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Grossmont

Model Child Development Transfer Program

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CONSORTIUM PROJECT

This is a consortium primarily involving the San Diego State University Child and Family Development Department and the Grossmont College Child Development Program. Together we will use the proposed curriculum standards for the Child Development Permit to review and revise curriculum in both programs. This process will involve major alterations in course content, prerequisites and other requirements. It will go far beyond the minor changes that occur in normal curriculum review. In some cases, certain courses will be taken apart, combined, eliminated and/or recreated. In other cases, articulation agreements will be developed to transfer or waive courses. By working together, special attention will be placed on clearly identifying upper and lower division work, designing programs that complement each other and creating programs that integrate student's work in child care with their educational program.

As part of the consortium we will create a cross-cultural advisory committee that reflects the diversity of San Diego's child care community. We will use representatives from groups such as the San Diego Association for the Education of Young Children's Diversity Task Force, the California Association for the Education of Young Children Leadership in Diversity Project, the Alpha Kappa Alpha (an African-American Sorority) Head Start program, the Viejas Indian School, Child Care Resource Services and Sevick Center, a special education mainstream school. Representatives from these agencies will form our advisory committee to insure that curriculum appropriately addresses cultural, linguistic, gender and special needs issues. Carol Sharpe, Coordinator of the Pacific Oaks College Advancing Careers in Child Development California's Plan project, will also advise us as part of this consortium and serve as a link to the Commission on Teacher Credentialing.

Grossmont College will continue to expand articulation with the local High Schools through the Tech Prep program.

The economy of scale concept has been summarized by an Economics professor as "getting the most bang for the buck." By addressing a statewide need (and possibly mandate) in the earliest stages and by pooling resources with San Diego State University and San Diego's active child care community we are maximizing the effect of this project. For our students, this consortium means that they will not be wasting productive work time in
peripheral and useless classes. For each institution as well as the state this means that educational dollars will be more efficiently spent and will result in a well-trained early childhood workforce that will allow working parents to better contribute to the economy.
Transfer and General Education

The Articulation and Transferability Committee of the Advancing Careers project found no community college and four-year institution with a seamless transfer program. The only two four-year institutions that articulated well with the CCs were private institutions. Most CSU programs accepted 3 to 9 units of lower division CC Child Development work, if that.

The Advancing Careers project has estimated that California needs 20,000 newly trained child care workers this year, and these workers will not be traditional students. They are more likely to be economically challenged, re-entry working students and/or single parents who attend classes part-time. 106 Community Colleges and 16 CSUs offer Child Development or Early Childhood Education courses. Our proposed project will provide guidelines in revising curriculum to meet the new CTC standards thereby making more efficient use of diminishing educational dollars.

We will develop a fully articulated plan for Child Development majors to complete an Associate Degree at a community college that will transfer completely into a California State University. Better articulation between CC's and CSU's will enhance the transfer process and allow students to reach higher and better paid job levels without wasting hours and money an unnecessary and/or repetitive classes.

The goal is to create a user-friendly transfer model where back peddling is the exception and where upper division courses are clearly distinct from lower division. This will make it easier to earn a BS degree in CD and enhance the chance for some students to continue on to earn a Master's degree. These individuals are needed in leadership in the state of California in positions where knowledge of Child Development is critical including a diverse teaching pool for the community college.

While our specific goal is to provide a transfer model for Child Development programs, our problem is shared by other vocational programs. In the majority of cases CSUs accept very little lower division work in the major. This model will be useful to other vocational programs.
Economic Development and Vocational Education

Child Development is on the Carl Perkins list of vocational programs. Most community college child development or early childhood education coursework is in the vocational education area. We will develop a model community college child development degree and certificate to reflect the proposed credential revisions for the Child Development Permit and to better meet the employment needs of the non-traditional student. In addition, a better educated and stable child care industry will better support working parents and contribute to overall health of the society and all vocational programs.
This proposal will concentrate on the Program Development area, section 2: "educational services for new populations such as older or working adults.

Child Development attracts a large percentage of women with children. For many, their first choice would be to stay home with their families. A job in Child Development may be a compromise that allows them to spend more time with their own children or to utilize the skills developed as parents. For many, job satisfaction is derived from working with children and families. Many of our students are lower-income, single parents, and re-entry students. Many do not consider themselves mainstream college students, and those that do, need to work to support themselves and their families while attending school. Even those that have full financial aid have family and community commitments. These students do not attend college in the traditional model of the full-time student. Time and money are limited. The difficulty of transferring between the educational systems causes us to lose students and therefore quality child care professionals.

In California current law allows a person to do in-home child care with no educational requirements. Licensed private child care centers require 12 units to be a teacher, but aides have no educational requirement. Publicly funded agencies have higher requirements, but most people enter these jobs as aides, or in the case of Head Start Programs, as parents. Many people find the job first, then come to college for the required courses. At the community college level we have consistently found that 60-90% of the students in our beginning courses are already employed in child care related jobs. It is very rare for our students to complete our program without having worked in the field. Most child care is needed during daytime working hours so the majority of our students attend classes part-time in the evenings.

Traditional models of teacher training require that students do unpaid practice teaching, either under a Master Teacher in the community or at a campus laboratory school. This requirement presents a hardship for many students who must cut back on work hours to meet this requirement. Another problem with the laboratory model is that the laboratory families more often reflect the college community rather than the community where there is the greatest child care need and where the student is or will be employed.

During our program revision we will explore alternatives to traditional course offerings and develop innovative ways to better train working students that provide a more accurate model of the community where
the student will work.
Systemwide, the problem of transfer and articulation from the community college Child Development programs to the CSU's has been stymied by the inherent differences in the mission, philosophy and educational organization of each institution. Community college vocational programs most often are designed around a certificate program that focuses on job skills. University programs focus on the concept of lower division general education for a rounding of the liberal arts student, with a more specific major focus at the upper division level. Lower division and upper division coursework by law and definition are not the same. The community college may not offer upper division coursework, the university traditionally offers very few if any lower division course in the major.

Example: Because state regulations for child care teachers are so specific, both segments offer a course in "Child, Family and Community." CCs offer it as part of the beginning 12 units of vocational education for preschool teachers. Many CSUs offer it as an upper division course. Students transferring often have to take it both times. It is often virtually the same course.

The traditional focus of the university is on theory and research. A vocational program must offer practical job skills.

Example: A standard 3-unit class at many Community Colleges is 'Art for Young Children.' In addition to theories of children's artistic development, it focuses on processes and curriculum to use with children in the preschool. A colleague at a CSU said there wasn't a chance in the world he could get a 'finger painting' class past his curriculum committee. He would be laughed off of the campus and in reality, he's had a tough enough time validating Child Development at the Bachelor's level. His colleagues at the CSU would rather see his program as a research department tied in with Psychology rather than a separate teacher training program.

This project will address the problem of articulation between CC and CSU by utilizing the CTC standards and other work being done in California and nationally as evaluation tools and using the Education (i.e. elementary and secondary) teacher training programs as a model.
A second problem we are addressing is that of working adult students. These students do not take the traditional path to a four year degree, i.e. lower division general education followed by courses in the major at the upper division level. They more often begin with the vocational certificate, find jobs, then continue taking lower division general education on a part-time basis.

When they transfer to the four year institution, they often have years of job experience. They are mixed in classes with students taking the more traditional path and feel their experience is not taken into account. They also find it economically impossible to leave work for classes and laboratory time.

The proposed Child Development Permit Matrix (attached at the end of the narrative) is designed with corresponding job and educational levels. We will use this model to develop an educational program for the working student. Other innovations will be explored including learning communities and on-site work-experience.
We will directly serve all Child Development majors at Grossmont College. This extensive curriculum revision will affect all of our classes. We currently have over 400 identified Child Development majors with close to 1000 students taking our Child, Growth and Development courses in one year. Our student population is rapidly changing to reflect the changes in San Diego County demographics. We are increasing our enrollment of non-white and male students in the program. We are also seeing a shift downward in the socio-economic levels of our students. There is a much greater need for financial aid and greater numbers are attending school only at night because of work.

Our Child Development program is closely aligned with our sister campus, so Cuyamaca College students will be also be served. San Diego State University will be using this model to work on articulation with San Diego Community College District’s 4 campuses, as well as Palomar, Southwestern and Mira Costa College Districts. Curriculum revisions will also result in an improvement for SDSU's native student population. This project will serve other Community College Child Development programs statewide as a model that has direct application. Indirectly, all CCC and CSU CD students could potentially be served as other colleges utilize the material disseminated which outline the model program. This model may also serve other vocational transfer programs.
Performance Objective: Task #1 Using the California Commission on Teacher Credentialing proposed standards for the Child Development Permit as a tool, we will evaluate the relevant Child Development (CD) coursework at both San Diego State University (SDSU) and Grossmont College (GC) and identify areas that need revision. Focus will be on identification of upper and lower division coursework and appropriate course content for each. Course outlines and programs will be revised to reflect recommended changes. Completion date: April 1, 1995.

Evaluation: 100% of the relevant SDSU and GC CD courses will be evaluated and revised as necessary according to the CTC standards for CD. (Note: While outlines will be revised and submitted to appropriate curriculum committees for approval, the entire curriculum revision process may take up to 2 years, depending on campus procedures.)

Performance Objective: Task #2 We will establish an advisory committee to meet 10 times during the term of this grant. This committee will reflect the ethnic and cultural diversity of San Diego's child care community. The role of this committee will be to help develop curriculum that is culturally appropriate. It will also address issues concerning gender and special needs. The committee will review the final outlines and program proposals. Completion date: The committee will be established and 10 meetings scheduled by October, 1994. Meetings will continue through May, 1995.

Evaluation: The advisory committee will review 100% of the CD course outlines and both programs by May 1995 and make appropriate recommendations.

Performance Objective: Task #3. During the course of this project, classes and programs will be examined according to the Proposed Child Development Permit matrix to determine an appropriate combination and sequence of courses. Focus will be on identification and placement of lower and upper division coursework. Completion date: May 1, 1995.
Evaluation: An articulated sequence of classes will be developed between the two campuses that meets the requirements for each level of the Child Development Permit.

Performance Objective: Task #4 Transfer agreements will be developed and necessary steps will be established with the campus articulation officers.

Completion date: May 31, 1995

Evaluation: Grossmont College and San Diego State University will have a completed articulation agreement for a seamless transfer program.

Performance Objective: Task #5 Dissemination of the model will begin. We will develop and distribute a brochure through the counseling department, our student association, high school child development classes and employment sites. This brochure will outline the transfer curriculum. We will distribute to all CSU and Community College Child Development Programs a manual outlining the steps necessary to create a transfer program. We will begin scheduling workshops with relevant groups including the California Community College Early Childhood Educators and the Chancellor's Advisory Committee on Child Development Programs and Services for presentation in the Fall of 1995.

Completion date: 6-30-95 (Note: we will continue the dissemination process throughout the next academic year.)

Evaluation: We will print 1000 brochures and distribute 75%. We will send copies of the implementation manual to 106 Community College and 14 CSU Child Development Programs.

We will schedule workshops at a minimum of 3 professional conferences and/or meetings.
[No information provided in this document for this section.]
a. Project objectives

By meeting the project objectives we will make it easier for Child Development students to begin a vocational education program, receive a certificate and Associates Degree and transfer all of those units to San Diego State University as a junior in the Child and Family Development major. Every course in the major will apply directly to the Child Development Permit, allowing them to move up the career and pay ladders as they complete their education. They will, upon graduation from SDSU meet the requirements for a Director for state-funded child development programs.

b. Potential for continued support after the expiration of the grant.

Transfer is one of the missions of our campus. The curriculum review and revision process is ongoing. While a revision of this magnitude would be impossible without this grant, continuation of the process is funded as part of the 33% release time for the Child Development Program Coordinator. The liaisons and communication systems established during the course of this project will streamline future work. Staff development money can be utilized for travel to conferences past the completion date of this grant.

c. Potential for adaptation to other institutions or programs

The revision of the Child Development Permit is a project supported by the Chancellor's Advisory Committee on Child Development Programs and Services, the California Association for the Education of Young Children, the California Community Colleges Early Childhood Educators (CCCECE) and the California Commission on Teacher Credentialing. Review of the Permit is mandated by law. When the proposed changes take place, the process we are proposing in our project will be necessary for all Child Development instructional programs. Review of coursework will be part of the Commission on Teacher Credentialing program approval process. Currently the components of Child Growth and Development; Child, Family and Community; and Program/ Curriculum are required by both Title 22 requirements for child care and Title 5 requirements for state-funded Child Development programs for children. Head Start programs accept either the permit or a degree in Child Development for teachers in their programs. 106 community colleges have Child Development programs. Their students transfer into 16 different CSU programs. This project is adaptable to all of those
programs.

We feel this will also be a useful model for other vocational programs struggling to articulate with the CSU system. We hope to provide a precedent for these programs.

Our implementation manual will include the steps in the process of program review and articulation. We will include successes and failures as well as recommendations. The cross-cultural work of the advisory committee will be included. There will be copies of our articulation agreements and communications. Classes at both institutions will be analyzed according to the Child Development Permit Standards and a progression of classes according to the Child Development Permit Matrix will be included.

We will mail copies of our implementation manual to all 106 community college Child Development programs using the CCCECE mailing lists of department chairs. We will also mail copies to the heads of the 14 CSU programs. An article will be published in the LetterTree, the newsletter of CCCECE, and we will present a workshop at their Fall, 1995 conference.

This project will interface with the Advancing Careers in Child Development project.
Our primary evaluation tools will be the proposed standards and matrix for the Child Development Permit. Each course will be evaluated for content and position in the curriculum according to these standards.

Objective/Activity completion will be monitored and documented by the project director and overseen by the Dean of Business and Professional Studies at Grossmont College.

Effective methods, successes and recommendations will be identified and documented by the project director in both the final report and the implementation manual.

The main outcomes by which the project can be evaluated will be the completed course outlines, catalog revisions, articulation agreements, brochure and the implementation manual.
1) Product to be disseminated:

Our implementation manual will include the steps in the process of program review and articulation. We will include successes and failures as well as recommendations. The cross-cultural recommendations of the advisory committee will be included. There will be copies of our outlines, catalog descriptions, articulation agreements and communications. Classes at both institutions will be analyzed according to the Child Development Permit Standards and a progression of classes according to the Child Development Permit Matrix will be included.

Our brochure will explain the licensing and Child Development permit processes and outline the community college coursework necessary for employment and transfer to SDSU.

An article will be published in the LetterTree, the newsletter of CCCECE and we will present a workshop at their Fall, 1995 conference. We will also present to the Californian Community Colleges Chancellor's Advisory Committee on Child Development Programs and Services and at other relevant meetings and conferences, locally and statewide.

2) Target population:

There are three distinct populations for our products. Our first target is our colleagues in Child Development. This includes chairs and coordinators and administrators of instructional programs in Child Development at the Community Colleges, California State Universities and private four-year institutions. Our second target is the child care community. This includes childcare providers, teachers, directors and aides, declared child development students. We will also target employers such as school district administrators and private and corporate sponsors of childcare. Our third target is students and potential students who have not made a career or major choice yet.

3) Methods used to target and disseminate to the target populations:

For our first target group, we will mail copies of our implementation manual to 106 community college Child Development programs using the CCCECE mailing lists of
department chairs. We will also mail copies to the heads of the 16 CSU programs. A copy of the manual and report will also be sent to Carol Sharpe of the Advancing Careers project for dissemination to interested private institutions and the Commission on Teacher Credentialing. Workshops and presentations will be scheduled at academic and professional conferences.

We will use the brochure to hit the two other target groups. It will be distributed in our counseling center, to high school child development classes, state-funded preschool and child development centers, Head Start programs and preschool and childcare programs in San Diego County with an emphasis on the east county area that we serve. Child Care Resource Services and the California Department of Social Services, Community Care Licensing for San Diego County, Child Care Coordinators for the cities of San Diego, San Marcos and Escondido and San Diego County will also distribute the brochure to people interested in entering the field or employing our graduates.

4.) Timetable for dissemination

Copies of the brochure and implementation manual will be disseminated by June 30, 1995.

5) Evaluation method for the dissemination plan.

The project director will see that 75% of the brochures are distributed and 90% of the manuals mailed to CC's, CSUs and Carol Sharpe by June 30, 1995. 25% of brochures and 10% of the manuals will be held for dissemination after the completion of the funding.
[No information provided in this document for this section.]