Assessment Report

Yuba Community College District

YC - Early Childhood Education Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members):

List of Program Review Members:
Denice D. Burbach
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Laurie Daly
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Tonya Byers
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Karen Stanis
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Program Description :

The ECE Department continues to offer an AS degree in Early Child Development, five (5) Certificates of Achievement (Child Development Associate Teacher; Child Development Teacher; Diversity in ECE; Infant and Toddler; and School Age Children), a Director of Private Day Care Center/Preschool Option, and a Certificate of Training in Pediatric First Aid/CPR.
The ECE Department remains committed to having a strong Advisory Committee and committee input is valued. Meetings are held at least once per semester and are held in the video conference room, better meeting the needs of Clearlake fulltime faculty. Fulltime faculty have made the commitment to work closely with the Yuba College and CLC Child Development Centers, the laboratory settings for ECE academic programs. The Marysville faculty meet monthly with CDC administrators to build and unite academic and practical aspects of the ECE department. Faculty members continue to revise course outlines, adding course and now program SLOs in spring 2014. They also have successfully aligned curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses).

A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.
The students do not have tutors available through Yuba College for our specific area. We have applied for funding in the past through Perkins and were supposed to get these support services, both at Marysville and Clearlake Campuses. This never happened. We will continue to advocate for Tutors, especially Spanish Speaking Bilingual Tutors which is a need in our discipline. In previous years the ESL department at the Marysville Campus has offered a support class for ESL for ECE, however, students were required to be at an intermediate level in English. Our second language ECE students are often below intermediate level and have not been able to qualify for entry into this class. The ECE and ESL Departments are currently examining the potential for a community learning class for students below intermediate level, modeled after other successful programs in California Community Colleges. ECE students do, however, have access to the Learning Center, Writing Center, and DSPS on both Marysville and Clearlake Campuses. The Sutter Center students have access to DSPS and the Learning Center. The ECE Department has sought out support services on our own and currently offers ECE students tutoring through the California Early Childhood Mentor Program, which also includes (locally in Marysville/Sutter) four bilingual (Spanish) tutors and Online Mentors for those students majoring in ECE. This service is made possible through one of our grant programs. We also offer support services through the CDTC (Child Development Training

Consortium) through a book loan out program for those students working in the field, student stipends, and some fingerprinting reimbursement. This is also one of our grant programs. Our ECE department is currently working on development of a Guide to ECE Handbook for both Counselors and Students, in order to provide information on current credentialing for employment in the field and advisement of student coursework for certificates and degrees in ECE, as well as, support services available at Yuba College and through our various grant programs. This was a recommendation that came through our ECE Advisory Committee to help students and counselors navigate the confusing and ever changing state and federal regulations for ECE teacher credentialing. The Yuba College Child Development Centers at both Marysville and Clearlake, also support both ECE and non-ECE students in a variety of ways. The CDC primarily serves YCCD students. Many of the community working families that the serve are prior students of YCCD. Currently, they are providing 15 past student parents with child care services as they have transitioned from a need for child care as a student, to a need as an employee. The CDC also provides Child Care for children of YCCD students during class and study time, serves as an on-campus lab school for Early Childhood Education (ECE) and other classes, and provides ECE students with paid work experience hours. During the Fall 2012 semester enrollment for YCCD students were:

• Marysville CDC had 53 children of YCCD students
• Clearlake CDC had 13 children of YCCD students

The CDC's are also laboratory classrooms for YCCD students to use for various class observations, but especially Early Childhood Education experiences. ECE faculty uses the Child Development Centers for lectures and hands on activities. The following classes currently use the CDC for these courses at Marysville campus:

• 2 sections of ECE 1A – 60 students (240 hours total)
• 1 section of ECE 1B – 40 students (100 hours total)
• 1 section ECE 11 – 30 students (270 hours total)
• 3 sections of ECE 3 – 90 students (no total available)
• 1 section of ECE 46 – 6 students (648 hours total – 6.5 hours per week)

The Clearlake campus use the CDC for the following ECE classes:

• ECE 3
• ECE 1A
• ECE 1B
• ECE 46
• ECE 2A
• ECE 2B

The CDC plays an intricate part of ECE instructional classes such as lab hours, assignments, observation, planning preparing and implementing children's activities, and interaction with children and staff. The CDC provides best practices for our students as follows:

• Continuity between what is being taught in the classroom and practices in the child care setting.
• Some classes require that students observe staff and parent meetings.
• ECE 1B – Students use the lab to implement student developed lesson plans in a practical setting as a final grade for the class Jamboree.
• ECE 11 averages 10 students per semester to conduct 4 hours of observation in a pre-school lab setting.
• Employs 25-30 YCCD students to earn required hours of experience to earn permits.

The CDC is an integral part of the ECE Program. We have requested in previous program reviews the need for a Video Observation Lab and also have requested relocation of ECE classrooms and offices closer to the CDC. This partnership is crucial to the continued success of YC ECE students.

A2. If services are available, how do they demonstrate an increase in student success?

Students who have had the opportunity to receive tutoring with a California Early Childhood Mentor, especially second language students, have shown greater retention in ECE classes and in continuing course work in ECE. The California Early Childhood

Mentor Program also provides Practicum Sites for students who are placed off campus at local area Model Program Sites. Availability of placements is limited at our On- Campus Lab School (CDC). Students who have worked with a Mentor Teacher have shown greater success in completion of their Practicum course work and also are more likely to become employed by these centers because of these early connections to the field. Students who have been given support through DSPS and the Writing Center have also shown greater retention and success in our ECE classes. Our certificate and degree programs have been modeled after the above mentioned Teacher Credentialing Matrix and the California Early Childhood Educator Competencies. Meeting these requirements is vital to student employment in the field of Early Childhood Education programs. The CDTC student stipends and book loan out program has helped ECE majors obtain textbooks for course work which helped to support students in retention in both ECE and non -ECE coursework. The fingerprinting reimbursement through CDTC has helped students in becoming employed in the field of ECE. Our ECE students have benefited from the CDTC program through collaboration with the local Child Care Planning Councils by providing Professional Growth Advisor Training and Follow-up sessions. There has been a great need for this in our communities. This has also benefited Head Start, our State Preschool Programs and for profit and Non-Profit Child Care Centers and Preschools. The CDTC Program has been a great help in providing support in order to continue our work in alignment with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses). Students have benefited though monies provided for textbooks and tuition fees. Last year (2012-2013) our ECE students majoring in ECE received stipends for taking both ECE and non-ECE classes at Yuba College (Marysville, Sutter, and Clearlake). In Fall 2012, 31 students, attempted units 235 and completed units 212.5. ($5,312.50). In Spring 2013, 42 students attempted units 320.5 and completed units 289 ($7, 225.00). Because more of our ECE students are both qualifying and applying for this funding, our ECE department was allotted increased from CDTC for student stipends this year 2013-2014. This has also provided incentive for continuing course work and passing classes in order to receive reimbursement incentives. Students are also more aware of assistance available through CDTC for furthering education and for monies available for Fingerprinting fees. CDTC's collaboration with the California Early Childhood Mentor Program has helped the college in continuing to offer high quality teacher training in our communities. For our ECE students that have benefited from our collaboration with the Yuba College Child Development Centers, the data from the Office of Planning, Research, and Student Success, shows the following for the 2011-2012 Year:

• ECE 1A – 118 students - 71.2% Success, 82.2% Retention
• ECE 1B – 74 students - 91.9% Success, 94.6% Retention
• ECE 2A – 19 students - 94.7% Success, 94.7% Retention
• ECE 2B – 6 students - 100% Success, 100% Retention
• ECE 3 – 226 students – 63.7% Success, 78.3% Retention
• ECE 11 – 80 students – 85% Success, 93.8% Retention
• ECE 46 – 51 Students – 80.4% Success, 88.2% Retention

(Data for CDC families not yet available for this last year.) During the 2010-11 and 2011-2012 academic years, students whose children were enrolled in the District Child Development Centers completed the following degrees/certificates:

• 184 students used the CDC for child care
• 16 Earned Degrees
- Administration of Justice (2)
- Early Childhood Education (2)
- General education (7)
- General Business (1)
- Human Services (5)
- Medical Office Skills (1)
- Nursing (1)
- Psychology (1)
• 9 Earned Certificates
- Accounting (4)

- Culinary Arts (1)
- Early Childhood education (5)
- Human Services (3)
- Nursing (1)
- Welding (1)

In addition, the data for Yuba College students with children enrolled at the center during the 11/12 academic year was:

• CLC Fall 2011 – 63% Success, 88% Retention, Avg. GPA 2.39
• CLC Spring 2012 – 62% Success, 94% Retention, Avg. GPA 2.05
• Marysville Fall 2011 – 65% Success, 84% Retention, Avg. GPA 2.49
• Marysville Spring 2012 – 66% Success, 87% Retention. Avg. GPA 2.39

Source: Office of Planning, Research, and Student success, October 2012

B3. How is current and previous program review data used to refine and improve program or department practices?

Our current and previous program review data drives our Student Learning Outcomes and department goals. Goals are reviewed yearly and progress toward these goals is discussed at ECE Department Staff meetings (monthly), phone meetings with Marysville and Clearlake full time Faculty (bi-weekly), and at our three (yearly) ECE Advisory Committee meetings. New tasks and goals are set as a result of these collaborations. Information is also disseminated and discussed at our local Child Care Planning Councils (Lake County - LCOE and Yuba/Sutter CCPC) and Yuba/ Sutter QICB (Quality Improvement and Capacity Building) committee and Yuba/Sutter Education and Early Care Functional Group committee and Yuba/Sutter Training Collaborative. Advocacy efforts are also focus on our department and employment goals for our ECE students through First 5 Commissions in Lake County, Sutter County, and Yuba County.

For specific data per our course work, we have looked the following: ECE 1C at Clearlake reported that in Fall 2012, students observe a minimum of 6 different behavior issues, common to young children and design and evaluated a behavior support plan (BSP). This plan included a variety of developmentally appropriate strategies for supporting the challenging behaviors, by adapting the environment and curriculum to meet individual children's needs in the early childhood classroom setting. Out of 25 students, 23 completed the assignment. The results were as follows: 16 students earned 100% on this assignment, 7 students earned 85% and 2 earned 65% because they did not fully complete the assignment. All students were graded individually and were assigned grades based on the content of the paper and the demonstration of their ability to write a behavior support plan for 6 different challenging behaviors. (23/25 or 92% passed this assignment with a B or better. 16/25 or 64% earned an "A" on this assignment, 7/25 or 28% earned a "B" on this assignment, 2/25 or 8% earned a "D" on this assignment). 25 students were assessed. 23 students passed the SLO with a "B" or better. Students that did not fully complete the assignment and received a "D" accounted for 8% of the class." The results of this assessment were positive. The ECE department will spend more time in class on this assignment and encourage students to utilize the Learning Center. In addition, multiple samples of this assignment will be given out for the students to review.

ECE 31 at Marysville in Spring 2012: Students write socialization report connecting early socializing agents and experiences to values, goals and sense of self. Out of 38 students, all students completed the assignment. The results were as follows: 18, or 47% of students earned 90 -100% on this assignment, 13 or 34% of students earned 80-89%, 4 or 11% of students earned 70-79% and 3 or 8% of students earned 60-69%. Students were given the opportunity to reflect on personal experience of family and community within the context of the larger world. The paper was graded on student understanding of the socialization process and the effects of the socializing agents in relationship to the theories of Bronfenbrenner, Maslow, and Erikson. 38 students were assessed. 35 students passed the SLO with 70% or better. Students who plan to work in the community with people from many different economic, social, racial and ethnic groups should have an understanding of the effects of differing life experiences on attitudes and values. The socialization paper provides a way of demonstrating the process of socialization in a way that makes it meaningful. It is useful in helping the student to assess her/his values and attitudes and the effect of the primary socialization agents of her/his development. It is an important assignment. While results are overall positive, 92% of students completed this assignment with 70% or greater, connecting theories with experiences, mentioning theorist names, and bridging theories within other class projects will help students better grasp the implications of theory and experiences on who one becomes. This should be done consistently throughout the semester. Another difficulty students have is in writing skills. More encouragement to use campus writing support is necessary. ECE

1B in Spring 2012 reported: Students create a resource file of developmentally and culturally appropriate lesson plans, activities, and projects, culminating in a final long-term project with children at the college's child development lab school; or other site approved by instructor. Out of 15 students, 14 completed the assignment. The results were as follows: 8 students earned 100% on this assignment, 3 student earned 95%, 1 earned 80%, 2 earned 70%, 1 earned 0% because she did not turn the assignment in. All students were graded individually and were assigned grades based on the content of the project developed and the demonstration of their knowledge in writing an in-depth project with lesson plans, observations, and assessments. 15 students were assessed. 14 students passed the SLO with a “C” or better. Students that did not complete the assignment and received an “F” accounted for 6.6% of the class.” The results of this assessment were positive. ECE faculty will make sure that multiple samples of this assignment will be given out for the students to review. At the beginning of the semester. For ECE 33 given online (DE) this summer, staff reported that students will identify the importance of infants and toddlers' early experiences as they relate to development and learning in all five developmental domains. Students will implement an Ages and Stages Questionnaire (ASQ-3) on an infant or toddler and from the data they will write a developmental assessment in all five areas of development: Gross Motor (physical), Fine Motor, Language (communication), Social Emotional (social and personal), and Cognitive (problem solving). Out of 50 students, 45 completed the assignment. The results were as follows: 27 students earned 100% on this assignment, 2 student earned 95%, 5 earned 90%, 1 earned 89%, 4 earned 85%, 3 earned 80%, 2 earned 75%, 1 earned 65% , and 5 earned 0% because they did not turn the assignment in. All students were graded individually and were assigned grades based on the content of the paper and the demonstration of their knowledge to write a developmental assessment in all five areas of development. (34/50 or 68% earned an “A” on this assignment., 8/50 or 16% earned a “B” on this assignment, 2/50 or 4% earned a “C” on this assignment, 1/50 or 2% earned a “D” on this assignment, 5/50 or 10% earned an “F” on this assignment). 50 students were assessed. 44 students passed the SLO with a “C” or better. Students that did not complete the assignment and received an “F” accounted for 10% of the class.” The results of this assessment were positive. ECE faculty will increase the overall score for this individual assignment, so that students will understand the importance of completing it. In addition, samples of this assignment will be given out for the students to review. For ECE 17 given in Spring 2012, Clearlake staff reported students apply principles of inclusion when designing activities and discuss how to adapt learning materials, environment, and classroom activities for children with varying types of special needs. Out of 27 students, 25 completed the assignment. The results were as follows: 22 students earned 100% on this assignment, 3 students earned 85% & 2 students earned 0% because they did not turn in the assignment. All students were graded individually and were assigned grades based on the content of their assignment and their ability to create a modification design, which included specific modified activities and discussed how to adapt learning materials and environment for three different types of special needs. 27 students were assessed. 25 students passed the SLO with a “C” or better. Students that did not complete the assignment and received an “F” accounted for 7% of the class.” The results of this assessment were positive. ECE faculty will make sure that multiple samples of this assignment will be given out for the students to review. A reminder of the due date will also be given two weeks before the assignment is due.

Curriculum & SLO Assessment Summary : D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?

As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses. Agreement for this alignment work was signed on 9/26/13. The CAP expansion project is funded through California’s Race to the Top/Early Learning Challenge Grant. We have and are continuing to expand our ECE Online course offering and are working toward an Online ECE Degree. One of our ongoing issues has been the Moratorium that was placed by Yuba College on Curricunet. This not only slowed our ability to become Cap aligned, but also to complete our TMC Degree for

ECE. Also a major issue is that we send through and had a new ECE Degree and Certificates sent through our Curriculum Committee that was then approved by our Yuba College Board back in 2010, but because of the issues with Curricunet and the Moratorium we have been unable to get final state approval on several of the certificates that were approved by the board. Many of our students are still waiting for approval of the certificates that they were working toward and that also are required through industry regulations and standards. ECE Faculty continue to advocate for complete lifting of this Moratorium so these certificates may be finalized.
The ECE Department currently offers an AS degree in Early Child Development, five (5) Certificates of Achievement (Child Development Associate Teacher; Child Development Teacher; Diversity in ECE; Infant and Toddler; and School Age Children), a Director of Private Day Care Center/Preschool Option, and a Certificate of Training in Pediatric First Aid/CPR, and 51 courses ranging from .5 units to 3 units. ECE 1A, ECE 3, ECE 1B, ECE 10, ECE 11, ECE 27, ECE 31, ECE 46R, considered core courses for the degree and permits issued by the State of California are offered each semester. ECE 2A, ECE 2B, and ECE 33 are offered once per academic year. Other courses are rotated into the schedule for students to obtain Certificate of Achievements, specialization for Child Development Permits, and ECE elective units. ECE 3, ECE 32, are also offered as either online or televised courses or both. This year the ECE Department revised its ECE Degree Program for next year and which will expand to 30 units including ECE 1A, ECE1B, ECE 3, ECE 31, ECE 10, ECE 11, ECE 27, ECE 46R, ECE 17, and ECE 1C. We have also expanded the certificate offerings to include the following: Child Development Teacher certificate, Certificate of Achievement in Art Specialization, Certificate of Achievement in Diversity Specialization, Certificate of Achievement in Infant/Toddler Specialization, Certificate of Achievement in Language and Literacy Specialization, Certificate of Achievement in School Age Specialization, Certificate of Achievement in Children with Special Needs Specialization, Certificate of Achievement Teacher/Family Relationships Specialization, Certificate of Achievement Foundations in ECE Specialization, and a Site Supervisor Certificate of Achievement. Non-traditional classes include an Online ECE 3 Child Development course, an Online ECE 3 course, an Online ECE 33, an Online ECE 31, and Online ECE 37, a TV ECE 32 Parenting course, a TV ECE 10 Health, Safety, and Nutrition Course, a weekend ECE 210R California Child Care Health Safety Course, an evening and weekend ECE 56R Effective Parenting Course and ECE 59 Child Abuse: Causes, Effects, Remedies course. We have also offered a weekend ECE 37 Adult Supervision Course in the Colusa area in order to recruit new applicants to the Mentor Teacher Program in that area.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.

As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses. Agreement for this alignment work was signed on 9/26/13. The CAP expansion project is funded through California's Race to the Top/Early Learning Challenge Grant. One of our ongoing issues has been the Moratorium that placed by Yuba College on Curricunet. This not only slowed our ability to become Cap aligned, but also to complete our TMC Degree for ECE. Also a major issue is that we send through and had a new ECE Degree and Certificates sent through our Curriculum Committee that was then approved by our Yuba College Board back in 2010, but because of the issues with Curricunet and the Moratorium we have been unable to get final state approval on several of the certificates that were approved by the board. Many of our students are still waiting for approval of the certificates that they were working toward and that also are required through industry regulations and standards. The ECE Coordinator has met several times and continually stays in contact with the Curriculum Coordinators for Yuba College and Woodland (Previous Susan Ramones, Current Brandi Asmus – Woodland and Steven Cox – Yuba), as well, as our Educational Services Analyst, Lani Aguinaldo. ECE Faculty continue to advocate for complete lifting of this Moratorium so these certificates may be finalized.

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?

All but one ECE course have current COR's. ECE 1 Introduction to ECE is still pending in Curricunet due to the Moratorium. Other courses that were in Curricunet that showed that they were not current were never entered correctly by the Curricunet data entry that was taken from Image Now. However, these courses were found to have current course outlines as per board documents. We currently have courses that we revised for our Transfer Degree and for the Curriculum Alignment Project that have been launched or are currently in the revision stage (ECE 1B) due to DE information needed. This is currently being addressed.

D9. If applicable, how are teaching methodologies in your program or department assessed?
Our ECE teaching methodologies are assessed through our SLO's for each semester. We also use student feedback through surveys. For our Online courses, these surveys are assessed at the Mid-Term and at the end of the semester. Our ECE Advisory Committee is also part of our assessment process with feedback given at each of our three, yearly meetings. Our ECE Faculty methodologies are also discussed at ECE Department Staff meetings (monthly) and phone meetings with Marysville and Clearlake full time Faculty (bi-weekly) meetings. These teaching methodologies are reflected in the development of our SLO's and also reflected on through the assessment of our SLO's. Our ECE department also looks to current industry standards as previously addressed and community needs.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
ECE uses reflective pedagogy throughout discussions with Faculty, Students, and the Community. Our SLO assessments are discussed, reflected on and action plans are developed. As referred to above, our SLO development and cycle of assessment are a direct result of the discussions through ECE Faculty and our ECE Advisory Committee and the community through also discussion at our local Child Care Planning Councils (Lake County - LCOE and Yuba/Sutter CCPC) and Yuba/ Sutter QICB (Quality Improvement and Capacity Building) committee and Yuba/Sutter Education and Early Care Functional Group committee and Yuba/Sutter Training Collaborative. Advocacy efforts are also focus on our department and employment goals for our ECE students through First 5 Commissions in Lake County, Sutter County, and Yuba County.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
Mid-Term and End of Semester Confidential Surveys are given to students asking them for feedback on the courses. From this data, it is clear that early in the semester support was needed to help DE students learn how to upload files and attach documents. We have begun discussing this immediately in the semester and are even having students practice submitting work prior to assignments due dates. This way they will be aware of the potential problems they might have submitting work prior to the due date.
While reviewing the retention data and student success data, it was clear that new strategies for online tutoring were needed and they are being implemented. The new strategies implemented seem to be working since data indicates that DE student success and retention is increasing for ECE online courses.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
Faculty teaching D.E. courses post the phone number and email address for the Help Desk and Jeannette O'Brian. At the beginning of every semester a link to the current Blackboard Tutorial is provided on the home page of every online ECE course. In addition, students are also advised to make use of DSPS services and the Writing Center or Learning Center (Lake) as needed. Information for this is also posted on Blackboard. In addition, we have begun offering online tutoring services from virtual mentors for students through the California Mentor Program.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?

Through assessment of our ECE program and development of our coursework, we apply a variety of theory and learning principles, including Gardner's, Multiple Intelligences, Reading Apprenticeship methods, Teacher Development Stages, Developmentally Appropriate Practices, Maslow's hierarchy of needs, ANEW (Needs, Expectations, and Wants developed at Pacific Oaks College, Sharone Lee). Our Faculty has recently begun exploring and applying Theories of Mind and On Course. We also apply best practices and competencies developed through PITC (the Program for Infant and Toddler Caregivers), the California Early Childhood Educator Competencies, the Early Childhood Learning Foundations, and the Faculty Initiative Project. These practices have all been shown to be supported through current data.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year? The course SLO's that were assessed in the last year, were ECE 33, 1B, 31, 17 and 1C. ECE Faculty have already begun discussion regarding our Program Learning Outcomes. This is a current goal of our department. A meeting is scheduled for November 15 with the SLO Co-Chairs, Maris Wagener (who is also ECE Faculty) and Jan Ponticelli to develop our PLO's for ECE. This meeting and discussion will also include members of our ECE Advisory Committee which include two current ECE students.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?

SLOs are assessed at the end of every semester and the results are analyzed. From this process it was determined that student success and retention is connected to assignment completion. Thus assignments are now reviewed earlier in the semester in class, and example assignments are available for the students review. In some cases, rewrites on assignments are allowed. For specific data per our course work, we have looked the following: ECE 1C at Clearlake reported that in Fall 2012, students observe a minimum of 6 different behavior issues, common to young children, and design and evaluated a behavior support plan (BSP). This plan included a variety of developmentally appropriate strategies for supporting the challenging behaviors, by adapting the environment and curriculum to meet individual children's needs in the early childhood classroom setting. Out of 25 students, 23 completed the assignment. The results were as follows: 16 students earned 100% on this assignment, 7 students earned 85%, and 2 earned 65% because they did not fully complete the assignment. All students were graded individually and were assigned grades based on the content of the paper and the demonstration of their ability to write a behavior support plan for 6 different challenging behaviors. (23/25 or 92% passed this assignment with a B or better. 16/25 or 64% earned an "A" on this assignment, 7/25 or 28% earned a "B" on this assignment, 2/25 or 8% earned a "D" on this assignment,). 25 students were assessed. 23 students passed the SLO with a "B" or better. Students that did not fully complete the assignment and received a "D" accounted for 8% of the class." The results of this assessment were positive. The ECE department will spend more time in class on this assignment and encourage students to utilize the Learning Center. In addition, multiple samples of this assignment will be given out for the students to review. ECE 31 at Marysville in Spring 2012: Students write socialization report connecting early socializing agents and experiences to values, goals and sense of self. Out of 38 students, all students completed the assignment. The results were as follows: 18, or 47% of students earned 90 -100% on this assignment, 13 or 34% of students earned 80-89%, 4 or 11% of students earned 70-79% and 3 or 8% of students earned 60-69%. Students were given the opportunity to reflect on personal experience of family and community within the context of the larger world. The paper was graded on student understanding of the socialization process and the effects of the socializing agents in relationship to the theories of Bronfenbrenner, Maslow, and Erikson. 38 students were assessed. 35 students passed the SLO with 70% or better. Students who plan to work in the community with people from many different economic, social, racial and ethnic groups should have an understanding of the effects of differing life experiences on attitudes and values. The socialization paper provides a way of demonstrating the process of socialization in a way that makes it meaningful. It is useful in helping the student to assess her/his values and attitudes and the effect of the primary socialization agents of her/his development. It is an important assignment. While results are overall positive, 92% of students completed this assignment with 70% or greater, connecting theories with experiences, mentioning theorist names, and bridging theories within other class projects will help students better grasp the implications of theory and experiences on who one becomes. This should be done consistently throughout the semester. Another difficulty students have is in writing skills. More encouragement to use campus writing support is necessary. ECE 1B in Spring 2012 reported: Students create a resource file of developmentally and culturally appropriate lesson plans, activities, and projects,

culminating in a final long-term project with children at the college's child development lab school; or other site approved by instructor. Out of 15 students, 14 completed the assignment. The results were as follows: 8 students earned 100% on this assignment, 3 student earned 95%, 1 earned 80%, 2 earned 70%, 1 earned 0% because she did not turn the assignment in. All students were graded individually and were assigned grades based on the content of the project developed and the demonstration of their knowledge in writing an in-depth project with lesson plans, observations, and assessments. 15 students were assessed. 14 students passed the SLO with a “C” or better. Students that did not complete the assignment and received an “F” accounted for 6.6% of the class.” The results of this assessment were positive. ECE faculty will make sure that multiple samples of this assignment will be given out for the students to review. At the beginning of the semester. For ECE 33 given online (DE) this summer, staff reported that students will identify the importance of infants and toddlers' early experiences as they relate to development and learning in all five developmental domains. Students will implement an Ages and Stages Questionnaire (ASQ-3) on an infant or toddler and from the data they will write a developmental assessment in all five areas of development: Gross Motor (physical), Fine Motor, Language (communication), Social Emotional (social and personal), and Cognitive (problem solving). Out of 50 students, 45 completed the assignment. The results were as follows: 27 students earned 100% on this assignment, 2 student earned 95%, 5 earned 90%, 1 earned 89%, 4 earned 85%, 3 earned 80%, 2 earned 75%, 1 earned 65% , and 5 earned 0% because they did not turn the assignment in. All students were graded individually and were assigned grades based on the content of the paper and the demonstration of their knowledge to write a developmental assessment in all five areas of development. (34/50 or 68% earned an “A” on this assignment., 8/50 or 16% earned a “B” on this assignment, 2/50 or 4% earned a “C” on this assignment, 1/50 or 2% earned a “D” on this assignment, 5/50 or 10% earned an “F” on this assignment). 50 students were assessed. 44 students passed the SLO with a “C” or better. Students that did not complete the assignment and received an “F” accounted for 10% of the class.” The results of this assessment were positive. ECE faculty will increase the overall score for this individual assignment, so that students will understand the importance of completing it. In addition, samples of this assignment will be given out for the students to review. For ECE 17 given in Spring 2012, Clearlake staff reported students apply principles of inclusion when designing activities and discuss how to adapt learning materials, environment, and classroom activities for children with varying types of special needs. Out of 27 students, 25 completed the assignment. The results were as follows: 22 students earned 100% on this assignment, 3 students earned 85%, & 2 students earned 0% because they did not turn in the assignment. All students were graded individually and were assigned grades based on the content of their assignment and their ability to create a modification design, which included specific modified activities and discussed how to adapt learning materials and environment for three different types of special needs. 27 students were assessed. 25 students passed the SLO with a “C” or better. Students that did not complete the assignment and received an “F” accounted for 7% of the class.” The results of this assessment were positive. ECE faculty will make sure that multiple samples of this assignment will be given out for the students to review. A reminder of the due date will also be given two weeks before the assignment is due.
From CDTC Data: Results of service area needs study and the impact on 2012-2013 program services:
• Description of eligible students to be served
Results: Most of the students that are eligible for CDTC work in state funded and head start programs that encourage employees to continue their education. Some students work for private centers or substitute in various centers on a regular basis.
Impact: We must make sure we offer administration classes on a regular basis due to the need of these employees to obtain a Site Supervisor Permit. We also need to do more community outreach to private and in home childcare centers in order to increase awareness of CDTC and what it offers.
• Special circumstances or unique challenges and characteristics of eligible students
Results: Many of our students are second language learners. Also, many of our students have learning challenges, especially in the areas of Math and English. Our economic demographics show a student population that deals with economic need.
Impact: We need to provide ECE courses that work in conjunction with the ESL Department. We also need tutors for Second Language Learners, especially in Spanish. We also need to provide tutoring support in the areas of Math and English for our ECE students. CDTC needs to continue to support student through tuition reimbursement incentives that also cover the core classes, maybe offering additional incentives for completion of core classes in English and Math, etc.
• Description of agencies/programs that will benefit
Results: Agencies that currently rely on CDTC for their employees include State Preschool, Head Start Program, Private Centers,

Infant/Toddler Programs, Beale Air Force Base CDC, home based childcares and Migrant Education Child Care Programs.
Impact: The above Programs benefit through having employees that are continuing their education through support with CTDC Tuition Reimbursement and textbooks. Support is also given through Professional Growth Advisor Training that was made possible until this year through CDTC. This helps their employees set goals and continue their education helping to provide the community a more knowledgeable workforce.
• Area strengths
Impact: Because Yuba College has a diverse population we have the opportunity to provide students with a richer curriculum that reflects the community in which children and families are living. We also have the opportunity to provide more community outreach to diverse populations
Impact: Because Yuba College has a diverse population we also have a responsibility to provide classes that address the needs of our students in the area of second language development and respect for home language by offering course work in Spanish or courses that are combined with the ESL department. We also need to provide tutors that speak the languages of our students. We also need to work more closely with Disabled Students Services. This year we collaborated with the ESL department at Yuba College in order to provide an ECE for ESL course in order to support those students who needed this additional support in their course work. Many of these student received an “A” in ECE course they were taking because of this additional support. Advocacy for programs that benefit our growing diverse population must continue to be a part of our plan.
• Description of most needed courses including topics, times, locations and preferred language of instruction.
Results: According to our ECE students the most needed courses are our 12 core classes, which are ECE 1A (Practices/Programs), 1B (Curriculum), 31 (Child Family and Community), and 3 (Child Development). We especially need at least three ECE 3 classes a semester. There is also a growing need for continuing administration classes. The most needed topic is anything that has to do with Child Guidance and Children with Challenging Needs. Most ECE students report a need for evening and weekend classes as well as more online classes offered. Preferred language is English by the majority of students; however, a growing number would like to have some course work in Spanish and support within their classes for second language learning.
Impact: Our ECE department will continue to advocate for additional core ECE class offerings, especially in the evening. We will continue to advocate for additional ECE 3 classes and work toward collaboration with ESL for a learning community class in one of the core ECE classes such as ECE 3. Two years we collaborated with the ESL department at Yuba College in order to provide an ECE for ESL course in order to support those students who needed this additional support in their course work. Most of our ECE ESL students were unable to meet the entry level requirement of Intermediate level in English. We would like to see this course repeated as an entry level course at the beginning English level. We will also continue to ask for additional tutoring in Spanish. This last semester we were able to use Mentor Teachers as Tutors for some of the students that needed more support in Spanish/English in core ECE classes. We will continue to use this collaboration with the Mentor Program in the Fall/Spring of 2013-2014.

Industry Trends and Program Data Analysis :

C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
In California, the number of pre-school teachers is expected to increase by 11.9 percent, or 6,600 jobs between 2008 and 2018. In addition to the new job openings in California, an additional 11,100 job openings for pre-school teachers due to net replacement needs are expected, resulting in a total of 17,700 job openings in these areas of early childhood education by 2018. Yuba Community District includes Yuba College and Woodland College. Yuba College’s geographic area includes both Yuba/Sutter Counties as well as Lake Counties. Woodland College includes Yolo and Colusa Counties. Information includes information for Butte County, North Coast, North Valley, and Yuba and Sutter Counties. The median annual salary for pre-school teachers in California for 2012 is $30,371.00, while the median annual salary in the Butte County for 2012 is $ 22,402.00, the median annual salary for the North Coast Region is $29,711.00, the median annual salary for the North Valley Region is $33,604.00, and the median annual salary for Sutter and Yuba Counties is $29,241.00. The State of California Employment Development Department (http://www.

labormarketinfo.edd.ca.gov) was utilized as the source of the above information. This data supports our previous and current goals, which support students who will be employed in the field of Early Childhood Care and Education. A new report from the Society for Research in Child Development, Investing in Our Future: The Evidence Base on Preschool Education makes a strong case for the value of early childhood education. Key findings are:

• Large-scale public preschool programs can have substantial impacts on children's early learning.
• Quality preschool education is a profitable investment.
• The most important aspects of quality in preschool education are stimulating and supportive interactions between teachers and children and effective use of curricula.
• Supporting teachers in their implementation of instructional approaches through coaching or mentoring can yield important benefits for children.
• Quality preschool education can benefit middle-class children as well as disadvantaged children; typically developing children as well as children with special needs; and dual language learners as well as native speakers.
• There are important benefits of comprehensive services when these added services are carefully chosen and targeted.

Our current ECE Department goals include:

• Expand course offerings online to provide greater access to a wide geographic region.
• Expose students to the various programs, requirements and opportunities available in the field of Early Childhood Education/Child Development.
• Provide students with a comprehensive introduction to the field of early childhood education and child development, including age appropriate expectations and developmentally appropriate curriculum and practice, and lesson planning.
• Prepare students for the rigorous work involved in fields working with young children, including current state and federal guidelines for observation, assessments, and documentation.
• Prepare students for work in the field of early childhood education and working with children and families, including issues of diversity and cultural competency and sensitivity.
• Provide students a course of study that parallels permit requirements set by California Teacher Credentialing, qualifying students for associate teacher, teacher, master teacher, and site supervisor permits
• Work with the Yuba College Child Development Centers to support their mission to provide family education and service and early care and education of children birth through 12. These sites are the laboratory settings for the ECE academic program along with the Early Childhood Mentor Program Sites.
• Offer transfer level courses in early childhood education/child development.
• Offer an Associate Degree in Early Childhood Education.
• Provide courses that offer instruction in improvement of mental health and life skills (i.e. parenting).
• Support collaboration and partnership with foster care education, independent living, and internships and volunteer activities.
• Students will graduate from ECE with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting.
• To provide a transfer or occupational course of study preparing students to work directly with children and indirectly in support services to children and families.
• To prepare students seeking a baccalaureate in a similar discipline (e.g. Child Development, Early Childhood Education) for transfer to a four-year educational institution.

As previously stated, many of our current goals and our ECE degree and certificates are driven by industry workforce regulations and current standards in the field. We align our course work with the CAP (California Curriculum Alignment Project) and the recommendations for the TMC (Transfer Model Curriculum). We also use the California Early Childhood Educator Competencies as a guide toward current industry standards. Our ECE Faculty participated in Stakeholder Meetings for work on the California Comprehensive Early Learning Plan that was finalized this year by the Governor's State Advisory Council on Early Learning and Care. This plan included key information on the focus of ECE standards for higher education requirements for an effective "Early Childhood Workforce." Several of the recommendations of this plan were already goals that we currently have for our ECE program at Yuba College. We will also be using this document to help drive future goals along with the California Early Childhood Educator

Competencies. Our ECE Faculty also participated in the development of these teacher competencies for the State as well as the California Early Learning Foundations. Many of our ECE department goals, certificates and degrees are driven by the above mention work in our state and helping our students be successful in pursuing these standards. We are currently moving toward CAP (Curriculum Alignment Project Expansion) which will include alignment with other community college in the area of two Infant Toddler courses, two Special Needs courses, and three Administration courses.

C5. How is your program or department direction driven by empirical data?
Degrees and Certificates are a major part of our ECE department success and helps us measure how many students are becoming prepared for the workforce and additional course work. In 2012, 22 students received an Associate's Degree in ECE at Yuba College. This was up from the previous year with a total of 19 graduates. Last year from October 2012- October 2013 at Marysville campus 40 students completed the Child Development Associate Teacher Certificate of Training (12 units), 10 students completed the Child Development Teacher Certificate of Achievement (27 units), 2 students completed the School Age Children Certificate of Achievement (26 units), 3 students completed the Pediatric First Aid/CPR Certificate of Achievement (1 unit). More students qualify for these certificates, but do not apply for them at Yuba College. At the Clear Lake Campus there was an increase of ECE certificates being awarded from 2007 to date. In 2007-2008 there were 10 ECE certificates awarded. In 2008-2009 there were 16 ECE certificates awarded. In 2009-2010 there were 21 ECE certificates awarded. In 2010-2011 there were 21 ECE certificates awarded. In 2011-2012 there were 19 ECE certificates awarded. In 2012-2013 there were 18 ECE certificates awarded. Both campuses serve a majority of lower-income students ranging in age from 16 to 83. Demographics at Yuba College show a changing population. Demographic charts show that in 2012-13 44.42% of YC students were White, Non-Hispanic (46.63% in the ECE). This means that the remaining 55.58% were minority students (53.37% in ECE). Hispanic students made up 27.65% (33.26% in ECE), Asian 10.84% (6.61% in ECE), African-American 5.17% (6.07% in ECE), Filipino 1.39% (.65% in ECE), Native American 2.77 (3.79 in ECE), Other Non-White 0.88% (0.76 in ECE), Pacific Islander 0.74% (0.98 in ECE). Anecdotally, ECE instructors note that ECE courses have percentage of minority students, EL students, and students with learning disabilities. 58.98% of Yuba College students are female. 90.36% of our ECE students are female. The ECE Department currently offers an AS degree in Early Child Development, five (5) Certificates of Achievement (Child Development Associate Teacher; Child Development Teacher; Diversity in ECE; Infant and Toddler; and School Age Children), a Director of Private Day Care Center/Preschool Option, and a Certificate of Training in Pediatric First Aid/CPR, and 51 courses ranging from .5 units to 3 units. ECE 1A, ECE 3, ECE 1B, ECE 1C, ECE 10, ECE 11, ECE 17, ECE 27, ECE 31, ECE 46's, considered core courses for the degree and permits issued by the State of California are offered each semester. ECE 2A, ECE 2B, and ECE 33 are offered once per academic year. Other courses are rotated into the schedule for students to obtain Certificate of Achievements, specialization for Child Development Permits, and ECE elective units. ECE 3, ECE 31, ECE 32, and ECE 33 are also offered as D.E. courses. In 2010, the ECE Department revised its ECE Degree Program for next year and which will expand to 30 units including ECE 1A, ECE1B, ECE 3, ECE 31, ECE 10, ECE 11, ECE 27, ECE 46R, ECE 17, and ECE 1C. We have also expanded the certificate offerings to include the following: Child Development Teacher certificate, Certificate of Achievement in Art Specialization, Certificate of Achievement in Diversity Specialization, Certificate of Achievement in Infant/Toddler Specialization, Certificate of Achievement in Language and Literacy Specialization, Certificate of Achievement in School Age Specialization, Certificate of Achievement in Children with Special Needs Specialization, Certificate of Achievement Teacher/Family Relationships Specialization, Certificate of Achievement Foundations in ECE Specialization, and a Site Supervisor Certificate of Achievement. The ECE Department remains committed to having a strong Advisory Committee and committee input is valued. Meetings are held at least once per semester and are held in the video conference room, better meeting the needs of Clearlake fulltime faculty and ECE community members. Current goals of the program and progression of those goals include:
• Faculty members are currently revising course outlines, adding SLOs.
• Faculty have aligned curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are currently awaiting finalization of course revisions through curricunet and the Yuba College Board.
• Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations went to the Yuba College Curriculum Committee for changes in our

2011/2012 Curriculum for ECE. They were approved by the Yuba College Board in 2011. We are now awaiting state approval and have been stalled due to the Moratorium on Curricunet.
As previously addressed above, our program is based not only on industry standards that have been supported by empirical data, we also examine local Needs Assessment through our Local Child Care Planning Council that shows the need accessible, affordable, quality early care and education for all children. In Yuba County we currently have 53 Small Family Child Care Facilities, and 43 in Sutter County. In Yuba County we also have 33 Large Family Child Care Facilities and 61 in Sutter County. In Yuba County we currently have 37 Child Care Centers and 49 in Sutter County. Yuba and Sutter also show a need for additional infant/toddler, preschool and school-age capacity. There is also a growing need for those trained in working with children with special needs. In Lake County, the ECE program is also based on the industry standards and the Needs Assessment of the Local Child Care Planning Council (LPC). Partnership with LPC means that we are aware of the educational needs of staff for programs such as Head Start, State Preschools, private programs, and family child care (NCO). The collaboration allows us to tailor course offerings each semester to meet the permit advancement needs of the Lake County child care workforce. According to enrollment data for the LPC quality improvement stipend programs, approximately only 12 percent of our population currently holds a bachelor's degree in child development or ECE field, so unit based courses progressing toward a upper division degree is a need. Based on upcoming requirements for Head Start, it is hoped that someday Yuba will offer a four-year BS. Degree in ECE. In Lake County we currently have 37 Small Family Child Care Facilities, and 26 Large Family Child Care Facilities. Lake County also has 25 licensed child care centers. We are dramatically underserved in programs for infants and toddlers, with only two licensed infant/toddler programs in the entire county. Lake County also reflects the state-wide trend of a growing need for specialized training for providers in serving children with special needs. Lake County is generally underserved, with every zip code in the county scoring as a 1 or 2 priority on the California Department of Education Zip Code Priorities Report, a mandated report submitted by the Lake County Child Care Planning Council. Also, 100% of the Lake County licensed ECE programs only operate during standard business hours. So our working students must have flexible course offerings, which is why we offer evening and online courses and are continuing to grow our online course selections. In the near future, we would like to offer a fully Online ECE Degree course offering, in addition to our current ECE Degree and an ECE Transfer Degree. In addition, because the predominant languages in Lake County are English and Spanish, and currently there is a great need for Spanish speaking child care workers, Spanish speaking tutors and/or adjunct faculty are greatly needed.

Future Goals and Program Direction: See Report

Course Content and Statistical Analysis: TBC

Are you ready to submit your final program review?: No

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 2 - Expand course offerings online to provide greater access to a wide geographic region. (Goal 1, 2, 4, 5, 6, 7, 8, 9 and developing and maintaining programs and facilities that best meet the needs of our students and communities.)				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Expose students to the various programs, requirements and opportunities available in the field of Early Childhood Education/Child Development. (Goal 3, 5, 6, 7, 8, 9 and developing and maintaining programs and facilities that best meet with needs of our students and communities.)	YC - Early Childhood Education Program Recommendations - Provide Workshops for areas of interest and need of the commusnity in regard to ECE. - Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Of current interest in the 2012-2013 year is the need for DRDP-R Training and CLASS Training. In Marysville/Yuba City there is a current interest in a Brain Development Workshop. **Supporting Evidence (SLO, WSCH, etc.):** These conferences/trainings help ECE Faculty and staff stay current on new ECE Procedures and instruments and encourage the use of the SLO of Critical Thinking and helps students to analyze data/information in addressing and evaluating problems and issues in making decisions related to ECE. In response to the ECE advisory survey, it is determined that a training on Desired Results Development Profile (DRDPs) assessment tool is needed as well as training for Classroom Assessment Scoring System (CLASS) assessment currently being used in the field. In Marysville/Yuba City there is an interest in a Brain Development workshop for the Spring of 2013. **Evaluation Plan:** This is an ongoing Curriculum and Professional/Staff Development plan. Each year we seek funding to provide trainings for both our students and our ECE Staff to provide current knowledge in the field of ECE.	**Plan of Action:** 2013-2014 Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child	10/12/2012 - There is currently a Spring 2013 Brain Development Conference being planned through the Yuba/Sutter Training Collaborative at the Marysville Campus (March 9, 2013). Monies are needed to provide workshops and a keynote.Facilities are availbale at the Marysville Campus for the conference. Clearlake will be providing training pending monies available. Marysville is currently seeking out training for Faculty for CLASS. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference (“the Unique Child in ECE”) at River Valley High School, the Yuba/Sutter Children’s Fair, Peach Festival Children’s Area and Yuba/Sutter Fair Children’s Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program’s (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations. Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority. Consider topics of current interest and need. Find experts or speakers to		

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		facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Marysville Campus is currently working with the Yuba Sutter Child Care Planning Council's Training Collaborative. Through this collaborate we were able to provide an all day ECE Conference in the Spring of 2012. Yuba College provided monies through Perkins for a keynote speaker and two workshops for this conference. Another Conference is planned for Spring of 2013 on Brain Development. **Type:** Training/Professional Development (Staff) **Budgetary Impact:** Varies. Monies for conferences and training on campus. **Perkins Eligible:** Yes **Location:** Yuba College - All **DE Related:** No **HSI Related:** No **Equipment or Technology?:** Both		
		Plan of Action: Clearlake Campus is currently looking into seeking funding for a training in DRDP (Desired Results Development Profile) assessment tool through Perkins	10/09/2012 - In progress **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:**	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		IV. Marysville/Yuba City is currently seeking funding for training on the CLASS (Classroom Assessment Scoring System) tool and a conference on Brain Development in the Spring of 2013. **Type:** Curriculum/SLO **Budgetary Impact:** These workshops will require funding through posssible Perkins IV monies. There is currently a Yuba/Sutter Training Collaborative that would be willing to help with the Brain Development Conference which will take place at the Yuba College Marysville Campus on March 9, 2013. Funding will still be needed from Yuba College ECE in order to pay a Kenote Speaker and provide various workshops for this conference. **Perkins Eligible:** Yes **Location:** Yuba College - All **DE Related:** No **HSI Related:** No	2012-2013	
	YC - Early Childhood Education Program Recommendations - Provide Yearly ECE Conference at Yuba College Marysville Campus - It is recommended by our ECE Advisory Committee and our Yuba/Sutter Training Collaborative that Yuba College host a yearly ECE Conference on various topics of interest in the ECE field. Currently the recommendation is to address the area of Brain Development. The Conference is	**Plan of Action:** 2013-2014 Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time	10/12/2012 - Currently in the planning process. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013 10/12/2012 - In ongoing planning process at this time.	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
	scheduled for March 9, 2013. **Supporting Evidence (SLO, WSCH, etc.):** Community Collaboration and Outreach is at the forefront of the goals for our ECE Department. Having this collaboration with the Yuba/Sutter Child Develeopment Community is vital to this effort. Hosting a yearly ECE Conference would connect the community with Yuba College in an important way. **Evaluation Plan:** A yearly ECE Conference will be hosted at Yuba College in the Spring. Funding will be sought and received to pay for the cost of a speaker.	faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in	**Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference (“the Unique Child in ECE”) at River Valley High School, the Yuba/Sutter Children’s Fair, Peach Festival Children’s Area and Yuba/Sutter Fair Children’s Area, and the 2013 Director/Mentor Seminar,		

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		California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing		

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		Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are		

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		both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations. Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas, Desired Results Development Profile – DRDP). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. Our ECE Department has a great need for CLASS Observation Tool Training in order to meet industry standards of assessments for Child Development Programs. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority. 2012-2013 Plans have been made for a March 9, 2013 Brain Development Workshop to be hosted at Yuba College, Marysville Campus. This conference is being planned in connection with ECE		

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		community members through the ECE Training Collaborative. Currently, Yuba College is hoping to provide monies through our ECE Department Budget and/or Perkins Funding in order to have a Keynote Speaker and some workshops. **Type:** Curriculum/SLO **Budgetary Impact:** Possible Perkins Funding needed in order to provide for Keynote Speaker and workshop presenters. **Perkins Eligible:** Yes **Location:** YC Marysville Campus **DE Related:** No **HSI Related:** No **Equipment or Technology?:** Both		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 9 - Provide students with a comprehensive introduction to the field of early childhood education and child development, including age appropriate expectations and developmentally appropriate curriculum and practice, and lesson planning. (Goal 1, 4, 5, 6, 7, 9 and developing and maintaining programs and facilities that best meet with needs of our students and communities.)	YC - Early Childhood Education Program Recommendations - Provide Workshops for areas of interest and need of the commusnity in regard to ECE. - Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Of current interest in the 2012-2013 year is the need for DRDP-R Training and	**Plan of Action:** 2013-2014 Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty	10/12/2012 - There is currently a Spring 2013 Brain Development Conference being planned through the Yuba/Sutter Training Collaborative at the Marysville Campus (March 9, 2013). Monies are needed to provide workshops and a keynote.Facilities are availbale at the Marysville Campus for the conference. Clearlake will be providing training pending monies available. Marysville is currently seeking out training for Faculty for CLASS. **Recommendation Progress:**	

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	CLASS Training. In Marysville/Yuba City there is a current interest in a Brain Development Workshop. **Supporting Evidence (SLO, WSCH, etc.):** These conferences/trainings help ECE Faculty and staff stay current on new ECE Procedures and instruments and encourage the use of the SLO of Critical Thinking and helps students to analyze data/information in addressing and evaluating problems and issues in making decisions related to ECE. In response to the ECE advisory survey, it is determined that a training on Desired Results Development Profile (DRDPs) assessment tool is needed as well as training for Classroom Assessment Scoring System (CLASS) assessment currently being used in the field. In Marysville/Yuba City there is an interest in a Brain Development workshop for the Spring of 2013. **Evaluation Plan:** This is an ongoing Curriculum and Professional/Staff Development plan. Each year we seek funding to provide trainings for both our students and our ECE Staff to provide current knowledge in the field of ECE.	is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who	Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference (“the Unique Child in ECE”) at River Valley High School, the Yuba/Sutter Children’s Fair, Peach Festival Children’s Area and Yuba/Sutter Fair Children’s Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher		

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		Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final		

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		course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations,		

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		in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be		

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		participating in Canvas training in order to support our online student populations. Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority. Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Marysville Campus is currently working with the Yuba Sutter Child Care Planning Council's Training Collaborative. Through this collaborate we were able to provide an all day ECE Conference in the Spring of 2012. Yuba College provided monies through Perkins for a keynote speaker and two		

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		workshops for this conference. Another Conference is planned for Spring of 2013 on Brain Development. **Type:** Training/Professional Development (Staff) **Budgetary Impact:** Varies. Monies for conferences and training on campus. **Perkins Eligible:** Yes **Location:** Yuba College - All **DE Related:** No **HSI Related:** No **Equipment or Technology?:** Both		
		Plan of Action: Clearlake Campus is currently looking into seeking funding for a training in DRDP (Desired Results Development Profile) assessment tool through Perkins IV. Marysville/Yuba City is currently seeking funding for training on the CLASS (Classroom Assessment Scoring System) tool and a conference on Brain Development in the Spring of 2013. **Type:** Curriculum/SLO **Budgetary Impact:** These workshops will require funding through posssible Perkins IV monies. There is currently a Yuba/Sutter Training Collaborative that would be willing to help with the Brain	10/09/2012 - In progress **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		Development Conference which will take place at the Yuba College Marysville Campus on March 9, 2013. Funding will still be needed from Yuba College ECE in order to pay a Kenote Speaker and provide various workshops for this conference. **Perkins Eligible:** Yes **Location:** Yuba College - All **DE Related:** No **HSI Related:** No		
	YC - Early Childhood Education Program Recommendations - DRDP Training - ECE Staff and students will need additional Training with the advent of the new DRDP Tech component in 2013-2014. In response to the ECE advisory survey, it is determined that a training on Desired Results Developmental Profile (DRDPs) assessment tool is needed. It is hoped to receive funding through Perkins IV funding for a training in DRDPs at the Clear Lake Campus for spring 2013. **Supporting Evidence (SLO, WSCH, etc.):** ECE Advisory Survey Response **Evaluation Plan:** DRDP Training will be offered to both students and staff.	**Plan of Action:** J23. In the last year, what professional development or networking has faculty and/or staff participated in? Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board	10/12/2012 - Currently seeking funding. Will be applying for Training Funding. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training		

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		Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference (“the Unique Child in ECE”) at River Valley High School, the Yuba/Sutter Children’s Fair, Peach Festival Children’s Area and Yuba/Sutter Fair Children’s Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov.		

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		1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School		

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		District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state. J24. How did these activities contribute to student success? (include supportive data) Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally		

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		appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. J25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity? ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and		

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		basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations. J26. What Staff Development activities would you suggest be offered in the next year that would enhance your program? Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas, Desired Results Development Profile - DRDP). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority. Apply for Perkins funding. Look for additional avenues of funding. **Type:** Training/Professional Development (Staff) **Budgetary Impact:** Funding by Perkins or other avenues of funding.		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		Perkins Eligible: Yes **Location:** Clear Lake Campus **DE Related:** No **HSI Related:** No **Equipment or Technology?:** Both		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - Prepare students for the rigorous work involved in fields working with young children, including current state and federal guidelines for observation, assessments, and documentation. (Goal 1, 2, 4, 5, 6, 7, 8, 9 and providing an innovative, world-class learning environment.)	YC - Early Childhood Education Program Recommendations - Provide Workshops for areas of interest and need of the commusnity in regard to ECE. - Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Of current interest in the 2012-2013 year is the need for DRDP-R Training and CLASS Training. In Marysville/Yuba City there is a current interest in a Brain Development Workshop. **Supporting Evidence (SLO, WSCH, etc.):** These conferences/trainings help ECE Faculty and staff stay current on new ECE Procedures and instruments and encourage the use of the SLO of Critical Thinking and helps students to analyze data/information in addressing and evaluating problems and issues in making decisions related to ECE.	**Plan of Action:** 2013-2014 Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional	10/12/2012 - There is currently a Spring 2013 Brain Development Conference being planned through the Yuba/Sutter Training Collaborative at the Marysville Campus (March 9, 2013). Monies are needed to provide workshops and a keynote.Facilities are availbale at the Marysville Campus for the conference. Clearlake will be providing training pending monies available. Marysville is currently seeking out training for Faculty for CLASS. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
	In response to the ECE advisory survey, it is determined that a training on Desired Results Development Profile (DRDPs) assessment tool is needed as well as training for Classroom Assessment Scoring System (CLASS) assessment currently being used in the field. In Marysville/Yuba City there is an interest in a Brain Development workshop for the Spring of 2013. **Evaluation Plan:** This is an ongoing Curriculum and Professional/Staff Development plan. Each year we seek funding to provide trainings for both our students and our ECE Staff to provide current knowledge in the field of ECE.	Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning		

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		Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference (“the Unique Child in ECE”) at River Valley High School, the Yuba/Sutter Children’s Fair, Peach Festival Children’s Area and Yuba/Sutter Fair Children’s Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings		

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		including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for		

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		the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and		

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		reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations. Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's,		

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		Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority. Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Marysville Campus is currently working with the Yuba Sutter Child Care Planning Council's Training Collaborative. Through this collaborate we were able to provide an all day ECE Conference in the Spring of 2012. Yuba College provided monies through Perkins for a keynote speaker and two workshops for this conference. Another Conference is planned for Spring of 2013 on Brain Development. **Type:** Training/Professional Development (Staff) **Budgetary Impact:** Varies. Monies for conferences and training on campus. **Perkins Eligible:**		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		Yes **Location:** Yuba College - All **DE Related:** No **HSI Related:** No **Equipment or Technology?:** Both		
		Plan of Action: Clearlake Campus is currently looking into seeking funding for a training in DRDP (Desired Results Development Profile) assessment tool through Perkins IV. Marysville/Yuba City is currently seeking funding for training on the CLASS (Classroom Assessment Scoring System) tool and a conference on Brain Development in the Spring of 2013. **Type:** Curriculum/SLO **Budgetary Impact:** These workshops will require funding through posssible Perkins IV monies. There is currently a Yuba/Sutter Training Collaborative that would be willing to help with the Brain Development Conference which will take place at the Yuba College Marysville Campus on March 9, 2013. Funding will still be needed from Yuba College ECE in order to pay a Kenote Speaker and provide various workshops for this conference. **Perkins Eligible:** Yes **Location:** Yuba College - All **DE Related:**	10/09/2012 - In progress **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		No **HSI Related:** No		
	YC - Early Childhood Education Program Recommendations - DRDP Training - ECE Staff and students will need additional Training with the advent of the new DRDP Tech component in 2013-2014. In response to the ECE advisory survey, it is determined that a training on Desired Results Developmental Profile (DRDPs) assessment tool is needed. It is hoped to receive funding through Perkins IV funding for a training in DRDPs at the Clear Lake Campus for spring 2013. **Supporting Evidence (SLO, WSCH, etc.):** ECE Advisory Survey Response **Evaluation Plan:** DRDP Training will be offered to both students and staff.	**Plan of Action:** J23. In the last year, what professional development or networking has faculty and/or staff participated in? Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children’s Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC	10/12/2012 - Currently seeking funding. Will be applying for Training Funding. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

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		(National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been		

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		involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference (“the Unique Child in ECE”) at River Valley High School, the Yuba/Sutter Children’s Fair, Peach Festival Children’s Area and Yuba/Sutter Fair Children’s Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard		

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		training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree		

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		(ADT) and is awaiting approval from the state. J24. How did these activities contribute to student success? (include supportive data) Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in		

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		the field. J25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity? ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations. J26. What Staff Development activities would you suggest be offered in the next year that would enhance your program? Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas, Desired Results Development Profile -		

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		DRDP). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority. Apply for Perkins funding. Look for additional avenues of funding. **Type:** Training/Professional Development (Staff) **Budgetary Impact:** Funding by Perkins or other avenues of funding. **Perkins Eligible:** Yes **Location:** Clear Lake Campus **DE Related:** No **HSI Related:** No **Equipment or Technology?:** Both		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 9 - Prepare students for work in the field of early childhood education and working with children and families, including issues of diversity and cultural competency and sensitivity. (Goal 1, 4, 5, 6, 7, 8, 9 and providing educational, economic, cultural, and civic leadership for our communities and region)	YC - Early Childhood Education Program Recommendations - Provide Workshops for areas of interest and need of the commusnity in regard to ECE. - Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Of current interest in the 2012-2013 year is the need for DRDP-R Training and CLASS Training. In Marysville/Yuba City there is a current interest in a Brain Development Workshop. **Supporting Evidence (SLO, WSCH, etc.):** These conferences/trainings help ECE Faculty and staff stay current on new ECE Procedures and instruments and encourage the use of the SLO of Critical Thinking and helps students to analyze data/information in addressing and evaluating problems and issues in making decisions related to ECE. In response to the ECE advisory survey, it is determined that a training on Desired Results Development Profile (DRDPs) assessment tool is needed as well as training for Classroom Assessment Scoring System (CLASS) assessment currently being used in the field. In Marysville/Yuba City there is an interest in a Brain Development workshop for the Spring of 2013. **Evaluation Plan:** This is an ongoing Curriculum and	**Plan of Action:** 2013-2014 Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter	10/12/2012 - There is currently a Spring 2013 Brain Development Conference being planned through the Yuba/Sutter Training Collaborative at the Marysville Campus (March 9, 2013). Monies are needed to provide workshops and a keynote.Facilities are availbale at the Marysville Campus for the conference. Clearlake will be providing training pending monies available. Marysville is currently seeking out training for Faculty for CLASS. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
	Professional/Staff Development plan. Each year we seek funding to provide trainings for both our students and our ECE Staff to provide current knowledge in the field of ECE.	County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California		

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		Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference (“the Unique Child in ECE”) at River Valley High School, the Yuba/Sutter Children’s Fair, Peach Festival Children’s Area and Yuba/Sutter Fair Children’s Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum		

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		part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning		

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		Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations. Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is		

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		considered a high priority. Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Marysville Campus is currently working with the Yuba Sutter Child Care Planning Council's Training Collaborative. Through this collaborate we were able to provide an all day ECE Conference in the Spring of 2012. Yuba College provided monies through Perkins for a keynote speaker and two workshops for this conference. Another Conference is planned for Spring of 2013 on Brain Development. **Type:** Training/Professional Development (Staff) **Budgetary Impact:** Varies. Monies for conferences and training on campus. **Perkins Eligible:** Yes **Location:** Yuba College - All **DE Related:** No **HSI Related:** No **Equipment or Technology?:** Both		

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		Plan of Action: Clearlake Campus is currently looking into seeking funding for a training in DRDP (Desired Results Development Profile) assessment tool through Perkins IV. Marysville/Yuba City is currently seeking funding for training on the CLASS (Classroom Assessment Scoring System) tool and a conference on Brain Development in the Spring of 2013. **Type:** Curriculum/SLO **Budgetary Impact:** These workshops will require funding through posssible Perkins IV monies. There is currently a Yuba/Sutter Training Collaborative that would be willing to help with the Brain Development Conference which will take place at the Yuba College Marysville Campus on March 9, 2013. Funding will still be needed from Yuba College ECE in order to pay a Kenote Speaker and provide various workshops for this conference. **Perkins Eligible:** Yes **Location:** Yuba College - All **DE Related:** No **HSI Related:** No	10/09/2012 - In progress **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	
	YC - Early Childhood Education Program Recommendations - Provide Yearly ECE Conference at Yuba College Marysville Campus - It is recommended by our ECE Advisory Committee and our Yuba/Sutter Training Collaborative	**Plan of Action:** 2013-2014 Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They	10/12/2012 - Currently in the planning process. **Recommendation Progress:** Recommendation Needs Improvement/Attention	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
	that Yuba College host a yearly ECE Conference on various topics of interest in the ECE field. Currently the recommendation is to address the area of Brain Development. The Conference is scheduled for March 9, 2013. **Supporting Evidence (SLO, WSCH, etc.):** Community Collaboration and Outreach is at the forefront of the goals for our ECE Department. Having this collaboration with the Yuba/Sutter Child Develeopment Community is vital to this effort. Hosting a yearly ECE Conference would connect the community with Yuba College in an important way. **Evaluation Plan:** A yearly ECE Conference will be hosted at Yuba College in the Spring. Funding will be sought and received to pay for the cost of a speaker.	attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood	**Reporting Year:** 2012-2013 10/12/2012 - In ongoing planning process at this time. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference (“the Unique Child in ECE”)		

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		at River Valley High School, the Yuba/Sutter Children's Fair, Peach Festival Children's Area and Yuba/Sutter Fair Children's Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in		

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		Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students		

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		with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills		

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		students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations. Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas, Desired Results Development Profile – DRDP). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. Our ECE Department has a great need for CLASS Observation Tool Training in order to meet industry standards of assessments for Child Development Programs. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority. 2012-2013		

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		Plans have been made for a March 9, 2013 Brain Development Workshop to be hosted at Yuba College, Marysville Campus. This conference is being planned in connection with ECE community members through the ECE Training Collaborative. Currently, Yuba College is hoping to provide monies through our ECE Department Budget and/or Perkins Funding in order to have a Keynote Speaker and some workshops. **Type:** Curriculum/SLO **Budgetary Impact:** Possible Perkins Funding needed in order to provide for Keynote Speaker and workshop presenters. **Perkins Eligible:** Yes **Location:** YC Marysville Campus **DE Related:** No **HSI Related:** No **Equipment or Technology?:** Both		

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YC Goal 5 - Provide students a course of study that parallels permit requirements set by California Teacher Credentialing, qualifying students for associate teacher, teacher, master teacher, and site supervisor permits. (Goal 1, 2, 4, 5, 6, 7, 9 and Developing and maintaining programs and facilities that best meet with needs of our				

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YC Goal 7 - Work with the Yuba College Child Development Centers to support their mission to provide family education and service and early care and education of children birth through 12. These sites are the laboratory settings for the ECE academic program along with the Early Childhood Mentor Program Sites. (Goal 1, 2, 4, 5, 6, 7, 8, 9 and Stewarding resources strategically to meet the diverse needs of our communities and region.)	YC - Early Childhood Education Program Recommendations - Provide Workshops for areas of interest and need of the commusnity in regard to ECE. - Consider topics of current interest and need. Find experts or speakers to facilitate events. Coordinate with campus facilities, public relations, deans and others necessary to the successful completion of annual conferences. Find funding sources, perhaps Perkins IV. Of current interest in the 2012-2013 year is the need for DRDP-R Training and CLASS Training. In Marysville/Yuba City there is a current interest in a Brain Development Workshop. **Supporting Evidence (SLO, WSCH, etc.):** These conferences/trainings help ECE Faculty and staff stay current on new ECE Procedures and instruments and encourage the use of the SLO of Critical Thinking and helps students to analyze data/information in addressing and evaluating problems and issues in making decisions related to ECE. In response to the ECE advisory survey, it is determined that a training on Desired Results Development Profile (DRDPs) assessment tool is needed as well as training for Classroom Assessment Scoring System (CLASS) assessment currently being used in the field. In Marysville/Yuba City there is an interest in a Brain Development workshop for the Spring of 2013. **Evaluation Plan:** This is an ongoing Curriculum and	**Plan of Action:** 2013-2014 Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter	10/12/2012 - There is currently a Spring 2013 Brain Development Conference being planned through the Yuba/Sutter Training Collaborative at the Marysville Campus (March 9, 2013). Monies are needed to provide workshops and a keynote.Facilities are availbale at the Marysville Campus for the conference. Clearlake will be providing training pending monies available. Marysville is currently seeking out training for Faculty for CLASS. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
	Professional/Staff Development plan. Each year we seek funding to provide trainings for both our students and our ECE Staff to provide current knowledge in the field of ECE.	County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California		

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		Plan of Action: Clearlake Campus is currently looking into seeking funding for a training in DRDP (Desired Results Development Profile) assessment tool through Perkins IV. Marysville/Yuba City is currently seeking funding for training on the CLASS (Classroom Assessment Scoring System) tool and a conference on Brain Development in the Spring of 2013. **Type:** Curriculum/SLO **Budgetary Impact:** These workshops will require funding through posssible Perkins IV monies. There is currently a Yuba/Sutter Training Collaborative that would be willing to help with the Brain Development Conference which will take place at the Yuba College Marysville Campus on March 9, 2013. Funding will still be needed from Yuba College ECE in order to pay a Kenote Speaker and provide various workshops for this conference. **Perkins Eligible:** Yes **Location:** Yuba College - All **DE Related:** No **HSI Related:** No	10/09/2012 - In progress **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013	

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Offer transfer level courses in early childhood education/child development. (Goal 4, 5, 6, 7, 9 and				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
developing and maintaining programs and facilities that best meet with needs of our students and communities.)				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Offer an Associate Degree in Early Childhood Education. (Goal 4, 5, 7, 9 and Developing and maintaining programs and facilities that best meet with needs of our students and communities.)				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 7 - Provide courses that offer instruction in improvement of mental health and life skills (i.e. parenting). (Goal 1, 4, 6, 7, 9 and developing and maintaining programs and facilities that best meet with needs of our students and communities)	YC - Early Childhood Education Program Recommendations - Provide Yearly ECE Conference at Yuba College Marysville Campus - It is recommended by our ECE Advisory Committee and our Yuba/Sutter Training Collaborative that Yuba College host a yearly ECE Conference on various topics of interest in the ECE field. Currently the recommendation is to address the area of Brain Development. The Conference is scheduled for March 9, 2013. **Supporting Evidence (SLO, WSCH, etc.):** Community Collaboration and Outreach is at the forefront of the goals for our ECE Department. Having this collaboration with the Yuba/Sutter Child Develeopment Community is vital to this effort. Hosting a yearly ECE Conference would connect the community with Yuba College in an important way. **Evaluation Plan:** A yearly ECE Conference will be hosted at Yuba College in the Spring. Funding	**Plan of Action:** 2013-2014 Our ECE Faculty are highly involved in both on campus and off campus communities, through professional development and networking. They attend a large amount of conferences in the field, advocacy in the field, presenting at conferences, and are on many committees and boards both on and off campus. One of our full time faculty is the coordinator for the SLO committee on campus. Clearlake Faculty is on the D.E. committee on campus, as well as, off campus involvement including Board Member of Lake Care Planning Council and Lake Family Resource Center board work. The ECE Coordinator is on the BSI Committee, Faculty Staffing Committee Member, and Staff Development committees. Her off campus involvement includes; Board Member of Yuba/Sutter Child Care Planning Council, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional	10/12/2012 - Currently in the planning process. **Recommendation Progress:** Recommendation Needs Improvement/Attention **Reporting Year:** 2012-2013 10/12/2012 - In ongoing planning process at this time. **Recommendation Progress:** Recommendation Addressed/Satisfactory Progress **Reporting Year:** 2012-2013	

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	will be sought and received to pay for the cost of a speaker.	Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College, Treasurer/Board Member for TCAEYC (Twin Cities Association for the Education of Young Children), Children's Museum Committee Member, Member of TCAEYC (Local), CAEYC (California), and NAEYC (National), Quality Improvement and Capacity Building Committee Member, Advisory Committee Member for Sutter County First 5 Commission, Committee Member of the Yuba/Sutter Training Collaborative, Tri-Counties Early Childhood Careers/ROP Advisory Committee Member, Chico State Child Development Advisory Committee Menber, Yuba College ECE Advisory Committee Chair, Education & Early Care Functional Group Committee Member, Member CCCECE (California Community College Early Childhood Educators), Mentor Program Selection Committee Co-Chair, Member of CCCECE (California Community College Early Childhood Educators). Our Adjunct are also highly involved in outreach in the community and throughout the state, including, one who is the Regional Coordinator for CCCECE (California Community College Early Childhood Educators), Lake County Planning Council Board Member, Co-Coordinator for the California Early Childhood Mentor Program for the Yuba College Regional Program, Co-Coordinator for CDTC (Child Development Training Consortium) at Yuba College. Other involvement by Adjunct Faculty includes, Board Members of the Yuba/Sutter Child Care Planning		

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		Council, as well as, one who is the Coordinator of the Child Care Planning Council, Mentor Program Selections Committee, CARES advisor, Coordinator for both AB 212 and Cares Plus Programs, Commissioner for Sutter County First Five. Our faculty have also presented at state, local and national Conferences. We have also been involved in creation of the California Early Childhood Educator Competencies, the California Comprehensive Early Learning Plan, and the California Early Childhood Learning Foundations. This year, our faculty have attended and presented and coordinated a number of Professional Development events such as the 2013 CAEYC Conference, the Yuba/Sutter Training Collaborative Spring Conference held at Yuba College and the Yuba/Sutter Training Collaborative Fall Conference (“the Unique Child in ECE”) at River Valley High School, the Yuba/Sutter Children’s Fair, Peach Festival Children’s Area and Yuba/Sutter Fair Children’s Area, and the 2013 Director/Mentor Seminar, California Preschool Instructional Network Workshops, the 2013 Higher Ed Colloquium, and the Mentor and CDTC Coordinators Meetings. We also have attend many Yuba College trainings in the last year. Faculty recently attended the On Course Training at Sutter Campus and will be attending trainings for Theory of Mind and Reading Apprenticeship at the Yuba College Student Success Forum on Nov. 1st. As you can see, we are highly involved and committed to the field of ECE and Yuba College. The Clearlake faculty is also involve in other trainings		

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		including: Annual California Association for the Education of Young Children Conference; CPIN, Preschool Foundation training; ECERS-R training; Brain Research training; Social Emotional and Behavioral Issues training; Fetal Alcohol Spectrum training; Children with Special Needs training; Canvas Training; Blackboard training; and recently Student Success, Theory of Mind symposium. Faculty worked together on aligning curriculum with the California Community College Child Development/Early Childhood Education Curriculum Alignment Program's (CCCCD/ECE CAP) core 24 units (8 3-unit courses) and are awaiting finalization of courses through Curricunet. All courses have been launched. Faculty met with our ECE Advisory Committee Ad Hoc Committee in order to align the above CAP recommendations with our AS in Early Childhood Education Degree. These recommendations have now gone on to the Yuba College Curriculum Committee and were approved for changes in our 2011/2012 Curriculum for ECE. We have been approved for CAP and are currently waiting for final course outline approvals through Curricunet. At the Marysville Campus, there were strong connections and collaborations being made with local agencies and resources, such as: Child Care Planning Council, CDC/Works, Marysville Joint Unified School District, Tri-Counties Regional Occupation Program, Yuba City Unified School District, E-Center Head Start, First 5 Yuba, Yuba County Office of Education, the California Early Childhood Mentor Program and Twin Cities Association for		

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		the Education of Young Children. At the Clearlake Campus, Lake County Office of Education, Head Start, Lake County Child Care Planning Council, Easter Seals, Healthy Start, First Five, Lake County Health Department, and North Coast Opportunities. Our ECE department has submitted final paperwork for our ECE Transfer Degree (ADT) and is awaiting approval from the state. Advocacy and networking are a vital part of student support in Career Technical Education. Many students become employed by the people that are involved in these organizations. Our curriculum is driven by current industry standards while also maintaining best practices. These advocacy efforts must take place both inside and outside the college. We must be engaged in our communities in order to support our growing field and provide our students with access to information to current industry standards. Many of our students also become part of many of these local boards and committee as part of their own professional growth. Continuing Education is also advocated for within these organizations. These organizations, in turn, support Yuba College and their students. Our main goal in ECE is to provide a high quality ECE workforce with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. Getting to know your community and advocating for best practices are tantamount to student's successful integration from college student to high quality and		

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		reflective practitioner. Student's in ECE must integrate best practices learned through theory and connect these to real world environments in their communities in order to be successful in the field. ECE Faculty are engaged directly in committees that basic skills student's, specifically the Basic Skills committee. The SLO Committee support these students through their work in development of Student Learning Outcomes that support both basic skills and include all student and their diversity. The DE Committees provides support for non-traditional students who may not have access to a community college and can be provided education through remote online access. Faculty recently attended the On Course Workshop held at Sutter Campus which supports both a diverse student population, as well as, our Basic Skills students. By taking advantage of the Student Success Forum on November 1st, our faculty hope to gain access to more information on Theory of Mind and Reading Apprenticeship which are both programs that support diverse and basic skills students. Faculty will also be participating in Canvas training in order to support our online student populations. Our ECE faculty would like to have more training in the area of Technology and how access it and how to use it (I.E. Curricunet, Trac Dat, Portal, Canvas, Desired Results Development Profile – DRDP). This is especially a need for our adjunct who have not had many training opportunities in these programs, but are a necessary part of communication with the college and meeting the requirements		

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		for data entry of FLEX, SLO's, Curriculum Input, Online Teaching, and communication with the college. We would also like to see more staff development for On Course, Theory of Mind, and Reading Apprenticeship. Our ECE Department has a great need for CLASS Observation Tool Training in order to meet industry standards of assessments for Child Development Programs. In the past we have had weekend conference speakers and major trainings at both the Clear Lake and Marysville campus. This funding was provided from Perkins funding and was missed this last academic year. We would like to have this funding re-instated and this is considered a high priority. 2012-2013 Plans have been made for a March 9, 2013 Brain Development Workshop to be hosted at Yuba College, Marysville Campus. This conference is being planned in connection with ECE community members through the ECE Training Collaborative. Currently, Yuba College is hoping to provide monies through our ECE Department Budget and/or Perkins Funding in order to have a Keynote Speaker and some workshops. **Type:** Curriculum/SLO **Budgetary Impact:** Possible Perkins Funding needed in order to provide for Keynote Speaker and workshop presenters. **Perkins Eligible:** Yes		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
		Location: YC Marysville Campus **DE Related:** No **HSI Related:** No **Equipment or Technology?:** Both		

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 8 - Support collaboration and partnership with foster care education, independent living, and internships and volunteer activities. (Goal 7, 8, 9 and stewarding resources strategically to meet the diverse needs of our communities and region.)				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - Students will graduate from ECE with a clear understanding of developmentally and culturally appropriate practices and what it means to successfully work with children, families, and the community in an early care and education setting. (Goal 1, 4, 6, 7, 9 and providing an innovative, world-class learning environment.)				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 9 - To provide a transfer or occupational course of study preparing students to work directly with children and indirectly in support services to				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
children and families. (Goal 4, 5, 6, 7, 9 and Providing educational, economic, cultural, and civic leadership for our communities and region.)				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - To prepare students seeking a baccalaureate in a similar discipline (e.g. Child Development, Early Childhood Education) for transfer to a four-year educational institution. (Goal 1, 4, 5, 6, 7, 9 and providing an innovative, world-class learning environment)				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 3 - New Goal: Provide clarity for both students and counselors by developing a handbook that outlines industry requirements and our ECE Degrees and Certificates and student support (Goal 2,3,4,5,6,7 and Developing and maintaining programs and facilities that best meet with needs of our students and communities.)				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 4 - New Goal: Advocate for outside funding (Perkins) for more on campus trainings in ECE for our faculty (CLASS Training needed) and ECE Conferences for our students with Bev Bos, ECERS, new DRDP Tech, etc. (Goal 2,3,6,8,9 and stewarding resources strategically to meet the diverse needs of our communities and region.)				