infant/Toddler Learning Foundations</i>, these would include but not necessarily be limited to curriculum areas such as social-emotional development, language development, cognitive development, and perceptual and motor development. For young children, consistent with California’s <i>Preschool Learning Foundations</i>, these would include but not necessarily be limited to social-emotional development,</p>			

Guideline	Major Revision	Minor Revision	No Changes
<p>early language and literacy development for dual language learners, English language development, early Mathematical reasoning, early scientific reasoning, physical development, health, history-social science, and visual and performing arts. Candidates are able to observe a range of early childhood assessments of learning as well as of social-emotional growth and development. Candidates are also able to observe how ECE personnel organize and supervise the work of other adults in the early care and education setting.</p>			
<p>The range of supervised experiences included in the program coursework and fieldwork provided to candidates must include program-supervised early field experiences, guided observations in ECE settings, and practice teaching (i.e., co-planning and co-teaching, or guided teaching), among others, as appropriate for the intended level of the Child Development Permit. Candidates should have experiences with a variety of diverse students and families reflective of the demographics of California.</p>			
<p>Preparation Faculty and/or Site Supervisors and/or Program Directors provide an orientation for teachers in whose classrooms or ECE settings candidate experiences will take place to ensure that all supervisors of fieldwork/practicum/clinical practice experiences and all cooperating ECE teachers understand their role and expectations. The clinical supervision and support for candidates provided by the program must include at least one in-person site visit and may also include video capture or synchronous video observation in addition.</p>			
<p>B. Criteria for Field Work/Practicum/Clinical Practice Placements Sites selected for candidate experiences should demonstrate commitment to developmentally-culturally- and linguistically--appropriate and effective practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners, offer the opportunity to interact with different student age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and should permit video capture for candidate reflection. The sites selected should have a qualified Master Teacher and a qualified Site Supervisor or Program Director.</p>			

Guideline	Major Revision	Minor Revision	No Changes
<p>Guideline 4: Monitoring and Supporting Candidate Progress towards Meeting Child Development Permit Requirements</p> <p>Program faculty, program supervisors, and ECE program-employed supervisors, as applicable, monitor and support candidates during their progress towards mastering the TPEs as well as towards meeting the requirements for the Permit level sought. Evidence regarding candidate progress and performance is used to guide the advisement and assistance support that must be provided by the program to each candidate. Appropriate information is accessible to guide candidates' meeting of all program requirements in a time frame consistent with each candidate's individual situation, goals, and chosen career pathway.</p>			
<p>Guideline 5: Faculty and Supervisor Qualifications</p> <p>Coursework is provided by qualified faculty members who have relevant knowledge and experience in the field of early care and education, including knowledge of effective practices. Faculty members must have a minimum of a Master's degree or equivalent in early childhood education. Faculty should also have an understanding of adult learning theory in order to work effectively with the early care and education workforce and to effectively supervise fieldwork, practicum, and/or clinical practices experiences for candidates.</p>			
<p>Supervisors of field experience should be a Master Teacher or have the qualifications to be eligible for a Master Teacher level permit or above, or hold a valid California Multiple Subject teaching credential.</p>			
<p>Guideline 6: Assessment of Candidate Competency</p> <p>Candidates are assessed by the preparation program through a coherent set of performance-based activities focusing on the adopted Performance Expectations for the intended level of the Child Development Permit. The information gained through the program's assessments is used to help set learning goals for candidates, inform candidates' progress towards meeting the TPEs as well as other requirements for the Permit being sought, and provide informal formative evidence of the program's effectiveness in helping candidates accomplish the Performance Expectations, which can be used to inform program adjustments.</p>			

Appendix D

For Information Purposes Only

Application to Participate in the Early Childhood Education Child Development (Teacher Level) Permit Pilots:

ECE TPEs, Program Guidelines, ECE TPA, and Peer Program Quality Review Pilots

Institution _____

Name of ECE Program _____

Contact Person

Name _____

Email _____

Name of Authorized Submitter for Candidate Applications (*note: additional authorized submitters may be added by the institution/program*)

Name _____

Email _____

Our institution/program hereby certifies the following:

Part 1A: TPEs

- Our program is using the TPE-aligned CAP curriculum for 20-21 candidates
- Our program has aligned our own curriculum to the Teacher TPEs and is using this curriculum for 20-21 candidates
- Our program is in process of aligning our curriculum to the Teacher TPEs for 20-21 candidates and will implement the aligned curriculum (date: _____)
- Our program is in process of aligning our curriculum to the Teacher TPEs for 2021-22 candidates

Part 1B: Program Guidelines

- Our program will be working to implement the Program Guidelines in 20-21
- Our program will be working to implement the Program Guidelines in 21-22

Part Two: NAEYC Accreditation Status

Select the applicable option below

- Our program is currently NAEYC-accredited, attach a copy of the accreditation letter
- Our program is in process/will be applying for NAEYC accreditation, provide verification of where the institution is in the process
- Our program is not currently NAEYC-accredited

Part Three: Assurances

Assurance 1: As a condition of participation in the pilots, our institution/program agrees to provide the Commission on Teacher Credentialing with all of the following types of data for the 20-21 program year:

- TPEs—Submit the matrices in Appendices A and B showing the course number and course syllabi (within 60 days)
- Program Guidelines—submit the checklist form in Appendix C, indicating where the program is now in relation to each of the 6 guidelines and next steps needed to bring the program into full alignment with the guidelines (within 120 days)
- Enrollment data for ECE Teacher Permit candidates experiencing TPE-aligned curriculum, annually during the pilot
- Feedback from faculty regarding the integration of the TPEs in coursework, and effectiveness of the TPEs for preparing candidates for the job role of an ECE Teacher, annually during the pilot
- Participation in a completing candidate survey that will be developed collaboratively with participating pilot programs and distributed to ECE Teacher Permit candidates in programs participating in the pilot
- Feedback regarding implementation of the Program Guidelines: pilot participation experiences, lessons learned, and any recommendations going forward
- Feedback to the Commission regarding overall pilot participation experiences, lessons learned, and any recommended best practices as a result of participating in the pilot.

Assurance 2: As a condition of participation in the pilots, our institution/program agrees that we will participate in the pilot testing of the ECE TPA and/or the Peer Program Quality Review Process as invited and/or as requested.

Name of Responsible Institutional Administrator _____

Title _____

Email _____

Signature _____

Date _____

Appendix E

Form 41-CDP3



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

CHILD DEVELOPMENT APPROVED-PROGRAM VERIFICATION (41-CDP3)

This form must be completed by a California community college or four-year college or university approved by the Commission to verify completion of requirements for Child Development Teacher Permits as part of the PDF-R grant pilots. This form must be submitted to the Commission with the application form ([41-4](#)), applicable fees and supporting materials. **Please use a separate form for each permit type being requested.**

Name of Applicant: _____

First

Last

Last Four Digits of SSN: _____ Permit Requirements Completion Date: _____

Type of Permit (select one):

Assistant	<input type="checkbox"/>	6 ECE/CD semester units
Associate Teacher	<input type="checkbox"/>	12 ECE/CD semester units and 50 days of ECE/CD experience
Teacher	<input type="checkbox"/>	24 ECE/CD semester units, 16 semester units in general education, and 175 days of ECE/CD experience
	<input type="checkbox"/>	Associate or higher degree in ECE/CD (<i>transcripts required</i>) and 3 semester units of supervised ECE/CD field experience
Master Teacher	<input type="checkbox"/>	24 ECE/CD semester units, 16 semester units in general education, 6 semester units in one area of specialization, 2 semester units in adult supervision, and 350 days of ECE/CD experience
	<input type="checkbox"/>	Bachelor's or higher degree (<i>transcripts required</i>), 12 ECE/CD semester units and 3 semester units of ECE/CD supervised field experience

Site Supervisor	<input type="checkbox"/>	Associate or higher degree or 60 semester hours (<i>transcripts required</i>), 24 ECE/CD semester units, 16 semester units in general education, 6 semester units in ECE/CD administration and supervision, 2 semester units in adult supervision and 350 days of ECE/CD experience (including 100 days supervising adults)
	<input type="checkbox"/>	Bachelor's or higher degree (<i>transcripts required</i>), 12 ECE/CD semester units and 3 semester units of ECE/CD supervised field experience
	<input type="checkbox"/>	Valid California Administrative Services, Multiple Subject or Single Subject in Home Economics Credential (<i>copy of credential is optional</i>), 12 ECE/CD semester units and 3 semester units of ECE/CD supervised field experience
Program Director	<input type="checkbox"/>	Bachelor's or higher degree (<i>transcripts required</i>), 24 ECE/CD semester units, 16 semester units in general education, 6 semester units in ECE/CD administration and supervision, 2 semester units in adult supervision and one year of site supervisor experience
	<input type="checkbox"/>	Valid California Administrative Services Credential, 12 ECE/CD semester units, 3 semester units of ECE/CD supervised field experience
	<input type="checkbox"/>	Valid California Multiple Subject or Single Subject Credential in Home Economics, 12 ECE/CD semester units, 3 semester units of ECE/CD supervised field experience and 6 semester units in ECE/CD administration and supervision
	<input type="checkbox"/>	Masters or higher degree in ECE/CD (<i>transcripts required</i>)

The School Age Emphasis requirement was completed for the type of permit noted above

As the authorized representative of a California community college or four-year college or university approved by the Commission to verify completion of requirements for Child Development Teaching Permits, I have reviewed the applicant's application and preparation and certify that the applicant has completed the requirements for the Child Development Permit identified above.

Signature: _____ Date: _____

Name (Printed): _____ Title: _____

Email Address: _____ Institution: _____



NORCO COLLEGE

Early Childhood Education
Instructional Program Plan

November 2019

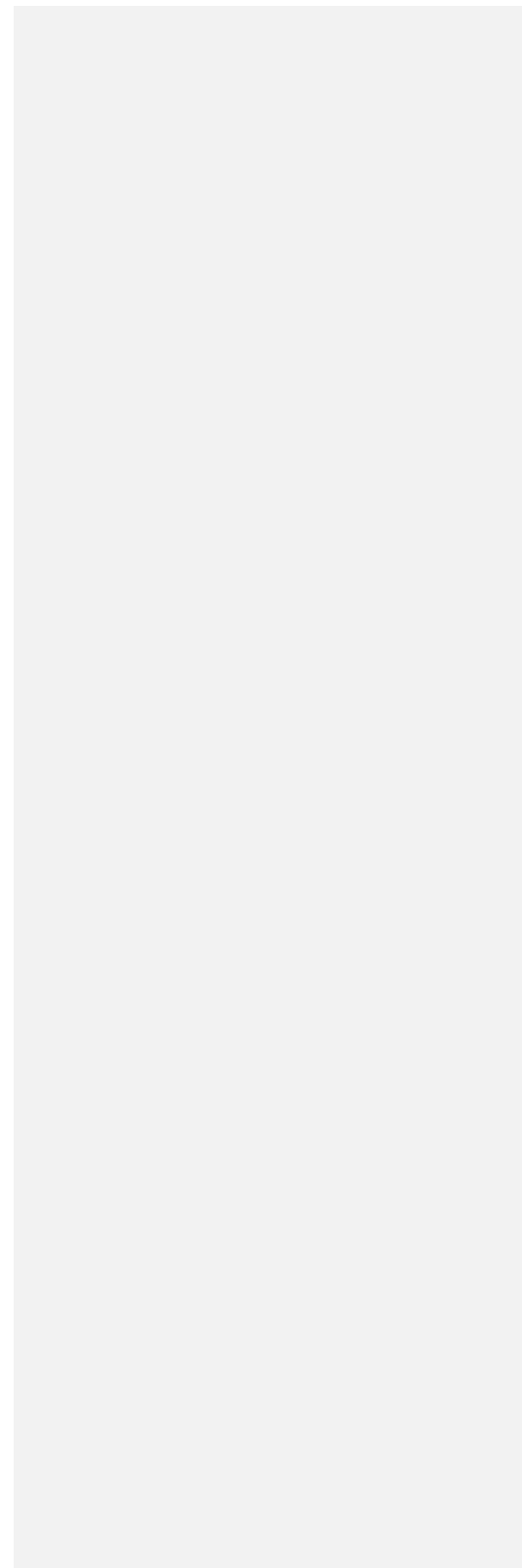
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APPENDIX A 21

Draft Plan to Transition ECE Courses to Stokoe – Option 1 – Fast Track

APPENDIX B 23

Draft Plan to Transition ECE Courses to Stokoe – Option 2 – Slower Track

Historical Perspective

In spring 2018, through the efforts of Assembly Woman Sabrina Cervantes, the Norco College Early Childhood Education (ECE) discipline was awarded \$5 million to build a new Early Childhood Education Child Development Center. Since then we have explored many and varied alternatives to making this come to fruition. At this time, the most efficient and effective use of this money is to explore the use of the Stokoe Innovative Learning Center, located on the campus of the Phillip. M. Stokoe Elementary School, in the Alvord Unified School District. The Stokoe Innovative Learning Center site was designed and constructed in collaboration by the Riverside Community College District (RCCD) and Alvord Unified School District (AUSD). The Learning Center was intended to be used as an innovative, model teaching demonstration site. The initial intention was to provide pathways to careers for teacher candidates intending to work across a wide range of age groups, and school settings. These candidates included students wanting to work in early childhood, aiming towards a California Teaching Permit, students seeking a multi-subject or single subject teaching credential, or students interested in becoming special education teachers.

When first opened, the Learning Center was identified as a Riverside City College (RCC) facility, within the Riverside Community College District (RCCD). RCC ECE faculty chose to not use the facility as their ECE lab school site, preferring to stay on the RCC campus at their existing lab school site. Norco ECE faculty used the preschool location at Stokoe in 2011 and 2012 for our Practicum class (EAR-30) after our campus lab school closed in 2010. When the preschool at Stokoe was then closed at the start of the spring semester in 2013, we relocated again to Temple Beth El in Riverside (off Central Avenue), so that students could complete the Practicum, certificates, and degrees that spring. We have an ongoing contract with Temple Beth El and continue to offer our practicum class there every spring and recently added a summer session.

To complete 108 hours of supervised field experience, NC ECE students must travel to Temple Beth El, the off-site location. There are two sections for EAR-30, and so the Instructor of Record is on site to support all enrolled students for a total of 216 hours. The site is approximately 30-45 minutes' drive from the Norco College main campus. Our special education practicum class (EAR-41) is located at the Head Start on Maple

Street in Ontario, again approximately 45 minutes from the NC main campus, requires the Instructor of Record to be on site for 216 hours during the semester.

The intention is to continue to offer EAR-30 at Temple Beth El, and EAR-41 at Head Start on Maple until the College identifies an alternative site that is associated more directly with Norco College.

Currently, Norco College is collaborating with RCCD, Alvord Unified School District, Riverside County Office of Education, and Assembly Woman Sabrina Cervantes to have NC ECE explore the possibility of offering ECE courses at Stokoe. While this collaboration presents logistical challenges, it will ultimately give our students the opportunity to have access to a lab school environment again, to be on a single site together, and to explore the wide range of programming opportunities for which this site was originally intended.

Phasing in Early Childhood Education at the Stokoe Learning Center

The move to the Stokoe site requires great planning to ensure success. We have existing constituents located at Stokoe that need to be considered as we contemplate how to provide ECE students the opportunity to be at the Stokoe site. Alvord Unified School District (AUSD) administers an Elementary school program, Riverside County Office of Education (RCOE) hosts Special Education Special Day Classes and a Head Start Program and are currently working to install a State Preschool in the coming year. For our college program to find its appropriate place at this site it will require sensitivity to the existing programming, and to their already established routines. Respect for the concerns, reactions, and responses of the families, children, and school personnel on the campus must be taken into consideration. Their trust in our ability to keep all children protected must be held at a premium. We need to think carefully about how to smoothly introduce our ECE college students into their protected space, while also ensuring that our college students feel supported and welcomed. We need to tread kindly and gently and with the full involvement and collaboration of AUSD and RCOE to find a pathway along which NC ECE students and the existing program can be implemented on the site. First, the existing students in ECE need time to understand the changes in scheduling and location. This can be facilitated by a slow expansion to the off-site location. Second, the Stokoe faculty and staff need to become acquainted with our program, relationships and partnerships need to be built, and roles, responsibilities,

and purview must be identified. The families with children attending the preschool and elementary school programs at Stokoe need clarity on our purpose, the role their children will play, and have any concerns addressed.

Ideally, we would move classes to the Stokoe site in multiple phases over a number of years. This phasing in process will facilitate time to adequately plan how to integrate Head Start and State Preschool curriculum into our ECE courses, especially the practicums. We need to adjust courses to facilitate alignment and smooth integration into the programs at Stokoe; this is exactly what we did when we transitioned our practicums to Temple Beth El and Head Start at Maple. Along with this we need to also engage in outreach to increase awareness and understanding of our program, explain how students will engage on the Stokoe campus, identify the benefits to all parties, and really identify where and how we can collaborate with our RCOE and AUSD partners.

The following are the suggested phases for the project.

Phase I – Establish a Base of Understanding and Prepare for the First Class Offering

Establishing a Base of Understanding. As AUSD prepares to work with RCOE to offer a State Preschool at Stokoe, it would be advantageous for the ECE faculty at Norco to dialogue with the lead facilitators of State Preschool and Head Start. Discussions would be to identify ways in which we can embed key curriculum concepts into corresponding courses in our ECE program. For example, the State Preschools use a curriculum called High Scope. To prepare our students to be successful in their observations and supervised field experience we need to make sure they have an introduction to this approach. Just like we have embedded the state assessment tool, The Desired Results Developmental Profile (DRDP), into our existing classes at the request of our advisory board and to ensure students are prepared for the real world of work, we would do the same with this specific curriculum approach. This will not only prepare our students to observe and identify this approach in action in our courses but will prepare them for later employment in our county. This kind of integration through collaborative conversations will also serve to build connections, relationships, trust that we are focused on a true partnership, and builds a sense of community. It also shows respect for the very important work that RCOE does to support their programs regarding Quality Rating systems in California. We need to be a true partner in this endeavor and

consequently our students need to be aware and prepared to understand what it is they are observing and implementing in these classrooms.

We can also work together with RCOE to identify ways in which Norco College students can be integrated into the daily programming of the preschool classrooms (Head Start and State Preschool). NC student integration would be for pedagogical practices such as designing and then teaching activities to children, designing and installing bulletin boards to be used in the preschool classrooms, possible volunteering opportunities, work experience for permit hours, or other Service Learning type activities that can support our preschool colleagues in their classrooms.

The First Class Offering. The first class offered at Stokoe should be EAR-19 Observation and Assessment Methods. This course is one of our most challenging and we strongly advise our students to take it in their second year-of the program. If students follow our pathway of courses, they would have already completed our Four Core classes, EAR-20 Child, Growth and Development, EAR-24 Intro to ECE Curriculum, EAR-28 Principles and Practices, and EAR-42 Child, Home and Community. They will have earned their Assistant and Associate Teacher Certificate, and most of them would already have a California Teacher Permit, which also means they would have passed a fingerprint background check. These should be our most committed ECE or teacher pipeline candidates. It could also be our future related services workers, such as occupational therapists, speech language pathologists, physical therapists, or social workers. The point is, it will be students that are already committed to protecting children and childhood, and they would have already established a relationship with the Instructor of Record.

EAR-19 students conduct multiple observations of children as they play, engage with teachers, and follow their daily preschool routines. The full implementation of this course requires the embedded use of the existing one-way observation windows into the preschool classrooms. These windows were designed specifically for this purpose. To become pedagogically functional, a speaker system needs to be reinstalled at the windows. The speaker system will be so students can listen in on the activities in the classroom via headsets. Microphones will also need to be reinstalled in the classroom to capture sound and a sound buffering system to decrease or dampen the sound reverberation in the room created by the natural interactions that occur between

children in a preschool classroom. We would also like to give students in EAR-19 the opportunity to interact with children towards the end of the class when they are required to design curriculum to enhance development.

Phase II – Integration of More Day and Night Classes to Stokoe

In Phase II Norco College would begin offering more classes at the Stokoe site. Appendix A shows the rotation of classes planned until summer 2023. The course rotation chart includes all classes, across all delivery modes, and cohorts. It shows classes that will be offered during the day, night, on-line and at our dual enrollment sites. Appendixes B and C show two alternative plans for gradual implementation of ECE courses at the site. Appendix B shows a faster implementation than C. A key component to ensuring the success of relocating to the site is student awareness. Processes must be established to ensure students have access, feel welcome, and can understand the overall benefits of this off-site location.

Therefore, a strategic marketing plan must be developed and implemented. The plan must include the development of a comprehensive ECE website, printed marketing materials, and training provided to the counseling department. The primary expectation of the marketing will be to ensure there is understanding of the full program, course rotations, and the distribution of EAR courses at multiple sites.

Phase III – Teaching the Practicum Classes at Stokoe

The practicum classes, EAR-30 and EAR-41, are highly planned and coordinated endeavors. We currently offer these classes off site at Temple Beth El in Riverside (EAR-30) and Head Start on Maple Street in Ontario (EAR-41). EAR-30 is currently offered during spring academic semesters, and at times during summer sessions. EAR-41 is offered in the fall academic semester. The discipline is currently in the process of rescheduling EAR-41 to spring and EAR-30 to fall to meet the needs of students across the RCCD. Therefore, time is required to collaborate with the program in which we place our students. Discipline faculty need to mirror the schedule and curriculum approaches being used and create contracts that articulates student’s engagement and involvement in the classroom and with their engagement with children.

The following elements need to be in place for either of the practicums to be offered at Stokoe site:

1. Access to a minimum of five classrooms to maintain an enrollment capacity of 20. Two interns are placed in each classroom as not to overwhelm any preschool or pre-kindergarten classroom with too many adults. Typically, there are two additional teachers in the room that have full responsibility to supervising the classroom and overseeing the practicum students. There are currently **four** Head Start classrooms and at least two Special Day Classes (special education specific) with a State Preschool potentially locating two classrooms there as early as spring 2020.

2. Modifications to the way faculty teach the practicum courses, assignments given, and the flow of the course schedule to align the programming in the childcare programs offered at the Stokoe site. To ensure students are adequately prepared to perform in these locations, faculty need to assess the understanding of the curricular approaches used by Head Start (Creative Curriculum) and State Preschool (High Scope). This will require infusing the two curricula into existing Norco College classes in more depth than they currently exist. This integration also means modifying syllabi to adjust the existing flow, scheduling, and assignments to blend smoothly into their programming.

It is anticipated that EAR-41 is likely to be offered first at the Stokoe site, potentially in spring 2022. The college currently offers this practicum at a Head Start, so modifying the schedule or curriculum approach will be easier than the adjustments for the State Preschool. In addition, there are already four Head Start classrooms on the Stokoe site and two Special Day Classes (specific to children with disabilities), and so the set-up lends itself more towards the specialized practicum more than the general education program.

EAR-30 will be offered at the site when there are at least five preschool/pre-kindergarten or even transitional kindergarten (TK) classes that have the same curriculum approach. This is important for continuity of programming, pedagogical approaches to supporting the students, and keeping the complexity of this class as controlled as possible.

Phase IV – Creating new Programming Pathways

Once a solid partnership is established at Stokoe with the Norco College ECE program, exploring the possibilities of expanding programming to include Education (EDU) specific classes can be started. EDU classes will focus more on pathways to multi-subject teaching credentials (K-12 related degrees) and Special Education teacher

preparation. Hopefully the expansion of the program will involve establishing partnerships with local four year-universities and high schools.

Current Early Childhood Education Programming

Courses, Certificates, and Degrees

Early Childhood Education (ECE) at Norco College offers a wide range of courses, certificates, degrees and career pathways for students interested in working with children. The program has courses that are aligned to the California Alignment Project (CAP https://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm). The CAP is a statewide initiative to provide students with equity in programming in ECE and to facilitate transfer between community colleges and to provide employers with consistency in teacher preparation programs. These courses also formed the foundation for the current Associate Degree for Transfer in ECE.

Courses included in the CAP. Required Courses listed in the recommended sequence for completion

CAP Required Courses	CAP Aligned Electives
EAR-20 Child Growth and Development	EAR-33 Intro to Infants and Toddlers
EAR-42 Child, Home and Community	EAR-34 Curriculum for Infants and Toddlers
EAR-28 Principles and Practices in ECE	EAR-40 Intro to Children with Special Needs
EAR-24 Intro to Curriculum	EAR-46 Curriculum for Children with Special Needs
EAR-26 Child Health and Nutrition	EAR-44 Administration I
EAR-25 Diversity in ECE	EAR-45 Administration II
EAR-19 Observation and Assessment Methods	
EAR-30 The Practicum	



ECE also offers additional courses that serve as electives and can also be used towards obtaining a California Child Development Permit issued from the California Commission for Teacher Credentialing; specifically, for specialization units as required on certain levels of the permit file:///C:/Users/drsar/Downloads/Permit_Matrix_12-2018.pdf.

Electives
EAR-43 Challenging Behaviors in ECE
EAR-47 Childhood Stress and Trauma

The CAP courses and electives are embedded in ECE certificates and degrees.

Certificate	Units
Assistant Teacher	6 units of the 4 Core Classes – EAR-20, 42, 28, 24
Associate Teacher	All 4 Core Classes
Early Childhood Education	31 Units – EAR-19, 20, 24, 25, 26, 28, 30, 42 + 6 units of electives
Early Childhood Intervention Assistant	34 Units – EAR-19, 20, 24, 28, 30, 40, 41, 42, 43, 46 + 6 units electives
Associates Degree in ECE	31 units in ECE + 29 Units of GE
Associates Degree for Transfer in ECE	25 Units in ECE = 35 units of GE
ADT in Child and Adolescence	Ear 20, 24, 28 and 42 are embedded

ECE is also part of the Area of Emphasis (AOE) Degree in the School for Social and Behavioral Sciences (SBS). Most students that complete the Associates of Science (AS) or Associates Degree for Transfer (ADT) in ECE or Child and Adolescence Development (CD) will also earn this degree. ECE is currently collaborating with the Counseling

department to identify additional courses to be included on the General Education track. Currently EAR-20 and -42 are included, but there is potential for EAR-25, -26, -40, and -47 to also be included because they align to at least one of the Program Learning Outcomes for the General Education program.

Alignment to State Initiatives

California is currently focused on quality and competency in teaching in the early childhood years. In the future, these initiatives will require Community College ECE programs to demonstrate that their graduates have attained a certain level of proficiency in the Teacher Performance Expectations (TPE), which were recently approved by the California Commission on Teacher Credentialing. To this end, faculty will need to ensure that ECE students have access to a highly competent demonstration site and opportunities for practicums, work experiences, and internships that are overseen by Subject Matter Experts.

The California Department of Education has identified 14 ECE Competencies in which students will eventually need to demonstrate proficiency. The first 12 of these competencies are currently embedded into CAP courses. The remaining two new competencies, coaching and advising, will be added soon. This means that ECE in CA will need to show evidence of proficiency, just like the k-12 teacher credentialing programs are required. There is no doubt that programs futures will be held accountable for demonstrating that students can meet these performances-based expectations. The types of performances-based expectations could assess through project-based learning assignments, which is currently done in classes, but it will also require hands on demonstrations with children and potentially be documented in portfolios.

Sustaining Current ECE Cohorts – Day, Night, On-line and Dual Enrollment

To sustain the success, we have demonstrated with our certificate and degree completions, we need to continue to offer a sequenced and organized rotation of courses for our existing day, night, and on-line cohorts. With the move to the Stokoe site we need to ensure that this element of the programming continues. We must ensure accessibility for students to our teaching on the site. This means resolving issues of physical access – fingerprinting, parking, scheduling that supports and compliments classes offered on the “main” campus (2001 Third Street). It also means that we should

plan to offer classes at STOKOE that support ECE majors and require or benefit from opportunities for direct observation and interactions with children. The following chart shows the anticipated courses that would be offered at Stokoe and the reason why:

STOKOE ECE Courses
EAR-19 – Observations and supervised interactions teaching curriculum
EAR-24 – Observation and supervised interactions teaching curriculum
EAR-28 – Observations
EAR-30 – General Ed Practicum class; supervised interactions with children
EAR-33 - Observations
EAR-34 – Observations and supervised interactions teaching curriculum
EAR-41 – Special Ed Practicum class; supervised interactions with children
EAR-40 – Observation – unless adopted as a GE course
EAR-43 - Observations
EAR-46 – Observations and supervised interactions teaching curriculum

EAR-25 and 26 could be taught at the Stokoe site or the main campus as part of the ECE major track, especially if they are identified as GE courses

EAR-20 and 42 should continue to be taught at the main Norco campus to maintain connections to students entering ECE as an exploratory major, and to provide curriculum to non-ECE majors not physically at the Stokoe site.

For proposed phasing in of courses to Stokoe over the next three years see Appendix B and C.

Increase On-Line Offerings

To stay abreast of current market demands and the creation of the on-line Community College, ECE needs to expand the current on-line offerings. The program needs to start by getting EAR-24 (Intro to Curriculum) approved for on-line, so all four core classes are

available in the on-line format. From there the program needs to identify which classes can be converted and offered in this format without losing pedagogical integrity. EAR-33 is currently going through the curriculum process to offered fully on-line and in the near-future we will also propose offering EAR-40 (already a Distance Education class) and EAR-19 and 25 (need to go through curriculum). Eventually the program will have all the required classes in the on-line format and some of the electives. EAR-30 is the most challenging class to format as Distance Education (DE), but there is great commitment by the faculty to do so. The college also need to do this so working teachers can complete and AS degree while continuing to work. We also need to provide at least 24 units on-line to make it easier for teachers holding a Multi-subject teaching credential to meet the state requirement in order to earn a Transitional Kindergarten authorization.

Dual Enrollment

ECE at NC has a strong connection to the High School Dual Enrollment program. General education courses in the EAR discipline, EAR-20 and EAR-42, are being offered in rotation at three local high schools each semester. This collaboration requires coordination by the lead faulty member with regards to hiring and training of associate faculty to teach at these locations and to collaborate with the Dual Enrollment administrators.

ECE Expansion Projects

Apprenticeship

Norco College has committed to the development of apprenticeships in early childhood education as part of the Riverside Community College District’s focus on economic and workforce development to improve prosperity in the region. To that end, Norco College has engaged in both the LAUNCH regional apprenticeship project through the Inland Empire Desert Regional Consortium and the recently awarded Workforce Accelerator Grant (WAF 7.0) focused on planning for apprenticeship implementation for early childhood education. Both Launch and WAF 7.0 will build capacity for Norco College to serve local residents with access to “learning and earning” pathways in early childhood leading to living wage careers. There is a potential annual workforce deficit of 1,854 childcare workers and preschool teachers (except special education, TOP code 130500) projected in the Inland Empire between 2018-2023, based on projected annual average

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job openings. Additionally, there is a projected annual shortage of 2,396 teacher assistants (TOP code 080200) for 2,410 annual average job openings for the same time period. By providing education and skill development via the Head Start program at the Stokoe Education Center, Norco College will support the RCCD commitment to creating better opportunities for local residents and will improve local services for families and communities that we serve.

Non-Credit

ECE is currently in process of identifying a Non-Credit option for students. A certificate in learning how to open and run an in-home childcare facility is currently going through curriculum (created by MVC) and Norco ECE plans to adopt once approval from the Advisory board is attained. These courses would be offered primarily at night at STOKOE to meet the needs of the community to not be on the main campus. This is part of an on-boarding strategy.

The discipline is currently working on projects aligned to a Perkins grant. One is to explore why more males do not enter the teaching field. Another is to develop marketing materials to promote the program, explain the certificates and degrees, and to facilitate on-boarding in the community. This project is also to enhance understanding of the ECE pathways to students and counselors.

The college is also working in collaboration with CSUSB on their Barriers to Bridges grant trying to identify ways in which we can increase community understanding of ECE. This is being done through the creation of videos and marketing materials to explain and simplify our certificates and degrees.

Future Plans for Program Growth

Addressing the Teacher Shortage - 2+2+2 Pathways – High School to Community College to 4-year- niversity

With the NC ECE program being located at Stokoe a number of opportunities open up to the program, the school district, and our region. The program gains a location where students will have access to high quality observations and practicum, internship, and work experience opportunities. It means Norco College could house our practicum classes at one location and not require student to commute long distances to complete these required classes, placing a large burden on them economically. It also provides

the opportunity to expand ECE to include the Education discipline (EDU). EDU already exists in RCCD, so NC would simply adopt the existing classes. More than this, there could be serious connections made to design 2+2+2 pathways into teaching, linking the high school, community college, and 4-year college experiences. Norco College plans to create deliberate connections to high schools, Bachelor of Arts (BA), and eventually Masters of Arts (MA) degree programs in our region. These connections will greatly establish local pathways for teacher preparation. There is a shortage of qualified teachers in the Inland Empire (Riverside and San Bernardino County) and the proposed partnerships could positively assist in make a difference in the shortage. The program can also offer opportunities to build similar pathways into the field of special education. Forming a Higher Education Collaborative to design these opportunities is possible at Stokoe. It will mean expanding the number of offerings under the ECE/EDU umbrella, it might also require elevating ECE/EDU/ECSE to a stand-alone department.

With the current ECE programming and the potentiality of the addition of an EDU pathway, it is time to start discussions regarding the development of ECE and EDU as its own department. The growth of the program, in conjunction with the establishment and collaboration of multiple local and regional relationships, an administrator at the director of associate dean level will be required. Currently, the lead full time faculty in ECE receives no reassign to manage this program, all while continuing to carry a full load, taking on grant work, state positions of leadership, and engaging in shared governance at the college. Overseeing the programs at Stokoe will significantly increase the amount of responsibility required from academic affairs and therefore requires there to be discussions about re-organizing the current administrative structure.

National Association for the Education of Young Children (NAEYC) Accreditation of Center and Adult Program

To be considered an excellent site Norco College needs to attain NAEYC Accreditation for not only the children’s program but also for the Higher Education (adult student’s in ECE) Program see <https://www.naeyc.org/accreditation/higher-ed/accreditation-overview> for more details.

Tier 5 Quality Rating Improvement System (QRIS)

To provide the ECE students with the most current and highest quality programming possible the College needs to support the preschool programs to reach and maintain a

level Five on the California Quality Rating Improvement System – see <https://www.ede.ca.gov/sp/cs/ce/documents/qrisupdatesapr2017.pdf> .

Programmatic Needs at the Center

Partnership with the On-site Preschool Programs

- In order for ECE students to engage with children inside of the Head Start or State Preschool classrooms, we will need contracts approved with the on-site preschool/prek programs. This means identifying parameters for interaction, engagement, programming responsibilities, influence and “say”, in the on-site programming and how it is tied and integrated into and with the academic program. It has to work that the faculty will have input on some programming aspects to ensure that the lab school is a reflection of the developmentally appropriate practices being implemented in the NC ECE program.
- The ECE faculty need to have input in programming at the location in order to align with the CAP, and to support attaining NAEYC accreditation for the children and adult program, and supporting high scores on the ITERS and ECERS, and Tier 5 QRIS rating
- Agreed upon courses in which students would be able to complete activities with the children inside the classroom or on the playground
 - EAR-19, 24, 28, 30, 34, 41, 43, 46

College Student Classrooms

EAR-classes require very specific types of adult classroom. EAR classes require spaces that are malleable to the teaching approaches we utilize in our discipline. This would include the following:

- Tables and chairs that are capable of interlocking, but also moveable to form group-based learning in groupings of 2, 4, 6, or 8; something to similar to the tables in Library 10
- Tables that have plenty of surface space on which students can present curriculum activities
- Desks with stations for students to plug in electronic devices
- Chairs that have moveable arm rests to accommodate for the diversity in our student population

- White boards with cork board along the top to hang student work for demonstration during presentations
- A smart board to enable interactive teaching
- Bulletin boards on the walls to facilitate the creation of classroom bulletin boards as would be used in a preschool classroom, and to also display in-class work completed by the students
- Storage space and surfaces inside the classroom for frequently used supplies, or a supply closet connected to the classroom.
 - Supplies including paper, markers, scissors, glue etc. as exists in the current classroom
 - Large roll paper stand and paper
- A location to store “in progress” work in the classroom for project-based learning
- Computers with live video feed from the classroom for in-class observations, plus headphones
- Video feed capture/recording to be used at night by the faculty teaching evening classes. Not stored for more than a single day, deleted at midnight

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Children’s Classroom – Inside

- Drop microphones for whole room coverage to listen while observing through observation windows
- Cameras inside the children’s room to provide a live feed into the college classroom
- Sound panels to absorb sound and improve acoustic ability
- Supplies and equipment to connect to the Outdoor Classroom – ensuring each room has significant and sufficient furniture, supplies, equipment to meet the needs of the academic program, NAEYC accreditation, ECERS or ITERS level 7 score, and Tier 5 expectations for Quality Counts California – Quality Start Riverside
- Lockers or storage system for interns in the practicums
- Bulletin Boards on the walls at child level
- Digital cameras to be used for assessment and collecting evidence

- Computer in the room for the teacher to use with the children to explore technology

Outdoor Classroom Project

- Contracting with the Outdoor Classroom Project to analyze, assess, and design a refurbishment of the outside playgrounds and open space in-between the classrooms. This approach is being reviewed by Alvord right now, is developmentally appropriate, connects to the requirements of the CAP for appropriate curriculum, and provides an optimal learning and teaching environment for children and teachers. It is also a critical element in the education of new teachers on current research into child development. Out nearest demonstration sites are in La Canada Flintridge or at College of the Desert. The lead ECE faculty is currently getting trained in this specific curriculum. See this website for more details <https://outdoorclassroomproject.org/>

Observation Windows

- The windows need to be restored to their original functionality
- Writing shelves/ledges need to be installed in front of the windows for students to write during their observations
- Stools will also be needed so students can sit while they observe classrooms, which could be up to two-hours for each observation
- Electrical outlets for students to use with laptops, or other devices for writing (no individual student recordings will be allowed and will be placed in course syllabi)
- Headphones connected to the drop microphones with a channel system for switching “zones” in the classroom

Observation Room

- A dedicated room for observations with live feed access to all the different children’s classrooms at the site.

Student Study Group or Community Room

- The EAR program requires numerous group projects. Therefore, space is required to enable students to collaborate on their projects while at this site. It is disadvantageous to require students to drive to the main campus in order to

meet and develop their group assignments. This space could be utilized as a student center where the ECE club, advisory board meetings, and community partners' meetings can occur. It could also be a space for students to meet, congregate and relax in between classes.

Faculty Resource Room

- Supplied with specific machines and materials needed to prep for classes; scantron, paper cutters, copier machine, shredder, computer stations, Cricut machine

Faculty Offices

- Separate faculty office for each full-time faculty including required furniture and equipment per the current CTA contract.

Associate Faculty Space

- Dedicated space for associate faculty to meet with students, proctor exams, and conduct regular faculty business.

Practice Classroom and Lending Library

- A mock classroom where students can practice setting up and manipulating children's classrooms and learning environments. This room could also be used for practicing how to set-up curriculum, flow around the room, licensing regulations, ADA compliance etc. These types of assignments would not be feasible in classroom that is regularly utilized by staff and children.
- The Lending Library will be filled with ECE related instructional materials for the children's classroom. These supplies are intended to be used by the NC faculty and Head Start and State Preschool programming to maintain current, developmentally appropriate learning experiences. The overarching purpose is to maintain continuity from the theory and concepts being taught in the adult student classroom, to what is being observed and practiced in the children's classrooms.

Parking

- We need to identify where RCCD staff and students will park at the site. It is recommended that evening security be contracted to ensure the safety of staff and students.

Fingerprinting and Access to STOKOE

- Access to the adult classes cannot be limited because of fingerprinting issues. We need to find a way to smoothly complete background checks without disrupting enrollment and access

Aspirations for the Future

- It would be wonderful if we were able to earn a CCAMPIS grant (Child Care Access Means Parents in School Program) and utilize it for providing support to students, especially our low income, homeless, or VETs to gain access to affordable childcare at this site, or elsewhere in Norco, Corona, Eastvale or Jurupa Valley. We might also be able to collaborate with the Head Start of State Preschool to identify a percentage of slots that could be reserved for NC students, especially Veterans.

**APPENDIX A – Draft Plan to Transition ECE Courses to Stokoe – Option 1 –
Faster Track**

	OFF-SITE PRACTICUM	STOKOE Day	STOKOE Night	NORCO Day	NORCO Night	ON-LINE	HS DUAL ENROLLMENT
Fall 2020		EAR-19		EAR-20 EAR-20 EAR-24 EAR-25 EAR-30 EAR-40 EAR-42	EAR-20 EAR-26 EAR-28 EAR-33	EAR-20 EAR-20 EAR-38 EAR-42	EAR-42 Centennial EAR-42 Eleanor Roosevelt
Winter 2021				EAR-19 EAR-24		EAR-20 EAR-20 EAR-26 EAR-42	
Spring 2021	EAR-41	EAR-26 EAR-28 EAR-46	EAR-19 EAR-20 EAR-25 EAR-34	EAR-20 EAR-20 EAR-20 EAR-42		EAR-20 EAR-24 EAR-28	EAR-20 Santiago
Summer 2021				EAR-28 EAR-42		EAR-20 EAR-26	
Fall 2021	EAR-30	EAR-19 EAR-24 EAR-26 EAR-28 EAR-33 EAR-43	EAR-20 EAR-25 EAR-40 EAR-42	EAR-20 EAR-20 EAR-42		EAR-20 EAR-26 EAR-28 EAR-42	EAR-20 Centennial & Roosevelt EAR-42 Santiago

Winter 2022				EAR-19 EAR-24		EAR-20 EAR-26 EAR-28 EAR-44	
Spring 2022	EAR-41 @ Stokoe?	EAR-24 EAR-26 EAR-34 EAR-47	EAR-19 EAR-20 EAR-28 EAR-46	EAR-20 EAR-20 EAR-42		EAR-20 EAR-24 EAR-45	EAR-42 Centennial & Roosevelt
Summer 2022				EAR-25 EAR-28		EAR-20 EAR-38	
Fall 2022	EAR-30 @Stokoe?	EAR-19 EAR-25 EAR-28 EAR-40	EAR-20 EAR-24 EAR-26 EAR-43	EAR-20 EAR-20 EAR-42		EAR-20 EAR-20 EAR-26 EAR-28	EAR-20 Santiago
Winter 2023				EAR-33 EAR-26		EAR-20 EAR-24 EAR-33 EAR-42	
Spring 2023	EAR-41 @ Stokoe?	EAR-24 EAR-28 EAR-40 EAR-46	EAR-19 EAR-26 EAR-42 EAR-47	EAR-20 EAR-20 EAR-20		EAR-20 EAR-20 EAR-26	EAR-20 Centennial & Roosevelt EAR-42 Santiago

APPENDIX B - Draft Plan to Transition ECE Courses to Stokoe – Option 2 – Slower Track

	OFF-SITE PRACTICUM	STOKOE Day	STOKOE Night	NORCO Day	NORCO Night	ON-LINE	HS DUAL ENROLLMENT
Fall 2020		EAR-19		EAR-20 EAR-20 EAR-24 EAR-25 EAR-30 EAR-40 EAR-42	EAR-20 EAR-26 EAR-28 EAR-33	EAR-20 EAR-20 EAR-38 EAR-42	EAR-42 Centennial EAR-42 Eleanor Roosevelt
Winter 2021				EAR-24 EAR-25		EAR-20 EAR-20 EAR-26 EAR-42	
Spring 2021	EAR-41	EAR-28 EAR-46		EAR-20 EAR-20 EAR-25 EAR-26 EAR-42	EAR-19 EAR-20 EAR-24 EAR-34	EAR-20 EAR-24 EAR-28	EAR-20 Santiago
Summer 2021				EAR-28 EAR-42		EAR-20 EAR-26	
Fall 2021	EAR-30	EAR-19 EAR-24 EAR-28 EAR-43	EAR-25 EAR-40	EAR-20 EAR-20 EAR-26 EAR-33 EAR-42	EAR-20 EAR-42	EAR-20 EAR-26 EAR-28 EAR-42	EAR-20 Centennial & Roosevelt EAR-42 Santiago
Winter 2022				EAR-19 EAR-24		EAR-20 EAR-20	

						EAR-26 EAR-44	
Spring 2022	EAR-41 @ Stokoe?	EAR-24 EAR-26 EAR-34 EAR-47	EAR-19 EAR-20 EAR-28 EAR-46	EAR-20 EAR-20 EAR-42		EAR-20 EAR-24 EAR-45	EAR-42 Centennial & Roosevelt
Summer 2022				EAR-25 EAR-28		EAR-20 EAR-38	
Fall 2022	EAR-30 @ Stokoe?	EAR-19 EAR-25 EAR-28 EAR-40	EAR-20 EAR-24 EAR-26 EAR-43	EAR-20 EAR-20 EAR-42		EAR-20 EAR-20 EAR-28 EAR-26	EAR-20 Santiago
Winter 2023				EAR-33 EAR-26		EAR-20 EAR-28 EAR-42	
Spring 2023	EAR-41 @ Stokoe?	EAR-24 EAR-28 EAR-40 EAR-46	EAR-19 EAR-26 EAR-42 EAR-47	EAR-20 EAR-20 EAR-20		EAR-20 EAR-20 EAR-26	EAR-20 Centennial & Roosevelt EAR-42 Santiago

Early Childhood Education and Special Education Programs

Certificates, Degrees, and the California Permit



Early Childhood Education and Special Education at Norco College

WELCOME TO EARLY CHILDHOOD EDUCATION (ECE) AT NORCO COLLEGE. We hope that you are reading this student guide because you either have an interest in learning more about young children, and/or are possibly looking for a career working with children, or children with disabilities. A background in ECE can prepare you for a wide range of professions, including being:

- A teacher with children in an infant and toddler setting, pre-school, pre-kindergarten and/or transitional kindergarten
- A teacher in an elementary school setting
- Special Education paraprofessionals and with additional education, special education teachers, early intervention specialists
- A Director or site supervisor of a child development center, or an in-home childcare
- Any career that would benefit from an understanding of how children develop, such as a social worker, a psychologist or counselor, a pediatric doctor or nurse, even a police officer would benefit from taking some of our courses

Your Norco ECE program offers a wide range of choices to get you started. Our hope is to help you build new knowledge, expand on existing competencies, and to ultimately challenge you to expand the way you think and interact with children.



In our classrooms we try to teach you by modelling the skills we want you to learn. We will engage you in interactive learning opportunities, give you chances to work with other students to develop your own interpersonal skills, and we will ask you to engage in activities that require self-reflection.

We want you to leave our program ready to move forward to the next step in your professional career, while also expanding your own sense of accomplishment and pride in the work you achieve. For more information please read through this entire student handbook, and then contact Dr. Sarah Burnett, Professor in ECE for more advice or information.

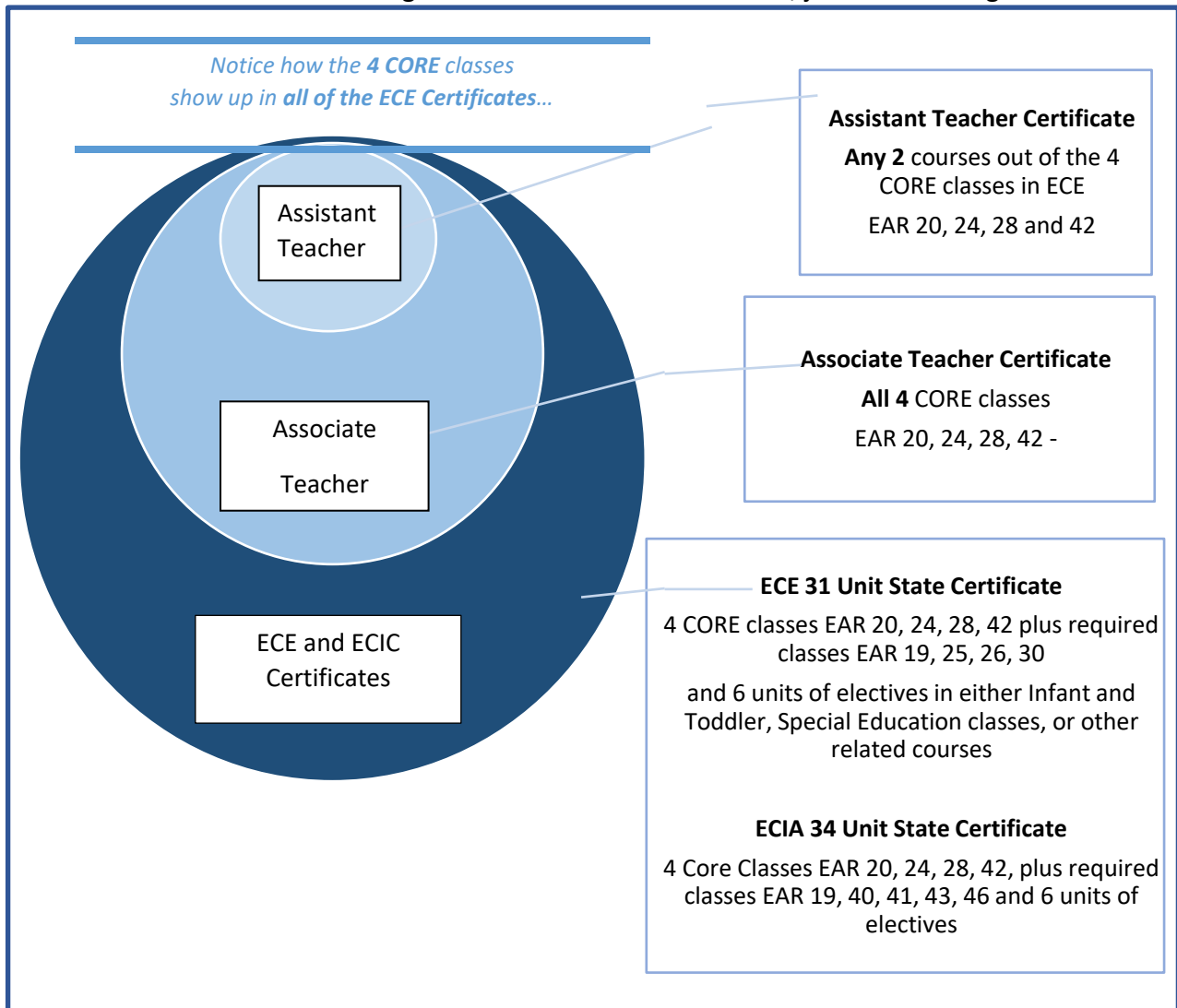
951-739-7872 or sarah.burnett@norcollege.edu

Certificates

Over the next couple of pages you will find detailed descriptions of the four certificates we offer. They include:

- The 6 unit Assistant Teacher Certificate (locally approved)
- The 12 Unit Associate Teacher Certificate - also known as the 4 CORE (locally approved)
- The 31 Unit Early Childhood Education Certificate - ECE- (state approved)
- The 34 Unit Early Childhood Intervention Certificate – ECIC -(state approved)

We offer courses that are purposefully intended to support each other and build to form different certificates and then degrees. We call them “stackable”; just like building blocks.



We want your time with us to be informative, but also worthwhile, effective, and efficient.

Certificate Patterns

1.1 EARLY CHILDHOOD EDUCATION ASSISTANT TEACHER (OFFERED AT ALL 3 COLLEGES IN RIVERSIDE COMMUNITY COLLEGE DISTRICT – RCCD) PROGRAM CODE NCE795

This certificate enables the holder to care for and assist in the development and the instruction of children in a child development program while under direct supervision by a teacher holding an Associate Teacher certificate. Requires 6 units

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate an understanding of the theoretical perspectives in human development and education.
- Appraise the role of the child as an active learner.
- Integrate child growth and development into practical and meaningful applications.

To complete the certificate students must pass any combination of two classes from the **4 CORE classes** - EAR 20, 24, 28, and 42. None of these courses have prerequisites, but the recommended sequence for completing the 4 CORE is EAR 20, 42, 28, and then 24. Each of these courses is offered every fall and spring semester, and most of them in winter and/or spring. You could certainly take two classes at a time, the information you gain in each, will support both. EAR 20, 28, and 42 have been offered in an on-line format.

Complete any combination of two courses from the list below. Use the last column to plan when you intend to take the courses and then identify when you complete and your grade. The courses are listed in the order they are suggested to be taken to support your understanding.

Discipline Identifier in Catalog	Course Name	Units	Semester Plan/ Completed/ Grade
EAR 20	Child Growth and Development	3	
EAR 42	Child, Family, and Community	3	
EAR 28	Principles and Practices of Teaching Young Children	3	
EAR 24	Introduction to Curriculum	3	



Certificate Patterns

1.2 EARLY CHILDHOOD EDUCATION/12 CORE UNITS (OFFERED AT ALL 3 COLLEGES IN THE DISTRICT) PROGRAM CODE NCE797 – TYPICALLY REFERRED TO AS THE FOUR CORE CERTIFICATE

This certificate prepares the holder to provide service in the care, development, and instruction of children in a child development program.

The certificate requires successful completion of all four courses identified as the **4 CORE classes - EAR 20, 24, 28, and 42**. These classes form the foundation upon which further early childhood coursework is built, so it is best to take them first.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate an understanding of the theoretical perspectives in human development and education.
- Appraise the role of the child as an active learner.
- Integrate child growth and development into practical and meaningful applications.

Complete all FOUR courses from the list below. Use the last column to plan when you intend to take the courses and then identify when you complete and your grade. As you complete the first two classes as part of the Assistant Teacher certificate, carry the information over onto this page to keep track of all four classes together:

Discipline Identifier in Catalog	Course Name	Units	Semester Plan/ Completed/ Grade
EAR 20	Child Growth and Development	3	
EAR 42	Child, Family, and Community	3	
EAR 28	Principles and Practices of Teaching Young Children	3	
EAR 24	Introduction to Curriculum	3	



Certificate Patterns

1.3 EARLY CHILDHOOD EDUCATION – ECE 31 UNIT CERTIFICATE (OFFERED AT ALL 3 COLLEGES) PROGRAM CODES NAS544/NAS544B/NAS544C/NCE544 (THE DIFFERENT CODES RELATE TO WHETHER THE CERTIFICATE WILL TRANSFER TO CERTAIN HIGHER EDUCATION INSTITUTIONS.

The Early Childhood Education program provides an educational and practical foundation for students interested in working with children from infancy through third grade. In addition to theoretical principles, the curriculum offers practical skills and on-site training that will prepare students for employment in the field of Early Childhood Education, or to transfer to complete a Bachelor's degree in ECE.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Develop, implement, and evaluate developmentally appropriate thematic and emergent curriculum for children who are typical and atypical in the areas of physical, cognitive, language, creative and social/emotional growth.
- Develop and apply appropriate practices and effective techniques that respect the cultural diversity of young children and their families.
- Integrate an educational philosophy into classroom practices that reflects a personal belief supportive of theoretical principles regarding how and why young children should receive early educational experiences.
- Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

This certificate requires 31 units in ECE – the chart that starts on p.7 lists the **Required** classes first, starting with the 4 CORE classes and then the **Electives** a student could choose from in order to meet the 6 units of electives requirement. The **Required** courses are listed in the order in which they are recommended to be taken. The Electives are organized by

related content area, e.g., Infant and Toddler courses, Special Education courses, Administration courses.



EARLY CHILDHOOD EDUCATION – ECE 31 Unit Certificate

Discipline Identifier in Catalog	Course Name	Units	Semester Plan/ Completed/ Grade
REQUIRED	All 8 classes listed below		
EAR 20	Child Growth and Development	3	
EAR 42	Child, Family, and Community	3	
EAR 28	Principles and Practices of Teaching Young Children	3	
EAR 24	Introduction to Curriculum	3	
EAR 26	Health, Safety, and Nutrition	3	
EAR 25	Teaching in a Diverse Society	3	
EAR 19	Observation and Assessment in ECE	3	
EAR 30	Practicum in Early Childhood Education (4 Core are prerequisites and EAR 19 is STRONGLY recommended – you will complete a full assessment on a child)	4	
ELECTIVES	Select any 6 units from the courses listed below		
EAR 33	Infant and Toddler Development	3	
EAR 34	Infant and Toddler Care and Education	3	
EAR 40	Introduction to Children with Special Needs	3	
EAR 43	Children with Challenging Behaviors	3	
EAR 46	Curriculum & Strategies for Children with Special Needs	3	
EAR 47	Childhood Stress and Trauma	3	
EAR 41	Internship in Early Intervention/Special Education	4	
EAR 38	Adult Supervision and Mentoring in ECE	3	
EAR 44	Administration I	3	
EAR 45	Administration II	3	
Additional Electives	The electives listed below are either offered infrequently, or not at all at Norco, but you can take them at RCC or MoVal College		
EAR 52	Parenting: Parents as Teachers	1	

Discipline Identifier in Catalog	Course Name	Units	Semester Plan/ Completed/ Grade
EAR 53	Parenting: Guiding Young Children- Approaches to Discipline	1	
EAR 54	Parenting: Contemporary Parenting Issues	1	
EAR 55	Parenting: Common Problems in Infancy and Childhood	1	
ART 3	Art for Teachers	3	
EDU 1	Introduction to Elementary Classroom Teaching	3	
ENG 30	Children's Literature	3	
KIN 6	Intro to Physical Education for Preschool and Elementary Children	3	
KIN 30	First Aid and CPR	3	
MUS 1	Teaching Music to Young Children	3	

Certificate Patterns

1.4 EARLY CHILDHOOD INTERVENTION ASSISTANT - ECIA 34 UNIT CERTIFICATE (OFFERED AT ALL 3 COLLEGES) PROGRAM CODES NAS601/NAS601B/NAS601C/NCE601

This certificate is appropriate for students interested in working as an assistant or a paraprofessional in early intervention, early childhood special education, and community child development programs serving children with special needs.

In addition to theoretical principles, the curriculum offers practical skills and onsite training that will prepare students for employment in the field of Early Childhood Intervention or special education.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Demonstrate an understanding of family function and structure, along with familial need for information and support that respects and values diverse cultures, values, beliefs and behaviors.
- Demonstrate basic knowledge of laws and regulations pertaining to and protecting children with disabilities and their families. Understand and identify the process of

accessing community agencies, referral systems and procedures for specialized support, specialized documents, resources and placement options.

- Describe the typical child development milestones of children birth to adolescence and identify the strengths and special needs of the child in the context of his/her family, early childhood classroom, or early intervention setting.
- Describe the developmental assessment process and outline its role in identifying, planning and intervening for a child with special needs and his/her family, including the process of curriculum development.
- Demonstrate an understanding of the purpose and intent of an inclusive environment that supports the whole child while meeting the individual needs of children with disabilities.

This certificate requires 34 units – the chart on p. 9 lists the **Required** classes first, starting again with the 4 CORE classes, and then the **Electives (6 units required)**. You will notice that many of the classes that are either required or electives in the ECIA are the same as many of the required classes in the ECE 31 unit certificate. The **Required** courses are listed in the order in which they are recommended to be taken. The Electives are organized by related content area, e.g., Infant and Toddler courses, Special Education courses, Administration courses.

EARLY CHILDHOOD INTERVENTION ASSISTANT - ECIA 34 Unit Certificate

Discipline Identifier in Catalog	Course Name	Units	Semester Plan/ Completed/ Grade
REQUIRED	All 8 classes listed below in recommended sequence		
EAR 20	Child Growth and Development	3	
EAR 42	Child, Family, and Community	3	
EAR 28	Principles and Practices of Teaching Young Children	3	
EAR 24	Introduction to Curriculum	3	
EAR 40	Introduction to Children with Special Needs	3	
EAR 46	Curriculum & Strategies for Children with Special Needs	3	
EAR 19	Observation and Assessment in ECE	3	
EAR 43	Children with Challenging Behaviors	3	
EAR 41	Internship in Early Intervention/Special Education (4 Core are prerequisites and EAR 19 is STRONGLY recommended – you will complete a full assessment on a child)	4	
ELECTIVES	Select any 6 units from the courses listed below		
EAR 26	Child Health and Nutrition	3	
EAR 33	Infant and Toddler Development	3	
EAR 34	Infant and Toddler Care and Education	3	
EAR 38	Adult Supervision and Mentoring in ECE	3	

Discipline Identifier in Catalog	Course Name	Units	Semester Plan/ Completed/ Grade
EAR 44	Administration I	3	
EAR 47	Childhood Stress and Trauma (Special Ed focus)	3	

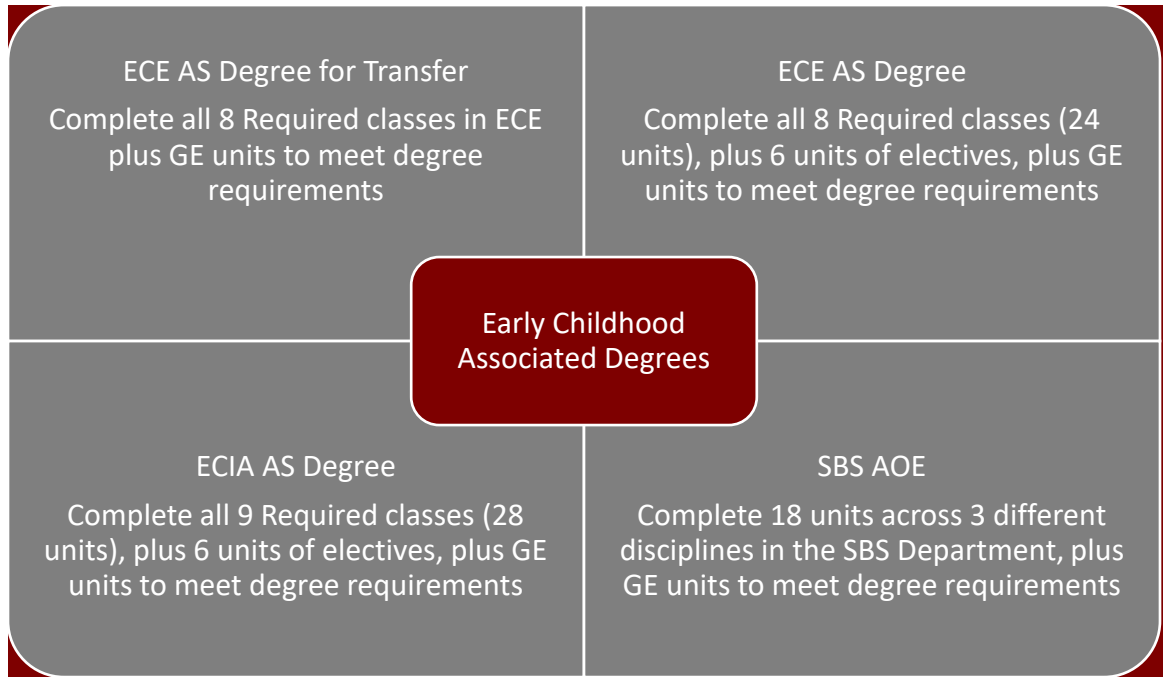
LET'S PLAY TOGETHER



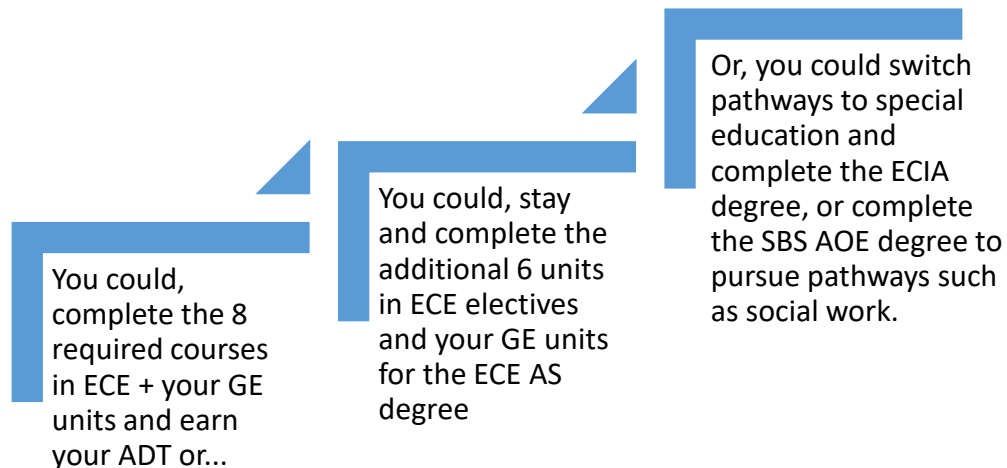
AND LEARN FROM EACH OTHER

Degrees

At Norco College you could complete four different degree that include courses in ECE.



As previously stated, many of the classes you might take in ECE are applicable to multiple certificates, well the same holds true with the ECE related degrees. Ultimately you have many choices available to you in this discipline. As you start to take classes you might decide to switch pathways and that is totally okay. All of you will start in the same place, with the 4 CORE classes, but each of you will make choices along the way that fits your personal journey. For example...



Our goal is to provide you exciting classes to help you to make decisions along the way.

California Child Development Permit

In California we have child development centers that receive some form of funding, subsidies, or grant money from the state, an example would be Head Start or a State Preschool, or a location receiving First 5 funds, or a food program. If you work at one of these locations you will be required to hold a California Child Development Permit at the level that is appropriate for your position.

There are six levels on the Permit (Retrieved and adapted from the California Teaching Credential website. You can locate this information here....

https://www.ctc.ca.gov/docs/default-source/leaflets/cl797.pdf?sfvrsn=665bc585_0

By the time you finish your certificates or degree with us, you will probably be eligible for the Teacher or Master Teacher level if you obtain employment during your course of studies. As you move forward with your career you may return to Norco to complete additional coursework to meet the required qualifications to continue to progress on the permit.

Child Development Permit Matrix

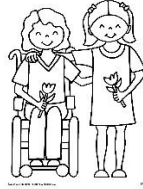
Permit Level	Education Required	Experience Required	Authorization
Assistant Teacher	6 Units in ECE – Choose any 2 courses from the 4 CORE classes EAR 20, 24, 28, 42	None – but I would strongly suggest you get some volunteering experience first	To care for and assist in the development and instruction of children in a child care & development program under supervision
Associate Teacher	12 Units in ECE Complete all 4 CORE classes EAR 20, 24, 28, 42	50 Days of 3 hours per day in a licensed facility	To provide service in the care, development, and instruction of children in a child care & development program, and supervise an Assistant Teacher, and an aide
Teacher	24 Units in ECE - Complete the 4 Core Classes (12 units), plus an additional 12 units in ECE as you work towards the ECE ADT or the ECE AS PLUS 16 units in GE With at least one course in hum &/or fine arts, Soc Sci, Math and/or Sci, and Eng and/or LA	175 Days of 3 hours per day in a licensed facility	To provide service in the care, development, & instruction of children in a child care & development program, and supervise an Associate Teacher, an Assistant Teacher, & an aide.
Master Teacher	In addition to the 24 units in ECE & 16 units in GE you need 6 units of specialization classes (e.g., infant toddler (EAR 33, 34) or special education EAR 40, 43, 46, 47) plus 2 units of adult supervision (EAR 38)	350 days of 3 hours per day in a licensed facility	To provide service in the care, development, & instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant Teacher, and an aide. Also authorizes the holder to serve as a coordinator of curriculum and staff

Permit Level	Education Required	Experience Required	Authorization
			development in a child care and development program
Permit Level	Education Required	Experience Required	Authorization
Child Development Site Supervisor Permit	Complete an Associate's Degree in ECE Plus 6 units in Administration (EAR 44 and 45)	350 days of 3 hours per day working experience must include at least 100 days of supervising adults in a child care and development program	To supervise a child care and development program operating at a single site ; provide service in the care, development, & instruction of children in a child care & development program; serve as a coordinator of curriculum & staff development in a child care & development program.
Child Development Program Director Permit	Complete a Bachelor's Degree Includes the same requirements for the Site Supervisor and Master Teacher regarding Adult Supervision and Administration units	One year of site supervisor experience	To supervise a child care and development program operated in a single site or multiple sites ; provide service in the care, development, & instruction of children in a child care & development program; & serve as coordinator of curriculum & staff development in a child care and development program.

Additional Information:

- Applications for each level can be located at the Child Development Training Consortium website under the services link www.childdevelopment.org. Specifically at https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm.
- You will have to clear a fingerprint clearance to be eligible for the permit; Department of Justice (DOJ) and state clearance.
- The consortium frequently has money to help to cover the cost of the application and the fingerprinting.
- Each level on the permit must be renewed every 5 years – all levels except the Associate Teacher level can be renewed indefinitely, the Associate Teacher. By the end of the ten year period, the holder must meet the requirements for the Child Development Teacher Permit.
- You must complete 105 hours of on-going Professional Development. This also means you must register with a Professional Growth Advisory – Information on this can be located the Child Development Training Consortium Website https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_pgadv.htm





We're here to help
when it all
becomes
confusing!

Applying For A Certificate Or A Degree

You need to apply for your different certificate(s) and/or degree(s) in WebAdvisor. Once you log-in to WebAdvisor you will click on the **Apply for Certificate or Apply for Degree link**. You will then see a window that includes a drop-down menu, open the menu and then locate the certificate or the degree for which you would like to apply - use the appropriate Program Code listed above by each certificate or degree. If you are unsure what track you are taking for your Associate degree, you should double check with your Academic Counselor or look on your Student Education Plan (SEP). If you don't have a SEP, you should get one!

Once you select the certificate or degree you will then be prompted to complete some additional forms, e.g., verify your name and address. You will also be asked to complete a survey. You can pre-identify the early certificates you want to complete, e.g., the 6 and 12 unit certificates a couple of semesters prior to when you think you will complete them. These are our local certificates and should be sent to you upon completion, but to be on the safe side you should still apply for them in WebAdvisor.

The 31 unit ECE and 34 unit ECIA certificates, and the related Associates Degrees in ECE and ECIA are all awarded by the state and so you **MUST APPLY** for them in Webadvisor, they won't automatically be awarded. You must also apply to graduate, and of course you'll want to participate in graduation as it is a huge accomplishment to walk across the graduation stage.

Congratulations! You Made It!



What happens after you complete your Associates Degree...you transfer for a Bachelor's or Masters Degree...

Local Four-Year Universities Offering Degrees in Child Development or a Related Field

California State University, Dominguez Hills (CSUDH)

1000 E. Victoria Street, Carson, CA 90747

(310) 242-2021



<http://www4.csudh.edu/coe/programs/index>

- 2.0 minimum transferable CPA to apply to transfer, but may change each semester
- Bachelors of Science in Child Development
- Teacher Preparation programs
- Special Education tracks

California State University, Fullerton (CSUF)

800 N. State College Blvd. Fullerton, CA 92831

(657) 278-3352



- 3.3 minimum transferable units GPA to apply to transfer, but may change each semester
- Bachelor of Science Early Childhood Development (ECD)
- Bachelor of Science Elementary school Settings (ESS)
- Bachelor of Science Adolescent/Youth Development (AYD)
- Bachelor of Science Family and Community Contexts (FCC)
- Teaching Credential Programs for Multi-subject (Elementary), Middle school, and High School Teaching Credentials
- Special Education Programs in Early Childhood Special Education, Mild/Moderate, Moderate/Severe
- Offer a fantastic on-campus overview session about their program, check it out at <http://ed.fullerton.edu/future-students/credential-programs/>

California State University, Los Angeles

5151 State University Drive, Los Angeles, CA 90032

(323) 343-5280



http://ecatalog.calstatela.edu/preview_program.php?catoid=12&poid=3932

- 2.75 minimum transferable GPA to apply to transfer, but may change each semester
 - Bachelor of Arts Degree in Child Development
 - General Option
 - Multiple Subject Teaching Option
 - Child Life Specialist
 - Credential Program
 - Graduate degree in Master of Arts in Child Development
-

California State University, Long Beach

1250 Bellflower Blvd, Long Beach, CA 92407

(562) 985-4484



<http://www.ced.csulb.edu/departments-programs>

- 2.5 minimum transferable units GPA to apply to transfer, but may change each semester
 - Bachelor and Masters Degrees available to work with typical and atypically developing children.
 - Teacher Education Program
 - Credential tracks in both General Education and Special Education fields
-

California State University, San Bernardino

5500 University Parkway, San Bernardino, CA 92407

(909) 537-5570



- Bachelor of Arts in Human Development, Child Development Track – in Psychology Department <http://bulletin.csusb.edu/colleges-schools-departments/social-behavioral-sciences/psychology/human-development-child-ba/>
- Teacher Education, multiple and single subject credentials, and special education options <http://bulletin.csusb.edu/colleges-schools-departments/education/>

University of La Verne

1950 Third Street, La Verne, CA 91750

(909) 448-4026



- Bachelor of Science in Child Development <https://laverne.edu/catalog/program/bs-child-development/>
- Bachelor of Arts in Educational Studies – prepares students for Multiple Subject Teaching Credential <https://laverne.edu/catalog/program/educational-studies-b-a/>

Pacific Oaks College

55 Eureka Street, Pasadena, CA 91103

(626) 529-8701



- Bachelor and Master's degree programs in Early Childhood Education and Human Development
- Multiple Subject Teaching Credential program
- Marriage and Family Therapy
- <https://www.pacificoaks.edu/>

LaCalifornia Baptist University

8432 Magnolia Avenue, Riverside, CA 92504

(877) 228-3615



- Bachelor of Arts degree in Early Childhood Studies <https://calbaptist.edu/programs/early-childhood-studies/>
- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Special Education Mild Moderate and Moderate Severe Credential

Brandman University

16355 Laguna Canyon Road, Irvine, CA 92618

(949) 341 -9800



- Bachelor of Arts in Early Childhood Education
- Bachelor of Arts in Liberal studies for Multiple Subject Teaching Credential
- Wide range of teaching credentials and authorizations offered
- <https://www.brandman.edu/education>

Where do you want to go next? Taking the first step is always the hardest, but we're here to help. Contact...

Dr. Sarah Burnett – Professor ECE – IT 200G

951-739-7872

sarah.burnett@norcocollege.edu



Immunization Requirements in ECE

In California we have a law (SB792) that mandates that if you are going to work with, or be in the care and supervision of children in a licensed childcare facility that you must be able to show proof of immunization against pertussis (TDaP), measles, and TB clearance. If you are going to work with infants and toddlers you must also have a current influenza shot.

Riverside Community College District is upholding this law by requiring that students that enroll in specific courses that require direct interactions with children meet these same requirements. Therefore, students must provide documentation of the influenza shot (for Infant and Toddler classes), pertussis (TDaP), and measles immunization as well as TB clearance, as required by SB792 before being permitted to register for the following Child Development classes:

EDU 1 Introduction to Elementary Classroom Teaching
EAR 19 Observation and Assessment Methods
EAR 24 Introduction to Curriculum
EAR 30 Practicum in Early Childhood Education
EAR 34 Infant and Toddler Care and Education
EAR 35 Internship in Infant and Toddler Care
EAR 41 Practicum in Early Intervention/Special Education

Student will be dropped from the above classes if proof of immunization is not on record with the college by the first week of class, or by the first assignment where interactions with the children are required.

We have created a form (see below) for you to use to keep track of these immunizations. The same form is used across the district.

How to Submit Immunization Records:

1. Take the checklist with your immunization documents (from your doctor) to one of the RCCD Student Health & Psychological Services offices at Moreno Valley College, Riverside City College or Norco College for review and signature after calling and making an appointment. Riverside (951) 222-8151, Moreno Valley (951) 571-6103, Norco (951) 372-7046. You may also take the checklist to your own healthcare provider to be completed, signed, and stamped. Note: If you do not have the required immunization, you can receive the immunization at the RCCD Health & Psychological Services office for a low cost during your appointment.
2. Norco College ECE students will retain their original Immunization Records.
3. Norco College ECE student will make a copy of your completed and signed checklist and submit the copy to Dr. Sarah Burnet located in the Industrial Technology building, room IT-200G.

The law is not just aimed at child development students, it impacts all individuals that intend on working with, volunteering with, or interacting with children in an early childhood setting. You will be required to meet the following requirements when you start a job in ECE, so you'll be ahead of the game by getting it taken care of now!

Frequently Asked Questions

When should I submit my immunizations?

As soon as possible! You can submit your immunization records any time to the office of Dr. Burnett. If she is not present when you come in to submit your form, please slide your copy (not the original) under her office door. To avoid delays in your registration for classes that require immunization, please submit your clearance check-list as soon as possible. We recommend at least one full semester prior to the start of the class. This will ensure that you are eligible to register for the class once you pass the pre-requisite. Your goal should to become eligible to register before your priority registration date.

What if I do not have all of my immunizations?

No problem! You can either get the immunization through the RCCD Student Health & Psychological Services offices or through your own health care provider. Please call for an appointment so you don't have to wait! Riverside (951) 222-8151, Moreno Valley (951) 571-6103, Norco (951) 372-7046.

What if I have the immunization, but not my records?

You may be able to complete a titers test (a blood test) to determine whether you possess the antibodies for Measles, Mumps, and Rubella. Just be sure to find out the timeline for the results to be provided as it won't be the same day as they take the blood test. Also be aware that if you don't show you have immunity you will need to get the series of shots necessary to become immune. In the case of measles this can take quite a few months as there are a series of two shots. Also, you need to be aware that you have to spread out the TB shot and the titers

and the measles shots...ultimately we want you to plan ahead so you aren't disappointed when you are dropped from a class because of poor planning.

How much will it cost to get the immunization if I do not currently have them?

RCCD Student Health & Psychological Services costs for the following vaccines:

TB \$10.00

TDaP \$45.00 (one dose every 10 years)

Flu \$0.00 (free - only available in fall)

MMR \$55.00 each (must have 2 doses at least 30 days apart)

Titer Testing for Antibodies (MMR only + draw fee) \$27.00

Prices may change so please check with Student Health & Psychological Services. Also you may consult your health care provider as you may receive some or all of these immunizations for free.

Can I refuse to get the immunizations?

Yes, of course! However, due to the new health regulation SB792, all licensed child development programs are required to ensure that anyone who comes into contact with the children in their program and interacts with them must provide proof of immunization. Therefore, you will not be eligible to register for the previously identified classes since it would compromise the child development programs in our community that are legislated mandated to uphold this law - they won't let you in the building without your immunization proof, they also won't be able to hire you.

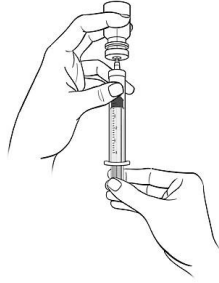
My medical records are confidential. Can I refuse to provide proof of immunization?

Yes, of course! We respect your privacy and we cannot force you to disclose any information you do not wish to. However, due to the new health regulation, any licensed child development center is required to ensure that anyone who comes into contact with the children in their program and interacts with them provide proof of immunization. Therefore, you will not be eligible to register for the ECE courses identified.

What if I have a medical condition that prevents me from getting some of the immunizations?

Can I be exempt from the immunization requirement?

If you have a medical condition documented by your physician, you can be exempt from the immunization requirement. Please note, that it **MUST** be a medical condition and not due to religious or personal beliefs. Being pregnant might qualify under this condition.



The next page provides you with a copy of the checklist you need to get completed by either the RCCD Health Center at any of the colleges, or your personal doctor. This is the form you will bring to Dr. Sarah Burnett once you have registered it with your home school's Health Center.

If you are in need of financial assistance to complete your immunizations, please contact Dr. Burnett (951)-739-7872, sarah.burnett@norcollege.edu or visit her in room IT 200G.



NORCO COLLEGE

8/21/2020

Early Educator Investment Collaborative
TSNE MissionWORKS
89 South Street, Suite 700
Boston, MA 02111

To Whom it May Concern,

The purpose of this letter is to demonstrate the commitment of Norco College to serve as a partner in Sacramento State's UP-LIFT CA proposal to Transform Early Childhood Education Lead Teacher Preparation Programs, with grant support from the Early Educator Investment Collaborative. As a community college partner with Cal Poly Pomona (a pilot site in the proposed initiative), we look forward to the opportunity to transform our systems of early childhood teacher preparation and break down structural barriers, by expanding access for diverse students, increasing affordability, making programs more culturally responsive, and supporting appropriate compensation for ECE teachers.

Norco College will engage in an array of innovation activities to transform ECE lead teacher BA programs statewide, in partnership with Sacramento State, the CSU Educator Quality Center (EdQ), other California State University campuses and community colleges, ECE providers, and the California Commission on Teacher Credentialing (CTC). These innovations will focus on three key areas:

- Recruitment, retention, and graduation supports for racially, ethnically, and linguistically diverse students to earn BAs;
- Strengthening clinically-based field experience (practicum) and curricula within BA programs at pilot campuses for Lead Teacher candidates to learn, practice, and demonstrate their mastery of competencies based on the principles and practices promoted in the *Transforming the Workforce Birth Through Eight* report; and
- Promoting both candidate growth and development and ongoing preparation program improvement through the development and implementation of an observation-based growth and development tool linked to high-impact competencies for serving DLL students based on Teacher Professional Expectations (TPEs).

In particular, Norco College commits to engage in the following activities to support the proposed program:

- Work closely with Cal Poly Pomona and other project partners to ensure alignment between the Associate Degree for Transfer (ADT) common CAP-developed coursework and BA lower division coursework at the partner pilot CSUs;
- Collaborate with CSU partners on effective strategies for recruitment and retention of racially, ethnically, and linguistically diverse students, including incumbent workforce recruitment strategies, and implement evidence-based practices that support smooth transitions between 2- and 4-year programs;
- Work with EdQ, CTC, the Curriculum Alignment Project (CAP), CSU pilot sites, and other community college and ECE program partners to review the state-adopted TPEs and the Program Guidelines, review current practices for clinically-based coursework and field work, and identify individual campus needs for development and/or improvement;
- Work collaboratively with EdQ, CTC, CAP, CSU pilot sites, and other community college and ECE program partners, as well as with other performance assessment experts in the field to develop and pilot an observation-based candidate growth and development tool to help candidates identify, analyze, and improve their practice, particularly with respect to those high-impact educator competencies for working effectively with Dual Language Learners (DLL) and families;
- Participate in a Networked Improvement Community (NIC) that includes CSU, community college, and community-based early learning pilot sites, that will work to define the problem, assess relevant data, develop and test improvement strategies, document the results, and produce recommendation for systems level changes in ECE Lead Teacher preparation programs; and
- Participate in annual Learning Forums with representatives from all interested higher education systems and institutions throughout the state to present lessons learned from the project and provide for scaling of successful ECE Lead Teacher BA program transformation efforts.

We are excited for the chance to be part of this important initiative to transform our ECE system and ECE teacher preparation in California, and look forward to the opportunity offered by EEIC funding to further strengthen our efforts. Dr. Sarah Burnett, Professor of ECE will serve as the faculty lead for this endeavour. If I can provide further information on our participation in the proposed program, please feel free to contact me by phone at 951-372-7016 or by email at monica.green@norccollege.edu.

Sincerely,

Name

Title

UNIVERSITY ENTERPRISES, INC.
an auxiliary organization of California State University, Sacramento

SUBRECIPIENT COMMITMENT FORM

Proposal Title: UP-LIFT CA
Prime Sponsor: Early Educator Investment Collaborative (TSNE MissionWORKS)
Federal Funds: Yes No
PI: Pia Wong
Subrecipient Name: Norco College
Subrecipient PI Name: Sarah Burnett
Business Address: 2001 Third Street City: Norco State: CA
College/Dept.: Early Childhood Education
Performance Period Start Date: 2/1/2021 End Date: 1/31/2024

SECTION A – Proposal Documents

The following documents are included in our proposal submission and covered by the certifications below (check as applicable):

- Statement of Work (required)
- Budget and Budget Justification (required)
- Small/Small Disadvantaged Business Subcontracting Plan (if applicable)
- Other: _____

SECTION B – Certifications – Please check all that apply to this particular project.

1. **Facilities and Administrative Rates** included in this proposal have been calculated based on:
 - Our federally-negotiated F&A rates for this type of work, or a reduced F&A rate that we hereby agree to accept. *(If this is selected, please include a copy of your F&A rate agreement or provide a URL link to access the information _____)*
 - Other rates (please specify the basis on which the rate has been calculated in Section D *Comments* below).
 - Not applicable (no indirect cost are requested).

2. **Fringe Benefit Rates** included in this proposal have been calculated based on:
 - Rates are consistent with or lower than our federally-negotiated rates. *(If this is selected, please include a copy of your FB rate agreement or provide a URL link to access the information _____.)*
 - Based on actual rates.
 - Other rates (please specify the basis on which the rate has been calculated in Section D *Comments* below).
 - Not applicable (no fringe benefit rates are requested).

3. **Subrecipient Type:**
 - Large Business Small Business Concern Institution of Higher Learning Non-Profit Foreign Owned
 - Government

*If a small business, please identify business classification (*certified by the Small Business Administration)*

 - Small disadvantaged business as certified by the Small Business Administration
 - Women-owned small business concern
 - Veteran-owned small business concern
 - Service-disabled veteran-owned small business concern
 - HUBZone small business concern

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SUBRECIPIENT COMMITMENT FORM

4. Lobbying (for U.S. federal projects only):

- Yes No My organization certifies that no payments have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this proposed project. (If "No," attach explanation.)

5. Cost Sharing:

- Yes No Amount: _____

Cost sharing amounts and justification should be included in the subrecipient's budget.

6. Research Subject Compliance Information (check as applicable):

- Yes No Human Subjects will be involved in the subrecipient's portion of this project. If "Yes," please provide your organization's OHRP approved FWA #: _____ (If your organization does not have a FWA #, attach an explanation on how your organization will comply with U.S. federal regulations and policies for the protection of human subjects.)
- Yes No Animal Subjects will be involved in subrecipient's portion of this project. If "Yes," provide a copy of IACUC approval to the Sponsored Research Officer as soon as it is available. IACUC approval is required before a subagreement will be issued.

7. Public Health Service (PHS) Conflict of Interest (COI)

(applicable to PHS funded sponsors or those that have adopted the federal financial disclosure requirements)

Please check the appropriate responses below

- Not applicable because this project is not being funded by PHS (NIH, CDC, AHRQ, etc.), or any other sponsor that has adopted the federal financial disclosure requirements (NSF, etc.).
- Subrecipient Organization/Institution certifies that it has an active and enforced financial conflict of interest policy that is consistent with the provision of 42 CFR Part 50, Subpart F "Responsibility of Applicants for Promoting Objectivity in Research" and 45 CFR Part 94 "Responsible Prospective Contractors." Subrecipient also certifies that, to the best of Institution's knowledge, (1) all financial disclosures will be made related to the activities that may be funded by or through a resulting agreement, and required by its conflict of interest policy, and (2) all identified conflicts of interest have or will have been satisfactorily managed, reduced or eliminated in accordance with subrecipient's conflict of interest policy prior to the expenditures of any funds under any resultant agreement and within a timely manner sufficient to enable timely FCOI reporting.
- Subrecipient does not have an active and/or enforced conflict of interest policy and agrees to adopt UEI's policy.

8. Debarment and Suspension

- Yes No Is the PI (or any other employee/student planning to participate in this project) debarred, suspended or otherwise excluded from or ineligible for participation in federal assistance programs or activities? (If "Yes", attach explanation.)
- Yes No Is the organization presently indicted for, or otherwise criminally or civilly charged by a government entity" (If "Yes", attach explanation.)
- Yes No Has the organization within three (3) years preceding this offer, has one or more contracts terminated for default by any federal agency? (If "Yes", attach explanation.)

SECTION C - Audit Status

9. Uniform Guidance Audit Status

- Does the Subrecipient receive an annual audit in accordance with Uniform Guidance? Yes No
- If "Yes", has the audit been completed for the most recent fiscal year. Yes No

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SUBRECIPIENT COMMITMENT FORM

Most recent fiscal year completed: FY18

Were any audit findings reported? (If "Yes," explain in Section D, *Comments*, below.)

Yes No

Please provide a complete copy of Subrecipient's most recent Uniform Guidance audit report, or the URL link for the document

<https://www.rccd.edu/admin/bfs/vc/Pages/financials.aspx>

If "No", please complete the Financial Management Questionnaire for Subrecipients, provided to you by the Sponsored Research Officer.

SECTION D - Comments

The Riverside Community College District July 1, 2019-June 30, 2020 fiscal audit will not be ready until February, 2021.

UNIVERSITY ENTERPRISES, INC.
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SUBRECIPIENT COMMITMENT FORM

APPROVED FOR SUBRECIPIENT

The information, certifications and representations above have been read, signed and made by an authorized official of the Subrecipient named herein. The appropriate programmatic and administrative personnel involved in this application are aware of agency policy in regard to subawards and are prepared to establish the necessary inter-institutional agreements consistent with those policies. Completion of this form does not obligate UEI to contract with proposed subrecipient. **Any work begun and/or expenses incurred prior to execution of a subaward agreement are at the Subrecipient's own risk.**

<u>Monica Green</u> Monica Green (Dec 10, 2020 15:43 PST)	Norco College
Signature of Subrecipient's Authorized Official	Legal Name of Subrecipient's Organization/Institution
Monica Green, College President	2001 Third Street
Name and Title of Authorized Official	Address
monica.green@norcocollege.edu	Norco, CA 92860
Email	City, State, Zip
(951) 372-7015	33-0831357
Phone	Federal Employer Identification Number (EIN)
12-10-20	11-025-3833
Date	DUNS or DUNS+4 number
	42nd
	Subrecipient's Congressional District

Is Subrecipient owned or controlled by a parent entity? Yes No

If "Yes", please provide the following:

Parent Entity Legal Name:	Riverside Community College District
Parent Entity Address, City, State,	3801 Market St., Riverside, CA 92501
Parent Entity Congressional District:	41st
Parent Entity DUNS:	07-360-2724
Parent Entity EIN:	33-0831357