

Early Childhood Management Program Review  
Second Follow-Up Report  
Spring 2008

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TASK FORCE MEMBERS

Chair, Gwendolyn Parsons  
Lydia Walter  
Robin Pentz  
Terri Fernandez  
Eunice Lopez  
Wendie Cobb  
Terri Rogal

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A task force was assembled in the spring term of 2007 to conduct a review of the Early Childhood Management program. A progress report is drafted one year following completion of the task force report by the chairperson. The report is sent electronically to the Special Assistant to the President for Strategic Planning & Analysis for college-wide distribution and archiving. Recommendations not achieved within a year are to become "objectives" in the corresponding unit plan to ensure a continued focus on their achievement.

Listed below are seven task force recommendations, followed by a brief report of progress toward implementation.

**Challenge #1 Identified by the Task Force:** There is no transitional pathway from ECP/CDA-E to national credentialing. Training for home care providers is not embedded within program. Early childhood course offerings, (including CDA-E credentialing) within the continuing education department not overseen by the unit.

**Recommendation #1:** Develop transitional pathway for students who complete their ECP, CDA-E, and/or Associate Degree to obtain national credentialing. Create online courses for those not able to physically attend in-class portions of training. Create specialized pathways for home child care providers and infant/toddler training. Develop reciprocal system for coordination of information and communication between the unit and the Continuing Education Department. Place all early childhood classes and programming under one, clearly defined department.

Status of Recommendation: The early childhood department has chosen to offer staff credentialing under the Department of Education. The Early Childhood Professional Credential (ECPC) will be available for students to pursue in FA/08. A transitional pathway to credentialing at the national level will then be pursued. Pathways for home care providers and infant/toddler training have not been developed. A course required for program completion has been approved by academic affairs to be offered entirely online. The majority of early childhood course offerings will be offered in a hybrid/blended format in FA/08. The department has enhanced its communication with continuing education. Early childhood professional development courses will be coordinated by the early childhood department in FA/08.

**Challenge #2 Identified by the Task Force:** The unit's child development center and teaching lab school (Dale Mabry location) has not earned national accreditation. Centers at both locations presented with challenges compromising quality within program delivery. These include lack of alignment between staff compensation and educational attainment, lack of space for instructional materials, lack of technology, lack of support staff, and inconsistency in teaching methodology between centers. There is no financial support for mentoring of practicum students within lab schools.

**Recommendation #2:** Obtain NAEYC accreditation for child development center and teaching lab school at Dale Mabry location. Renovations to center are required to meet accreditation standards. These include an increase in interior space to accommodate office, staff, and kitchen areas. Construct space at both sites for instructional materials. Ensure the availability of current technology at both sites, including placement of one

computer with web access in each classroom. Develop program manual to ensure consistency in teaching methodologies between centers. Provide financial support for mentoring of practicum students, including stipend for one staff member in each center for FA/SP semesters. Align staff compensation with educational attainment.

Status of Recommendation: Per the President's Cabinet (11/30/07), staff has identified an alternative, less costly, accreditation program for the Dale Mabry center. The alternative program is currently being considered for adoption. The directors of both child development centers have studied the allocation of space for instructional materials. Funding will be required to complete additions for instructional materials. Assistance from ITS will be required to develop a technology plan to include goals, expected outcomes, targeted beneficiaries, and costs.

A manual has not been developed to ensure consistency in teaching methodologies between centers. Financial support for the mentoring of practicum students has not been available. The President's Cabinet has not approved the alignment of staff compensation with educational attainment.

*Note: In order to maintain NAEYC (National Association for the Education of Young Children) accreditation standards at the Ybor Child Development Center & Teaching Lab School:*

- *By 2010, at least 50% of teachers must have a minimum of an associate's degree, at least 25% of teachers must have a minimum of a baccalaureate degree, and all must be enrolled in an associate's or baccalaureate degree program.*
- *By 2015, all teachers must have a minimum of an associate's degree and at least 50% of teachers must have a minimum of a baccalaureate degree.*

*Salary issues must be revisited to address expected challenges in recruitment and retention.*

**Challenge #3 Identified by the Task Force:** Low number of professional development conferences for the community.

**Recommendation #3:** Develop an Early Childhood Lecture Series. Coordinate with local early childhood professional organizations to sponsor professional development workshops and courses through HCC.

Status of Recommendation: The department has coordinated efforts with Hillsborough Childcare Licensing and the Early Learning Coalition to offer workshops to early childhood providers.

**Challenge #4 Identified by the Task Force:** Male students constitute 2% of program enrollment. Recent high school graduates constitute 1% of program enrollment.

**Recommendation #4:** Develop outreach program, in coordination with college's student services department, for the purpose of increasing recruitment of male students and recent high school graduates.

Status of Recommendation: The department has not addressed this recommendation thus far.

**Challenge #5 Identified by the Task Force:** No marketing plan exists to increase enrollment within unit.

**Recommendation #5:** Create marketing plan, in coordination with college's IR/MIS and marketing departments. Create brochures, "at-a-glance" sheets, and DVD to promote unit. Redesign EC website with links to separate pages.

Status of Recommendation: The department has created an early childhood web log to post current schedules, conferences, and issues of interest for early childhood providers. The department has not begun working with IR/MIS thus far.

**Challenge #6 Identified by the Task Force:** Lack of program support staff, registration and coding problems, and problems with information access has negatively affected enrollment.

**Recommendation #6:** Employ half time program assistant to facilitate with information access and clerical duties to increase program enrollment. Correct coding errors within Datatel.

Status of Recommendation: Faculty member has increased advising efforts and has corrected thirty coding errors within Datatel. Two work-study students have been assigned to the department to facilitate information access and clerical duties.

**Challenge #7 Identified by the Task Force:** Very low completer to program enrollment ratio.

**Recommendation #7:** Provide tutoring services to increase completion rates. Track CDA-E completion rates in Trendline.

Status of Recommendation: All early childhood students have been provided with information regarding tutorial services. The feasibility of designing a college credit certificate (to capture completion rates in staff credentialing) has not been addressed. Seventeen students graduated with a degree in early childhood in SP/08.