



BRIDGES



In This Issue

When Proposition 82 failed at the polls last June, so did hopes for a huge infusion of new professional development resources for California's early childhood educators. However, the march toward ever-higher academic expectations for early childhood educators has not lessened. New academic expectations for teachers in the reauthorization of the Head Start Act is but one example of the continuing march. This issue of the *Bridges* journal brings together a wealth of information on professional development activities and products, from establishing an exciting project to align California's early childhood curriculum to developing innovative university programs for working teachers. We hope you will find this issue useful.

We thank the director of the Child Development Training Consortium, Patty Scroggins, for all of her work in bringing this issue of the *Bridges* journal to fruition.

A Message from the California Head Start Association

by *Lucía Palacios, President,*
California Head Start Association

Greetings from the California Head Start Association! We are very pleased to contribute to this issue of *Bridges* and continue our close partnership with the California Head Start-State Collaboration Office.

In this edition of *Bridges*, you will be informed on a wide variety of resources related to professional development and higher education. This information is critical for Head Start and Early Head Start agencies that seek to provide the very best training and resources for all staff. We see a variety of state legislative efforts to raise the educational requirements, degrees, and standards for many early childhood education (ECE) staff. Furthermore, the pending reauthorization of the Head Start Act dedicates much attention to the

educational requirements of teachers, family service workers, and other personnel. Combined with the increasing complexity of our curricular and child development conceptual structure, continuing education is a way of life in our programs and for most of our colleagues in the field.

These requirements are complicated further by the location of many Head Start programs and the programs' ability to retain highly educated and qualified staff. The most recent Head Start Program data for California show that 23.7 percent of ECE staff hold a bachelor's degree (reauthorization proposals would require 50 percent). That percentage reflects an increase from 977 in 2003 to the most recent total of 1,322. In particular, rural and mountain communities report limited access to education services, the

cost of private services or distance learning is prohibitive, and the existence of bachelor-level applicants is scarce. Urban communities are presented with many similar challenges, complicated further by competition to recruit and retain applicants and staff who hold bachelor's degrees.

The spirit of our Head Start programs has been to always seek continuous program improvement. As with challenges in the past, Head Start programs in California and across the nation will work to achieve high standards. State and local partnerships are vital to the achievement of this goal. We appreciate the efforts of the California Head Start-State Collaboration Office to organize and publish this valuable resource. We hope you will use it as a launching pad to prepare for the future.

This issue of *Bridges* can also be found on the California Department of Education's Web site <http://www.cde.ca.gov/sp/cd/re/chssco.asp>.



**California
Begins Aligning
Lower-Division
Course Work
to Prepare
Teachers of
Young Children**

California Community College Early Childhood Curriculum Alignment Project

by Nancy k Brown, Project Director

After lively discussions and months of research, study, and investigation, California community college early childhood education faculty from all parts of the state have developed a foundational core of eight child development courses through the California Community College Early Childhood Curriculum Alignment Project (CCCECCAP). The project has involved the faculty's collaboration with their professional association, California Community College Early Childhood Educators (CCCECE);

California State University (CSU) child development faculty representatives; and teacher preparation partners from a range of state agencies. The project's plan is to offer shared curriculum in as many as 30 early care and education programs at California community colleges during the 2007-08 school year and in all 101 programs by 2010. The courses, totaling 24 units, will help students plan their academic and vocational careers, ease transfers from college to college within the community college system, and support transfers to higher-degree programs. This faculty-initiated

agreement to offer the same foundation of courses statewide represents an essential aspect of the efforts under way to strengthen the preparation of teachers in California. In addition, community college faculty report that they feel they are stronger teachers and educators as a result of this year's collaborations.

The process for developing the courses, the details of which were released in a report this June, included the intention to develop a project using input from a range of participants from around the state.

A statewide group of 32 faculty members responded to the invitation to participate and went on to form the project's leadership (steering) committee. They were convened by Nancy K Brown, a recently retired instructor from Cabrillo College in Santa Cruz County, to a series of twelve meetings. The intention was to have faculty themselves do the research, development, and analyses leading to the development of a consistent foundation of course work. The faculty decided that a total of 24 units was a good starting point in relation to the Child Development Permit Matrix. In addition, a total of 24 units was the number used in recent early care and education legislation in reference to minimum teacher qualifications. The CSU partners told the group that 3-unit courses worked better for transfer, so the task would be to create eight 3-unit courses.

The project's plan is to offer shared curriculum in as many as 30 early care and education programs at California community colleges during the 2007-08 school year and in all 101 programs by 2010.

Core knowledge defining the essentials of what teachers should know and be able to do to best support young children and their

families in meeting their goals became the focus of the project. The process of determining the courses that make up the 24 units began with researching and analyzing teacher preparation in other states, reviewing National Association for the Education of Young Children's guidelines and standards, and striving to include current statewide initiatives that could be integrated into the course curriculum. The construction of the courses; the determination of the topics, content, and expected student learner outcomes; and the alignment of the eight-course program with current practice were completed by the

as a competent and well-educated teacher. Therefore, the recommendations include a description of the eight foundational courses, which represent an overview of teaching and care practices focused on children from birth to age five, and call for course work for further study, possibly in the form of certificate programs similar to those currently offered to address particular knowledge related to working with specific age ranges (infants and toddlers, school-age, and pre-K). In addition, the group wants to demonstrate how community college programs address particular aspects of the field requiring further study (dual



faculty members themselves. The course drafts reflected nine areas of teacher-preparation curriculum and detailed those that the group collectively determined to be essential. Collaborative work with colleagues and other teacher-preparation partners at regular intervals through the fall and spring included five fall forums, four winter institutes, seven spring forums, and several community presentations held around the state to involve other stakeholders.

The process of narrowing the content areas to eight courses was very challenging and resulted in the steering committee's acknowledgement that eight lower-division courses cannot provide adequate preparation for a student to emerge

language learning, early intervention, and administration and curriculum specialties).

In collaboration with the CSU's Integrated Preparation in Early Development, Care, and Education Project, the CCCECCAP has begun articulation discussions throughout the state. The two projects plan to knit together a transfer agreement that offers full credit for the completion of these eight lower-division courses for transfer to child studies majors leading to bachelor's and master's degrees. Together, these projects hold the potential for a significant impact on teacher preparation and certification in support

(Continued on page 4)

California Community College Early Childhood Curriculum Alignment Project (Continued)

(Continued from page 3)

of creating consistent and reliable access to higher degrees.

Community college and CSU faculty involved in the CCCECCAP have embraced the opportunity to fold current state initiatives into their course work, focus on identified needs of young children and their families, and talk about teaching, best practices, and what students need to be successful. Improving the delivery of a statewide program that offers students options and a consistent direction along their career path and improves the competence of teachers of young children has built a momentum of interest and participation among stakeholders for the success of both projects. Collaboration with the California Department of Education's Child Development Division to infuse the courses with teaching competence linked to the goals of desired results and the early learning foundations is key. In addition, the Community College Personnel Preparation Project offers support originating from the work it has already developed to infuse the courses with content on working with children with special needs.

The timing of these key projects seems to call for course revision. And that is exactly what the CCCECCAP group is ready to do. When completed, this project may prove to be just what the field needs to move toward accomplishing a larger-scale review and update of current teacher regulations and policies and smoothing out irregularities within the current system.

Improving the delivery of a statewide program that offers students options . . . has built a momentum of interest and participation . . .



The courses, totaling 24 units, will help students plan their academic and vocational careers, ease transfers from college to college within the community college system, and support transfers to higher-degree programs.

The CCCECCAP 2006-07 report released in June describes the courses and associated teaching competencies and offers suggested course work that addresses specifics related to age range and particular areas of knowledge. During the school year 2007-08, individual community colleges will align their program with the 24-unit foundation, offering a consistent set of eight courses for entry-level teachers. The following year we will see the results of the group's collaboration with CSU as transfer and articulation agreements are developed to ensure full credit for the eight foundational courses.

The faculty-initiated project was funded this year by Santa Clara County, E3, and a Family Consumer Sciences/Vocational and Technical Education Act grant. Funding for the 2007-08 year is provided by a grant from the David and Lucille Packard Foundation to continue this exciting collaborative project as the colleges participate in the curriculum and course changes required for alignment and for the preparation of the best possible teachers for the young children of California.

Community College–Head Start Collaboration: One Grantee’s Story

by Pamm Shaw, Director,
Berkeley–Albany YMCA Head Start

The Berkeley–Albany YMCA Early Childhood Services program serves approximately 500 children, from birth to five years of age, in the Head Start, Early Head Start, State Preschool, and General Child Care programs. Because we have taken on more state funds over the past few years, all staff are now required to have or be working toward their Child Development Permit. We also have a parent training program for parents who wish to work with children but do not have any formal training and/or education. Parent interns are required to take 6 units in early childhood education during the first year of work in order to maintain their jobs.

We found that although we are strategically located very close to many colleges and other educational systems, our staff were having difficulty getting to classes in the evenings to complete permits or degrees. For example, when the bus schedule changed, the bus service no longer had direct links to Merritt College for evening classes. We realized that we

would have to find more creative ways of getting school to the staff rather than getting staff to the school. Also, there was no on-campus child care available for evening classes. And as we hired more parents,

the situation became even more complicated. So to better meet the

needs of our staff, we started offering one or two child development classes each semester in a small conference room at our central office. These courses are typically the basic core classes required for the associate-level teacher permit.

Our efforts have been a success! As of fall 2007 we will offer five classes

on-site through Merritt College and will begin a new CalWorks training program on Friday nights and Saturdays through Berkeley City College (BCC) and Rubicon, Inc. The YMCA provides the space and the child care, and Merritt and BCC provide instructors and all items related to the courses. While students may have to go to the campuses to purchase books or to complete paperwork, we are trying to do as much online and on-site as possible.

This is a great collaboration that can work anywhere!





***Collaborative
Approaches
to Developing
and Implementing
a Statewide
Professional
Development
System for All***

The Unique Relationship of Assembly Bill 212 and First 5 CARES

In an effort to address the state-wide need to raise the qualifications and compensation of early learning professionals, two critical things happened in 2000: Assembly Bill (AB) 212 was finally passed after multiple earlier attempts failed, and First 5 California launched First 5 CARES (Comprehensive Approaches to Raising Educational Standards) as a partnership program with the local First 5 Commissions. AB 212 and CARES became key strategies for increasing educational and professional development levels in California and reducing turnover in the field, with the programs targeting slightly different sections of the same audience. The collaboration between

these similar programs, reaching slightly different groups, allows for a comprehensive statewide system. Over the last seven years, staff working on the AB 212/CARES initiatives, at both the state and local levels, have coordinated their work plans to leverage state and local dollars to expand these initiatives and serve a greater population in the field. The impact of AB 212 and First 5 CARES has had a significant, positive impact on the child development field.

The Child Development Staff Retention Initiative began in California with the 2000-01 State Budget Act, which allocated \$15 million for child development staff retention. This initiative came at a time of mounting concern about school readiness and

an appreciation of the importance of early brain development, learning, and lifelong success. Since 2000, \$105 million has been allocated to provide stipends to staff who work directly with children in state-subsidized, Title 5, center-based care. In 2005 Los Angeles County sponsored AB 1285 (Montanez), which allows more flexibility regarding the stipends. The stipends may now include licensed child care facilities, family child care, and education home networks that serve a majority of subsidized children once staff in state-subsidized, center-based programs in Los Angeles County have been served. Legislation requires the California Department of Education (CDE) to develop guidelines for use by local child care and development planning councils (LPCs) in developing county plans for the expenditure of AB 212 funds. Of California's 58 counties, 55 have developed and implemented AB 212 child development staff retention initiatives. (Alpine, Mariposa, and Sierra counties do not participate in the program).

Head Start employees who work in state-subsidized, center-based programs may qualify to receive AB 212 staff-retention incentive funds if they meet the specific requirements of the program outlined in the approved county plan. During the first five years of AB 212, 42,460 stipends were issued to early learning teachers and site supervisors.

The goal of First 5 CARES is to ensure quality child care and early learning programs for all children from birth to age five and their families, regardless of setting, by increasing the education, professional development, and retention of the early learning workforce. In 2005, using evaluation findings, promising practices, and current state and national direction, First 5 CARES was revised to focus on supporting desired outcomes for all young children. Lead state staff and partners determined that to best

support quality programs for all young children, First 5 CARES would need to provide incentives and support services to the entire continuum of care for children from birth to age five. Five tracks were developed to address the differential requirements and focuses of teachers and providers along the continuum: Family, Friend, and Neighbor (FFN); Entry; Permit; Degree; and Professional. The AB 212 programs focus on Entry, Permit, Degree, and Professional tracks for staff who work in state-subsidized, Title 5, center-based care.

The impact of AB 212 and First 5 CARES has had a significant, positive impact on the child development field.

First 5 CARES is offered in 43 counties and, to date, the program has provided almost 68,400 stipends to early learning teachers and providers to increase their education as well as to retain them in the early learning field and at their current agency. The First 5 CARES *Annual 2005/06 Summary Progress Report* shows that 9,300 participants were awarded stipends, with 1,657 stipends going to participants who work in Head Start programs. Beyond awarding stipends, First 5 CARES assisted more than 12,300 early learning teachers and providers who accessed the program's support services in fiscal year 2005-06. The total state and county AB 212/CARES investment in the early learning workforce will be more than \$362 million by the end of January 2009.

Does it work?

First 5 CARES is unique in that it underwent a well-funded evaluation during a pilot phase that included the development of a CARES

database, originally funded by the Packard Foundation. All participating programs enter required data elements on program participants and submit program information annually to the state. According to the evaluation of the pilot phase, CARES has been successful in helping to maintain early learning workforce stability in the following ways:

- 96 percent of CARES participants were still working in the early childhood education (ECE) field 12 months after joining the program; 18 months later, 93 percent remain.
- Participants are more than twice as likely as non-participants to remain in the same center over a two-year period.

These successes translate into educational achievement for CARES participants:

- Participants accumulated an average of 5.7 more ECE units than non-participants, were three and a half times more likely to obtain a Child Development Permit, and were twice as likely to move up to a higher level on their permit.
- The educational successes grow every year, with more than 240 of the participants in 2005-06 obtaining higher-education degrees and nearly 1,100 participants obtaining a Child Development Permit. An additional 522 participants advanced the level of their permit.

CARES participation also lead to the following:

- Participants stated that the program provided encouragement and that it was crucial in improving professional morale.
- Participants consistently reported feeling energized and inspired to renew their education and update their knowledge of child development, teaching curricula, and other important areas.
- New collaborations were formed with community colleges to

(Continued on page 8)

The Unique Relationship of Assembly Bill 212 and First 5 CARES (Continued)

(Continued from page 7)

address barriers to the attainment of ECE units.

Local evaluations provided additional feedback on the success of CARES in such areas as increased resources, greater motivation to work toward a degree, increased likelihood of CARES participants staying in the field and continuing their education, and improved earnings for family child care providers and center teachers.

Higher-Education Partnerships

Working with institutes of higher education has been a key focus of both AB 212 and CARES. As part of the requirements to receive First 5 California funds, all First 5 CARES programs are working on higher-education access plans that address the top local barriers their participants encounter in higher education. CARES programs also are required to provide various support services, such as advising and remedial or English learner classes linked to child development; working to increase bachelor of arts (BA) and master of arts (MA) career paths for eligible participants by addressing the lack of articulation between two-year and four-year institutions; and/or engaging universities in discussions about adding BA and MA programs in early childhood education. In a 2005-06 progress report form, counties were asked to report which aspects of their programs were the most successful in helping CARES participants pursue higher education and obtain degrees. Of the 43 counties responding, 35 counties cited career/educational advising services, followed by incremental stipends (20), online courses or distance-learning opportunities (20), increased number of ECE courses (17), increased accessibility of courses (15), learning community/cohort

groups (10), and higher stipend levels for those with a BA degree (12) or an associate of arts degree (9).

Collaborations and Implementation

The majority of the 43 responding counties (29) operate CARES and AB 212 programs as a seamless system. The remaining third operate the programs separately (14). Every one of those 14 counties reported some level of joint planning or collaboration. Five of them use a single application despite operating the programs separately (Kings, Merced, Monterey, Plumas, and Stanislaus). Several counties commented that AB 212 plans were modified in some way to maintain program alignment with CARES after First 5 California released new guidelines in May 2005.

CARES programs are most often administered by Local Child Care Planning Councils (14), resource and referral agencies (11), local First 5 commissions (11), or county offices of education (6). Many kinds of collaboration are also reported. Twenty-six counties reported participating in local universal preschool planning. Most commonly listed as partners in planning, not surprisingly, were local First 5 commissions (16 counties), followed by county offices of education (13) and local planning councils (7). CARES is considered by many to have been a catalyst for an increase in county agency collaboration.

Conclusions

CARES and AB 212 are unique in that they have created a statewide professional development system that is comprehensive to the entire child care and development workforce. The focus on the child creates a professional development system that allows for participants to enter

anywhere along the continuum, ensuring that children, regardless of their care setting, can have teachers and providers who are engaged in a program that requires annual education and training, promotes staff retention for stability and continuity of care, and provides generous support services to maximize individual success.

One of the main benefits of this program is to provide a direct stipend to recognize individual professional development efforts regardless of the person's work environment. The program addresses low wages without creating a negative impact on center budgets or regular wages and without increasing parent fees. Families benefit by having better educated, more consistent staff without having to pay more.

A key to this success is collaboration at all levels: between state agencies, through state and county partnerships, and among county agencies. At the heart of this collaboration are standards to ensure that all programs are focused on quality care for all children and have the flexibility to determine which local needs are most pressing to facilitate the desired quality care.

AB 212 and CARES have worked as a temporary solution to support and retain early learning professionals but have not addressed the issue of base salary; a more permanent fix is still needed.

For more information regarding these programs please contact:

Linda M. Parfitt, Child Development Consultant, California Department of Education, at (916) 322-1048 or by e-mail at lparfitt@cde.ca.gov.

Sarah Neville-Morgan, Deputy Director of Program Management, First 5 California Children and Families Commission, at (916) 263-1154 or by e-mail at sneville@ccfc.ca.gov.

Integrated Preparation in Early Development, Care, and Education Project

by Sharon Seidman,
California State University, Fullerton

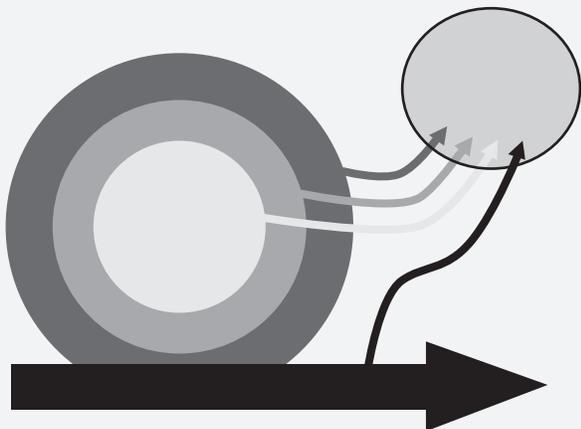
While the majority of the early childhood professionals in California are educated at community colleges, students are increasingly choosing to continue their education after they earn an associate's degree. The trend toward college degrees—including associate's and bachelor's degrees—in the profession is supported by research on strategies for improving the quality of early childhood programs and raising expectations for staff education at early childhood agencies. Greater amounts of education, however, are useful only if that education develops needed expertise and if subsequent course work builds on the understanding and skills developed in earlier classes. Meeting those challenges is the goal of the California State University (CSU) Integrated Preparation in Early Development, Care, and Education Project (IPEDCE).

California State University (CSU) Child Development faculty have been excited to be part of the California Community College Early Childhood Alignment Project (CCCECAP), because both institutions serve the same college

students, who in turn serve the same children. The CCCECCAP will serve as the basis for associate's degrees in early childhood in California. The core course work will be enhanced by individual programs of study as students complete their associate's degree, providing them with opportunities to pursue individual interests and develop specializations.

The CSU developed the IPEDCE on the basis of the successful model of the CCCECCAP project. The CCCECCAP project will ensure that students transferring from a community college to a CSU campus share an agreed-upon core of information and skills, allowing for upper-division course work in child development to build on and expand that shared foundation. To define the essential competencies of an early childhood professional, we are working to develop appropriate upper-division course work that enhances and deepens the skills and knowledge students develop at the community college level. This shared core, common across CSU campuses, will be supplemented by elective/specialization course work allowing students to pursue personal options and gain expertise that responds to regional needs.

These alignment programs are based on the premise that our knowledge of early child development continues to grow. There will always be more to learn. We hope and expect that the CCCECCAP and IPEDCE projects will inform graduate programs in early childhood, leading to students' master's, credential, or doctoral studies that build meaningfully on their pregraduate studies.



Child Development Training Consortium Celebrates 20 Years of Promoting Professionalism in the Early Learning Workforce



As the early learning workforce continues its preparation to provide optimal care and education for young children, the Child Development Training Consortium (CDTC) celebrates its twentieth anniversary of providing support services.

The CDTC is a statewide program that addresses the critical shortage of qualified child development professionals in California. The program does so by supporting the professional growth and development of students who are beginning or continuing their education as well as by supporting those who are already working in early education.

Program services are funded by the California Department of Education's Child Development Division (CDD) and First 5 California. The six statewide program services that benefit the early learning field and its professionals are as follows:

Community College Program

(CDD-funded)

Through this program the CDTC contracts with 96 California community colleges to fund specific educational costs for eligible students and to provide a local support system for the early childhood education (ECE) field. Each college establishes a Child Development Advisory Committee that encourages local agencies, care providers, and students to create a plan for using the funds to meet the specific needs of the community. The students participating in the community college program must be employed in child development and must be seeking or maintaining a Child Development Permit. Access to this program is through the CDTC Campus Coordinator designated at each of the colleges.

"ECE units helped me get a job at Head Start."

Cuesta College

Career Incentive Grants

(CDD-funded)

These grants are available to reimburse the education costs of eligible students who are attending non-CDTC community colleges or four-year colleges or universities. This program requires the students to be employed in child development and to be seeking or maintaining a Child Development Permit. The number of grants in 2005-06 increased by 11 percent over those awarded in 2004-05. This demonstrates the field's commitment to continuing education and professionalizing careers in child development.

Child Development Permit Project

(CDD- and First 5 California-funded)

Funds are available to pay the application processing fees to the Commission on Teacher Credentialing (CTC) for first-time applications, renewals, and upgrades for all six levels of the Child Development Permit—Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director. Funding is also available to reimburse online permit renewal, and first-time permit applicants may be reimbursed \$56 of their Live Scan fingerprint processing fee.

This year the processing time for obtaining a permit has been substantially reduced. The permit application is processed within two weeks at the CDTC and then forwarded to the CTC. The CTC reports that permits are being issued within approximately two to three months. Another exciting aspect of recent changes at the CTC is the online renewal process. When holders of a Teacher Permit (or a higher-level permit) renew their permit online, they will receive the reissued permit document within ten working days. This enables the permit holders to fulfill their professional growth requirements within the five-year issuance.

One of the vital components of the Child Development Permit Project is the individualized technical assistance provided to those requesting and submitting the

"The Consortium played a key role in obtaining my teacher permit in 2002."

College of the Desert

permit application. Various forms of communication are used to support the early educator, including telephone contact, e-mail, U.S. mail, and group trainings in both English and Spanish. This component is critical for those entering or already employed in the early learning workforce. The CDTC empowers individuals to take charge of their professional development and to make informed decisions regarding their continued career plans.

Since the Child Development Permit's inception in 1997, the CDTC has processed more than 53,000 permit applications.

Professional Growth Advisor Training Project *(CDD-funded)*

Each of the 96 community colleges have access to funds to provide training and technical assistance to new and previously trained Professional Growth Advisors to sustain the Child Development Permit renewal process. For permit holders seeking a Professional Growth Advisor, a registry can be found on the CDTC Web site: <http://www.childdevelopment.org>.

"I have truly been able to find my talents and have enriched my academic abilities through this program."

Cosumnes River College

"With help from the CDTC, I was able to move up in my career, from an aide to a teacher."

Cuyamaca College

"This is a great program; without it, I would not be able to continue my education."

Solano Community College

"Through support from the CDTC program, I feel more competent and confident in my career."

Santa Barbara City College

Online Schedule of Nontraditional Classes and Trainings *(First 5 California-funded)*

This program is available to students statewide who are interested in the following:

- Online classes
- Short-term classes
- Video and correspondence classes
- Classes available in languages other than English
- Workshops and conferences
- Distance-learning degrees and certificate programs

Training and Technical Assistance (T&TA) for Comprehensive Approaches to Raising Educational Standards (CARES) Programs *(First 5 California-funded)*

The T&TA program is available to county-level Children and Families Commission staff, CARES program administrators, community college faculty and staff, Assembly Bill 212 program staff, and CARES participants. The CDTC, in partnership with Working for Quality Child Care, provides comprehensive and readily available T&TA that supports the stability of California's early education workforce and the professional development of individuals affiliated with that workforce.

"I don't need to worry about paying my tuition and can focus on my studies."

Los Angeles Pierce College

"The CDTC helps me financially and encourages me to stick with it."

Merced College

Conclusion

In the 2005-06 program year, the CDTC provided services to more than 20,000 individuals throughout California. More than 9,700 students were enrolled in the Community College Program, and 299 students were awarded Career Incentive Grants. Using both CDD and First 5 California Permit stipend funding, 7,696 individuals had their permit application fees paid by the CDTC. The Professional Growth Advisor Project provided training for 1,654 Professional Growth Advisors, and the registry included more than 5,000 advisors.

The CDTC recognizes that several factors contribute to the need to keep students and faculty current on the trends in early education in California. The continued emphasis on preschool in public education, current research on how children develop, and the rapidly changing demographics of the state require the early learning workforce to be prepared for future developments in ECE. And as students prepare to provide care and education to our state's youngest children, they need assistance to ensure that their career paths parallel the goals and objectives for providing optimal care. The CDTC is committed to continuing to provide this assistance to students, community colleges, and the early learning workforce of California.

Contact information for the CDTC Campus Coordinators at the 96 community colleges is included in this issue of *Bridges*. To contact the CDTC, call (209) 572-6080 or access information and e-mail addresses through the CDTC Web site: <http://www.childdevelopment.org>.

The California Early Childhood Mentor Program: The Power of One-on-One

by Ellen Morrison, Linda Olivenbaum,
and Mitzi Onizuka

The California Early Childhood Mentor Program (The Mentor Program) started as a pilot project at Chabot College in Oakland in 1988. It was initially funded by the United Way of the Bay Area and the David and Lucile Packard Foundation. Since 1992 The Mentor Program has been supported by the California Department of Education, Child Development Division, with funds from the federal Child Care and Development Block Grant.

The premise of The Mentor Program is the importance of increasing the quality of early care and education in California. We do this by providing opportunities for professional growth and stipends to outstanding early childhood educators and administrators, who in turn mentor less-experienced administrators and college students who aspire to become early childhood educators. Seasoned teachers and administrators are recognized and rewarded for staying in the early childhood education (ECE) field, and new teachers and administrators are provided with the support and guidance they need to become the outstanding teachers and administrators of the future. Research strongly supports the assertion that the stability and knowledge of early childhood teaching and administrative staff greatly enhance the quality of care provided to the children and families served.

The Mentor Program currently partners with 95 community colleges in California and funds multiple stipend and professional growth opportunities for 635 Mentor Teachers and 122 Director Mentors across the state. In the fiscal year ending July 31, 2006, Mentor Teachers worked individually with 2,004 college students, and Director Mentors worked



My Mentor was the best role model a student could ever have. She helped me bring my education into the classroom and use it effectively.

—Student, Victorville, CA

individually with 75 Protégé Directors. Last year alone, the quality of care provided to 113,988 children in California was enhanced in 6,614 classrooms as a result of Mentor Teachers, Director Mentors, and the new teachers and Protégé Directors they supported.

The Mentor Program also receives funding from Alameda County's First Five Commission, Every Child Counts, to provide an Enhanced Mentor Program in Alameda County and from the California Community College Foundation for the Temporary Aid to Needy Families Child Development Careers Project (TANF-CDC). Mentor Teachers provide mentoring services to

TANF participants who are pursuing degrees and careers in early care and education.

The Mentor Teacher Component

The Mentor Program began by identifying outstanding early childhood educators in the community who could provide high-quality supervision and guidance to ECE practicum students. Doing so would allow students more options for completing their practicum requirement. Instead of being restricted to completing the practicum course in the campus lab school, students were offered choices—a site closer to where they live or work, a family child care program, an infant/toddler program, a program with extended hours. This outreach to teachers in the community was also intended to acknowledge and reward outstanding teachers, refresh their ties with the community college, and encourage their continuing professional growth. Mentors are paid a stipend for supervising practicum students and another stipend for participating in monthly mentor seminars and pursuing other professional growth opportunities of their own choosing. A successful pilot program funded by First Five California enhanced The Mentor Program in eight communities across the state with additional stipend and professional development opportunities. Alameda County's First Five has continued funding the program in its area, and many of the pilot program's enhancements have now been incorporated into the statewide

I love being here to renew, refresh, revitalize, and recharge.

— Participating Mentor,
2006 Mentor Institute

Mentor Program. For example, a Mentor may now receive a stipend for continuing to support a previous practicum student or for working with any ECE student to help that student complete her or his course of study, better understand the permit matrix, or prepare for entering the professional workforce.

I was so excited to come, so happy to be invited and so thrilled to meet others in the field. It is nice to call someone a colleague versus a co-worker! Thank you for this opportunity.

—Participating Mentor,
2006 Mentor Institute

In addition to experiencing the professional growth that naturally accompanies the mentoring of students and participation in monthly mentor seminars, Mentors are eligible for selection to attend the Mentor Institute. The Mentor Institute is held each summer, rotating between northern and southern California. Two Mentors from each college are selected by local coordinators to attend this two-day, all-expenses-paid professional retreat filled with workshops, guest speakers presenting cutting-edge topics, and networking opportunities.

The Director Mentor Component

The Director Mentor component was added to the Mentor Program in 1996. Director Mentors receive stipends for working with other directors, those in need of guidance, called Protégé Directors. Protégés and Director Mentors choose to work with each other for a limited or extended period of time, focusing on a specific concern of the Protégé, such as preparing for an accreditation visit or upgrading the outdoor environment.

However, new directors may seek out a Director Mentor simply to provide general guidance and sup-

port during that first overwhelming period as a director. Director Mentors are directors of nonprofit, for-profit, state-funded, school-based, corporate, and faith-based child care programs or owner/operators of large family child care programs. Several Director Mentors are recently retired directors. The breadth of their experience allows a potential Protégé to choose a partner whose experience is most relevant to the Protégé's needs. An important difference between the Mentor Teacher and Director Mentor components is that Director Mentors have no geographic boundaries within the state. A Director Mentor may work with a Protégé face-to-face, by phone, or by e-mail, whether the Protégé is located close by or in another part of the state. This geographic freedom benefits both Director Mentors and Protégés who live in remote areas of the state.

Director Mentors are encouraged to become involved in a local director seminar, open to all directors in



My Director Mentor . . . made a big difference in those first months. She fully understood the challenges of running a preschool. This understanding provided the support I really needed at a critical time. She has continued to be a resource to me and I communicate with her regularly. I am so grateful for the mentoring program!

—Protégé Director,
California Central Coast

a community. The Mentor Program provides facilitation and materials to support these seminars. Also, twice per year, the Mentor Program offers an Advanced Director Mentor Institute (ADMI), to which all Director Mentors across California are invited. ADMIs are two-day, in-depth sessions that focus on mentoring and leadership skills and allow Director Mentors to build camaraderie and share ideas.

The Mentor Program has validated my dedication towards my work with teachers and children!

—Mentor, Stockton, CA

Previous ADMI workshops have focused on active listening, reflective practice, communicating with clarity, and group sharing as well as discussion of challenging mentoring scenarios.

College Coordinators

The Mentor Program state office, located at City College of San Francisco, works in close collaboration with the Mentor Program Coordinators at each of our 95 participating colleges. These Coordinators recruit a Selection Committee for their college or region; coordinate the local selection process for Mentor Teachers and Director Mentors; participate in statewide and regional meetings for the Mentor Program; coordinate with Child Development Training Consortium coordinators and TANF-CDC coordinators on their campuses; submit all payment requests for Mentor Teachers, Director Mentors, and Selection Committee members; and complete reports for the state office. Most Coordinators are faculty members and leaders in their local ECE communities. Their efforts and enthusiasm are key to the continued growth and long-term success of The Mentor Program.

For more information about The Mentor Program, go to <http://www.ecementor.org>.



**Professional
Preparation
in Early Care
and Education
at the
Baccalaureate
Level**

Making Best Practice Everyday Practice

*by Marianne Jones, Chair,
Department of Child, Family,
and Consumer Sciences,
California State University, Fresno*

"Making best practice everyday practice" is the motto of the Child Development Practitioner (CDP) Option in the Child Development Bachelor of Science program at California State University (CSU), Fresno. The CDP Option is a professional preparation program specially designed to meet the unique needs of individuals in early care and education careers.

The baccalaureate degree is gradually becoming recognized as the terminal degree in the emerg-

ing early care and education profession. The trend toward a more highly educated professional child care workforce comes on the heels of widespread recognition of the impact of children's early experiences. Research continues to bear out connections between a child's early care and education experiences and later school success as well as a host of other issues related to children's well-being. Well-educated practitioners are a key component of high-quality programs. It has become very clear that high-quality programs are an essential element, having a major role to play in the continuum that constitutes our nation's education system.

In recognition of these issues and in response to career professionals in the Central Valley of California, CSU Fresno implemented a unique degree option for working professionals. The CDP Option is organized to provide an early childhood education (ECE)-focused curriculum and, at the same time, address some key barriers to higher education faced by the ECE constituency.

The trend toward a more highly educated professional child care workforce comes on the heels of widespread recognition of the impact of children's early experiences.

The first barrier is "time-to-degree." It is characteristic of the field that practitioners have been accruing ECE units. Most often this is done at the community college level for as many as 20 years, with the average, as shown in our CDP Option experience, being about 10 years. Practitioners tend to take 3 to 6 semester units (or equivalent) at a time. They often take only ECE courses, to the exclusion of general education courses. Most of these students are female, their college careers marked by numerous starts and stops because of family obligations and financial limitations. The prospect of investing an additional 6 to 10 years to complete 60 upper-division units for a baccalaureate degree has been a strong deterrent for many of these students. Whereas the baccalaureate degree is becoming the new standard in the field and is already required in some sectors, the issue of time-to-degree is more critical than ever.

To address the time-to-degree barrier, the CDP Option is made up of nine courses, 10 weeks in length, offered in sequence on a year-round basis. Students complete 43 units in the major plus 12 units of upper-division general education courses

over four or five semesters plus a summer. Shrinking time-to-degree through an accelerated pace also results in substantial financial savings for students, making the bachelor's degree more affordable.

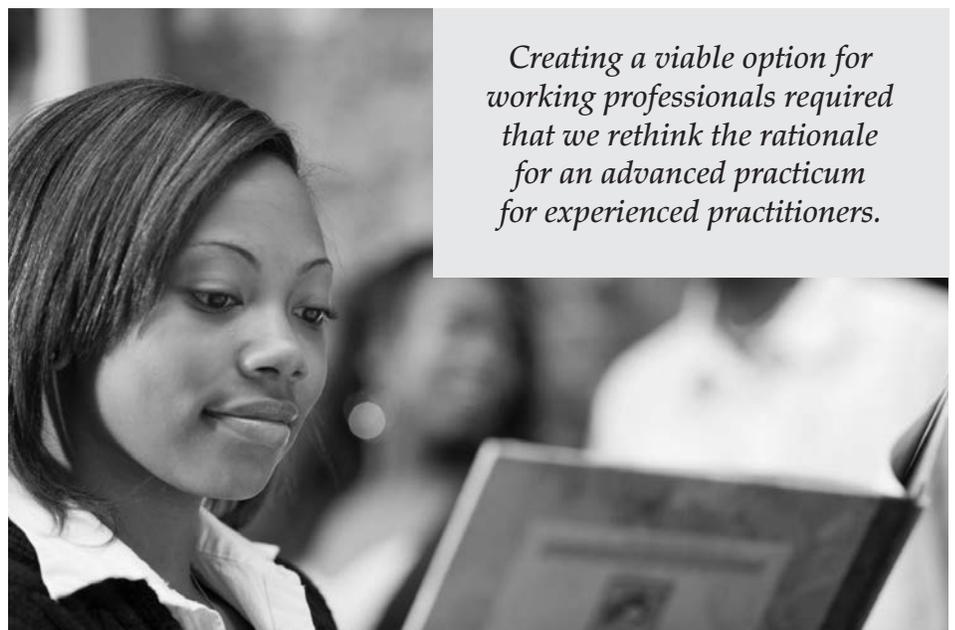
A second barrier is traditional scheduling. Courses in the regular child development major tend to be offered at times that make attendance difficult for full-time working professionals. Release time during work hours is rarely available in child care settings. In addition, practica in the traditional major require students to work under supervision one morning per week in the university child development lab, an impractical requirement for full-time employees.

The scheduling barrier has been overcome in the CDP Option through the development of an intensive, year-round program in which courses are taken sequentially. This pattern is consistent with common work patterns rather than the academic calendar. All CDP Option courses are held in the evening. Courses meet one night per week for four hours. Each course builds on the preceding course(s), the result being a cohesive, coherent, and integrated program of study. Upper-division general education

courses required for the degree are offered online. In place of a supervised laboratory experience at the upper-division level, we instituted a field work component that students fulfill at their individual work site.

The beginning practicum course typically offered at community colleges is a prerequisite for admission to the CDP Option. This requirement ensures that every student has had a supervised college laboratory experience in which the basics are taught. Creating a viable option for working professionals required that we rethink the rationale for an advanced practicum for experienced practitioners. With few exceptions, working professionals are supervised in some way at their work site, making our supervision of them redundant and impractical. Our role with this population, as we see it, is one of coaching and mentoring rather than supervising. Field work provides an opportunity to assist students in applying classroom learning in the real world, in real time, with the bonus of improving practice in local programs at the same time. As each student's site, position, and experiences differ, so too should their mentoring/coaching experiences be individually tailored to their needs.

(Continued on page 16)



Creating a viable option for working professionals required that we rethink the rationale for an advanced practicum for experienced practitioners.

Making Best Practice Everyday Practice (Continued)

(Continued from page 15)

Another issue of importance to practitioners is course/program content and emphasis. The traditional child development major provides a general child and family sciences foundation that prepares students for careers in a multitude of human service and education fields. Practitioners, on the other hand, require a professional preparation program specific to their work with children, families, and communities that is based on standards and competencies consistent with best practices in the early care and education field.

This concern was met by orienting the curriculum to what practitioners need to know and be able to do in their work with young children and families. To that end, the CDP Option curriculum is aligned with the National Association for the Education of Young Children (NAEYC) Program Standards. In addition to content areas identified by the NAEYC, we added an action research component in the belief that practitioners benefit from actively reflecting on their work with an eye toward improvement,

developing skills to formulate good questions, systematically studying and analyzing their environments and their practice, and developing and implementing actions that result in concrete improvements.

An adjunct to the concern about content is the complaint from practitioners that, in their experience, college course work often lacks a connection or relevance to their real-world work experiences. By their reports, the disconnect between theory and practice results in formal education having little impact on actual practice and little staying power in terms of overall learning.

We agree that this complaint, unfortunately, is too often true in higher education. The antidote is found in adult education pedagogy, wherein all course work emphasizes theory in practice, interactive and cooperative peer learning, coaching, demonstration of competency through work-based projects, and reflection. Such courses provide depth that builds on the breadth of knowledge and understanding that seasoned practitioners bring to the

classroom. We value and use this experience as a teaching tool and encourage students to teach each other. We recognize that most learning takes place outside of traditional classrooms and that adult learners benefit most when they can produce meaningful products in the learning context. Traditional modes of testing are replaced by performance-based projects that require internalization of learning as evidenced through the development and implementation of actual work products applied to real settings. The course work of these students is tied directly to their practice. Consequently, their learning has an immediate impact on the programs they serve. Students culminate their CDP Option experience with a comprehensive portfolio of six projects that demonstrate integration of their learning across all courses and their application of principles, theories, and practices to their work settings. Students also present their original action research.

Isolation and lack of support are the last of the significant barriers brought to our attention. Many



Many have said that they never saw themselves with a bachelor's degree—that it was something out of reach, not to be aspired to, an effort in which they would be alone.

practitioners to whom we spoke indicated that they have felt isolated in their jobs and in their schooling. They may work closely with one or two other people in a classroom or direct a staff. They may operate a family child care home or be a home visitor. But in almost all cases, they report a lack of opportunities to share, confer, or otherwise dialog with colleagues.

We recognize that most learning takes place outside of traditional classrooms and that adult learners benefit most when they can produce meaningful products in the learning context.

In addition to having a sense of isolation, many confide that they have been intimidated by the prospect of attending a university. Some report that they received negative messages from various sources about their ability to succeed in college or their suitability for higher education. Many have said that they never saw themselves with a bachelor's degree—that it was something out of reach, not to be aspired to, an effort in which they would be alone. For some, spouses or other family members were not supportive, seeing the practitioners as having unrealistic goals that were “above” them.

We see psychological support of the practitioner constituency as being of great importance to their school success. We have addressed this barrier in several ways. For instance, we work closely with our community college partners to reach out to students with the message that they *should* think seriously about transferring to the four-year institution, that a bachelor's degree *is* attainable and desirable for early care and education professionals, and that

we are here to *help* them accomplish this goal. To that end, we have made personnel available to review transcripts and advise throughout the transfer preparation and process, provided information at local professional meetings and program trainings, and held regular orientation meetings on the CDP Option. To help ensure that students succeed once they are taking the CDP Option, we build in peer support through the use of a cohort model; that is, students begin as a group and remain a group throughout the program, taking every course together. This provides them with ongoing peer support and promotes professional identity and networking. A tenured child development faculty member in the Child, Family, and Consumer Sciences Department coordinates the CDP Option and is responsible for advising all Option students. We have found that consistent guidance, a solid relationship in the department with someone who cares about them, and the message that they and their program are important to the university go a long way toward alleviating anxiety and feelings of being adrift. To further integrate the students into university life, all CDP Option courses reflect sound adult education pedagogy wherein faculty act as facilitators of the learning process rather than givers of knowledge. A collegial relationship is fostered in place of the traditional authority relationship between teacher and student. This honors students' professional experience and knowledge and establishes their rightful place as adult learners as well as teachers with much to share.

The CDP Option entered its first cohort in fall 2000. The fourth cohort is now making its way through the program. Although early care and education practitioners have been the intended primary beneficia-



To help ensure that students succeed once they are taking the CDP Option, we build in peer support through the use of a cohort model; that is, students begin as a group and remain a group throughout the program, taking every course together.

ries, we in higher education have benefited as well. We have learned much from this constituency about how best to deliver programs that are meaningful and that produce benefits well beyond graduation. In the end, the early care and education profession, the university, the community, and the families and children we all serve benefit from the delivery of responsive professional preparation programs.

For more information, contact Marianne Jones, Chair, Department of Child, Family, and Consumer Sciences, CSU Fresno, at (559) 278-2283 or by e-mail at mariannj@csufresno.edu.

Meeting Students' Needs for Access to Higher Education Opportunities



University of La Verne Addresses Workforce Challenges

by Susan Walsh, M.A.

Assistant Professor, University of La Verne Off-Campus
Regional Director, Child Development Program

Located in La Verne, 30 miles east of Los Angeles, University of La Verne (ULV) was established in 1891. It has been preparing education professionals for more than 75 years. Following its mission that students and faculty are partners in the learning process, pursuing the shared goal of providing the highest-quality teachers and administrators for our communities' children, ULV has been committed to meeting the educational needs of communities. In 1969 ULV began offering degree programs at off-campus locations. This article will discuss some of the barriers ULV has encountered and successful approaches it has implemented to support those seeking a bachelor's degree in child development.

Offering the child development program beyond the main campus was initially done in response to the Los Angeles Urban League Head Start's advocacy to get its needs met, stating, "We need to get our degrees. University of La Verne offers liberal studies degrees off campus, but what we really need is a child development degree, and you offer that at the main campus. We'd like you to consider bringing your child development program off campus." That identified need still rings true today, as ULV recently started a 48th off-campus cluster.

Research studies consistently point to staff development as it relates to quality preschool environments and experiences (Shonkoff and Phillips 2000) that are predictors of kindergarten readiness and continued school success in subsequent grades. Staff development encompasses a wide variety of interpretations, a spectrum

It was fantastic to have support of peers in a small ULV cluster that met in my hometown. The benefit of knowing each student and their talents and unique perspectives they brought personally and from their agencies—which you can use as resources. Even after graduation, we continue to network and share because we have formed that bond, and we live and work in the same community.

—Maria Knutzen, Program Manager
Community Action Commission Head Start
Santa Barbara County

“Our early childhood studies transfer has significantly increased due to the outreach and campus location of the University of La Verne. Whereas university education was not an option in the past due to local employment and child care, students now are able to receive a top-notch education and bachelor’s degree without major disruption with family and employment. Basically University of La Verne opens doors and careers for our early childhood studies students!”

*Liz Regan, Coordinator
Allan Hancock College
Early Childhood Studies Program*

from staff in-service sessions to four-year undergraduate degrees. Currently, only 7 percent of assistant teachers and 24 percent of teachers in the early childhood education workforce hold four-year degrees (Whitebook 2006). Some Head Start and California state preschool agencies are mandating that teachers hold degrees. According to 2005 data (Ewen 2005), 36 percent (or 17,000) Head Start preschool teachers nationwide hold a minimum of a bachelor’s degree. Workforce studies report barriers that impact the return of current preschool teachers to higher institutions to complete their education and earn a degree. Following is a synopsis of barriers and solutions to meeting the challenges of successful higher-institution education.

A changing workforce has necessitated that the needs of students be met in an unprecedented manner: design a program around their timetable and bring the program to THEM. Initial identified barriers were location, coordination of scheduled classes to meet students’ availability, community college articulation, and the need of off-campus students for equitable access to on-campus supports, such as library services, learning enhancement support, and advisement.

Barrier: Location and schedule of the on-campus program

Solution: Move the program off campus and modify the schedule to accommodate students’ needs by:

- Identifying locations to schedule child development program courses at Head Start sites, community college campuses, or other convenient locations
- Scheduling clusters on a day and at a time convenient to child development clusters (typically, night courses that meet only once per week)
- Designing a “cluster” model with 10-week accelerated semester terms versus the on-campus model of open course enrollment in a 16-week semester term

Barrier: Articulation with community colleges

Solution: Make connections with community colleges through:

- Articulation agreements between community colleges and ULV
- Regularly scheduled counseling provided by ULV staff at a community college transfer center
- Encouragement of concurrent enrollment at community college campuses for general education courses
- Partnerships established with community colleges to offer courses at convenient times for ULV students
 - Prerequisite classes were scheduled by community colleges to coordinate with ULV’s schedule.
 - To meet ULV’s needs, Allan Hancock College redesigned its Advanced Supervision and Administration Course (ECS 111) as an online course. Hancock ECS 111 Instructor Rita Madden reports that not only did this action meet ULV’s needs, but “Many students all over California now take the course to meet child care licensing requirements and college requirements.”

Barrier: Sites for practicum and fieldwork teaching

Solution: Locate fieldwork sites convenient to students by:

- Identifying field site locations that accommodate ULV students’ availability and goals (i.e., working with infants, toddlers, preschoolers)
- Completing a modified ECERS at each field site and identifying mentor teachers to supervise ULV students during fieldwork hours
- Designing practicum and fieldwork courses to incorporate ULV instructor visits every 20–30 hours to observe and support ULV students as well as discuss students’ progress with a mentor teacher
- Reducing fieldwork requirements on the basis of verification of previous years in a teaching position and current teaching demonstration

Barrier: Equitable access to on-campus services

Solution: Students access services online and/or services are brought to them.

- Visiting librarian, 24-7 librarian online service, book and periodical home delivery service, and library privilege agreements with other universities
- Learning enhancement center access to tutors via phone and e-mail
- Advisor consultations with each student during each term at the course site

University of La Verne Addresses Workforce Challenges (Continued)

Barrier: Math

Solution: Include a statistics course as a part of the child development program cluster, offering additional support.

Barrier: English writing and research proficiency

Solution: Carry out the following:

- Require two community college English courses prior to admission to the ULV child development program.
- Implement a required ULV 2-unit class, Writing for the Child Development Major.
- Provide learning enhancement center support (tutors).

Heretofore, discussion has centered on barriers to accessing higher education. While connecting the student to an academic program is important, the next burning issue is the question Does the program meet the needs of the children (Bowman, Donovan, and Burns 2001) served by the workforce? Another question is How does ULV address the recent research pointing to changing demographics (California Department of Education 2007), increased emphasis on content areas, and outcome-based assessments? A commitment to providing a quality education centered on the standards of the National Association for the Education of Young Children and aligning the students' and the community's needs resulted in these recent changes:

- Modifying content and curriculum courses to address the changing demographics and academic focus
- Modifying language and literacy courses with integration of theories and strategies for preschool dual-language learners
- Including an infant and toddler development class to ensure a complete developmental continuum
- Including math as a stand-alone prekindergarten content-area course
- Developing a course specific to assessments typically used in California and the role they play in curriculum implementation and outcome-based assessments

Challenge: Funding

Solutions: Carry out the following:

- Obtain corporate rate discounts.
- Work with First 5 to support scholarships by reducing tuition rates.
- Hold the number of units needed to be completed at ULV to a minimum and encourage students to complete the remainder of their courses at a community college.

Challenge: Meeting the needs of the community

Solution: Carry out the following:

- Partner with community colleges through Advisory Board membership and, conversely, invite community colleges to join the ULV Advisory Board.
- Partner with the child development community by participating in child care planning councils.

Conclusion

Since the first off-campus cluster in 2001, ULV has consistently assessed the barriers to providing a quality child development bachelor's degree program. Commitment to meeting the needs of students is evidenced by an off-campus-program student retention rate (students starting and completing the program) of 89 percent, resulting in more than 500 graduates. Success is due in part to the response of programs to communities' needs; 48 clusters are located throughout central and southern California, and students have equal access to services available at the main campus. Also, the program content responds to the needs of the population served through innovative and responsive courses aligned with identified needs and skills of the workforce. While Head Start holds a strong presence in off-campus clusters, enrollment reflects staff from state preschools, faith-based child care centers, private for-profit centers, and private nonprofit centers as well as family child care providers, community college lab teachers, and adults returning to the field after a hiatus. These diverse clusters enrich the discussions about theory and research and practicum approaches and bring a shared vision for providing quality preschool environments and experiences.

References

- Bowman, B. T., M. S. Donovan, and M. S. Burns, eds. 2001. *Eager to Learn: Educating Our Preschoolers*. Washington, DC: National Academy Press.
- California Department of Education. 2007. *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*. Sacramento: California Department of Education.
- Ewen, D. 2005. *Cost of Meeting House and Senate Proposed Head Start Teacher Qualifications*. Center for Law and Social Policy (CLASP), retrieved April 30, 2007.
- Shonkoff, J. P., and D. A. Phillips, eds. 2000. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press.
- Whitebook, M. 2006. *California ECE Workforce Study: Licensed Child Care Centers, Family Child Care Providers, Statewide Highlights*. Berkeley, CA: Center for the Study of Child Care Employment, and San Francisco: California Child Care and Referral Network.

Parent and Baby Sessions

by Marni Roosevelt, Director of Special Projects
Los Angeles Valley College

Parent and Baby Sessions, a program that includes parenting and play sessions, began as an innovative program at Los Angeles Valley College in the fall of 2003 with funding from a vocational education grant from the college. The program quickly became a springboard, growing into a larger project, a workforce project funded through a California State Chancellor's Grant for Economic and Workforce Development. Parent and Baby Sessions are now a major component of that larger project.

Two sources served as inspiration for the original program. As child development instructors, we knew that many community college students have babies; students had often come to us for informal parenting advice. We also knew that student-parents must juggle many balls. Typically, student-parents are young, they often are single, they have jobs, and they are in school. Networking to build personal support for success in college has been a primary goal of the sessions so the students can help each other. For example, one student-parent, the mother of twin toddlers, is shouldering family responsibilities because her husband was recently deployed to Iraq. Not only does she look forward to the sessions for her own personal support and to find parenting information, but she also knows that her toddlers love to come to the sessions and are learning to socialize. She often brings her mother to the sessions as well so her mother can observe quality interactions and learn through best practices as modeled by the child development faculty and interns.

Another component of the project is providing experiences with babies for our child development students. Despite our college having no infant/toddler care on campus, students can serve internships and receive practical training with babies through the sessions. Because child development students need a great deal of hands-on experience and because we want to introduce our students to best practices, we have created a program to accomplish both. Student-parents bring their babies on campus for parenting and play sessions, and child development students gain experience with babies and their parents. A child development faculty member oversees the sessions and leads discussions with the parents while student interns are interacting with the babies (in the same room) and listening to the discussions about parenting issues.

This program has been enormously successful. The sessions are full, and a waiting list has been established. Requests from non-student parents (who use this program as a way to transition to college) have been numerous, and we have expanded our program to two

sessions per week. We also are conducting outreach to high school student-parents as well as to agencies that provide services to babies with special needs. Although our student-parents speak English, we also will be holding special parenting sessions in Spanish for extended-family members.

After having completed this initial experience, student-interns are placed in a community program that serves infants and toddlers. More than 90 percent of our student-interns who have completed all parts of the program have been offered employment in the field. The Parent and Baby Sessions program has received a great deal of attention. It is a component of the larger workforce development project, which has received numerous awards and wide recognition throughout California. The Sessions have been cited for their innovation. A story about the program was recently published in *Young Children*, the journal of the National Association for the Education of Young Children.



This program has been enormously successful. The sessions are full, and a waiting list has been established.

The overall success of this program has been the fulcrum used by our Child Development Department to expand to a division called Child Development Special Projects. Until recently, we had to set up the environment for the parenting sessions in the child development classrooms, when available. But the college recently renovated a dedicated space, called the Family Resource Center. The center has accommodated the expansion of our program, enabling us to hold the Sessions at any time.

We have learned many lessons: start small and have a vision; network with other professionals to accomplish goals; use your own community (in our case, our college and community child development programs) to build support and to learn about funding sources; and, most important for us, believe in and actively pursue our vision!

For more information please contact:

Marni Roosevelt, Director of Special Projects
Child Development Department
Los Angeles Valley College
5800 Fulton Avenue, Valley Glen, CA 91401
(818) 778-5529 or roosevm@lavc.edu

Models of Collaboration in the Support of Transition, Transfer, and Graduation for Early Childhood Educators

by Sharon Seidman, California State University, Fullerton
and Susanne Valdez, Santa Ana College

It is well documented that early childhood educators face extensive challenges in their pursuit of higher education. Although many early childhood education (ECE) staff are dedicated to improving their knowledge and achieving college degrees, college course work is only one of many priorities in their lives. Most ECE students in California work full-time for low wages while enrolled in college course work; many speak English as a second language and have difficulty comprehending academic texts; many are parents of young children; and most are women from cultural backgrounds in which a woman's duties at home are expected to supersede commitment to a career (Dukakis and others 2007). However, successful completion of academic degrees in child development remains our best predictor of teacher efficacy (Whitebook 2003).

This article describes some pilot programs seeking to facilitate ECE students' completion of associate's and bachelor's degrees in child development in Orange County. Most such articles or reports have focused on relatively small counties in northern California. Orange County is the second largest county in California and the fifth largest in the nation. There is no ethnic group comprising a majority of the county, and 44 percent of the school-age children and adults speak a language other than English (Orange County Community Indicators Project 2007). Thus, Orange County represents a challenging arena for the support of ECE.

Six community colleges in Orange County have majors designed for

ECE (e.g., Human Development, Child Development, and Educational Studies) and one university—California State University (CSU), Fullerton—has a major in Child and Adolescent Development. Many of the adaptations recommended by literature on ECE course work have been adopted by Orange County institutions; for example:

- Students who speak English as a second language may be adept at conversational communication while still having difficulty with the demands of academic texts. To address this challenge, Santa Ana College (the largest Hispanic-serving community college) has developed a cohort-based English immersion program. Students in this program begin the Human Development major in a bilingual setting, with textbooks provided in the Spanish language and with support for articulating ideas and concepts in English. By the fourth course in the Human Development major, the cohort is learning, reading, and writing completely in English.
- Through a Child and Families Administration Higher Education Grant to Santa Ana College, CSU Fullerton is able to provide classes for students who are completing their associate's degree. These upper-division classes are held at Head Start locations at a reduced cost. These classes are smaller (generally 15 students), are offered in the evening or on weekends, include access to a tutor, and are designed to be maximally accessible to Head Start staff who may be returning to school after a long absence. These courses have promoted academic

success and CSU matriculation among returning ESL students.

- Because ECE classroom experience has been identified as an essential element of preservice teacher preparation, all community colleges and the CSU Fullerton program include practicum as a requirement of the major.

However, the most innovative and effective strategy for promoting student success has been collaboration among the colleges to develop systems of support and integration to facilitate students' progress. The six community colleges have joined together to form the Orange County Community College Early Childhood Partnership. The partnership is working toward the following goals:

- Ensuring that all campuses have incorporated the same eight core courses within the major, as described by the California Community College Early Childhood Alignment Project. Developing this shared core will facilitate transfers among community colleges if students change jobs or housing, allowing them to continue their studies at the most accessible school. The shared core will also provide a standard basis of early competency, removing some variability of knowledge and practice in the field and facilitating the provision of upper-division course work at CSU Fresno.
- Implementing the NAEYC Accreditation Standards for associate degree programs. Through implementation of the standards the various colleges can support each other in any required program revisions,

benefiting from one another's strengths, and students in all programs can be assured that their course work matches national standards.

- Identifying campus expertise so programs can maximize the specialization and advisement course work that meets county and regional needs.

In conjunction with the partnership's goals, CSU Fullerton is collaborating with community colleges to ensure that upper-division course work for early childhood professionals builds on, rather than repeats or ignores, lower-division expertise. On the basis of a review of the current syllabi and learning objectives of core ECE classes at the community colleges, CSU Fullerton has proposed a new option in early child development. In addition to enhanced articulation, the new option contains new courses that are specifically designed to build, in depth and in breadth, on the competencies in the ECE core. Thus, Orange County can ensure that bachelor-level education truly increases the expertise acquired from associate-level education.

In closing, we are working toward integration. We are sharing, communicating, and working together

to help our students achieve their professional goals, gain a common knowledge about early childhood, and have a smooth transition from one college to another. In addition, we are enjoying one another's ideas and our collegial relationships. We have created a team to meet the needs of our community.

References

Dukakis, K., and others. 2007. *Chutes or Ladders? Creating Support Services to Help Early Childhood Students Succeed in Higher Education*. Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

Orange County Community Indicators Project. 2007. *Orange County 2007 Community Indicators*. Irvine, CA: Orange County Executive Office. <http://www.oc.ca.gov/pdf/2007CIPReport.pdf>.

Whitebook, M. 2003. *Bachelors Are Best. Higher Qualifications for Pre-kindergarten Children Lead to Better Learning Environments*. Trust for Early Education Policy Brief. Washington, DC: Trust for Early Education. <http://www.trustforearlyed.org/docs/WhitebookFinal.pdf>.

Child Development Permit Verification of Completion Program

The Commission on Teacher Credentialing developed the Verification of Completion Program in 2005 to streamline the Child Development Permit process. The Verification of Completion Program is available to community colleges and four-year universities. It includes a review of the institution's child development program and the course content offered by the institution to meet the specific requirements for obtaining Child Development Permits. Institutions participate to receive confirmation that their courses are appropriate for certification. The process allows participating institutions to assure the Commission that a candidate has met the requirements for a Child Development Permit.

Child Development Permit candidates whose applications are submitted by programs that have completed state review will be able to skip state-level transcript evaluations, thus speeding up the permit issuance process. Their applications will bypass the current application queue at the Commission and will be processed immediately.

Permit candidates may still submit applications directly to the Commission if they choose to do so, and they will need to do so if the community college or university they attend does not participate in the Commission's program review option.

There are currently 21 community colleges and four-year universities participating in this program. For more information on the Verification of Completion Program, please e-mail your requests to childdev@ctc.ca.gov.



We are sharing, communicating, and working together to help our students achieve their professional goals, gain a common knowledge about early childhood, and have a smooth transition from one college to another.

Sacramento Regional Alliance

Early Childhood Workforce Development

Over the past few years, Sacramento has forged ahead with an innovative regional collaboration designed to serve the needs of the early childhood profession. The efforts have been led by a committed group of faculty members from the Child Development Department at the California State University (CSU), Sacramento, and the Early Childhood Education (ECE) Programs of the Los Rios Community College District, Sierra College, Woodland Community College, and Yuba College.

Finding the “Academic Highway”

Beginning in the fall of 2004, CSU Sacramento faculty, under the leadership of Child Development Department Chair Dr. Karen Horobin, participated in discussions with regional California community colleges about the need to improve transfer and advising for early childhood professionals who wish to continue their education to earn a bachelor of arts (BA) degree. At that time, students transferring to one of the BA degree programs in child development at CSU Sacramento faced the same obstacles—confusion, misinformation, and lack of pre-transfer advising—that most other students across the state face. As Marcy Whitebook has noted, it is easy for people in the early childhood field to “get lost on the academic highway” when trying to transfer to a BA degree program.

Sacramento Regional Alliance

A dedicated group of faculty and other regional stakeholders in the ECE field established the Sacramento Regional Alliance for Professional Preparation in Early Education (SRAPPEE), affectionately and more frequently known as “The Sac Alliance.” The Sac Alliance is dedicated to enhancing workforce development and professionalism in ECE by means of a particular focus on access and achievement in higher education. The active members of this group meet frequently, talk endlessly, and have been learning over the past two to three years to understand and appreciate the many complex issues involved in different systems of higher education, the needs of the early childhood workforce, employers’ interests and needs, and ways to collaborate effectively with people the group had become accustomed to seeing as “the others.”

As a result of the efforts of the Sac Alliance, students transferring from regional community colleges (including Sierra, Woodland, Yuba, and those in Los Rios) to the Child Development Department at CSU Sacramento may now transfer an identified package of 30–40 ECE units toward their bachelor’s degree in child development. They also have access to an improved transfer-advising pathway, which includes information on how to integrate and overlap course work taken to meet the requirements for the Child Development Permit, an associate’s degree in ECE, and a BA degree in child development from CSU Sacramento.

Bachelor of Arts in Early Development, Care, and Education—Hybrid Distance-Education Model

The Child Development Department at CSU Sacramento has also developed a new BA-completion degree with a specific focus on early development, care, and education (BA-EDCE). The program is designed for working professionals in the early childhood field and is offered as a distance-learning, hybrid cohort model in collaboration with community agencies in the Sacramento region. The BA-EDCE serves the needs of early childhood professionals who work full-time and are ready to transfer from community college, having 60–70 units of lower-division course work. All course requirements for the BA-EDCE, including upper-division general education courses to meet graduation requirements, are offered at off-campus satellite sites provided by community partners, which include such agencies as Child Action, Inc., El Dorado County Office of Education, Placer County Office of Education, Sacramento Employment and Training Agency (SETA) Head Start, Universal Preschool for West Sacramento, and Yolo Childcare Resource and Referral.

The overarching goal of the BA-EDCE is to engage early childhood professionals in an active, integrative learning process in which theory, research, and practice are woven together for the further development of teachers, children, and families. All classes are offered at times and locations that are accessible to adult practitioners who engage in distance-learning coupled with face-to-face meetings with their local cohort and a Cohort Instructor who has academic background in the early childhood field as well as practical experience.

Transfer Advising and Road Map Project

Community agencies interested in sponsoring a BA-EDCE Cohort in their area collaborate with CSU Sacramento to offer information workshops, where interested participants may learn more about the program. As a part of the Transfer Advising and Road Map Project, people attending the information sessions are invited to submit unofficial transcripts of their previous course work. CSU Sacramento advisors conduct a no-fee prescreening review of transcripts and provide participants with a comprehensive analysis, including general education and early childhood units, of how participants' course work aligns with transfer requirements and the completion of a BA degree in child development.

Follow-up advising workshops are also offered. Individuals who are eligible for transfer receive information about the application and admission processes for the BA-EDCE program. Those who are not yet transfer-ready are given detailed information about remaining transfer requirements and courses they may take at community colleges.

Continued transfer advising workshops will be offered each semester for people who are working toward transfer to CSU Sacramento and want to avoid "getting lost on the academic highway."

Success

Although the Sac Alliance was formed relatively recently, the Transfer Advising and Road Map Project was begun by Dr. Karen Horobin more than ten years ago as a collaborative project with SETA Head Start. At the time, few if any BA programs were accessible to working early childhood professionals, and Horobin worked with Catherine Goins and Norma Johnson, both formerly of SETA Head Start, to develop such a program for Head Start teachers and directors. As a part of this project, Horobin provided free transcript review and advising sessions for interested Head Start employees. Some of those original advisees have now obtained a BA degree or have been diligently working toward that goal. Some of them still have the original "road maps" given to them in the early days of the program and proudly show the checked-off classes they completed as they engaged in the difficult balancing act of being a student as well as a teacher, a parent, a partner, and a colleague.

Many success stories are emerging from this program, stories such as that of Ivonne, who began several years ago as a Head Start parent with Spanish as her first language. Now Ivonne has developed fluent English skills, works as a classroom teacher for Head Start, and is preparing to transfer to CSU Sacramento in 2008. We hope to see many more such success stories in the years to come as this much-needed program reaches out and supports the hard-working early childhood practitioners of the Sacramento region.

Sacramento Regional Alliance for Professional Preparation in Early Education (SRAPPEE)

The following is a non-exhaustive list of active participants in SRAPPEE (aka "Sac Alliance"):

- Miriam Beloglovsky** (Cosumnes River College)
- Elizabeth Blakemore** (El Dorado County Office of Education)
- Lisa Daley** (Folsom Lake College)
- Donna Elmore** (Universal Preschool for West Sacramento—UP4WS)
- Ana Garcia-Nevarez** (CSU Sacramento)
- Susan Gomez** (CSU Sacramento)
- Nancy Herota** (Sacramento County Office of Education)
- Karen Horobin** (CSU Sacramento)
- Darlene Jackson** (Sierra College)
- Gloria Lopez** (Sacramento City College)
- Mary Jane Maguire-Fong** (American River College)
- Laurie Perry** (Sacramento City College)
- Theresa Roberts** (CSU Sacramento)
- Amy Strimling** (Sacramento City College)
- Tracy Tomasky** (San Juan Unified School District)
- Jeannine Weigt** (Woodland Community College)
- Jaci White** (Child Action, Inc.)
- Natalie Woods-Andrews** (Sacramento County Office of Education)

California Colleges and Universities

The following information covers all the campuses of the California Community College System, The California State University, and the University of California.

California Community College System

This list of community colleges is from the directory of the California Community College Chancellor's Office and is arranged by region: Bay, Central, Northern, and Southern. In addition, there is contact information for the campus coordinator of the Child Development Training Consortium (CDTC), the California Early Childhood Mentor Program (CECMP), and the TANF/Child Development Careers Program (TANF-CDC) at participating colleges.

California Community Colleges Chancellor's Office

1102 Q Street
Sacramento, CA 95814
(916) 445-5266
<http://www.cccco.edu>

Bay Region

Berkeley City College

Berkeley
(510) 981-2800

Cabrillo College

Aptos
(831) 479-6100

CDTC Coordinator
Michelle Chao
(831) 477-3502

CECMP Coordinator
Michele Mosher
(831) 335-1135

TANF-CDC Facilitator
Sheila Anderson
(831) 345-0599

Canada College

Redwood City
(650) 306-3100

CDTC Coordinator
Dianne Eyer
(650) 306-3295

CECMP Coordinator
Patty Dilko
(650) 306-3115

Chabot College

Hayward
(510) 723-6600

CDTC Coordinator
Edna Rodrigues
(510) 723-7431

CECMP Coordinator
Barbara Ogman
(510) 723-7532

TANF-CDC Facilitator
Venessa Cormier
(510) 723-7212

City College of San Francisco

San Francisco
(415) 239-3000

CDTC Coordinator
Susan Ruane
(415) 452-7179

CECMP Coordinator
Kathleen White
(415) 239-3891

TANF-CDC Facilitator
Mary Hegwood
(415) 452-5605

College of Alameda

Alameda
(510) 522-7221

College of Marin

Kentfield
(415) 457-8811

CDTC Coordinator
CECMP Coordinator
Peggy Dodge
(415) 485-9369

College of San Mateo

San Mateo
(650) 574-6161

Contra Costa College

San Pablo
(510) 235-7800

CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitator
Susan Lee
(510) 235-7800, ext. 4621

DeAnza College

Cupertino
(408) 864-5678

CDTC Coordinator
CECMP Coordinator
Christina Lopez-Morgan
(408) 864-8892

TANF-CDC Facilitator
Mayra Cruz
(408) 864-8215

Diablo Valley College

Pleasant Hill
(925) 685-1230

CDTC Coordinator
Sue Handy
(925) 685-1230, ext. 2162

CECMP Coordinator
Joan Symonds
(925) 685-1230, ext. 2316

Evergreen Valley College

San Jose
(408) 274-7900

Foothill College

Los Altos Hills
(650) 949-7777

CDTC Coordinator
CECMP Coordinator
Claire Koukoutsakis
(650) 967-2612

Laney College

Oakland
(510) 834-5740

Las Positas College

Livermore
(925) 424-1000

CDTC Coordinator
Jackie Fitzgerald
(925) 424-1135

CECMP Coordinator
TANF-CDC Facilitator
Zina Rosen-Simon
(925) 424-1178

Los Medanos College

Pittsburg
(925) 439-2181

CDTC Coordinator
Patsy Sherman
(925) 439-2181, ext. 3328

CECMP Coordinator
Elsie Witt
(925) 439-2181

**Bay Region
(Continued)**

Merritt College

Oakland
(510) 531-4911
CDTC Coordinator
Christine Olsen
(510) 436-2588
CECMP Coordinator
Doris Barnett
(707) 425-5071
TANF-CDC Facilitator
Stacy Thompson
(510) 436-2524

Mission College

Santa Clara
(408) 988-2200
CDTC Coordinator
MyTra Nguyen-Vu
(408) 855-5396
CECMP Coordinator
Camilla Valenzuela
(408) 855-5256

Ohlone College

Fremont
(510) 659-6000
CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitator
Janice Fonteno
(510) 979-7496

San Jose City College

San Jose
(408) 298-2181
CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitator
Mary Conroy
(408) 298-2181, ext. 3866

Skyline College

San Bruno
(650) 738-4100
CDTC Coordinators
Kathryn Browne
(650) 738-7092
Valerie Goines
(650) 738-4148

West Valley College

Saratoga
(408) 867-2200
CDTC Coordinator
CECMP Coordinator
Terry Shue
(408) 741-2007
TANF-CDC Facilitator
Leslie Pano
(408) 741-4603

Central Region

College of the Sequoias

Visalia
(559) 730-3700
CDTC Coordinator
CECMP Coordinators
Gwenett Aytman
(559) 737-4899
San Dee Hodges
(559) 730-3858

Columbia College

Sonora
(209) 588-5100
CDTC Coordinator
CECMP Coordinator
Kathy Sullivan
(209) 588-5377

Fresno City College

Fresno
(559) 442-4600
CDTC Coordinator
CECMP Coordinators
Mary Beth Miller
(559) 442-4600
Marilyn Moore
(559) 442-4600, ext. 8369

TANF-CDC

Facilitator
Melinda Brewer
(559) 442-4600, ext. 8342

Gavilan College

Gilroy
(408) 847-1400
CDTC Coordinator
CECMP Coordinator
Marlene Bumgarner
(408) 848-4805

Hartnell College

Salinas
(831) 755-6700
CDTC Coordinators
Pat Henrickson
(831) 759-6088
Jeanne Hori-Garcia
(831) 759-6065

Lake Tahoe Community College

South Lake Tahoe
(530) 541-4660
CDTC Coordinator
Michelle Sower
(530) 541-4660, ext. 265

Merced College

Merced
(209) 384-6000
CDTC Coordinator
Sue Chappell
(209) 386-6639

CECMP Coordinator

Stacey Roduner
(209) 384-6179
TANF-CDC Facilitator
Marian Fritzemeier
(209) 386-6636

Modesto Junior College

Modesto
(209) 575-6498
CDTC Coordinator
Laurie Prusso
(209) 575-6644

CECMP Coordinator
Cheryl Williams-Jackson
(209) 575-6320

TANF-CDC Facilitator
Lisa Schut
(209) 575-6972

Monterey Peninsula College

Monterey
(831) 646-4000
CDTC Coordinator
Cathy Nyznyk
(831) 646-4066
CECMP Coordinator
Shelby Butzlaff
(831) 626-1984

Reedley College

Reedley
(559) 638-5040
CDTC Coordinator
CECMP Coordinator
Sallie Pfeiffer-Turpen
(559) 324-6449
TANF-CDC Facilitator
Gloria De La Cruz Pulido
(559) 675-4861

San Joaquin Delta College

Stockton
(209) 954-5151
CDTC Coordinator
Tena Carr
(209) 954-5583
CECMP Coordinator
Andrea DeVincenzi
(209) 954-5565
TANF-CDC Facilitator
Tiffanie Panella
(209) 954-5646

Taft College

Taft
(661) 763-7700
CDTC Coordinator
CECMP Coordinator
Cherry Sills
(661) 763-7850

West Hills College

Coalinga
(559) 934-2000
CDTC Coordinator
Pat Kraft-Chapman
(559) 289-7011

Northern Region

American River College

Sacramento
(916) 484-8011
CDTC Coordinator
Jan DeLapp
(916) 484-8961
CECMP Coordinator
Anne Kress
(916) 484-8705
TANF-CDC Facilitator
Diane Cromwell
(916) 484-8652

Butte College

Oroville
(530) 895-2511
CDTC Coordinator
Kathie McAfee
(530) 895-2550
TANF-CDC Facilitator
Terri Hutton
(530) 895-2855

College of the Redwoods

Eureka
(707) 476-4100
CDTC Coordinator
Sydney Fisher Larson
(707) 476-4338
CECMP Coordinator
Ann Marie Woolley
(707) 476-4537
TANF-CDC Facilitator
Kristie Martinez
(707) 476-4388

College of the Siskiyous

Weed
(530) 938-4461
CDTC Coordinator
Patricia Thatcher
(530) 938-5290
CECMP Coordinator
Kate Ashbey
(530) 842-6647

Cosumnes River College

Sacramento
(916) 691-7344
CDTC Coordinator
Evelyn D. Silva
(916) 691-7293
CECMP Coordinator
Miriam Beloglovsky-Baran
(916) 691-7399

TANF-CDC Facilitator

Linn Violett
(916) 691-7119

Feather River College

Quincy
(530) 283-0202
CDTC Coordinator
Shelley Miller
(530) 283-0202, ext. 311
CECMP Coordinator
Shelley Morrison
(530) 283-0521

California Community College System (Continued)

Northern Region (Continued)

Folsom Lake College

Folsom
(916) 608-6500
CECMP Coordinator
Lisa Daly
(916) 608-6559

Lassen College

Susanville
(530) 257-6181, ext. 8036

CDTC Coordinator
CECMP Coordinator
Michelle Baxter
(530) 251-8843

Mendocino College

Ukiah
(707) 468-3000
CDTC Coordinator
Kathy Stuart
(707) 391-6833
CECMP Coordinator
Penny Walker
(707) 468-3029

Napa Valley College

Napa
(707) 253-3000
CDTC Coordinator
Faye Smyle
(707) 253-3248
CECMP Coordinator
Dianna Chiabotti
(707) 259-8932

Sacramento City College

Sacramento
(916) 558-2111
CDTC Coordinator
CECMP Coordinator
Laurie Perry
(916) 650-2953

Santa Rosa Junior College

Santa Rosa
(707) 527-4011
CDTC Coordinator
Jennifer Allen
(707) 522-2616, ext. 1
CECMP Coordinator
Charlene Morita
(707) 527-4999, ext. 5305

Shasta College

Redding
(530) 225-4600
CDTC Coordinator
CECMP Coordinator
Lorraine Hans
(530) 242-7616
TANF-CDC Facilitator
Regina White
(530) 242-7609

Sierra College

Rocklin
(916) 781-0430
CDTC Coordinator
Lori Kearney-Capaul
(916) 789-2897
CECMP Coordinator
Gail Salata
(916) 624-3852
TANF-CDC Facilitator
Mary Anne Kreshka
(530) 274-5353

Solano Community College

Fairfield
(707) 864-7000
CDTC Coordinator
CECMP Coordinator
Monique Villagran
(707) 864-7000, ext. 5353
TANF-CDC Facilitators
Sabrina Drake
(707) 864-7000, ext. 629
Doyleen McMurtry
(707) 864-7183

Yuba College

Marysville
(530) 741-6700
CDTC Coordinator
Jeannine Weigt
(530) 661-5760
CECMP Coordinator
Elaine Robinson
(707) 995-2076
TANF-CDC Facilitator
Bettye-Ann Stephens
(530) 741-7158

Southern Region

Allan Hancock College

Santa Maria
(805) 922-6966
CDTC Coordinator
CECMP Coordinator
Thesa Roepke
(805) 922-6966, ext. 2210

Antelope Valley College

Lancaster
(661) 722-6300
CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitator
Ande Sanders
(661) 722-6502

Bakersfield College

Bakersfield
(661) 395-4011
CDTC Coordinator
CECMP Coordinator
Mary Halberg
(661) 395-4737

Barstow College

Barstow
(760) 252-2411
Cerritos College
Norwalk
(562) 860-2451
CDTC Coordinator
Ceci Medina
(562) 860-2451, ext. 2571
CECMP Coordinator
Rebecca Marine
(562) 860-2451, ext. 2577

Cerro Coso Community College

Ridgecrest
(760) 384-6100
CDTC Coordinator
Lisa Fuller
(760) 384-6169

Chaffey College

Rancho Cucamonga
(909) 987-1737
CDTC Coordinator
Linda Marcotte
(909) 477-8814
CECMP Coordinator
Judy Brewer-Calvillo
(909) 941-2357
TANF-CDC Facilitator
Deborah Davis
(909) 941-2446

Citrus College

Glendora
(626) 963-0323
CDTC Coordinator
CECMP Coordinator
Judy Gregg
(626) 914-8869
TANF-CDC Facilitator
Anthony Henry
(626) 857-4044

Coastline Community College

Fountain Valley
(714) 546-7600

College of the Canyons

Santa Clarita
(616) 259-7800
CDTC Coordinator
CECMP Coordinator
Diane Marie Stewart
(661) 362-3503

College of the Desert

Palm Desert
(760) 346-8041
CDTC Coordinator
Leslie Young
(760) 776-7398
CECMP Coordinator
Wendy Sanders
(760) 776-7429

Compton College

Compton
(310) 900-1600
CDTC Coordinator
CECMP Coordinator
Shirley Edwards
(310) 900-1600, ext. 2900

Copper Mountain College

Joshua Tree
(760) 366-3791

Crafton Hills College

Yucaipa
(909) 794-2161
CDTC Coordinator
Meridyth McLaren
(909) 389-3576

Cuesta College

San Luis Obispo
(805) 546-3100
CDTC Coordinator
Haila Hafley-Kluver
(805) 546-3100, ext. 3285
CECMP Coordinator
Judy Berk
(805) 782-7274

Cuyamaca College

El Cajon
(619) 660-4000
CDTC Coordinator
CECMP Coordinator
Carol Stevens
(619) 660-4000, ext. 3053
TANF-CDC Facilitator
Linda Haar
(619) 660-4601

Cypress College

Cypress
(714) 484-7000

East Los Angeles College

Monterey Park
(323) 265-8650
CDTC Coordinator
CECMP Coordinator
Mary Norman
(323) 265-8869
TANF-CDC Facilitator
Julie Benvides
(323) 265-8870

California Community College System (Continued)

Southern Region (Continued)

El Camino College

Torrance
(310) 532-3670

CDTC Coordinator
Antoinette Phillips
(310) 660-3571

CECMP Coordinator
Jennifer Montgomery
(310) 660-3570

Fullerton College

Fullerton
(714) 992-7000

CDTC Coordinator
Debora Regan Williams
(714) 502-7802

CECMP Coordinator
TANF-CDC Facilitator
Tom Chiaromonte
(714) 992-7355

Glendale Community College

Glendale
(818) 240-1000

CDTC Coordinator
CECMP Coordinators
Judy Cashell
(626) 585-6501
Jeanette Tashiro
(818) 240-1000, ext. 5355

TANF-CDC Facilitator
Alfred Ramirez
(818) 240-1000, ext. 5018

Golden West College

Huntington Beach
(714) 892-7711

Grossmont College

El Cajon
(619) 644-7000

CDTC Coordinator
Ginger Hartnett
(619) 682-0276

CECMP Coordinator
Mary Courtney
(619) 644-7767

TANF-CDC Facilitator
William Rapolla
(619) 644-7828

Imperial Valley College

Imperial
(760) 352-8320

CDTC Coordinator
CECMP Coordinator
Rebecca Green
(760) 355-6231

Irvine Valley College

Irvine
(949) 559-9300

CDTC Coordinator
Mary McDonough
(949) 451-5374

CECMP Coordinator
Donna Gray
(949) 451-5617

Long Beach City College

Long Beach
(562) 938-4353

CDTC Coordinator
April Juarez
(562) 938-4740

CECMP Coordinator
Dana Van Sinden
(562) 938-4703

Los Angeles City College

Los Angeles
(323) 953-4000

CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitators
Kathleen Bimber
(323) 953-4000, ext. 2290
Cheryl Werble
(323) 953-4000, ext. 2292

Los Angeles Harbor College

Wilmington
(310) 233-4000

CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitators
Joyce Parker
(310) 233-4556
Cheryl Watson
(310) 488-6114

Los Angeles Mission College

Sylmar
(818) 364-7600

CDTC Coordinator
CECMP Coordinators
Janice Silver
(818) 364-7714

June Wada
(818) 364-7888
TANF-CDC Facilitator
Morena Escobar
(818) 364-7600, ext. 7146

Los Angeles Pierce College

Woodland Hills
(818) 719-6401

CDTC Coordinator
Kathleen Reiter-Vasquez
(818) 719-6494

CECMP Coordinator
Joleen Voss-Rodriquez
(818) 719-6402

TANF-CDC Facilitator
Lila Snow
(818) 719-6402

Los Angeles Southwest College

Los Angeles
(323) 241-5225

CDTC Coordinator
Kathy Cliff
(323) 241-5357

CECMP Coordinator
Cathy Tate
(323) 249-1361

Los Angeles Trade-Tech College

Los Angeles
(213) 763-7000

CDTC Coordinator
Cecilia Vega
(213) 763-3986

CECMP Coordinator
Gathoni Maina
(213) 763-3953

Los Angeles Valley College

Van Nuys
(818) 947-2600

CDTC Coordinator
Heidi Kourouyan
(818) 317-8189

CECMP Coordinator
Ellen Farhood
(818) 947-2600

TANF-CDC Facilitator
Bonnie Rapp
(818) 947-2539

MiraCosta College

Oceanside
(760) 757-2121

CDTC Coordinator
Penny Skemp
(760) 795-6859

CECMP Coordinators
Robin Sachs
Donna Meester
(760) 795-6689

TANF-CDC Facilitator
Laura Ponterotto
(760) 795-6778

Moorpark College

Moorpark
(805) 378-1400

CDTC Coordinator
Linda Cravens
(805) 378-1401

CECMP Coordinator
Jennifer Parker
(805) 378-1400

Mt. San Antonio College

Walnut
(909) 594-5611

CDTC Coordinator
CECMP Coordinator
Kathy Watanabe
(909) 549-5611, ext. 4902

TANF-CDC Facilitator
Angelena Moore
(909) 594-5611, ext. 6117

Mt. San Jacinto College

San Jacinto
(951) 487-6752

CDTC Coordinator
Michelle Harper
(951) 244-3682

CECMP Coordinator
Kathy Turner
(909) 672-6752

TANF-CDC Facilitator
Donna Greene
(951) 487-3613

Orange Coast College

Costa Mesa
(714) 432-0202

CDTC Coordinator
Tina Reinemann
(949) 548-2059

CECMP Coordinator
Mary Belcher
(714) 432-5067

Oxnard College

Oxnard
(805) 986-5800

CDTC Coordinator
CECMP Coordinator
Elvia Rivero
(805) 986-5800, ext. 2041

TANF-CDC Facilitator
Linda Fintel
(805) 986-5800, ext. 7643

Palomar College

San Marcos
(760) 744-1150

CDTC Coordinator
Diane Studinka
(760) 744-1150, ext. 2208

CECMP Coordinator
Bob Sasse
(760) 744-1150, ext. 2856

Palo Verde College

Blythe
(760) 921-5500

California Community College System (Continued)

Southern Region (Continued)

Pasadena City College

Pasadena
(626) 585-7123

CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitator
Linda Stroud
(626) 585-7404

Porterville College

Porterville
(559) 791-2200

CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitator
Mary Jo Jordan
(559) 791-2361

Rio Hondo College

Whittier
(562) 692-0921

CDTC Coordinator
Patricia Kepner
(562) 692-0921, ext. 3697

CECMP Coordinator

Sondra Moe
(562) 692-0921, ext. 3241

Riverside Community College

Riverside
(951) 222-8000

CDTC Coordinator
Shari Yates
(951) 222-8903

CECMP Coordinator
Barb Kirby
(909) 880-5928

TANF-CDC Facilitator
Debbie Whitaker-Meneses
(951) 222-8434

Saddleback College

Mission Viejo
(949) 582-4500

CDTC Coordinator
June Millovich
(949) 582-4576

CECMP Coordinator
Barbara Tamialis
(562) 938-3080

San Bernardino Valley College

San Bernardino
(909) 384-4400

CDTC Coordinator
Juliann Martin
(909) 384-8542

CECMP Coordinator
Kathy Adams
(909) 384-8549

TANF-CDC Facilitator
Barbara Nichols
(909) 384-8907

San Diego City College

San Diego
(619) 388-3400

CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitator
Gloria Lyon
(619) 388-3205

San Diego Mesa College

San Diego
(619) 388-2600

CDTC Coordinator
Gloria Lyon
(619) 388-3205

CECMP Coordinator
Sandra Luhnnow
(619) 388-2813

San Diego Miramar College

San Diego
(619) 388-7800

CDTC Coordinator
Gloria Lyon
(619) 388-3205

CECMP Coordinator
Sally Nalven
(619) 388-7681

Santa Ana College

Santa Ana
(714) 564-6000

CDTC Coordinator
Susanne Valdez
(714) 564-6815

CECMP Coordinator
Gwen Morgan-Bezell
(714) 564-6815

Santa Barbara City College

Santa Barbara
(805) 965-0581

CDTC Coordinator
Julie Smith
(805) 965-0581, ext. 2859

CECMP Coordinator
Beth Rizo

Santa Monica College

Santa Monica
(310) 434-4000

CDTC Coordinator
Laura Manson
(310) 434-3530

CECMP Coordinator
Ellen Khokha
(310) 399-7760

Santiago Canyon College

Orange
(714) 564-4000

Southwestern College
Chula Vista
(619) 421-6700

CDTC Coordinator
Leslynn Gallo
(619) 421-6700, ext. 5726

CECMP Coordinator
Virginia Watson
(619) 421-6700, ext. 5665

TANF-CDC Facilitator
Laurel Anderson
(619) 482-6510

Ventura College

Ventura
(805) 654-6400

CDTC Coordinator
Cindy McGowan
(805) 509-0722

CECMP Coordinator
Jeri Lupton
(805) 654-6400, ext. 3261

Victor Valley College

Victorville
(760) 245-4271

CDTC Coordinator
CECMP Coordinator
Mary Sypkens
(760) 245-4271, ext. 2237

TANF-CDC Facilitator
Sandy Visser
(760) 245-4271, ext. 2771

West Los Angeles College

Culver City
(310) 287-4200

CDTC Coordinator
CECMP Coordinator
TANF-CDC Facilitator
Elizabeth Evans
(310) 287-4446

The California State University (CSU)

CSU, Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802
(562) 951-4000
<http://www.calstate.edu>

California Maritime Academy
Vallejo
(707) 654-1000

California Polytechnic State University, San Luis Obispo
San Luis Obispo
(805) 756-1111

California State Polytechnic University, Pomona
Pomona
(909) 869-7569

CSU Bakersfield
Bakersfield
(661) 664-2011

CSU Channel Islands
Camarillo
(805) 437-8400

CSU Chico
Chico
(530) 898-4636

CSU Dominguez Hills
Carson
(310) 243-3300

CSU East Bay
Hayward
(510) 885-3000

CSU Fresno
Fresno
(559) 278-4240

CSU Fullerton
Fullerton
(714) 278-2011

CSU Long Beach
Long Beach
(562) 985-4111

CSU Los Angeles
Los Angeles
(323) 343-3000

CSU Monterey Bay
Seaside
(831) 582-3330

CSU Northridge
Northridge
(818) 677-1200

CSU Sacramento
Sacramento
(916) 278-6011

CSU San Bernardino
San Bernardino
(909) 880-5000

CSU San Marcos
San Marcos
(760) 750-4000

CSU Stanislaus
Turlock
(209) 667-3122

Humboldt State University
Arcata
(707) 826-3011

San Diego State University
San Diego
(619) 594-5000

San Francisco State University
San Francisco
(415) 338-1111

San Jose State University
San Jose
(408) 924-1000

Sonoma State University
Rohnert Park
(707) 664-2880

University of California (UC)

UC, Office of the President
1111 Franklin Street
Oakland, CA 94607
<http://www.ucop.edu>
(510) 987-9716

UC Berkeley
Berkeley
(510) 642-6000

UC Davis
Davis
(530) 752-1011

UC Irvine
Irvine
(949) 842-5011

UC Los Angeles
Los Angeles
(310) 825-4321

UC Merced
Atwater
(209) 724-4400

UC Riverside
Riverside
(951) 827-1012

UC San Diego
La Jolla
(858) 534-2230

UC San Francisco
San Francisco
(415) 476-9000

UC Santa Barbara
Santa Barbara
(805) 893-8000

UC Santa Cruz
Santa Cruz
(831) 459-0111

Web Resources

The following Web sites either have recently come to our attention or are valuable enough to be listed again. These sites were still available during the publication process of *Bridges*, but because of the ever-changing nature of the Web, they may no longer be available. We also invite you to visit the “Head Start Collaboration” page at the California Department of Education’s Web site: <http://www.cde.ca.gov>.

General Information

The Child Development Training Consortium promotes high-quality early education to California’s children and families by providing financial and technical assistance to child development students and professionals: <http://www.childdevelopment.org>.

The Center for the Study of Child Care Employment, a part of the Institute for Research on Labor and Employment at the University of California, Berkeley, has recently redesigned its Web site.

The ChildCare Education Institute (CCEI) is an approved professional development partner of the National Head Start Association. The CCEI offers online professional development training; certificate course of study programs; and Child Development Associate renewal. The online courses are for Head Start, Early Head Start, Migrant, and American Indian program directors, teachers, and staff. The courses also provide a mechanism for training for parents and volunteers: www.cceionline.com.

The California Postsecondary Education Commission integrates policy, fiscal, planning, data, and programmatic analyses of issues concerning education beyond high school for the legislative and the executive branches of California government and for the general public.

The Education Trust works for the high academic achievement of all students at all levels—prekindergarten through college: <http://www.edtrust.org>.

ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another school. ASSIST is the official repository of articulation for California’s public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

Financial Aid Information

The California Student Aid Commission offers information at its Web sites.

EDFUND is one of the nation’s leading providers of student loan services under the Federal Family Education Loan Program. Last year EDFUND processed \$10.1 billion in federal student loans.

The federal Department of Education provides information at these Web sites: <http://www.fafsa.ed.gov>, <http://www.studentaid.ed.gov>, and <http://www.ifap.ed.gov/FSACounselors>.

Scholarship information can also be found at these Web sites: <http://www.fastweb.com>, <http://www.petersons.com>, <http://www.gocollege.com>, and <http://www.finaid.org>.



BRIDGES

California Head Start-State
Collaboration Office

Bridges is produced by the California Head Start-State Collaboration Office (CHSSCO), which was created to promote partnerships between Head Start and the larger child care and development community at the state and local levels. *Bridges* is funded by the U.S. Department of Health and Human Services, Administration on Children and Families, and the California Department of Education. The opinions expressed are those of the authors and not necessarily those of the Department. CHSSCO is located in the Child Development Division, 1430 N Street, Suite 3410, Sacramento, CA 95814.



Jack O’Connell
State Superintendent
of Public Instruction

Anthony Monreal
Deputy Superintendent
Curriculum and Instruction
Branch

Michael Jett
Director,
Child Development
Division

Nancy Remley
Administrator
Policy, Program,
and Legislation
Development Unit
Director, CHSSCO

Michael Zito
Coordinator, CHSSCO
(916) 323-9727