



New CTE Program Development Process Stage 1: Program Abstract Proposal

The “Program Abstract” is the first step for those individuals or teams interested in proposing a new career and technical education (CTE) program. When complete, submit the information to the Vice President for Instruction, who will solicit feedback from the President’s Advisory Team and the President. The president may then approve the abstract as is, ask for additional information, or deny the proposal.

Details regarding the full process for developing new CTE programs is available through the Vice President for Instruction’s office.

Proposer(s): Amy Howell, Early Childhood Education; Tom Barry, Chair, Social Sciences

- 1. Program Overview:** Provide a general description of the program and program goals. If the program needs to start quickly, the proposer should indicate whether the program should be offered in a non-credit format and a plan to transition it to credit offerings. If program courses were previously offered as noncredit courses, describe program enrollment trends, program history, and other lessons learned from the noncredit offerings.

Overview:

The Developmentally Appropriate Learning Environments (DALE) certificate is designed to support students seeking careers in environments that serve young children and families. The DALE certificate is a step along the pathway to the AAS in Early Childhood Education, and it invites students to apply theories of developmentally appropriate practice within early learning environments.

Students with intentions to seek higher degrees or career opportunities in settings serving children and families may use the DALE Studies Certificate to demonstrate coursework and field placement experience. Credits will apply toward the Head Start Reauthorization Act for *highly qualified* lead and assistant teachers and family advocates. Students considering the Early Childhood Development program through Southern Oregon University may apply all courses to SOU program requirements.

Potential Students:

Many regional programs providing programming for young children follow the Head Start mandates for determining *highly qualified* staff. In addition to the influence of Head Start, the Oregon Online Registry is a voluntary program in which early childhood educators may submit evidence of training, work experience and college coursework to determine increased *Steps* for professional development. Currently, COCC is one of several community colleges in Oregon that recognizes the Oregon Registry and articulates courses (up to 11 credits from ED 140, 151, and 262) for students with a *Step 7* or higher.

Another subset of our current ECE students include students intending to transfer to bachelor programs, including Southern Oregon's Early Childhood Education program and Oregon State University's Human Development and Family Sciences (HDFS) program. Students on this path may or may not already have an associate or bachelor degree. Additionally, we have a few students every year entering with degrees but lacking the classroom experience required for admittance into the MAT program.

A third group of students who will benefit from this potential certificate include our English language learners within the ECE program. Following the support of the Partners in Practice Grant, the ECE program has seen an increase in the number of students who declare Spanish as their first language. With grant and institutional support, we have been able to offer a number of our ECE classes in Spanish. Currently, we have a cohort of approximately 40 students who have taken ED 140, 151, 112, and 152 in their first language. This has allowed a historically underserved population to have access to critical coursework to support their employment in Central Oregon's early learning programs. The DALE would offer a completion step for those students seeking livable wages as early learning professionals while increasing their English language skills.

- 2. Strategic Alignment:** Describe how the new program fits with the COCC mission, strategic plan, and accreditation core themes.

Alignment with Institutional Goals:

These combined professional efforts lead to an increased number of students returning to college classrooms to expand their coursework and background in specific areas within the early childhood education field. Many of these students will, eventually, earn their Associate degrees; however, many of them do not require a degree to meet their goals. Overall, a certificate supports SEM target objectives one and two for course and program offerings and service to the college district.

In an effort to meet student and institutional needs, as outlined by the SEM 2012-2014 recommended targets, a certificate option will support retention by providing a short-term goal that is achievable in 3 terms. A certificate option provides persistence in that all courses will apply to both AAS and AAOT degrees should the student wish to pursue the program pathway. And, the certificate will support completion by expanding CTE major certificates and career pathways that may stand alone or articulate with AAS degrees.

- 3. Employment Projections:** Provide evidence of employment opportunities after program completion, including anticipated wage upon entry, wage progression potential and a statement of need for the occupation. Possible resources include: [Oregon Labor Market Information System \(OLMIS\)](#); discussion with the regional economist (541.388.6442 or 541.306.1645); and [the U.S. Bureau of Labor Statistics](#). Professional organizations and other data sources may also be used.

The labor market analysis should include regional and national data on the following questions, noting that both Central Oregon and national trends may be considered:

- a. Why is this program necessary?
- b. Does the workforce data show that the proposed program is needed?
- c. Can training be provided without creating a new program?
- d. What other data resources have been utilized in addition to the Employment Department, e.g., professional organizations, national census, and regional workforce specialists?
- e. What career pathways, employment opportunities, and further educational opportunities exist for students who complete the program?

Currently, the population interested in pursuing an associate's degree in Early Childhood Education (AAS and AAOT) include new and returning students intending to enter the field to serve various roles, including

Early childhood educator roles such as an infant/toddler, preschool/pre-kindergarten, or K-grade 3 classroom teacher, family child care provider, Head Start teacher, or paraprofessional in public schools;

Home-family support roles such as family advocate, child protective services worker, or parent educator; or

Professional support roles such as early childhood administrator in a childcare or Head Start program, staff trainer, peer/program mentor, or advocate at the community, state, or national level.

In addition to serving first time students seeking associate and transfer degrees in ECE, our program includes a number of students returning to college to meet increased standards for early childhood teachers. The **Head Start Reauthorization Act (2007)** mandates a significant increase in staff qualifications.

- *At least 50% of Head Start teachers, nation-wide, must, by September 30, 2013, have a BA or advanced degree in early childhood education or a related degree with experience teaching pre-school age children.*
- *All Education Coordinators must, by September 30, 2013 have a BA or advanced degree in early childhood education or a related degree with experience teaching pre-school age children.*
- *All Head Start teacher assistants must, by September 30, 2013, have at least a CDA credential, or be enrolled in a program leading to an associate or baccalaureate degree, or be enrolled in CDA credential program that will be completed within two years.*
- *All Head Start agencies must submit an annual report to HHS on their progress in meeting the above degree and credentialing requirements*
- *All Head Start teachers must, by October 1, 2011, have at least an AA degree in early childhood education or a related field with pre-school teaching experience or have a BA degree and been admitted into the Teach for America program.*
- *All Head Start teachers must attend at least 15 hours of professional development each year.*

Local Market Need:

Each year we serve a number of students returning to school to seek degrees toward licensure in education. Many individuals already have Bachelor degrees in non-related fields, and they need coursework for eligibility in graduate programs. The DALE Certificate provides coursework and field placement experience to meet this need.

- 4. Implementation Timeline:** The typical timeline for implementing a new CTE program is included in Appendix A. Describe the anticipated timeline for program implementation, indicating any modifications to the traditional timeline described in Appendix A. Note that the timeline provided is for a traditional start up only; *extraordinary* resources may allow a more rapid implementation timeline and should be explained in the program proposal.

Ideally, we would like to see the DALE Certificate option included in the 2016-2017 catalog. The required courses for DALE are already offered, and given that this certificate option is fully contained within the AAS degree, there are no additional supports needed. The DALE does include program elective options, which are currently in Curriculum for approval (ED 176: Social, Emotional, and Mental Health in Early Childhood Education and ED 253: Teaching and Learning in a Digital Age).

- 5. Organizational Structure and Implementation Team:** Identify campus faculty and staff who will be involved in implementing this program, including the program developer, the department to which this program will report, and the chair, dean and other implementation team members. Include specific names and at what stage it is anticipated that a content expert may need to be hired.

The DALE Certificate is fully contained within the existing AAS in Early Childhood Education degree. Therefore, the current faculty and staff provide adequate support for this proposed completion step.

Program Director: Amy Howell

Social Sciences Department Chair: Tom Barry

Instructional Dean: Stacey Donohue

- 6. Specialized Accreditation:** Indicate whether the program requires specialized accreditation and any known accreditation requirements which may impact program delivery, staffing, budget, or other factors.

N/A

- 7. Diversity:** Explain how this program may help support or foster diversity of our student population, academic programs, values, or other considerations.

Following 24 months of support from the ODE Early Learning Division and the Race to the Top Early Learning Professional Development grant programs, COCC has been able to offer generous financial support to our child care providers and students in Redmond, Madras, and Warm Springs. Many of our Partners in Practice scholarship recipients indicate Spanish as their first language. Under the support of the grant, we have been able to offer a number of Early Childhood Education courses in the Spanish language. As such, we have over 30 students who are close to meeting DALE requirements. With approval, these students, as with our English-speaking students, have a meaningful completion point that allows professional recognition and increased employability in the field of early learning.

8. Exceptional Needs: Describe extraordinary needs anticipated as a result of this program; this includes teaching and/or support staff, facilities, policy changes, accreditation requirements or other considerations.

N/A