



Impact: Results & Use of Results Reported by Goal

Annual Program Plan Child Development

Strategic Direction 1 - Student-Centered Curriculum

Annual Program Plan Child Development

Analysis of Data

Reporting Year: 2021 - 2022

Conclusion: Trending Up

Analysis of Data: SD1-C identifies the goal of supporting online student success through curriculum development. CD/EDU and RBT curriculum is designed to support both the academic and career goals of our students. The majority of our students have communicated a preference for online learning over the last several years. This is a demand that we have stepped-up to meet. Currently, faculty in our department have developed six courses that are now aligned with the CVC-OEI rubric. Two more courses are in the final stage of POOCR review. With these 8 courses aligned, at least one section of each of our eight core courses that comprise our degree are available to students. These faculty have shared their work with other department faculty to promote quality across the department. The final two courses going through POOCR review would now enable students to earn all of their Child Development courses for the degree or certificate online. Both Shannon Coulter and Cindy Sheaks-McGowan are certified POOCR reviewers. Two years ago, our online and hybrid student success rates lagged behind on-ground success rates by 5% and 11% respectively. This is no longer the case. The success rate of online and hybrid students is essentially the same as that of on-ground students.

Entered By: Cynthia Sheaks-McGowan

Analysis Dates: 09/30/2021

Suggested Actions

Suggested Action: Continue to encourage faculty to participate in the POOCR process. (09/30/2021)

Analysis of Data

Reporting Year: 2021 - 2022

Conclusion: Trending Up

Analysis of Data: SD1-F calls for the development a body of faculty who are committed to the development of culturally-responsive course content and teaching methods. Additionally, Social Justice Theme 1 seeks to diversifying the curriculum to include the history and culture of Black, Indigenous, LatinX, Asian, and other People of Color. These goals align with previous and current work in the CD/EDU Department. A substantial portion of the knowledge base in early childhood education concerns understanding the role of ethnicity, race, culture, and language in human development. Additionally, our early childhood coursework infuses information on promoting equity and anti-bias education in early childhood and elementary school programs. The topics of implicit bias, white privilege, anti-bias and culturally responsive practice have long been addressed by our coursework. Last year, two CD/EDU faculty members participated in the CHESS project, with a focus on the CD M03 (Child, Family, and Community) and CD M14 (Introduction to early Childhood Curriculum) courses. This year, an additional faculty member is participating in CHESS with a focus on the CD M02 course. Several CD faculty

Strategic Direction 1 - Student-Centered Curriculum

participated in the Summer '21 Curriculum Summit for which they viewed their individual student success data and reviewed course content with a social justice lens. Additionally, with the need to diversify the teaching/education workforce with men and People of Color, we are reviewing our course materials and outreach materials with this goal in mind.

Entered By: Cynthia Sheaks-McGowan

Analysis Dates: 09/30/2021

Suggested Actions

Suggested Action: With this year's scheduled curriculum review, incorporate SLOs reflecting social justice and antiracism. Continue to review course content and encourage faculty professional learning about antiracist teaching practices. (09/30/2021)

Strategic Direction 2 - Student Access

Annual Program Plan Child Development

Analysis of Data

Reporting Year: 2021 - 2022

Conclusion: Trending Up

Analysis of Data: Strategic Direction 3A involves promoting student access and success by increasing the number of zero textbook cost sections. ZTC course designations have increased from 35% of CD/EDU course offerings (15 out of 38) in Fall 2019 to 88% of course offerings (35 out of 40) in Fall 2021. This is among the highest rates of ZTC offerings on campus.

Entered By: Cynthia Sheaks-McGowan

Analysis Dates: 09/30/2021

Suggested Actions

Suggested Action: Continue to support OER/ZTC adoption in CD/EDU/RBT courses and identify additional resources to procure for utilization in courses. To connect with SD1, Student-Centered curriculum, we are particularly interested in identifying additional resources that are culturally relevant and represent diverse perspectives and lived experiences. (09/30/2021)

Analysis of Data

Reporting Year: 2021 - 2022

Conclusion: Trending Up

Analysis of Data: SD 2A addresses the goal of increasing enrollment of disproportionately impacted groups and SD 3A reflects the need of low-income students to receive financial support. As described in our SWOT analysis, the CDC Lab has been an untapped resource for supporting the enrollment and success of student parents across our campus. Lack of affordable, quality, reliable child care interferes with students' abilities to complete their coursework. The receipt of CCAMPIS funds to provide subsidized child care to students will contribute to the success of income eligible student parents.

Entered By: Cynthia Sheaks-McGowan

Analysis Dates: 09/30/2021

Suggested Actions

Suggested Action: Implement CCAMPIS grant and monitor student parent outcomes and needs. Develop and monitor waiting list if unable to meet the demand for child care. (09/30/2021)

Strategic Direction 3 - Student Success

Annual Program Plan Child Development

Analysis of Data

Reporting Year: 2021 - 2022

Conclusion: Inconclusive Data

Analysis of Data: With 263 total program awards in 2020-2021, the Child Development and Education department is among the top disciplines on campus for student completion. This number represents 151 AS-T, AA-T, and AS degrees, 106 Certificates of Achievement, and 6 Proficiency Awards. The data on program degrees and certificates, while strong, do not include the majority of students who enroll in our EDU courses. A review of enrollments in EDU M02 over the last three semesters found that 65% of students enrolled in these courses are Liberal Studies majors. This major is a common pathway into teaching professions.

Entered By: Cynthia Sheaks-McGowan

Analysis Dates: 09/30/2021

Suggested Actions

Suggested Action: To ensure these students receive the academic and career preparation to support their success along the pathway, the metrics on Liberal Studies majors should be included in our program. Additionally, this major should be connected to the Education and Teaching Guided Pathway. Additionally, a certificate of achievement in Education will be developed to recognize the success of these students and encourage the completion of lower division coursework leading to a Teaching/Education career. (09/30/2021)

Analysis of Data

Reporting Year: 2021 - 2022

Conclusion: Inconclusive Data

Analysis of Data: Our program data on retention and success show a student success rate of 80% and a retention rate of 93%. Equity gaps have persisted over the past few years for our Black students, but have disappeared for other historically underserved student groups. The number of Black students enrolled in our program is very low, which makes the data more difficult to interpret. Regardless of the data, we want our program to be welcoming and supporting to BIPOC students.

Entered By: Cynthia Sheaks-McGowan

Analysis Dates: 09/30/2021

Suggested Actions

Suggested Action: We are reviewing and modifying our curriculum to ensure inclusivity and equity. We requested and received CTE funds to support a speaker series for our department that will focus on social justice teaching. Additionally, we would like to connect our students with tutors in our discipline and ensure early alert/support for students through the widespread use of Star Fish across our faculty. (09/30/2021)

Strategic Direction 4 - Campus Safety and Wellness

There are no Data Analysis and Suggested Actions for this Strategic Direction

Strategic Direction 5 - Organizational Effectiveness

There are no Data Analysis and Suggested Actions for this Strategic Direction

Dean Signature - Dean Signature indicates review.

There are no Data Analysis and Suggested Actions for this Strategic Direction

Assessment: Program Overview (SWOT)



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CTE Program: Yes

Program Description: The Child Development Program prepares students for an AS or AS-T in Child Development, an AS-T in Child and Adolescent Development, and for completion of four certificates of achievement: Child Development, Child Development Associate Teacher, Transitional Kindergarten (TK), and Registered Behavior Technician (RBT). The CD programs combine classroom instruction with the hands-on application needed for university transfer and entrance into careers in child development, education, or social services. Historically, courses have been offered on-ground during the morning and afternoon, with a few sections in the evening, and online in various formats every semester. Prior to the pandemic, the majority of CD/EDU courses were already offered online due to student demand for flexible scheduling. Child Development is offered through the PACE program. The TK Certificate of Achievement is designed to be entirely online and utilize Open Educational Resources (OER). In the Fall 2021 schedule of classes, 88% of our courses are designated as ZTC.

The Elementary Teacher Education program prepares students for an AA-T in Elementary Education and an AA-T in Liberal Studies. This program is designed for students who aspire to become elementary or special education teachers, and offers a breadth of study across disciplines. The department has developed additional coursework (EDU M10 and EDU M08) to enhance transfer opportunities for students planning to earn teaching credentials at CSUCI and participate in the ITEP program (i.e., BA + credential in four years).

The Child Development Center serves two primary academic functions in support of our campus mission: 1) as the laboratory for child development students in practicum and theory courses, 2) as a lab/contextualized learning site for students across the Moorpark College campus. The CDC also serves two subsidiary functions: 1) as a college service to students, staff, and faculty who need early care and education services while attending classes, and 2) the CDC provides community outreach to children and families to enhance kindergarten readiness and school achievement, as well as professional support for community preschool teachers and directors.

Program Plan Writer/Editor/Contact Person: Cindy Sheaks-McGowan, Shannon Coulter, & Johanna Pimentel

Department Chair / Coordinator / Program Lead: Cindy Sheaks-McGowan & Johanna Pimentel

Dean/Manager: Howard Davis

2021 - 2022

Strengths: Our Program

With 263 total program awards in 2020-2021, the Child Development and Education department is among the top disciplines on campus for student completion. This number represents 151 AS-T, AA-T, and AS degrees, 106 Certificates of Achievement, and 6 Proficiency Awards. Additionally, we support the broader campus community with four General Education courses across areas B (Social & Behavioral Science: CD M02 & CD M03), E (Health & Physical Education: CD M23), and F (Ethnic/Gender Studies: CD M05).

The Child Development (CD), Education (EDU), and Registered Behavior Technician (RBT) disciplines offer a variety of programs to meet the Career Education and Transfer needs of our students. These programs now comprise the Teaching and Education Interest Area for Guided Pathways at MC. There are a number of career pathways that are fueled by the study of developmental science and education; these include, but are not limited to, the following job titles: Preschool Teachers, Kindergarten and Transitional Kindergarten Teachers, Elementary School Teachers, Special Education Teachers (preschool & elementary), Child, Family & School Social Workers, Child Care Workers, Teacher Assistants, Education Administrators, Early Interventionists, School Psychologists, Speech and Language Pathologists, Occupational Therapists, Music Therapists, College Instructors, Instructional Coordinators, and Family Child Care Owners. Some of these career options require more than two-years of college study.

The Child Development Center/Lab

Teaching is a profession in which consumers (i.e., families) expect quality performance from a teacher's first day on the job. Accordingly, a major focus of our program involves guiding students' development of required educator competencies through work-based learning opportunities. The Child Development Center Lab is an indispensable part of this effort. It contributes directly to student learning and FTES generation by providing semester-long clinical experiences for the CD M04L, CD M12L, and CD M80 courses.

The CDC also serves as an observation site for all CD courses and provides opportunities for contextualized learning for other campus programs. At the September 8, 2020 VCCCD Board of Trustees meeting, Dr. Cynthia Herrera, Associate Vice Chancellor, acknowledged the strength of our CDC program when she shared, "Moorpark College [CDC] has a very well-integrated program into the various disciplines, not just early childhood education. They are also integrated into Art and STEM and all of those programs." Furthermore, at this same meeting, Trustee Chancer commented, "Childcare is important for our enrollment, our students, and the employees," and he acknowledged the value of the district's early childhood centers to working families in their local communities.

As we implement Guided Pathways, the CDC becomes an even more valuable asset in its support of student success. Experiences in the CD Lab help students to integrate career development with their academic study and foster a strong connection to our community of practice. Flexible observation opportunities allow our students to recognize theories in action. With growing limitations in centers in the community, our CDC is often the only option for students to satisfy their coursework. Paid internships and the utilization of student workers at the CDC have allowed many of our students to flourish and further develop their leadership potential, as evidenced by the employment success of our graduates.

Early Care and Education for Moorpark College Students

With the recent award of \$114,000 annually for the next four years, the MC Child Development Center will be able to offer free and reduced tuition to eligible student parents. The CCAMPIS (Child Care Access Means Parents in School) is designed to provide student-parents with the support needed to stay in school and pursue a post-secondary education through the provision of subsidized on-campus child care. This child care will be provided through the Moorpark College's state-of-the-art Child Development Center (the Child Development Department's "laboratory" school). Additionally, the proposed project will provide a broad array of leveraged institutional resources and a new Student Services Assistant to link each student-parent (including single parents) and their families to an individualized package of wrap-around services offered both on campus and throughout the community.

Child Development and Education Career Opportunities

A benefit of the Child Development pathway is that students can begin to gain paid professional experience while completing their studies. Once they have gained both 12-units of CD coursework and preservice experience in the early childhood classroom, they are eligible for entry-level employment. In fact, many students enroll in our program with the intention of taking only 12-units to quickly gain employment, but they subsequently decide to continue their coursework once they find that the subject matter fuels their passion for learning. For many students, Child Development and Education professions are attractive because these pathways allow them to establish their careers in our local area. A recent labor market analysis by Adele Herman at the Center for Excellence identified an anticipated 13% growth across the teaching professions in the South Coast Central Region over the next several years.

Flexible Scheduling and Course Modalities

Over the past few years, we have met student demand for flexibility of scheduling by offering courses in various term lengths and online or hybrid formats. In addition to the more traditional 18-week, late start, and PACE offerings, we have offered courses in four-, five-, ten-, and twelve-week formats. These have been popular with students as they allow them to start classes when they are ready as opposed to having to wait for a new semester cycle to begin.

Well before the onset of the pandemic, the majority of our CD/EDU faculty embraced the student demand to offer online coursework and most courses were offered in this modality. We currently have six courses approved for alignment with the CVC-OEI Rubric ready to be offered on the statewide Course Exchange. Two more courses are currently being finalized through the POCR process and will be submitted for CVC-OEI approval this semester. These accomplishments have enhanced our department's online quality and teaching capacity. In fact, our success rates in our online and hybrid courses have risen and are now comparable with our on-ground courses. Both full-time faculty members, Cindy Sheaks-McGowan and Shannon Coulter, serve as POCR peer reviewers.

Our Essential Professions

The pandemic-related closures of schools and child care programs have highlighted the critical connection between early care

and education and the economic success of our communities. So much so, in fact, that teachers of young children have been identified as "essential" workers. Furthermore, decades of longitudinal research demonstrate that investments in early care and education promote student equity and achievement over a lifetime. Below is a sampling of a few of these findings:

1. The first 5 years are the most critical in children's development.
2. Highly educated and skilled teachers promote the best outcomes for children.
3. Children who have been traditionally at risk of not doing well in school are affected more by the quality early care and education than other children.
4. Economic investment in early care and education programs has a rate of return for every dollar spent, approximately \$15 are returned by avoiding costly educational and legal interventions later in life as well as through greater economic productivity.
5. The "soft" or nonacademic skills we desire for our students are actually developed in early childhood. Quality early childhood teachers are instrumental in helping children to develop these important qualities.

A highly-qualified early childhood educator--one who knows how to create a dynamic, accountable, and equitable learning environment-- is at the center of a high-quality early learning experience. Only the most effective teachers and staff can ensure children in their care have the early experiences they need to be more likely to succeed in school, read on grade level and graduate on time. That is why the National Association for the Education of Young Children (NAEYC) Accreditation guidelines to which our CD program adheres address the most critical component of a high-quality program: early childhood teachers. In California, the state has recognized the importance of early care and education as demonstrated in the 22-year-old initiative of First 5 CA and Governor Newsom's recent budget and educational initiatives.

Our Students

It is estimated that 60% of students who earn a teaching credential at a California State University begin their path to teaching at a community college (Center for Excellence, Los Angeles/Orange County, 2019). There were 937 CD/EDU majors in 2020-21. Additionally, there are a significant number of Liberal Studies majors who plan to enter the teaching profession that are served by our faculty and courses.

The vast majority of CD/EDU majors identify as Female (93%). Despite the lack of gender diversity, our program majors represent greater age and racial/ethnic diversity than the broader MC campus. For example, 38% of our majors identify as Hispanic/LatinX and 36% are over the age of 25. We enroll a significant number of returning students who are changing careers. A common value articulated by our students is a desire to make the world and our communities better places by positively impacting the next generation.

Our program successfully serves a number of special populations. DSPS/ACCESS students are highly represented within our program. Depending upon the selected major, 6% to 14% of our campus' DSPS students are enrolled in CD, EDU, and Liberal Studies. There is an 86% success rate among these students in our courses.

Our Team

Our students benefit from the close collaboration that takes place between CD/EDU faculty and the classified staff of the Child Development Center. Together, we have developed a community of practice dedicated to student learning, professional growth, and quality early education. This dedication has become even more evident over the last 18 months of the pandemic. CDC teaching staff worked tirelessly, both independently and in collaboration with program faculty, to identify and master distance education technologies appropriate for use with children and families. They continue to dedicate their time and energy to create and model a meaningful experience for children and CD/EDU students despite COVID-related restrictions.

Weaknesses: Low FT/PT Ratio

There are only two full-time faculty across the three disciplines in the department (i.e., CD/EDU/RBT). With the 937 declared majors plus the unreported number of Liberal Studies majors who are pursuing the teaching track, the students in our program have less access to full-time faculty than those in comparably sized programs. This year, a total of 1,290 students have selected the Teaching and Education Interest area, which may be a better indicator of the number of students in need of full-time faculty connection for academic and career guidance. The percentage of courses with full-time faculty are 6% for Child Development, 33% for Education, and 0% for Registered Behavior Technician. This is an equity issue for our students, especially considering that the demographic diversity of our program tends to be greater than that of the campus at-large. Furthermore, it should be noted that the Teaching and Education Interest Area is composed of the CD/EDU/RBT program alone, creating additional demands on the workload of our two full-time faculty members.

Marketing

The marketing of our Transitional Kindergarten Certificate and the Registered Behavior Technician Proficiency Award have been minimal. Additionally, the idea that these programs provide "stackable" credentials for a variety of professions does not seem to

be widely understood.

Staff Reductions at the CDC

The CDC lost 8 staff positions in 2008-9, which was a 50% reduction in force. These positions were never reinstated. Remaining staff were reduced to a lower percentage of work time, yet the CDC's program year was extended to 12 months. This has created a situation in which CDC personnel must take 40 to 60 unpaid days-off spaced throughout the year while the program continues to operate with MC students and children. In addition to the economic hardship for the staff, this has created a notable negative impact upon our students and does not meet the needs of the instructional program. With close to 200 students needing practicum placements each year and several hundred more needing to complete short-term work-based learning experiences, we have greater student demand than our campus CDC Lab can typically accommodate. We are now including summer practicum courses in order to meet the growing needs of our students and varying programs, which creates an even greater demand for student support in the CDC Lab. Classroom teachers have not been available to mentor students at critical times throughout the school year. At times, students in the practicum and internship courses have been asked not to come for their scheduled practicum, as the CDC teacher was sick or "off contract." This problem stems from the Lab School's designation as enterprise zone, which does not acknowledge its critical role in supporting student success and completion. The expectations that parents of children enrolled in the CDC should shoulder the majority of costs associated with preparing our MC students is unrealistic.

Pandemic Closure of the CDC

Finally, the recent pandemic closure of the Child Development Center Lab has significantly reduced the number of families enrolled in the child development program. This has clearly had an adverse impact on the CDC budget. Continued program support will be needed once the program reopens and works to rebuild enrollment.

Opportunities: Expansion of Transitional Kindergarten

In California, universal transitional kindergarten is poised to become a reality in California. Championed by Gov. Gavin Newsom and several lawmakers, a \$2.7 billion universal transitional kindergarten program will be gradually phased in over the next five years, until it includes all the state's 4-year-olds by the 2025-26 school year. Currently, transitional kindergarten, or TK, serves about 100,000 children, primarily those who turn 5 between Sept. 2 and Dec. 2. TK teachers are currently required to have 24 units of early childhood education, but some say they need more specialized training to be truly effective in the classroom. There is \$300 million in the bill tagged for transitional kindergarten planning and implementation, including teacher recruitment and training. This expansion of TK creates an employment opportunity for our current and future students and, along with this, a greater demand for our ECE coursework.

The Projected Demand for Teachers

In addition to the demand created by expansion of universal TK, the CA Master Plan for Early Learning and Care indicates that serious teacher shortages are projected in the next 5 years to be over 124,000 openings annually in California for a cluster of 20 teacher occupations including preschool, elementary, secondary, and special education. Related occupations (e.g., infant care, after-school care, family childcare) are also experiencing acceleration of retirements and job turnover. The quality and dependability of the early childhood workforce impacts the productivity of working parents across all sectors. The COVID crisis has destabilized the early education workforce sector, disrupted ECE and TK-12 teacher preparation pipelines and has resulted in significant impacts on working and single parents (especially essential, low-moderate wage, displaced workers and families who have suffered from the loss of ECE and after-school child care) such that the state of California will not experience economic recovery without supporting the replacement of teachers at all levels (ECE, TK, K-12). Due to the current pandemic, teacher preparation leaders across systems now predict additional vacancies due to unexpected retirements, retention challenges for newer teachers, and many veteran teachers choosing not to return to the classroom.

Guided Pathways

With the rollout of Guided Pathways we have only recently been able to identify students across campus majors who were interested in entering the teaching field. For example, students who receive a certificate or degree in English, History, or STEM fields may be interested in teaching. Liberal Studies majors are not currently counted as a part of our program majors and could potentially be "falling through the cracks" when it comes to providing academic and career support.

Guided Pathways provides the opportunity for us to better capture who our students are and to develop strategies to support their educational journey. As we develop our interest area, we hope to explore the possibility of offering an "Introduction to Teaching Careers" course combined with a College Strategies course. We lost our Careers course several years ago despite the feedback we had received from students on its value to them. Perhaps it could be offered as a non-credit course. Additional non-credit offerings we are planning to develop are CBEST and CSET test preparation courses. We would also like to establish a dual enrollment teaching pathway to support the successful transfer of our dual enrollment students into a CSU ITEP program in

which they can earn a BA and teaching credential in 4 years.

Need for Diversification of the Teaching and Child Development Work Force

Of equal importance to the field is the need to create a diverse early education workforce that reflects the diversity of California's children and families and, ideally, exposes students to even broader perspectives and lived experiences.. Currently, only a small percentage of the workforce is male, and among leadership positions there is a need for more women of color. This lack of representation in the workforce indicates that teacher preparation programs must employ strategies to support the educational success of all students/aspiring educators and administrators. The statistics below underscore the challenges and opportunities for change with which we are presented:

- In California, 77% of K-12 students are students of color, yet 63% of the teaching force is white. More specifically, 54% of K-12 students are LatinX, but only represent 18% of the K-12 teacher workforce.
- LatinX people are significantly underrepresented in faculty and leadership positions in California public higher education (Campaign for College Opportunity, 2018).
- For the most disadvantaged Black students, having just one Black teacher cut their chances for drop out by 39% (Gershenson, Lindsay, Hart, & Papageorge, 2017).
- Men of Color are almost non-existent in the teaching workforce. Less than 10% of California's K-12 teachers are men of color, with Black men accounting for only 1% of that group (Beall, 2020).
- Educational attainment gaps are positively affected when students are exposed to teachers of color (Gershenson, S., Holt, S., & Papageorge, 2015).

Child Care for Students

Up to now, the CDC Lab has been an untapped resource for both supporting the success of parents across our campus and attracting new students. Lack of affordable, quality, reliable child care interferes with students' abilities to complete their coursework in a timely manner and with employee productivity. The strategic enrollment of children whose parents receive child care subsidy could also support the ability of the CDC to provide CD/EDU students with full afternoon classes for their practicum and observation work. We are excited about the grant of federal CCAMPIS funds and the potential this brings to support our students. At the same time, we acknowledge that the grant is not likely to cover the full need for care that exists on our campus. According to our Institutional Research Office, 1092 students (7.6%) indicated that they needed child care assistance in fall 2019. Of those students, 325 had a Pell grant.

Threats: Marginalized Status of Early Childhood Education Profession

Our campus and district have expressed a commitment to dismantling the institutional and societal biases that undermine the success of our students, faculty, and staff; therefore, an assessment of the threats to our program would be incomplete without an acknowledgement of the marginalized position of the early childhood workforce. Careers involving the care and education of children are typically carried out by women, particularly Women of Color. While early childhood education has been identified as an "essential" career, it has also historically been essentialized as "women's work" and "baby sitting"-- something that women do "naturally" that requires little skill or education. Nothing could be further from the truth; however, early educators continue to struggle for recognition against these dominant gender stereotypes. While it is unlikely that we would hear anyone on our campus publicly refer to Early Childhood Education or Elementary Education this way, our institution has developed within a context that reinforces and perpetuates these attitudes.

To illustrate, Child Development Assistants and Associates, who, according to their job descriptions, are responsible to model early childhood teaching techniques and provide guidance and mentoring to practicum students and interns, share the same job classifications as Custodians & Library Assistants (CD Assistants) and Lead Custodians and Athletic Equipment Managers (CD Associates). The educational requirements, responsibilities for interaction and support of MC students, and responsibilities to ensure the health and safety of students, children, and lab equipment are significantly higher than the aforementioned positions. Moreover, these early childhood teaching positions are ranked well below instructional lab technicians for all other academic disciplines. The biases inherent in this situation negatively impact our students and the resources made available to them.

The commonly heard refrain in Career Education of needing to support "high skill, high wage" occupations leads to CD and EDU programs being regarded as a lower priority. Women are paid 80 cents on average for every dollar paid to white men. This decreases to 62 cents for Black women and 54 cents for Latinas, who comprise a significant portion of the early education workforce. It is important to view this wage information through an equity lens in order to see how societal inequities are influencing the low monetary value associated with stereotypical female careers. The contribution that child development and education professionals make to the productivity of the broader workforce is also frequently ignored.

Incomplete and Marginalized LMI Data

Commonly used labor market data contribute to a misunderstanding of the Child Development field and its associated career

pathways, as it uses occupational job titles that do not fully capture the reality of the job market, are too general, reflect the lowest income employment categories, or that group several job titles together. There are a number of career pathways not included in LMI reports that are fueled by child development and education studies; these include, but are not limited to, the following job titles: Preschool Teachers, Elementary School Teachers, Special Education Teachers, Child Care Workers, Educational Administrators, Social and Human Service Assistants, and Child and Family Social Workers.

New CA Teacher Preparation and Credentialing Guidelines

The CA Commission on Teacher Credentialing (CTC) has enacted a new process for awarding teacher permits to Early Childhood Education (ECE) teacher candidates as well as a review process for higher education teacher preparation programs. Under this new system, colleges will:

- 1) be assessed for their alignment with state requirements for early childhood teacher preparation,
 - 2) review early childhood teacher candidates' teaching permit application materials,
 - 3) evaluate candidates' evidence of meeting new statewide Teacher Performance Expectations (TPEs),
- and
- 4) directly recommend candidates to the CTC for the CD Permit.

While the new process benefits our students by aligning programs to state quality guidelines and making teacher certification more accessible, the implementation of such a project and the approval of teacher credentialing applications adds significantly to full time faculty workloads. It will also require a significant investment of time in learning and carrying out the new system.

Program Plan



Annual Program Plan Child Development

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Department Chair / Coordinator / Program Lead: Cindy Sheaks-McGowan & Johanna Pimentel

Dean/Manager: Howard Davis

Initiative: Student Engagement and Success

Staff resources, curriculum, and associated equipment and supplies must be reviewed and updated to maximize opportunities for student engagement in high impact practices.

Initiative Status: Active

Resource Requests

(A) Active Request - Create CD Associate position in Toddler Classroom (80%) (Active)

Justification: Our campus early childhood laboratory school serves as the hub for workplace-learning experiences in child development, education, and beyond. With about 200 students needing clinical placements each year to complete their program of study and several hundred more needing to complete work-based learning experiences, we have greater student need than our campus lab can accommodate. For the past 30 years, the department has been supported in augmenting the CDC program through approximately \$50,000 in funding each year from the California Early Childhood Mentor Program grant (CECMP), which funds the selection and compensation of a cadre of community early education leaders to provide mentoring and workplace learning experience to MC students. We were informed in February 2020 that this CECMP funding will be eliminated entirely after this year. This cut is particularly damaging to the department's ability to meet the needs of our working students and our student parents, who need more flexible practicum hours.

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With the workforce reductions of the 2008 Recession, two Child Development Associate positions were lost and never regained. A casualty of these losses was our Toddler program. CD students need the opportunity to experience high-quality infant-toddler programs and to receive preservice guidance on the specialized work involved in teaching this age group. With the loss of the Toddler CD Associate, the CDC's toddler class was reduced to 2 mornings a week and is staffed only by a Child Development Assistant, who would be working out of classification if students were assigned to this room. The reinstatement of this CD Associate position, would also serve to boost the enrollment and income potential of the CDC and attract parents who are looking for longer child care arrangements.

Contact Person for Request: Johanna Pimentel

Resource Category - Where does this request belong?: (B) Classified Request

Funding Source: General Fund

What specific grant opportunities could help fund your request?: CCAMPIS

Priority: High

Overall / Aggregate Cost: 63000

Replacement Item: Yes

(A) Active Request - Student Workers (Active)

Justification: Student workers in the CDC have the opportunity to continue to refine the skills and knowledge that they began to develop in their clinical experiences, which enhances their employment potential and transfer success. Additionally, student worker opportunities in the CDC serve to boost student success by expanding students' professional connection to a community of practice and sense of belonging to the college program.

With the previously described workforce reduction experienced by the CDC, it relies heavily upon the assistance of students workers; however, the need for student workers is greater than the CDC budget allows.

Contact Person for Request: Johanna Pimentel

Resource Category - Where does this request belong?: (F) Other

Funding Source: General Fund

What specific grant opportunities could help fund your request?: CCAMPIS (if available in 21-22)

Priority: High

Overall / Aggregate Cost: 26000

Replacement Item: No

(A) Active Request - Change CD Assistants to 11 month contracts (Active)

Justification: The Child Development Center (CDC) program operates primarily as an academic lab, providing meaningful work-based learning opportunities for CD and EDU students, as well as students from other disciplines, such as Nursing and Psychology. The quality of this experience contributes to student learning, success, and completion through application of program content and connection to the professional community.

While not classified as such, CDC classroom teachers essentially serve as lab technicians, supporting the students placed in their lab classrooms. They are responsible for the care and safety of the lab environment, which in the case of the CD department, includes both the classroom equipment and materials, and more importantly, the children themselves. The CDC lost 8 staff positions since 2008, which was a 50% reduction in force, yet it is expected to expand its enrollment and operating calendar. Many remaining staff have been reduced to a lower percentage of work time, yet the CDC's program year was extended to 12 months. This has created a situation in which CDC personnel must take 40 to 60 unpaid days off spaced throughout the year while the program continues to operate with MC students and children. This has created a notable negative impact upon our students and does not meet the needs of the instructional program. We have added summer practicum courses in order to meet the growing needs of our students and varying programs (i.e., PACE and TK), which will create an even greater demand for student support in the CDC Lab.

Classroom teachers have not been available to mentor students at critical times throughout the school year. At times, students in the practicum courses have been asked not to come for their scheduled practicum, as the CDC teacher was sick or "off contract". Additionally, the only classroom that provides students with critically needed infant/toddler experience was cut to two mornings a week and the CD Assistant in this room would work out of classification in order to provide an experience with children under age three for MC students.

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Contact Person for Request: Johanna Pimentel or Cynthia Sheaks-McGowan
Resource Category - Where does this request belong?: (B) Classified Request
Funding Source: General Fund
What specific grant opportunities could help fund your request?: Strong Workforce
Priority: High
Overall / Aggregate Cost: 13000

(A) Active Request - Support for Students on the Teaching and Education Pathway: Tutors for CD/EDU courses and Transfer Peer mentors (Active)

Justification: There is both an industry and ethical demand to diversify and expand our workforce. Black students and students who decline to disclose their gender are disproportionately impacted in CD/EDU coursework. Many higher salary positions require transfer for a 4-year degree.

Contact Person for Request: Cynthia Sheaks-McGowan
Resource Category - Where does this request belong?: (F) Other
Funding Source: Unknown
What specific grant opportunities could help fund your request?: Guided Pathways Funding?
Priority: High
Overall / Aggregate Cost: 8000
Replacement Item: No

(A) Active Request - Change CD Associates to 11 Month Contracts (Active)

Justification: The Child Development Center (CDC) program operates primarily as an academic lab, providing meaningful work-based learning opportunities for CD and EDU students, as well as students from other disciplines, such as Nursing and Psychology. The quality of this experience contributes to student learning, success, and completion through application of program content and connection to the professional community.

While not classified as such, CDC classroom teachers essentially serve as lab technicians, supporting the students placed in their lab classrooms. They are responsible for the care and safety of the lab environment, which in the case of the CD department, includes both the classroom equipment and materials, and more importantly, the children themselves. The CDC lost 8 staff positions since 2008, which was a 50% reduction in force, yet it is expected to maintain its enrollment. Many remaining staff have been reduced to a lower percentage of work time, yet the CDC's program year was extended to 12 months. This has created a situation in which CDC personnel must take 40 to 60 unpaid days off spaced throughout the year while the program continues to operate with MC students and children. This has created a notable negative impact upon our students and does not meet the needs of the instructional program. We are now adding summer practicum courses in order to meet the growing needs of our students and varying programs (i.e., PACE and TK), which will create an even greater demand for student support in the CDC Lab.

Classroom teachers have not been available to mentor students at critical times throughout the school year. At times, students in the practicum courses have been asked not to come for their scheduled practicum, as the CDC teacher was sick or "off contract". Additionally, the only classroom that provides students with critically needed infant/toddler experience was cut to two mornings a week and the CD Assistant in this room works out of classification in order to provide an experience with children under age three for MC students.

Contact Person for Request: Johanna Pimentel or Cynthia Sheaks-McGowan
Resource Category - Where does this request belong?: (B) Classified Request
Funding Source: General Fund
What specific grant opportunities could help fund your request?: Strong Workforce
Priority: High
Overall / Aggregate Cost: 10000

(A) Active Request - Professional expert to support development of new curriculum (credit and noncredit courses) in the Teacher Preparation pathway. (Active)

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Justification: Expanded program offerings could help Teacher Preparation Pathway students to gain needed skills and knowledge (e.g., C-BEST and CSET prep, Technology for Young Children, Parent-Toddler, Parent-Infant, Education certificate). With only 2 FT faculty and close to 1000 majors enrolled, the support and engagement of PT faculty in program development is critically important to program development and success.

Contact Person for Request: Cynthia Sheaks-McGowan

Resource Category - Where does this request belong?: (F) Other

Funding Source: Other Funding

What specific grant opportunities could help fund your request?: Strong Workforce

Priority: High

Overall / Aggregate Cost: 3000

(A) Active Request - Reclassification of CD Assistants and CD Associates (Active)

Justification: The early childhood education field has moved toward requiring higher levels of education for professionals at all levels of a program. Additionally, Child Development Center staff perform work and meet desired qualifications for work associated with higher classifications (i.e., Lab Techs). Our campus and district have expressed a commitment to dismantling the institutional and societal biases that undermine the success of our students, faculty, and staff, so it is important to identify where these barriers exist within our programs. Careers involving the care and education of children are typically carried out by women, particularly women of color. While early childhood education has been identified as an “essential” career, it has also historically been essentialized as “women’s work” and “baby sitting”-- something that women do naturally that requires little skill or education. Nothing could be further from the truth; however, early educators continue to struggle for recognition against these dominant gender stereotypes. While it is unlikely that we would hear anyone on our campus publicly refer to Early Childhood Education this way, the job classifications of CD Assistants and Associates reinforces and perpetuates these attitudes.

Child Development Assistants and Associates, who, according to their job descriptions, are responsible to model early childhood teaching techniques and provide guidance and mentoring to practicum students and interns are ranked well below instructional lab technicians for all other academic disciplines. The biases inherent in this situation negatively impact our students and the resources made available to them.

Contact Person for Request: Johanna Pimentel and/or Cindy Sheaks-McGowan

Resource Category - Where does this request belong?: (F) Other

Funding Source: Existing Program Funds

Priority: Medium

Overall / Aggregate Cost: 40000

(A) Active Request - Professional Development for CD/EDU Faculty and Staff (Active)

Justification: CDC staff need training to develop the CDC program into a Certified Outdoor Classroom. faculty need continued professional learning around promoting student equity and success in the early childhood and elementary school classroom (e.g., Ron Clark Academy Conferences and Erikson Early Math Summer Institute).

Contact Person for Request: Cynthia Sheaks-McGowan

Resource Category - Where does this request belong?: (F) Other

Funding Source: CTE Funds (will need to apply for funds)

What specific grant opportunities could help fund your request?: Perkins

Priority: High

Overall / Aggregate Cost: 8000

Replacement Item: No

(A) Active Request - Resources to Support Online Instruction (Active)

Justification: Subscriptions to technological resources are needed to support online instruction, such as The Teaching Channel, Seesaw

Contact Person for Request: Cindy Sheaks-McGowan

Resource Category - Where does this request belong?: (F) Other

Funding Source: Existing Program Funds

What specific grant opportunities could help fund your request?: Teacher Preparation Pathway

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Priority: High

Overall / Aggregate Cost: 4000

Replacement Item: No

(A) Active Request - Increase financial support from Moorpark College to ensure the sustainability of the Moorpark CDC Lab School through support of CDC Supervisor salary. (Active)

Justification: The statutory mission of Moorpark College is to serve students. Thus, the primary goal of the MC Child Development Center is to serve as a laboratory for our Early Childhood Education program and to provide students with children a convenient and effective center where their children will be educated and cared for while the student/parents are taking classes. The CDC program lost 8 staff positions since 2008, and most remaining staff have been reduced to a lower percentage of work time. Since this time, the CDC's program year was extended to 12 months, which reduced the resources available to students. CDC staff (Assistants and Associates) are classified at lower levels than others on campus with similar responsibilities despite the high level of involvement in student learning and the actual academic certifications desired for their positions. It has not been possible to make this situation more equitable because the supervisor salary takes a large part of the budget. The supervisor's role is clearly connected to the mission of the college and success of our academic programs. The CDC supervisor is required to take on responsibilities and duties that connect with and support the campus. It neither feasible nor realistic to expect CDC families to take on the expense of college instruction-related activities.

Contact Person for Request: Johanna Pimentel and/or Cindy Sheaks-McGowan

Resource Category - Where does this request belong?: (F) Other

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 150000

(A) Active Request - Hire a Full-Time Child Development faculty member to begin Fall 2022. (Active)

Justification:

1. There are currently only two full-time faculty across the three department disciplines (i.e., CD/EDU/RBT).
2. The percentage of courses with full-time faculty are very low: 6% for Child Development, 33% for Education, and 0% for Registered Behavior Technician.
3. With 937 declared majors plus an unreported number of Liberal Studies majors who are pursuing the teaching track, the students in our program have less access to full-time faculty than those in comparably sized programs.
4. This year, a total of 1,290 students have selected the Teaching and Education Interest area, which is a stronger indicator of the number of students in need of full-time faculty connection for mentoring, educational support, and career guidance.
5. The low FT/PT ratio is an equity issue for our students, especially considering that the demographic diversity of our program tends to be greater than that of the campus at-large.
6. The Teaching and Education interest area is composed of the CD/EDU/RBT programs alone, creating additional demands on the workload of our two full-time faculty members.
7. The department had three full-time faculty members up to 2009 and the third faculty member has not been replaced.
8. As a program with a large number of degree and certificate completions (151 degrees and 106 certificates last year) and projections for greater demand in the Teaching and Education workforce, our students deserve better access to full time faculty.
9. It has become difficult to find qualified adjunct faculty with the expertise and availability to teach for us at the times our students and program needs. We continue to lose adjunct faculty to other institutions that hire full time positions. Most part time faculty we have managed to hire work for other districts and, therefore, have limited availability for our courses. Each new adjunct hire requires additional time for onboarding, mentoring, and evaluating.
10. Universal Transitional Kindergarten (TK) has become a reality in California. Over the next few years, TK will expand across the state for all four-year-olds, intensifying the demand for early childhood teacher preparation.
11. The department continues to exceed the 525 productivity target. This year, CD was at 608 and EDU was 573.
12. The CA Commission on Teacher Credentialing (CTC) has enacted a new process for awarding teacher permits to Early Childhood Education (ECE) teacher candidates as well as a review process for higher education teacher preparation programs. Under this new system, colleges will be assessed for their alignment with state requirements for early childhood teacher preparation and directly review and recommend candidates to the CTC for the CD Permit. While this new process benefits our students by aligning programs to state quality guidelines and making teacher certification more accessible, the implementation of such a project and the approval of teacher credentialing applications adds significantly to full time faculty workloads. It will also require a significant investment of time in learning and carrying out the new system.

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Contact Person for Request: Cindy Sheaks-McGowan
Resource Category - Where does this request belong?: (A) Faculty Request
Funding Source: General Fund
Priority: High
Overall / Aggregate Cost: 115000
Replacement Item: Yes

Initiative: Expand Enrollment

Increase enrollment and meet the needs of students.

Initiative Status: Active

Resource Requests

(A) Active Request - Funds for paid internships at the Child Development Center and other clinical experiences. (Active)

Justification: Students in CD/EDU need to accumulate clinical hours for hiring and advancement, but often cannot afford to give up wages to do so; this option also provides valuable workplace learning, helps the student to understand the full range of roles available in the CD/EDU fields, and is a high-impact practice. Paid internships are being offered this year with HEERF funding and we hope that it can continue in the future.

Contact Person for Request: Cindy Sheaks-McGowan
Resource Category - Where does this request belong?: (F) Other
Funding Source: Other Funding
Priority: High
Overall / Aggregate Cost: 6600
Replacement Item: No

(C) Pending/Future Need - Support for Student Fingerprinting Fees (Active)

Justification: We are increasingly finding that students are asked to pay for fingerprinting/criminal background clearance before they are allowed to participate in clinical experiences in community programs. This cost is a barrier for students that would interfere with their abilities to successfully complete their coursework.

Contact Person for Request: Cynthia Sheaks-McGowan & Shannon Coulter
Resource Category - Where does this request belong?: (F) Other
Funding Source: Unknown
What specific grant opportunities could help fund your request?: MC Foundation?
Priority: Medium
Overall / Aggregate Cost: 8000
Replacement Item: No

Initiative: Outreach

Increase awareness of services and greater connection with the instructors, class, and college.

Initiative Status: Active

Initiative Year(s): 2016 - 2017

Resource Requests

(A) Active Request - Funding to support child care costs of low income student parents on the Moorpark College campus (perhaps from Student Success and Equity funds). (Active)

Justification: Access to quality/reliable child care and development services supports the success and continued enrollment of student parents and supports the sustainability of the Child Development Center. We have received CCAMPIS funding to provide some subsidized child care services for student parents. We believe that with this program and outreach efforts, there will be

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more families that qualify for care than we are able to serve.

Contact Person for Request: Cindy Sheaks-McGowan or Johanna Pimentel

Resource Category - Where does this request belong?: (F) Other

Funding Source: Categorical Fund

Priority: Medium

Overall / Aggregate Cost: 20000

Replacement Item: No

(A) Active Request - Teaching and Education Guided Pathway Outreach (publication material, website, speakers, events) (Active)

Justification: As we roll out Guided Pathways, there is a need to identify all students at MC who are interested in teaching/education careers so that we can support their success along the pathway. Additionally, there is a critical need to develop an education and child development workforce that, minimally, is reflective of the diversity of the community served and, ideally, exposes students to even broader perspectives and lived experiences. The statistics below underscore the challenges and opportunities for change with which we are presented:

- In California, 77% of K-12 students are students of color, yet 63% of the teaching force is white. More specifically, 54% of K-12 students are LatinX, but only represent 18% of the K-12 teacher workforce.
- LatinX people are significantly underrepresented in faculty and leadership positions in California public higher education (Campaign for College Opportunity, 2018).
- For the most disadvantaged Black students, having just one Black teacher cut their chances for drop out by 39% (Gershenson, Lindsay, Hart, & Papageorge, 2017).
- Men of Color are almost non-existent in the teaching workforce. Less than 10% of California's K-12 teachers are men of color, with Black men accounting for only 1% of that group (Beall, 2020).
- Educational attainment gaps are positively affected when students are exposed to teachers of color (Gershenson, S., Holt, S., & Papageorge, 2015).

Contact Person for Request: Cynthia Sheaks-McGowan

Resource Category - Where does this request belong?: (F) Other

Funding Source: Unknown

What specific grant opportunities could help fund your request?: Teacher Preparation Pathway Grant Funding, Guided pathways Funding?

Priority: High

Overall / Aggregate Cost: 6000

Replacement Item: No

Initiative: Facilities and Technology Maintenance and Updates

Update and maintain the classroom, technology, lab, and office spaces utilized by this program.

Initiative Status: Active

Initiative Year(s): 2016 - 2017

Resource Requests

(A) Active Request - Tables for CDC-132 (Active)

Justification: The tables in this classroom are too large for the space. students and faculty cannot move between the tables when the room is full. This interferes with classroom activities. Additionally, the situation poses a fire evacuation hazard.

Contact Person for Request: Cindy Sheaks-McGowan

Resource Category - Where does this request belong?: (C) Facilities Need

Funding Source: General Fund

Priority: Medium

Replacement Item: Yes

Building and Room #: CDC-132

(A) Active Request - Upgrade/Replace speaker systems in the CDC observation rooms. (Active)

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Justification: Currently, the speakers are not operational in 2 of our 5 classrooms. Students need access to these observation rooms to complete their coursework and allow our program to comply with licensing requirements.

Contact Person for Request: Johanna Pimentel

Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 5000

Replacement Item: Yes

(A) Active Request - Install dimmed lighting in CDC-114 and CDC-132 to improve visibility of projection screen in the classrooms.
(Active)

Justification: Students must sit in the dark to see the screen, but this doesn't leave enough light for note taking and other activities.

Contact Person for Request: Cindy Sheaks-McGowan or Johanna Pimentel

Resource Category - Where does this request belong?: (C) Facilities Need

Funding Source: General Fund

Replacement Item: Yes

Building and Room #: CDC-114 and CDC-132

(A) Active Request - Replace climbing structures on CDC playgrounds (deferred maintenance) with equipment and materials that reflect new trends in outdoor education. (Active)

Justification: The CDC needs appropriate and safe outdoor learning areas. While the rubber cushioning underneath the climber was replaced this past year, the climbing structure is reaching the age at which replacement is needed to maintain compliance with safety standards. Thoughtful replacement of this costly equipment with an outdoor classroom (as listed in another Resource Request) could be more economical than replacement with similar equipment.

Contact Person for Request: Johanna Pimentel

Resource Category - Where does this request belong?: (C) Facilities Need

Funding Source: Other Funding

What specific grant opportunities could help fund your request?: Strong Workforce

Priority: High

Overall / Aggregate Cost: 70000

Replacement Item: Yes

Building and Room #: CDC Playground

(A) Active Request - Privacy Screening along CDC Playground Fence (Active)

Justification: Child safety.

Contact Person for Request: Johanna Pimentel

Resource Category - Where does this request belong?: (C) Facilities Need

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 3000

Building and Room #: CDC playground

(A) Active Request - Replace laptop computers for CDC staff/classrooms (4 laptops) (Active)

Justification: Current laptops are 12 years old and need replacement. Laptops are used for classroom curriculum, documentation, and accreditation-related tasks.

Contact Person for Request: Johanna Pimentel

Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: Unknown

What specific grant opportunities could help fund your request?: Perkins

Priority: High

Overall / Aggregate Cost: 7500

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Replacement Item: Yes

(C) Pending/Future Need - The CDC will become a certified outdoor classroom environment through Natures Playground. (Active)

Justification: The CDC will need appropriate outdoor learning areas, storage containers, gardening supplies and outdoor enhancements(trees, vines, arches) to the playground. Staff training on outdoor classrooms.

Contact Person for Request: Johanna Pimentel

Resource Category - Where does this request belong?: (F) Other

Funding Source: CTE Funds

Priority: Low

Overall / Aggregate Cost: 10000

Replacement Item: No

Building and Room #: CDC, Playground