

2017 Early Childhood Education/Elementary Education Annual Program Plan

ECEX Early Childhood Education/Elementary Education

I.A. Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (**Program Profile: Purpose**)

Narrative

The ECE/EDU program meets the education needs of individuals planning a career or currently working with children birth to 8 years of age, in early care, after school, elementary & special education settings. The goal is to assist students in planning their most effective role with children via career pathways that facilitate degree completion & transfer in a timely manner. Consistent with Skyline College's Strategic Plan, ECE/EDU also focuses on the following:

- **STUDENT SERVICES:** To train future teachers & provide in-service opportunities for current educators. The Educator Preparation Institute Center (EPIcenter) offers a resource center for ECE/EDU students at which they have access to teacher resources, computers & color printer. The EPIcenter also serves as a general meeting place for students in which to study, work together, & plan ECE/EDU events.
- **COMPREHENSIVE COMMUNITY CONNECTION:** To address the needs of workforce/business industries. ECE/EDU maintains a robust Advisory Board & has strong connections with our Sister ECE program at Canada College as well as neighboring/community and County-wide schools.
- **INSTRUCTION:** To build strong educational foundations & expand accessibility.

ECE/EDU program continues to modify ECE/EDU courses & expand hybrid & online course offerings. The program is committed to creating a "Teacher Preparation culture" at Skyline College that highlights the integration of theory/research with effective pedagogy, cultural competence, & child/family centered practices. Current grant funding (i.e., Heising-Simons; PIF) supports collaboration between faculty across disciplines and with the campus Lab School.

- II.A.** Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

Narrative

Our previous APP focused on 4 Goals: 1. Developing the EPICenter; 2. Piloting a Student Intake form; 3. Supporting Faculty development; 4. Reviewing Curriculum review and Making modifications

1. The **EPICenter** officially opened in October 2015 and students have since enjoyed access to a resource library, computers, printer, and a student lounge/study area.
 - a. Two student assistants manage and supervise the EPICenter during open hours, and are available to assist students as needed. It is a welcoming space, has many classes, is used for ECE/EDU events and institutes, and convenes both Advisory and Division meetings. It is not consistently used by students for study and group work, nor are the assistants trained for tutoring.
2. A **Student Intake Form** was piloted Fall 2015 that surveyed ECE/EDU student academic and professional goals, scheduling preferences, general demographics, life priorities and concerns. General conclusions and recommendations include the following:
 - a. The majority of students intend to transfer to 4-year institutions, so ECE/EDU program must address requisite skills that will ensure success in upper-division courses and beyond. Goals were - to use Supplemental Instruction in most rigorous courses; -to insist on Math & English placement tests; to offer various workshops in test-taking, anxiety-reduction, life-skills & time management; -to hire part-time dedicated academic counselor. *None of these goals has been achieved at a program level: we were informed that ECE/EDU courses did not qualify for Supplemental Instruction; the College is re-considering Math & English placement testing; workshops in the targeted areas are offered by the Learning Center and not the Program; no dedicated counselor was approved for the program.* The Student Intake form has not been used this year.
 - b. The majority of students report a general comfort level with technology & request a greater number of hybrid & fully online [distance education/DE] course offerings. Goals were to encourage faculty to teach online and integrate e-portfolio as common assignment across all core courses. *The College now requires all faculty who wish to teach DE to have specific Skyline training only- we now have 6 faculty who have completed the DE training; more would do so if made available beyond normal business hours.* . We had an adjunct available to assist faculty as a group to learn to use an e-portfolio; she has now retired and is unavailable; further, the e-portfolio is likely to be part of the College Re-design process. .
3. Faculty development included targeted work on a broad range of student goals by offering formalized guided pathways, ECE/EDU Orientation, and Student Handbook, and offering faculty retreats and trainings. *One of the three student goals is in progress: the Program is moving from CAA to a Learning Community model in Fall 2017, with core courses matched to teaching internships at the CD Lab Center; we are seeking new funding for this effort.* We have no formal ECE/EDU Orientation yet. A draft of a Student Handbook was begun but left unfinished with the mid-year departure of full-time faculty. A faculty retreat was convened Summer 2016, a 2-day Early Math Training via the Heising-Simons grant. *Several faculty have completed the DE training, and a few others have taken the Canvas workshops.*

II.B. Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

Narrative

changes have impacted the program and will influence program changes next year:

1. Due to an unexpected vacancy at Canada's ECE program, FT faculty Santos transferred in December. A replacement was approved, and Job posting occurred in Winter 2017. Screening Committee meets 4/12 to ascertain strength of applicant pool; a replacement is anticipated by August, 2017. Transition and support for this new faculty member will be a primary focus of 2017-18.
2. Initiatives & Grants:
 - a. Heising-Simons [H-S] grant with emphasis on Early Math and Teacher Intern supports ends 7/2017. Conversations about continuing the grant are currently occurring, though an extension is not anticipated. Funding for Teacher Interns is needed.
 - b. PIF grant is partially implemented, although grant lead Santos' departure has stalled its completion. PIF grant will be requested to revise and extend, supporting EPICenter student assistants, Teacher Internships for Teacher Track Learning Community [TTLC], and convene faculty community of practice with the focus on TT LC for ECE/EDU areas.
 - c. The Center for Workforce Development wrote in ECE/EDU as a focus for a pilot with local High Schools. The ECE/EDU program is prepared to start a High School program this summer, offering coursework 3 mornings/week and exposure to children's program at the CD Lab Center 1 morning/week. This program will shift for fall and spring course at the high school 2 afternoons/week and extensive hands-on experience at local preschool/school-age programs.
3. CAA/ECE is transitioning to become a Teacher Track Learning Community [TTLC]. This will enable students interested in becoming future teachers to take core courses and have hands-on experience at the CD Lab Center as Teacher Interns.

- II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

Narrative

ECE/EDU (Spring 2016, Summer 2016 & Fall 2016). SLO achievement in the eight core courses is challenging to calculate. There is much valuable data, for all faculty assess SLO achievement in all courses every time the class is taught. However, the SLO assessments are all individually created and assessed; thus the TrakDat system has 81 pages of data from one year alone! Nonetheless, SLO achievement can be described below:

CORE: 201=87%; 210=97%; 211=100%; 212=92%; 272= 95%; 314=100%; 333: 92%;
366/367/368=91% **Average 94%**

ELECTIVE: 191=100% ; 213=100% ; 223=100% 225=100% ; 240=100% 241=100% 242=75%; 260-=78%;
261=100% 263=100%; 244=100%; 331=100% ; EDU 200 data is not in the ECE category, but is in EDU category
= 100% **Average 96%**

III.A. Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

Narrative

Enrollment from 2014/15 to 2015/16 [most recent available data] has decreased slightly [from 963 to 933], and increased from the previous three years [average 480]. Enrollment for online courses tend to be more robust despite slightly higher attrition/drop-out rates. Typical of the ECE profession, female students (86.9% continue to significantly outnumber male students (11.1%). Retention rates in ECE courses have also remained stable at 85.2% and success rates at 73.7%. These numbers are in alignment with, even slightly better than, Skyline College's success and retention rates as a whole, and indicate that the more in-depth examination of the College's (and program's) outreach, assessment and pedagogical practices will lead to understanding the observed plateau in enrollment, success and retention rates.

ECE students remain primarily Hispanic/Latino, White (non-Hispanic), and Asian. Slight decreases in the number of Hispanic, Black and Asian students have been observed, with enrollment by Filipino and White students remained steady, and "declined to report" has the highest increase. Success rates by ethnicity require more analysis, however, since some are lower than program success rate (73.5%) as a whole (Hispanic 63%; Black 61%; Pacific Islander 71%, Asian 81%, White 77%, unreported 89%).

Success rates for core courses are difficult to assess due to individualization of course assessments in the core courses. Since SLO achievement is an important indicator of course and student success, we would like to convene a series of faculty meetings or full-faculty retreat to have the faculty who teach each course discuss and work toward common assessments for the course SLOs.

Education is a recent addition to the ECE program and curriculum. Only one course, EDUC 200, has been offered since 2012, and enrollment has been steady but small. A greater number of males than females complete this course, and retention rates have been consistent at approximately 90%. Success rates have improved during the last 3 academic years: 2012-13 (63.6%); 2013-14 (80%); 2014-15 (91.7%). Enrollment is expected to improve once interdisciplinary outreach efforts commence concerning the ADT in Elementary Education.

CA predicts a teacher shortage in the coming decade and estimates that employment for preschool/child care programs and elementary educators will increase by 6% and 11.9% respectively between 2010 and 2020 for the San Francisco-San Mateo-Redwood City Metropolitan Division (CA Labor Market Index / Occupation Employment Projections). LMI data also suggest that child care workers and elementary school teachers will be among the occupations with the most job openings between 2010 and 2020, with an estimated need of an additional 100,000 teachers over the next several years (CTA Report 2014). Analysis of labor market data also indicate that the CA school system will likely face a serious problem in meeting workforce demand in Education. A 10-year decline of nearly 25% in enrollment in teacher credentialing programs has been reported (CA Commission on Teacher Credentialing 2017). *The need to establish a more robust teacher preparation pipeline is greater than ever.*

The ECE/EDU program at Skyline College is in the position to address the projected needs of the labor market by preparing future teachers (pre-K to early elementary, and special education). To date, the ECE/EDU program offers certificates and degrees in Early Childhood Education, Early Intervention, Early Childhood Special Education, School-Age, and Elementary Education. Most of these are "stackable," align with CA State Permit requirements, and include Associate Degrees of Transfer that facilitate and encourage student transfer to universities. *These certificates need evaluation, streamlining, and strong marketing, both to the high school and workforce communities as well as to the Skyline College students.*

Moreover, recent Skyline student data indicates that 39.5% want to earn an AA/AS and transfer to a 4-year university; 11% want to update job skills, and only 10.5% want to earn a degree without transfer. The majority of our students intend to advance in their academic and job careers, and our program should accommodate these aspirations. *The Degree and Transfer parts of the ECE/EDU program need to be our priority, including extending*

the PIF for collaboration on general education along with the ECE/EDU major coursework, and pursuit of other grant and funding opportunities to resource this goal.

Advances in technology also impact the ECE/EDU program's course delivery and content. An increasing number of employers are requiring e-portfolios as part of the hiring process, while school district forms and assessment have become digital in format and process. ECE/EDU students will need to be technologically skilled to compete effectively in the job market. *Students and faculty need to be well-trained in the new Canvas learning management system, and faculty supported in becoming DE-certified.*

Another challenge has been promoting the new Elementary Education AD-T, since the majority of the required courses are general education classes taught in other departments. *ECE/EDU faculty and staff need an extension of the PIF to collaborate with other faculty who teach the required courses to promote the degree.*

III.B. If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (**Reflection: ISLOs**)

Narrative

Our program is participating in assessment of the ISLO on Citizenship this Spring 2017. Adjunct faculty Suji Venkataraman is using the ECE 225 course for this project, which will be completed by mid-May, 2017.

IV.A. Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

Narrative

From the previous CPR, our Plan of Action is being continued in these ways:

1. Explore funding sources
 - a. We have received a 3-year Heising-Simons grant to promote early math, fund Teacher Internships, & support Faculty-Staff Community of Practice, end date 7/2017.
 - b. We have applied for a 3-year Pathways grant to create a cohort model for an accelerated AS-T degree in ECE with a guarantee to transfer to SFSU in Child & Adolescent Development, TBD.
 - c. We have received and are asking for an extension on a PIF grant to support the EPICenter, and develop collaboration between GE and ECE/EDU to support both Degree programs.
2. Faculty certification for online teaching
 - a. 6 faculty have completed the Skyline College DE training.
 - b. We have requested a date for CTTL-training for a group of faculty not yet certified.
3. Develop partnerships with 4-year universities, high schools, and community agencies
 - a. The Pathways grant, should we be awarded, will connect us with SFSU.
 - b. We are in the process of developing a Strong Workforce-funded pilot program for high schoolers to attend Skyline Summer, 2017, and to offer courses at a local high school for Fall/Spring 2017/18.
 - c. We continue to be affiliated with the CA ECE Mentor Program [at San Mateo level], the CCCECE association [at the regional level] and the Child Development Training Consortium [at State level].
4. New faculty hire
 - a. We continue to need a new, third full-time faculty to appropriately build, teach, and promote the three aspects of our program: ECE, Special Ed, and Elementary Education.

We request modification of the Plan in these ways:









1. *Continue Teacher Internships and its Faculty-Staff Community of Practice.* A TI program will be more successful with stipend-paid internships for students taking core courses and working towards application of an Associate Teacher permit with the California State Teacher Credentialing Department. Offer core courses that allow TIs to have consistent schedules. Have faculty-staff Community of Practice meetings to enhance the practical experience of teaching with pedagogy. Add a staff/faculty retreat to assess the skills needed for interns and practicum students.
2. *Develop the AS-T Community of Practice.* Getting faculty who are teaching ECE courses and those teaching GE courses to discuss both teacher-friendly pedagogy and informal case management will likely increase student success and degree attainment.
3. *Enhance the role of ECE 331 course.* Offer course every semester as a recommended course for new students interested in the field. Possibly include a late start date to allow students looking for late registration to explore the role of teaching.
4. *Convene ECE/EDU faculty to develop common assessments for the eight core courses.* Having common assessments will facilitate course success analysis and increase consistency across course sections.

IV.B. Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) **IMPORTANT!** Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**

Associated Objectives

-  [106-AS-T Community of Practice](#)
-  [108-Canvas training for ECE/EDU faculty](#)
-  [110-Develop partnerships. Possible Pathways with SFSU; Skyline SWF Pilot/Oceana High School none](#)
-  [107-ECE/EDU Common Assessment](#)
-  [111-Explore new funding sources](#)
-  [95-Hire of new full time faculty](#)
-  [109-Refurnish room 14-006 for adult learning](#)
-  [105-Sustain and develop Teacher Track Learning Community](#)

Task Details Report

Planning Year: 2017-2018

Planning Unit: Early Childhood Education/Elementary Education

Unit Manager: Browne, Kathryn

Objective: 95 - Hire of new full time faculty

Objective Description:

New faculty hire, for further program dvpt of SpEd &/or Elem.

=\$75,000

Start Date: 4/24/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date:	Completion Date:	Task Status: Ongoing	Budget: \$75,000

Hire a new ECE/EDU Full Time Faculty member. (SPED or Elementary expertise)
Requested from 2014 CPR
FTE committee approval from division priority (Dean) and Program Coordinator advocacy.

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1110	Early Childhood Education/Elementary Education	Estimated salary for New faculty hire for further program development of Special Education or Elementary Education. Note from Christine: Need an instructor from Elementary Ed to help develop the AS-T in Elementary Education.	\$75000.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Early Childhood Education/Elementary Education
Unit Manager: Browne, Kathryn

Objective: 105 - Sustain and develop Teacher Track Learning Community

Objective Description:

Sustain and develop Teacher Track Learning Community =25,800.
 Teacher Internships at CDLC
 Faculty/Staff Community of Practice
 Offering ECE 331 both semesters regardless of enrollment
 Marketing and promotion

Start Date: 4/25/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date:	Completion Date:	Task Status: Ongoing	Budget: \$5,000

B- Staff participation in monthly communities of practice

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
2341	Early Childhood Education/Elementary Education	\$100. for classified staff 4 CDLC Master Teachers and 1 ECE/EDU Program Services Coordinator for 10 months (100 x 5 x 10)	\$5000.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Start Date: 4/25/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 2
Due Date:	Completion Date:	Task Status: Ongoing	Budget: \$12,000

Continue to support Teacher Interns at the CDLC

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
5101	Early Childhood Education/Elementary Education	A- \$500.00 per semester for 8 interns for 3 semesters	\$12000.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Start Date: 4/25/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 3
Due Date:	Completion Date:	Task Status: Ongoing	Budget: \$4,000

B- Faculty participation in monthly COP meetings

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1495	Early Childhood Education/Elementary Education	Objective 2 (Part B) \$100.00 stipend for 2 Faculty, ECE/EDU Program Coordinator, and CDLC Coordinator for monthly meetings for 10 months. (100. x10 x 4)	\$4000.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Start Date:
4/25/2017

Task Type:
Department/Division/Unit

Priority Level:
High

Task Order:
4

Due Date:

Completion Date:

Task Status:
Ongoing

Budget:
\$800

D- Marketing and promotion of Teacher Track Program

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
4580	Early Childhood Education/Elementary Education	Objective 2 (Part D) Duplication of marketing materials for program, orientation and certificates of participation.	\$800.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Start Date:
4/25/2017

Task Type:
Department/Division/Unit

Priority Level:
High

Task Order:
5

Due Date:

Completion Date:

Task Status:
Ongoing

Budget:
\$4,000

Offer ECE 331, The Role of the Teacher every semester regardless of enrollment as part of the Teacher Track Intern Program

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1310	Early Childhood Education/Elementary Education	Offer ECE 331, The Role of the Teacher every semester regardless of enrollment as part of the Teacher Track Intern Program 1 unit course cost \$4,000.	\$4000.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Early Childhood Education/Elementary Education

Unit Manager: Browne, Kathryn

Objective: 106 - AS-T Community of Practice

Objective Description:

Develop the AS-T Community of Practice

= \$6000

Start Date:
4/25/2017

Task Type:
Department/Division/Unit

Priority Level:
High

Task Order:
1

Due Date:

Completion Date:

Task Status:
New/Pending

Budget:
\$6,000

Work with General Education Faculty and ECE/EDU Faculty to develop a community of practice for students pursuing Associate Degrees in Early Childhood Education and Elementary Education.

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1495	Early Childhood Education/Elementary Education	\$2,500. Full time Faculty	\$6000.00	\$0.00
		\$2,500. Adjunct Faculty		
		\$1000. Benefits		

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Early Childhood Education/Elementary Education

Unit Manager: Browne, Kathryn

Objective: 107 - ECE/EDU Common Assessment

Objective Description:

Convene ECE/EDU faculty to develop common assessments for the eight core courses = \$2100

Start Date: 4/25/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date:	Completion Date:	Task Status: New/Pending	Budget: \$21,000

Convene ECE/EDU faculty to develop common assessments for the eight core courses
By having a paid ECE/EDU retreat to work on common assessments for 2 full time 19 adjunct Faculty.

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1495	Early Childhood Education/Elementary Education	\$100. Honorarium for 2 full time faculty and 19 adjunct from the ECE/EDU department to attend evening or weekend retreat to work on common assessments.	\$21000.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Early Childhood Education/Elementary Education

Unit Manager: Browne, Kathryn

Objective: 108 - Canvas training for ECE/EDU faculty

Objective Description:

Faculty certification for online teaching: Obtain focused Canvas training for ECE/EDU faculty = \$600

Start Date: 4/25/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date:	Completion Date:	Task Status: New/Pending	Budget: \$0

Faculty certification for online teaching: Obtain focused Canvas training for ECE/EDU

Have a CTTL Faculty member provide weekend or evening training for 6 adjunct ECE/EDU faculty members

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1495	Early Childhood Education/Elementary Education	<p>\$100. stipend for 6 adjunct faculty to take part in weekend or evening Canvas Training</p> <p>Christine Note: I changed the \$600.00 request to 0 funding. We think that CTTL will offer online training. It would be helpful to offer stipends as financial incentives and support for faculty.</p>	\$0.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Early Childhood Education/Elementary Education

Unit Manager: Browne, Kathryn

Objective: 109 - Refurnish room 14-006 for adult learning

Objective Description:

Refurnish room 14-006 for adult learning by adding foldable tables for group work and new chairs.

Start Date:
4/25/2017

Task Type:
Department/Division/Unit

Priority Level:
High

Task Order:
1

Due Date:

Completion Date:

Task Status:
New/Pending

Budget:
\$5,989

Refurnish room 14-0006 for adult learning

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
4395	Early Childhood Education/Elementary Education	5 adult folding tables for room 14-006 at \$673.00 and 32 adult chairs at \$82. (5 x 673 = \$3,365.) (32 x #82. = 2,624.)	\$5989.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Objectives by Planning Unit and Status

Planning Year: 2017-2018

Planning Year: 2017-2018

Unit Code	Planning Unit	Unit Manager
2411ECEX00	Early Childhood Education/Elementary Education	Browne, Kathryn

Objective Status: New/In Progress

95	Hire of new full time faculty New faculty hire, for further program dvpt of SpEd &/or Elem. =\$75,000	
105	Sustain and develop Teacher Track Learning Community Sustain and develop Teacher Track Learning Community Teacher Internships at CDLC Faculty/Staff Community of Practice Offering ECE 331 both semesters regardless of enrollment Marketing and promotion	=25,800.
106	AS-T Community of Practice Develop the AS-T Community of Practice	= \$6000
107	ECE/EDU Common Assessment Convene ECE/EDU faculty to develop common assessments for the eight core courses =\$2100	
108	Canvas training for ECE/EDU faculty Faculty certification for online teaching: Obtain focused Canvas training for ECE/EDU faculty = \$600	
109	Refurnish room 14-006 for adult learning Refurnish room 14-006 for adult learning by adding foldable tables for group work and new chairs.	
110	Develop partnerships. Possible Pathways with SFSU; Skyline SWF Pilot/Oceana High School none Develop partnerships with Oceana high school and Jefferson High School District for dual enrollment programs. Work on possible grant with SFSU to create AS-T pathways in general education for ECE/EDU students.	
111	Explore new funding sources Explore new funding sources: H/S extension, AST Pathway Grant, and revise PIF none	