

**COLUMBIA COLLEGE**  
**Narrative for Proposed**  
**Certificate of Achievement: Associate Infant/Toddler Teacher**

## CTE Program Narrative

**NAME OF COLLEGE:** Columbia College

**CONTACT:** Klaus Tenbergen

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**DATE:** 1/20/16

**DIVISION:** CTE

**FACULTY:** Adrienne Seegers

**PROGRAM NAME:** Child Development

**REASON FOR APPROVAL REQUEST (Check One):**

- New Program Proposal
- Program Revision Proposal (Substantial or TOP Code Changes)
- Locally Approved

**TYPE OF DEGREE:**

- Certificate of Achievement
- Associate of Arts
- Associate of Science
- Associate of Arts for Transfer
- Associate of Science for Transfer
- Other

**TRANSFER APPLICABILITY:** Yes  No

**ATTACHMENTS/INFORMATION REQUIRED:**

Labor/Job Market Data and Analysis  
Advisory Committee Meeting Minutes

List of Advisory Committee Members  
Employer Survey, if applicable

## 1. Statement of Program Goals and Objectives

*Identify the goals and objectives of the program. For CTE programs, the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupations or fields the program will prepare students to enter and the basic occupational competencies students will acquire.*

*If the program is selective, describe relevant entry criteria and the selection process for admission to the program. Specify all mandatory fees that students will incur for the program aside from the ordinary course enrollment fee.*

The goal of the Associate Infant/Toddler Teacher Certificate of Achievement is to prepare students to enter the workforce as qualified providers of high quality infant/toddler care. Students earning this certificate will be eligible for associate teacher positions in state and federally-funded programs including Early Head Start and California Department of Education infant and toddler programs, and will be well qualified to teach in private licensed programs. Students will have met the education requirement to apply for a state Child Development Permit (issued by the California Teacher Credentialing Office) at the Associate Teacher level. Five of the six courses in the certificate are aligned with the California Community Colleges *Curriculum Alignment Project (CAP)*. For more information on the CAP visit: [https://www.childdevelopment.org/cs/cdtc/print/htdocs/services\\_cap.htm](https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm) The certificate is also designed to prepare students in the areas identified by the California Early Childhood Educator Competencies. The Competencies encompass:

Child Development and Learning	Special Needs and Inclusion
Culture, Diversity and Equity	Learning Environments and Curriculum
Relationships, Interactions and Guidance	Health, Safety and Nutrition
Family and Community Engagement	Leadership in Early Childhood Education
Dual-Language Development	Professionalism
Observation, Screening, Assessment, and Documentation	Administration and Supervision

Students who successfully complete the Certificate of Achievement in Associate Infant/Toddler Teacher will:

- Possess the skills needed to provide appropriate care and environments for infants and toddlers
- Describe developmental stages in-utero through 36 months
- Demonstrate skills in observation, assessment and documentation
- Value relationship based care and approaches to learning
- Create strong supportive relationships with families

## 2. Catalog Description

*Enter exactly as it will appear in the catalog, including program outcomes. The description must also*

- *Convey the certificate's goal(s) and objectives*

- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- For CTE programs, the description must list the potential careers students may enter upon completion.
- Convey what the student may expect as an outcome

The Certificate of Achievement in Associate Infant/Toddler Teacher provides students with a foundation in high-quality caregiving and environments for infants and toddlers. Coursework includes knowledge of child development from the prenatal stage through age 3, understanding the child in the context of his/her family, inclusive practice, health and safety, and observation and assessment. This certificate prepares students for entry-level teaching roles with infants and toddlers in private as well as state and federally-funded programs. The courses included satisfy the education requirements for the California Child Development Permit Matrix at the Associate Teacher level. This certificate prepares students to work at the aide or teacher level in infant/toddler care settings.

*If applicable, reference accrediting and/or licensing standards. If there is a widely recognized certification provided by a professional association, specify whether the program will fully prepare completers for the recognized professional certification.*

### 3. Program Requirements

*The program requirements must be consistent with the catalog description. The number of units, specific course requirements and the sequence of the courses must be coherent, complete and appropriate. Display the program requirements in a table format that includes all courses required for completion of the program (core requirements and required or restricted electives), subtotal of core units, and total program units. For each course, indicate the course department number, course title, and unit value.*

Display of Program Requirements

<b>Core Courses</b>	<b>Title</b>	<b>Units</b>
CHILD 1	Child Growth and Development	3
CHILD 22	Child Family Community	3
CHILD 26	Health Safety and Nutrition	3
CHILD 42	Infant Toddler Development	3
CHILD 43	Infant Toddler Care and Education	3
CHILD 44	Infant Toddler Practicum	3
	<b>Total Core Courses</b>	<b>18</b>

In addition to the core courses, the student must take at least 0 units from the following courses:

<b>Elective Courses</b>	<b>Title</b>	<b>Units</b>
	<b>Total Elective Courses</b>	

<b>Total Units Required for Certificate</b>	
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Display of Proposed Sequence

<b>First Semester</b>	<b>Units</b>
CHILD 1	3
CHILD 22	3
CHILD 26	3
CHILD 44	3
<b>Total</b>	<b>12</b>

<b>Third Semester</b>	<b>Units</b>
<b>Total</b>	

Second Semester	Units
CHILD 43	3
CHILD 44	3
<b>Total</b>	<b>6</b>

Fourth Semester	Units
<b>Total</b>	

**4. Master Planning (Background and Rationale)**

*Given the stated goals and objectives, address the role the proposed program will fulfill in the college’s mission and curriculum offerings. This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program’s relevancy for the region and college.*

*The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the certificate. A proposed new certificate must not cause undue competition with an existing program at another college.*

*If any expenditures for facilities, equipment or library and learning resources are planned, please explain the specific needs in this section.*

*If the program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided.*

The mission of Columbia College reads: *Columbia College is a dynamic institution of learners and creative thinkers dedicated to high standards of student success. We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of improvement through measuring student learning across the institution. We strive for excellence, foster a spirit of professionalism and embrace diversity.*

The proposed Certificate of Achievement in Associate Infant/Toddler Teacher aligns with the dynamic culture of the college in that it is a high-quality program award developed in direct response to evolving community needs. Born out of a child development advisory committee meeting conversation about predicted changes in local child development services and trends, this change supports the priorities described in the Columbia College mission. Advisory committee support is indicative of clear and strong community support, since Columbia College has a long and established history of educating and training a substantial number of child care professionals within our regional workforce.

The development of this certificate resulted from a dialog that took place during our most recent Child Development Advisory Committee meeting. Because of recent policy and funding changes in California, free preschool will soon be available to all families. As a result, more families will choose new and free, state-funded programs, decreasing demand for preschool teachers within the Head Start framework, which currently employs a significant number of our program completers. As such, Head Start plans to deemphasize preschool offerings and expand their infant and toddler care services, increasing demand in this area of the discipline.

Additionally, employers within our community and our region have expressed an increasing need for additional infant/toddler classes in the last several years. This year, they also recommended the adoption of a certificate geared specifically for training infant/toddler teachers, as they forecast needing as many as ten to fifteen new staff to care for children aged 0-3 in the coming years. Advisory committee members requested that the certificate include courses that provide students with a solid grasp of infant/toddler development, and provide a foundation in the elements of high-quality infants and toddlers programs: small group care, primary care, and continuity of care. The Advisory Committee believes the certificate as proposed will be an effective response to the anticipated increase in need for well-trained infant/toddler teachers in the community.

## 5. Need for Program

### a. Enrollment and Completer Projections

*Address and justify the number of projected students or “annual completers” to be awarded the certificate each year after the program is fully established.*

According to current student counts it is estimated that approximately 8 students will earn this certificate in Year 1, and 10 students in Year 2. We anticipate that the addition of this certificate will increase both the total number of students pursuing an associate degree and/or certificate in Child Development as well as the number certificate completers within the child development program area. We project that enrollments in Infant/Toddler specific classes will grow slowly and incrementally as students discover the clear value of this certificate to employers who are experiencing an increased demand for this type of academic preparation.

### b. Labor Market Information (LMI)

*Summarize the Labor Market Information (LMI) and employment outlook (Including citation for the source of the data) for students exiting the program.*

*Enter table or chart as a separate attachment.*

The labor market data suggests that there will be slow but meaningful growth in openings for child care workers in our region. This is consistent with what our largest local employers (Amador Tuolumne Community Action Agency and the Resource Connection) forecast. As described earlier in the proposal, changes in the system providing care for preschoolers will likely result in additional demand for qualified infant/toddler teachers. Please find the complete EMSI Q3 2015 Data Set accompanying this proposal narrative.

EMSI Q3 2015 Data Set | [www.economicmodeling.com](http://www.economicmodeling.com)

### c. Employer Survey (if applicable)

*When strong LMI data is not available, an employer survey may be submitted. Provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results. The survey must address the extent to which the proposed degree or certificate will be valued by employers.*

**6. Place of Program in Curriculum/Similar Programs**

*Review the college’s existing program inventory, then address the following questions:*

- *Do any active inventory records need to be made inactive or changed in connection with the approval or the proposed program? If yes, please specify.*
- *Does the program replace any existing program(s) on the college’s inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).*
- *What related programs are offered by the college?*

The proposed Certificate of Achievement in Associate Infant/Toddler Teacher includes two new courses (CHILD 42 and CHILD 43), and a renamed and numbered course (CHILD 44). The certificate does not replace an existing program award on the college’s inventory. It is a new program award. Columbia College currently offers two associate degrees, as well as a Certificate of Achievement in Child Development

- AS in Child Development
- AS-T in Early Childhood Education
- Associate Child Development Teacher Certificate of Achievement

**7. Similar Programs at Other Colleges in Service Area**

*List similar programs offered at other colleges within the Central/Mother Lode Region that may be adversely impacted. Enter ‘none’ if there are no similar programs.*

College	Program
None	None


**Supporting documentation required**

**Labor Market Information**

*In a separate attachment, provide current Labor Market Information showing that jobs are available for program completers within the local service area. Statewide or national LMI may be included as supplementary support but evidence of need in the specific college service area or region is also necessary.*

**List of Members of Advisory Committee**

*This list must include advisory committee member names, job titles, and affiliations.*

<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Charlotte Beck	Children’s Services Manager	The Resource Connection
Marguerite Bulkin	Superintendent of Schools	Tuolumne County Schools Office
Tiffeny Flies	Family Services Manager	Columbia College
Kelly Greasch	Program Manager	The Resource Connection
Suzan Greenwood	Local Child Care Planning Council	Infant/Child Enrichment Services
Pam Guerra-Schmidt	Child Development Training Consortium Coordinator/Faculty	Columbia College
Holly Hutchins	PM Club Teacher/Director	Senior Youth Partnership
Deb Johnson	Educational Services Manager	Amador Tuolumne Community Action Agency (ATCAA)
Chris McKenzie	Resource and Referral Program Manager	Infant Child Enrichment Services



Donna Meiss	Early Education Specialist	First Five/Tuolumne County Schools
Molly Rose	Teacher/Director	Summerville Parent Preschool
Suzi Schneider	ROP Instructor	Bret Harte High School
Adrienne Seegers	CA Early Childhood Mentor Program Coordinator/Faculty	Columbia College
Willow Thorpe	Executive Director	Infant Child Enrichment Services
Samantha White	Graduate/Head Start Teacher	Amador Tuolumne Community Action Agency (ATCAA)
Marcia Williams	Director Early Childhood Services	Amador Tuolumne Community Action Agency (ATCAA)

### **Recommendation of Advisory Committee (Meeting Minutes)**

*In a separate attachment, provide minutes of the advisory committee meetings at which the program was discussed and approved, with relevant areas highlighted, as well as a summary of the advisory committee recommendations.*

# Occupation Overview

EMSI Q3 2015 Data Set

December 2015

## Columbia College



11600 Columbia College Dr.  
Sonora, California 95370  
209.588.5100

# Parameters

## Occupations

Code	Description
25-2011	Preschool Teachers, Except Special Education
39-9011	Childcare Workers

## Regions

Code	Description
6009	Calaveras County, CA
6109	Tuolumne County, CA

## Timeframe

2013 - 2015

## Datarun

2015.3 – QCEW Employees, Non-QCEW Employees, and Self-Employed

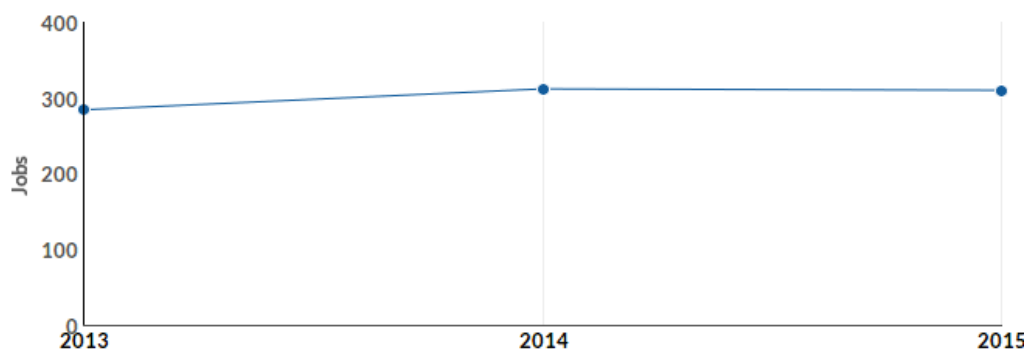
## 2 Occupations in 2 Counties

### Occupation Summary for 2 Occupations

<b>311</b> Jobs (2015) 6% below National average	<b>+9.0%</b> % Change (2013-2015) Nation: +1.4%	<b>\$9.41/hr</b> Median Hourly Earnings Nation: \$9.66/hr
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### Growth

<b>285</b> 2013 Jobs	<b>311</b> 2015 Jobs	<b>26</b> Change (2013-2015)	<b>9.0%</b> % Change (2013-2015)
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Occupation	2013 Jobs	2015 Jobs	Change	% Change
Preschool Teachers, Except Special Education (25-2011)	75	85	10	13%
Childcare Workers (39-9011)	210	226	16	8%

## Percentile Earnings

**\$8.61/hr**

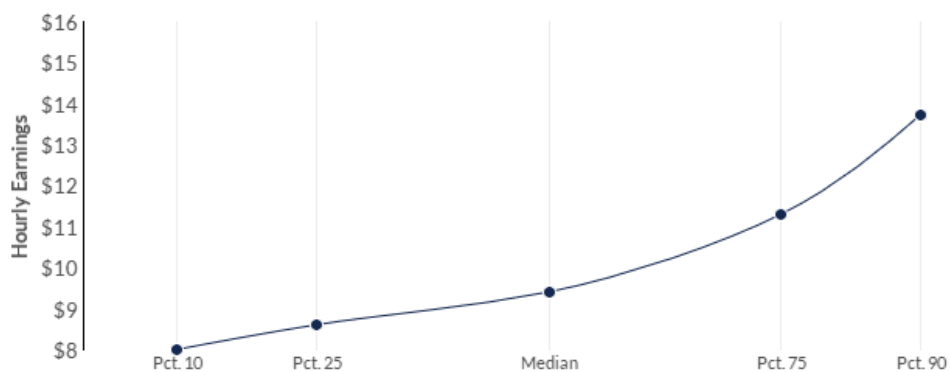
25th Percentile Earnings

**\$9.41/hr**

Median Earnings

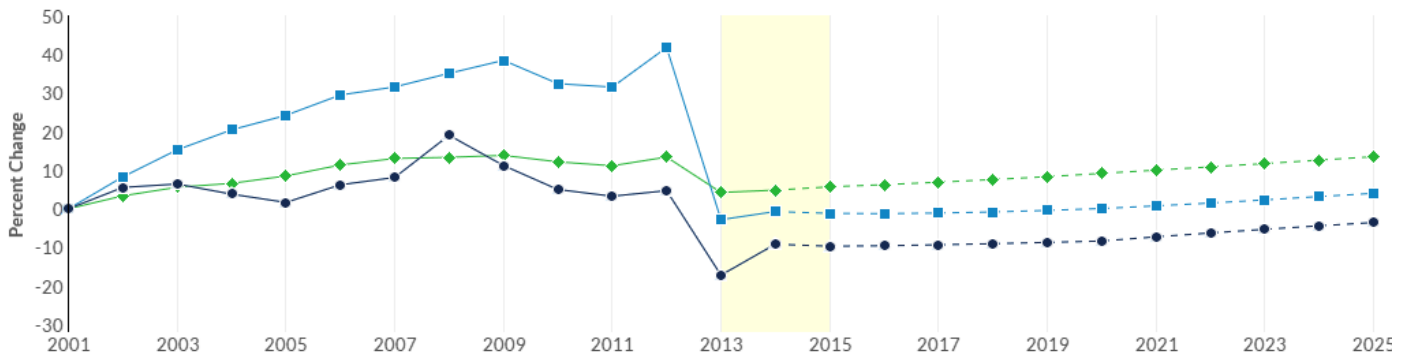
**\$11.31/hr**

75th Percentile Earnings



Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Preschool Teachers, Except Special Education (25-2011)	\$10.02	\$11.35	\$15.42
Childcare Workers (39-9011)	\$8.09	\$8.70	\$9.82

# Regional Trends



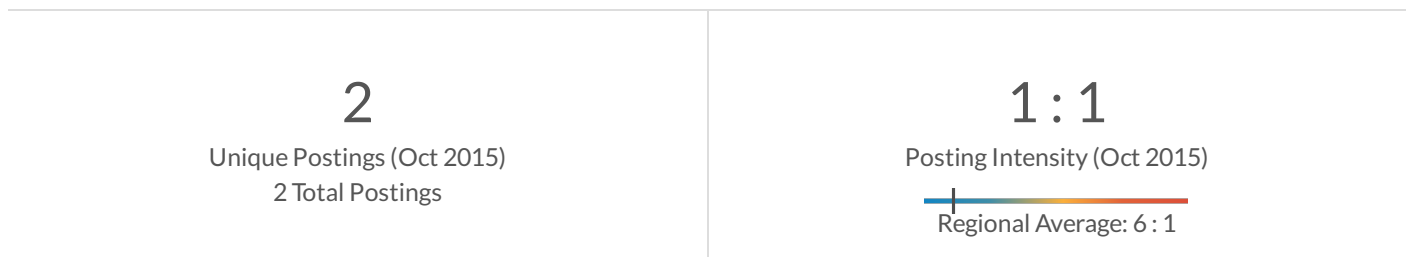
Region	2013 Jobs	2015 Jobs	Change	% Change
● Region	285	311	26	9.1%
■ California	207,062	210,539	3,477	1.7%
▲ Calaveras/Tuolumne	285	311	26	9.1%
◆ Nation	1,685,112	1,708,684	23,572	1.4%

## Regional Breakdown



County	2015 Jobs
Calaveras County, CA	165
Tuolumne County, CA	146

## Job Postings Summary



There were 2 total job postings for 2 *Occupations* in October 2015, of which 2 were unique. These numbers give us a Posting Intensity of 1-to-1, meaning that for every 1 postings there is 1 unique job posting.

This is lower than the Posting Intensity for all other occupations and companies in the region (6-to-1), indicating that companies may not be trying as hard to hire this position.

## Occupation Gender Breakdown



Gender	2015 Jobs	2015 Percent
● Males	23	7.5%
● Females	287	92.5%

## Occupation Age Breakdown



Age	2015 Jobs	2015 Percent
● 14-18	9	2.9%
● 19-24	43	13.8%
● 25-34	67	21.7%
● 35-44	60	19.5%
● 45-54	61	19.8%
● 55-64	49	15.9%
● 65+	20	6.5%



## Occupation Race/Ethnicity Breakdown



Race/Ethnicity	2015 Jobs	2015 Percent
White	203	65.4%
Hispanic or Latino	65	20.9%
Black or African American	19	6.1%
Asian	16	5.3%
Two or More Races	6	1.9%
American Indian or Alaska Native	1	0.3%
Native Hawaiian or Other Pacific Islander	0	0.1%

## Occupational Programs

3

Programs (2014)

15

Completions (2014)

13

Openings (2014)

CIP Code	Program	Completions (2014)
19.0709	Child Care Provider/Assistant	15
19.0708	Child Care and Support Services Management	0
19.0706	Child Development	0

## Industries Employing 2 Occupations

Industry	Occupation Group Jobs in Industry (2015)	% of Occupation Group in Industry (2015)	% of Total Jobs in Industry (2015)
Child Day Care Services	129	41.4%	73.7%
Private Households	39	12.4%	27.2%
Elementary and Secondary Schools (Local Government)	36	11.5%	1.7%
Religious Organizations	30	9.7%	8.3%
Other Residential Care Facilities	22	7.0%	15.9%

# Appendix A - Data Sources and Calculations

## Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

## Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

## Completers Data

The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

## Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

## Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

## Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

## State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

## Child Development Advisory Committee Fall 2015

9/18/15 11:30-1:00

### Minutes

Present: Adrienne Seegers Child Dev Faculty, Klaus Tenbergen CTE Dean, Pam Guerra-Schmidt Child Dev Faculty, Tiffeny Flies Family Care Services Manager, Donna Meiss Tuolumne County Schools SELF Program, Suzan Greenwood ICES, Marcia Williams, ATCAA

#### I. Instructional Program Updates:

- Adrienne introduced Pam
- We currently have 68 students pursuing our Child Development AS and 24 students pursuing the AS-T (Transfer Degree) in Early Childhood Education.
- Sent out a SurveyMonkey asking for info on spring schedule of classes. Got a fairly good response that we are using as we design the spring schedule. The biggest change is offering day time classes 2 days a week rather than in a single 3 hour block.
- The Child Development Club met for the first time with a great turn out of 11 students. They were all new students but willing to step up and take leadership roles!
- Our new Instructional Support Aide, Kaitlyn Hanson will be starting Tuesday 9/29. We are delighted to have Kaitlyn join our team. A recent graduate of Columbia College she is pursuing a BA at Stan State, she brings experience with children as well as adult learners and lots of energy to the job!
- We had to cancel both the Practicum class as well as Infant/Toddler Caregiving due to low enrollment. Needed 15 in both classes, only had 5 or less. Marcia shared that the course is needed and that ATCAA needs staff who have 6 infant toddler units. Adrienne will set up a meeting with Marcia and Mary to discuss options to get a class to fill. The group directed Adrienne and Pam to develop an Infant/Toddler certificate to respond to the local demand for infant/toddler teachers, particularly in light of the expansion of T-K which my lower preschool demand.
- Pam shared that she is looking forward to getting to know what the local resources for children and families are and made several connections for information as well as various people to contact.

#### II. Child Care Center Updates:

- Three strong master teachers. Early Head Start partnership working out very well. Just got the OK from licensing to use both outside spaces. The program feels good with good energy.
- Through IMPACT with First 5 staff will be learning more about CLASS.
- Center is currently low enrolled due to difficulty getting student positions fully staffed.
- Food Program review went well, an interesting experience with a new analyst.

### III. CDTC

- Pam shared that she is webinar trained.
- This semester will reimburse students \$25/unit.
- Will try to capture summer students.
- We can request additional funds from the state office if the demand is there.

### IV. Program Updates

- Marcia shared that ATCAA is opening an Early Head Start in Jamestown with 11 spaces in January 2016. Amador centers have been closed for Butte Fire. She has a great new staff with 15 new folks. All her training dollars are going to coaching.
- Suzan reported that Adrienne is a new board member at ICES. Infant/Toddler care need is huge, and desperate. The Child Care Initiative Project (CCIP) helps to recruit new providers. New Tuolumne County licensing analyst seems good and has good knowledge base as well as an open mind. ICES ends up recruiting families who can't find child care to become family child care providers. Sheila Kruse is coming to the LCCPC provider breakfast to talk about how family child care providers can engage with First 5 IMPACT. Looking for ways to motivate folks to participate in professional development.
- Donna reported that the Social Emotional Learning Foundations (SELF) program is serving 7 sites this fall doing coaching and mentoring as well as providing materials in response to each program's needs. Donna now has an Early Childhood lending library of kits that teachers can borrow. (We talked about possibly storing them here on campus rather than in Donna's already small office.) Child 41 Implementing Curriculum for Young Children has 15 students in our first semester offering it as a hybrid. Saturday 9/18 was the first face to face meeting. Donna is working on dates for the CPIN meetings this year in November and March. The topic will be Earth Science and Physical Science.