

CHILD DEVELOPMENT

# PROGRAM REVIEW 12-13

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*For the period of Fall 2010 through Spring 2012*

ONE COLLEGE DRIVE  
BLYTHE, CA 92225

# EXECUTIVE SUMMARY

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## CHILD DEVELOPMENT

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The Program Review Committee met and reviewed the Child Development two-year update on August 27, 2013.

We have accepted the report, with the following findings:

- The report adequately describes the purpose of the program, which is to help students meet certification requirements established by the Commission for Teacher Preparation and Licensing for the Children's Center Permit and field work experience as described by the Commission. The curriculum also offers students training in the necessary understanding, knowledge, practice, and skills to qualify for the occupations of teacher and teacher aide.
- Data shows there is sufficient demand for trained personnel in the field of child development.
- Program meets students' needs as evidenced by certificate and degree completions.
- The report indicates that the child development program complies with the California Community Colleges Curriculum Alignment project.
- FTES income exceeds the cost of the program.
- 2-year program goals have been identified and include: 1) Continue offering high demand courses in a 1-year cycle and all other necessary courses for teacher permitting in a 2-year cycle; 2) Offer these courses such that Needles will be included either through ITV, face-to-face or a combination of acceptable teaching methods; 3) Integrate the recently purchased iStart Smart computer learning system with appropriate child development course curricula, assessments, and standards such as NAEYC and the Head Start framework.

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## **PART 1: PURPOSE OF THIS PROGRAM**

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The curriculum in Child Development studies is designed to meet certification requirements established by the Commission for Teacher Preparation and Licensing for the Children's Center Permit and field work experience as described by the Commission. The curriculum also offers students training in the necessary understanding, knowledge, practice, and skills to qualify for the occupations of teacher and teacher aide.

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## **PART 2: DEMAND FOR THIS PROGRAM**

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2010-2020 Occupational Employment Projections

Riverside-San Bernardino- Ontario Metropolitan Statistical Area

<b>Selected Occupations</b>	<b>Education Level</b>
Education administrators, preschool and child care center/program (SOC 11-9031)	Bachelor's degree plus work experience
Child, family, and school social workers (SOC 21-1021)	Bachelor's degree
Preschool teachers, except special education (SOC 25-2011)	Postsecondary vocational award
Kindergarten teachers, except special education (SOC 25-2012)	Bachelor's degree
Elementary school teachers, except special education (SOC 25-2021)	Bachelor's degree
Middle school teachers, except special and vocational education (SOC 25-2022)	Bachelor's degree
Secondary school teachers, except special and vocational education (SOC 25-2031)	Bachelor's degree
Special education teachers, preschool, kindergarten, and elementary school (SOC 25-2041)	Bachelor's degree
Special education teachers, secondary school (SOC 25-2043)	Bachelor's degree
Teacher assistants (SOC 25-9041)	Short-term on-the-job training
Child care workers (SOC 39-9011)	Short-term on-the-job training

*Selected Occupations*

Education administrators, preschool and child care center/program (SOC 11-9031)	
Education Level:	Bachelor's Degree plus work experience
2012 Occupational Jobs:	8,800
Outlook 2010-2020:	9,800
Number change:	1,000
% Change:	11.4
Mean Hourly Earnings:	\$27.19
Child, family, and school social workers (SOC 21-1021)	
Education Level:	Bachelor's Degree
2012 Occupational Jobs:	25,900
Outlook 2010-2020:	30,100
Number change:	4,200
% Change:	16.2
Mean Hourly Earnings:	\$24.36
Preschool teachers, except special education (SOC 25-2011)	
Education Level:	Post Secondary Vocational Award
2012 Occupational Jobs:	54,600
Outlook 2010-2020:	60,900
Number change:	6,300
% Change:	11.5
Mean Hourly Earnings:	\$15.77
Kindergarten teachers, except special education (SOC 25-2012)	
Education Level:	Bachelor's Degree
2012 Occupational Jobs:	23,000
Outlook 2010-2020:	25,800
Number change:	2,800
% Change:	12.2
Mean Annual Earnings:	\$61,948
Elementary school teachers, except special education (SOC 25-2021)	
Education Level:	Bachelor's Degree
2012 Occupational Jobs:	153,800
Outlook 2010-2020:	171,500
Number change:	17,700

% Change:	11.5
Mean Annual Earnings:	\$66,512

<b>Middle School Teachers, except Special and Career/Technical Education (SOC 25-2022)</b>	
Education Level:	Bachelor's Degree
2012 Occupational Jobs:	54,600
Outlook 2010-2020:	60,900
Number change:	6,300
% Change:	11.5
Mean Annual Earnings:	\$65,718

<b>Secondary school teachers, except special and vocational education (SOC 25-2031)</b>	
Education Level:	Bachelor's Degree
2012 Occupational Jobs:	106,000
Outlook 2010-2020:	108,100
Number change:	2,100
% Change:	2
Mean Annual Earnings:	\$66,474

<b>Special education teachers, preschool, kindergarten, and elementary school (SOC 25-2043)</b>	
Education Level:	Bachelor's Degree
2012 Occupational Jobs:	15,700
Outlook 2010-2020:	18,200
Number change:	2,500
% Change:	15.9
Mean Annual Earnings:	\$66,833

<b>Teacher assistants (SOC 25-9041)</b>	
Education Level:	Short term on the job training
2012 Occupational Jobs:	144,800
Outlook 2010-2020:	158,300
Number change:	13,500
% Change:	9.3
Mean Annual Earnings:	\$30,380

<b>Child care workers (SOC 39-9011)</b>	
Education Level:	Short term on the job training

2012 Occupational Jobs:	113,800
Outlook 2010-2020:	127,500
Number change:	13,700
% Change:	12.0
Mean Hourly Earnings:	\$11.97

Source: [www.edd.ca.gov](http://www.edd.ca.gov)

Occupational Title		Annual Average Employment		Employment Change	
		2010	2020	Numerical	Percent
25-2012	Kindergarten Teachers, Except Special Education	2,720	3,070	350	12.9
25-2021	Elementary School Teachers, Except Special Education	21,010	23,890	2,880	13.7
25-2022	Middle School Teachers, Except Special and Career/Technical Education	6,900	7,890	990	14.3
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	9,670	10,100	430	4.4
25-2041	Special Education Teachers, Preschool, Kindergarten, and Elementary School	1,960	2,270	310	15.8
25-2053	Special Education Teachers, Middle School	940	1,080	140	14.9
25-2054	Special Education Teachers, Secondary School	1,070	1,110	40	3.7
25-9041	Teacher Assistants	15,400	16,830	1,430	9.3

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### PART 3: QUALITY OF THIS PROGRAM

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<b>Title Completions</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Total</b>
Associate of Science	3	3	3	9
CHD Assistant Certificate	20	35	*16	71
CHD Associate Teacher	7	21	18	46
CHD Teacher	3	1	1	5

\*This chart was analyzed by the Child Development Advisory Committee which met on May 28, 2013. The Committee concluded that there was a drop in graduates receiving the Assistant Certificate in 2012 because certain classes were not offered due to insufficient enrollments.

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### PART 4: EXTERNAL ISSUES

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State and Federal laws affect the need for child development teachers and aides. This need is influenced by several variables, including program funding, changes in educational requirements for teachers and aides and changes in the age requirement for children entering kindergarten and Head Start.

During the period of this program review, Palo Verde College participated in aligning its Child Development program with the California Community Colleges Curriculum Alignment project. As a result, PVC added two new courses required for the degree and certificates. These courses are CHD 105 Observation and Assessment and CHD 108 Practicum: Field Experience.

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**PART 5: COST OF THIS PROGRAM**

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Course	Cr	Course Title	% Completion	Total
<b>Spring 2010</b>				
CHD 080	.25	Supplemental Instruction for Child Development	100	1
CHD 101	3	Child Growth and Development	97	33
CHD 104	3	Principles & Practices of Teaching Young Children	100	28
CHD 105	3	Observation and Assessment	91	34
CHD 106	3	Health, Safety and Nutrition	95	20
CHD 108	3	Practicum-Field Experience	91	11
CHD 120	3	Developing Capable Young People	54	22
CHD 145	3	Child Abuse & Neglect	89	19
CHD 216	3	Supervision & Administration of CHD Programs II	89	19
<b>Fall 2010</b>				
CHD 102	3	Child , Family and the Community	79	24
CHD 103	3	Introduction to Curriculum	84	25
CHD 107	3	Teaching in a Diverse Society	74	23
CHD 130	3	Art for Early Childhood	100	1
CHD 150	3	Infants and Toddlers	77	9
CHD 205	3	Adult Supervision: Mentoring in a Collab Setting	77	18
CHD 215	3	Supervision & Admin. of Childhood Dev. Prog. I	80	10
CHD 227	1	Parenting Principles and Communication	72	22
<b>Spring 2011</b>				
CHD 101	3	Child Growth and Development	96	27



CHD 104	3	Principles & Practices of Teaching Young Children	95	23
CHD 105	3	Observation and Assessment	92	25
CHD 106	3	Health, Safety and Nutrition	95	21
CHD 108	3	Practicum-Field Experience	84	13
CHD 120	3	Developing Capable Young People	100	20
CHD 215	3	Supervision & Admin. of Childhood Dev. Prog. I	100	10
CHD 227	1	Parenting Principles and Communication	89	18
CHD 131	3	Music for Early Childhood	92	13
CHD 135	3	Literature for Early Childhood	83	18
<b>Fall 2011</b>				
CHD 102	3	Child , Family and the Community	86	29
CHD 103	3	Introduction to Curriculum	100	30
CHD 107	3	Teaching in a Diverse Society	87	23
CHD 130	3	Art for Early Childhood	71	7
CHD 205	3	Adult Supervision: Mentoring in a Collab Setting	90	10
CHD 215	3	Supervision & Admin. of Childhood Dev. Prog. I	70	10
CHD 227	1	Parenting Principles and Communication	71	28
<b>Spring 2012</b>				
CHD 101	3	Child Growth and Development	84	38
CHD 104	3	Principles & Practices of Teaching Young Children	79	24
CHD 105	3	Observation and Assessment	100	2
CHD 106	3	Health, Safety and Nutrition	95	22
CHD 107	3	Teaching in a Diverse Society	50	6
CHD 108	3	Practicum-Field Experience	84	19

CHD 227	1	Parenting Principles and Communication	50	20
CHD 216	3	Supervision & Administration of CHD Programs II	93	14
<b>Fall 2012</b>				
CHD 102	3	Child, Family and the Community	90	30
CHD 103	3	Introduction to Curriculum	83	30
CHD 107	3	Teaching in a Diverse Society	88	26
CHD 227	1	Parenting Principles and Communication	100	14
CHD 108	3	Practicum-Field Experience	84	19
CHD 227	1	Parenting Principles and Communication	50	20
CHD 216	3	Supervision & Administration of CHD Programs II	93	14

**SALARIES/BENEFITS/SUPPLIES**

Term	Salaries	Benefits	Supplies	Totals
2010-2011	95,226	16,891	402	112,519
2011-2012	85,027	22,777	564	108,368

**FTES:**

SPG 2010	21.69	FALL 2010	13.88
SPG 2011	26.29	FALL 2011	11.09
SPG 2012	20.58	FALL 2012	10.86

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## **PART 6: TWO-YEAR PLAN**

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Continue offering high demand courses in a 1-year cycle and all other necessary courses for teacher permitting in a 2-year cycle. Offer these courses such that Needles will be included either through ITV, face-to-face or a combination of acceptable teaching methods.

Several classes, including CHD class sections, are now being transmitted alternatively from the Needles Center to the Blythe main campus and from Blythe to Needles. This change was implemented to enable Needles to attain its FTES goals, and to increase apportionment funding to the Center. This arrangement has also benefited Needles students enrolled in CHD courses by providing them with more frequent face-to-face contact with instructors.

Integrate recently purchased iStart Smart by Hatch, a touchscreen computer learning system, with appropriate child development course curricula, assessments, and standards such as NAEYC and Head Start framework.