

Program: Early Care and Education

Division: BSSL

Writer(s): Lyndale Garner and Nadiyah Taylor

SLO/SAO Point-Person: Lyndale Garner and Nadiyah Taylor

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

We have several successful community partnerships:

- Completed a 4-year grant cycle with the Alameda County Office of Education. We received a second grant to continue with the same agency to offer a new cohort of students who will take the courses in Spanish to earn their Associate Teacher Certificate and apply for the related state teaching permit. (Equity and completion).
- Completed our second cohort of the Black Educator Pipeline Project with the Children’s Council of San Francisco to support Black students to obtain their ECE Associate teacher certificate and associated state permit and hopefully continue into advanced degrees in education. (Equity)
- Continued the collaboration with Pleasant Unified School District to help current aids in transitional kindergarten classrooms earn their Associate Teacher Certificate and move into a higher classification in the district. (SCFF- enrollment)
- Continued long-term relationship with the Tri-Valley with ROP programs at Livermore USD and Pleasanton USD for students to take articulated classes. (SCFF – enrollment)
- We continued the collaborations with St. Mary’s College and EdVance to provide additional BA program options for the ECE students. We shared information with students about cross registration opportunities with the CSU East Bay Liberal Studies program. (SCFF/Equity for retention and completion, pathway development).
- The Professional Development Coordinator (PDC) continued community outreach efforts, including presentation to programs in Tri Valley area and in San Ramon. She also provided in-

Program Review Update 2025

reach during campus events to highlight the program and services for potential students and offered students a preview event for upcoming semester classes. (SCFF – enrollment)

We collaborated with colleagues

- Continued integration meetings with the CDC Director and staff. We are quite fortunate to have such a strong partner in the Center Director and Staff, enabling us to all work together on the best lab experiences for our ECE students.
- In collaboration with Math and Geology programs, we were able to offer a math and science course for educators. (Completion)

Efforts toward completion and persistence

- The PDC and faculty of our lab courses continue to personally engage students, so they will apply for certificates and degrees they have earned. (SCFF)
- We hosted an ECE celebration event in May 2025 to honor our newly degreed and certificated ECE students. (Completion)
- We have Saturday (Hybrid, eight week and Late start) courses to accommodate student schedules and increase enrollment. (Completion, enrollment)
- We continued to provide employment and professional development opportunities to students.
- We are happy to report an increase in our enrollment. Our enrollment exceeded all previous 4 Fall Semester's enrollments. For example, our curriculum course, ECE 63, went from being cancelled to now having full enrollment.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

Upon completion of the AS-T in Early Childhood Education, the students will be able to assess children through observation, documentation, reflection, and interpretation to guide curriculum and intentional teaching. We continue to maintain that this is a foundational skill for all students, whether earning a certificate or degree, and we want to see if we are scaffolding this skill well.

Our sample size was small, and we prefer more robust reporting and more enrolled students to fully capture any patterns. We identified 3 courses with explicit observation outcomes and students are proficient in meeting this outcome in those courses.

With the move to Meta we hope to increase the data and reflections completed by all faculty. We have a pool of part timers that work mostly during the day and teach at night, making it challenging to find a meeting time to discuss data.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

Implementation of an apprenticeship program.

1. Having gained Advisory Board approval and support from our new Dean, we will apply for a CAI implementation grant so that we can begin working with local employers and create the best plan

Program Review Update 2025

for our community. Historically, preschool teachers' earnings are not on par with other entry level CTE positions. So, apprenticeships will allow employers to benefit by securing teachers in this time of extreme teacher deficits and provide a “bump” in pay for teachers. Currently, we are exploring apprenticeships options that are manageable with the current workload for division and department.

Hiring

- Our PDC retired, so we are currently in the process of hiring to fill this crucial position.

Student Support

- Starting a new ECE Teacher Club with the ECE student assistant and a part time faculty member.
- We are creating a ZTC pathway for our ECE Teacher Certificate. Also, we will continue to move more ECE classes toward zero textbook costs.
- We will continue the collaboration with the Math Department to provide contextualized activities for Educators in Math 47 as we transition away from Math 27 due to changes with CalGETC.
- We are exploring the opportunity of setting up international service-learning opportunities in Central America and South Africa.

Program Updates

2. We are in the process of completing regular curriculum updates and those needed to remain aligned with the statewide ECE Curriculum Alignment Project (CAP).
3. Per advisement from our advisory board and BSSL Dean, we are planning on creating an ECE Infant Toddler Certificate as well as an ECE Administration Certificate. Both certificates support specializations needed for the workforce. Additionally, The ECE Administration Certificate will aid in justifying running these courses with low enrollment because students need these administrative courses to obtain ECE management positions.
4. Like everyone, we are engaged in the transition process for the 16-week calendar and the new Common Course numbering system.
5. We are planning to explore hosting an ECE day conference at LPC.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:

Yes,

- Explanation/evidence:

Teachers are in high demand throughout Alameda County. This includes a high demand for Transitional Kindergarten Teachers.

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:

Yes

- Explanation/evidence:

There are similar programs at Merritt, Los Medanos, and Diablo Valley Colleges.

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:

Yes

- Explanation/evidence:

Many students in the Early Care and Education program already have BA degrees and/or plan to work in ECE programs that do not require them to have a BA program. So, while the indicators show that students are below the state-negotiated rate, the program is meeting the need of its current students' goals.

According to the Core Indicator Report 25-26: Four Employment. "This core indicator demonstrates an overall employment rate of 80%, (6.8% exceeding the state-negotiated rate). All other special populations that are statistically valid met or exceeded the minimum 90% state-negotiated rate, indicating effectiveness as measured by employment data".

- *"The program achieved 43.24% (28.8% beneath the minimum 90% state-negotiated rate) in earned postsecondary credentials. All other special populations that are statistically valid are below 90% of the state-negotiated rate. The program's demonstrated effectiveness, as measured by the number of earned postsecondary credentials, indicates a need for improvement."*

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:

Yes

- Explanation/evidence:

We have annual Advisory Board meetings where their input is used for program planning.

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.