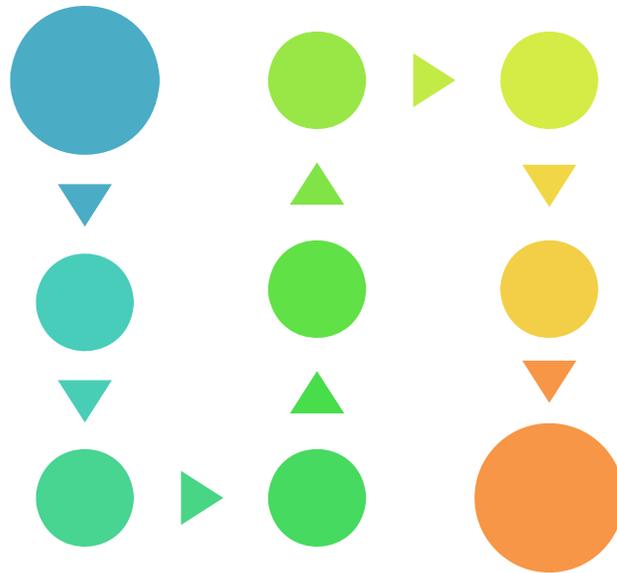# Pipelines and Pathways: The Current Status of ECE Professional Development in Los Angeles County

Paper 2 - Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County

PEACH Papers Series
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By the

Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) Component of the

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Contributors to the PEACH Papers include:

Sloane Lefkowitz Burt
PEACH, Editor

Jan Fish
PEACH, Consultant

Toni Isaacs
PEACH Program, Coordinator

Yvonne Bailey
Cal Poly Pomona

Julie Benavides
East Los Angeles College

John Berndt
LACOE [1]- Head Start

Kathleen Bimber
Los Angeles City College

LaShawn Brinson
Los Angeles Southwest College

Stephen Bryant
Cal Poly Pomona

Edilma Cavazos
PITC

Kathi Cliff
Los Angeles Southwest College

Zee Cline
CSU Chancellor's Office

Alma Cortes
UCLA

Eileen Friscia
Child Care Resource Center

Allison Fuligni
CSU, Los Angeles

Kim Hall
First 5 LA

Denise Kennedy
University of La Verne

Tara Henriquez
LAUP

Nancy Hurlbut
Cal Poly Pomona

Gary Huff
Los Angeles Valley College

Jacqueline Lopez
LACOE

Julia Love
LAUP

Abigale Jewkes
Cal Poly Pomona

Beth Kleinman
LAUP

Terri Lamb
LAUP

Rose Maina
Los Angeles Trade Tech College

Laura Manson
Santa Monica College

Sondra Moe
Rio Hondo College

Jennifer Montgomery
El Camino College

Joyce Munsch
CSU, Northridge

Christina Nigrelli
Zero to Three

Deborah Owens
Glendale Community College

Donna Rafanello
Long Beach City College

Marni Roosevelt
Los Angeles Valley College

George Philipp
West Ed- E3 Institute

Marni Roosevelt
Los Angeles Valley College

Barbra Rosner
Pierce College

Catalina Sanchez
LACOE

Judy Sanchez
LACOE

Ande Sanders
Antelope Valley College

Sharon Seidman
CSU, Fullerton

Janice Silver
Los Angeles Mission College

Cindy Stephens
College of the Canyons

Fiona Stewart
Child Care Alliance of Los Angeles

Linda Stroud
Pasadena City College

Dean Tagawa
LAUSD ECE Division

Rick Tuveson
CSU, Long Beach

Kathy Watanabe
Mt. San Antonio College

Amy Williams Banfield
LAUP

Kisha Williamson
Mt. San Antonio College

Randi Wolfe
Tikkun Consulting

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[1] Explanations of the acronyms used for the organizations/agencies are provided in the reference section.

PEACH Paper 2

Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County

PEACH

Partnerships for Education, Articulation and Coordination through Higher Education (PEACH), is the higher education component of the Los Angeles County Early Care and Education Workforce Consortium. PEACH is funded by the First 5 Commission of Los Angeles County (First 5 LA) for a 5-year period (2011-2016) and administered by Los Angeles Universal Preschool (LAUP). PEACH currently includes Early Childhood Education/Child Development faculty representatives from fourteen Los Angeles County community colleges, 4 California State University (CSU) campuses, University of California, Los Angeles (UCLA) and 2 private universities (University of La Verne and Pepperdine University).

The mission of PEACH is to strengthen existing and support the development of new and enhanced, academic professional development pathways and related education programs for both the current and future early care and education[2] (ECE) workforce in Los Angeles County. The goals of PEACH focus on supporting the establishment and/or improvement of (a) the articulation of ECE-related[3] courses and academic degree programs from high school to community college, from community college to 4-year campus, and from a baccalaureate program to graduate study in ECE/Child Development; (b) the alignment of ECE-related courses with similar content from one institution of higher education (IHE) to another (e.g., course content, level of content, and similar course numbering); (c) existing and new ECE-related BA/BS programs; (d) advocacy for the development and approval of an ECE credential for professionals working

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[2] There is a current shift in the field from using the term early *childhood* education when referring to ECE, to using early *care and* education. While ECE is used throughout the PEACH Papers all efforts were made to accurately reflect each program, agency or IHE's use of the term.
[3] ECE-related refers to disciplines that may address similar topics (e.g., child development, human development, developmental psychology, child and family studies) but are not directly focused on early childhood education or care and education. ECE professionals may receive degrees and/or training in these related disciplines.

with the youngest children, 0 to 8 years of age); (e) support for the development of an ECE-specific doctoral program in Los Angeles County; and (f) recommendations for increased codification of professional preparation of ECE trainers.

PEACH Paper Series

PEACH Paper 2, *Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County* is one in a series of six developed by the PEACH partners to describe the current status of professional development programs in IHEs in Los Angeles County as well as other elements of the professional preparation of the current and future ECE workforce.

The entire series includes the following related topics:

PEACH Paper 1 - Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies

PEACH Paper 2 - Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County

PEACH Paper 3 - Identifying Pathways to a Bachelor's Degree: The Current Status of ECE-Related Bachelor's Degree Programs in Los Angeles County

PEACH Paper 4 - Constructing New Routes: Considerations for the Development of an ECE Credential

PEACH Paper 5 - Completing the System: The Current Status of ECE Doctoral and Master's Degree Programs in Los Angeles County

PEACH Paper 6 - Checking for Flow: The Current Status of ECE Training and ECE Trainer Competencies

PEACH Papers have been developed to provide background information to guide PEACH's work. The research, preparation and analysis for each paper in this series has been designed and conducted by PEACH partners. It should be noted that the information provided in the PEACH Papers represents a "snapshot in time" and is reflective of the PEACH authors' knowledge and understanding as of July 2014. Our hope is that

the information and analysis contained in the papers will serve to inform and inspire those involved in current systems efforts related to ECE workforce development in Los Angeles County, throughout California and beyond.

Purpose of Paper 2

PEACH Paper 2 - Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County describes recent developments in, and the current status of, articulation and alignment between and among several educational institution sectors in California. These include the California Community Colleges (CCC), the California State University system (CSU), and a subset of private colleges in Los Angeles County. A selective review of research and policy literature provides a foundation for discussing articulation in California, with a focus on Los Angeles County. The nature of articulation is explored, including conceptual foundations and basic types of articulation. Additionally, an assessment of the effectiveness, benefits, supports, and obstacles in the articulation process are examined. Furthermore, the results of two studies conducted by the PEACH Articulation and Alignment Working Group are presented. These studies examine the articulation and alignment of Early Childhood Education courses and programs between and among community colleges, California State Universities, and selected private universities in Los Angeles County California during the academic years of 2011-2012 and 2012-2013, as well as the Working Group's use of results of the two studies in 2013-2014 to update tables identifying articulated Child Development/ECE courses from each local community college and articulated with the county's CSU campuses' ECE-related bachelor's programs that guides current Working Group efforts.

Moreover, the section on articulation of ECE coursework between CCCs and CSU campuses in California also presents the numbers of CCC students that transfer to and graduate from the CSUs. Next, the conceptual roles of the CCCs and CSUs are discussed. The focus then shifts to a description of the current status of CCCs and CSUs in Los Angeles County in terms of the most recent transfer-related initiatives including the Curriculum Alignment Project (CAP), the Course Identification Numbering System (C-ID), and the Transfer Model Curriculum (TMC). Finally, an examination of the status of Los Angeles County use of Assist.org by

county IHEs reveals sizeable potential for increasing IHE course-to-course articulation for transferring students. As a result of the PEACH Articulation and Alignment Working Group's studies conducted in 2011-2013, tables describing current articulation between Los Angeles County community college and CSU programs were developed and then updated. These updated tables are currently being used to consult with IHE faculty and articulation officers to review where courses are successfully articulated and where opportunities for further articulation exist as well. Table 2.3 later in the paper provides a sample of this work.

Defining Articulation and Alignment

What is Alignment?

According to the Merriam Webster Dictionary (http://www.merriam-webster.com/dictionary/alignment), alignment refers to being in or coming into precise adjustment. In the present context, alignment refers to bringing college courses into adjustment so they have similar (or comparable) content and/or comply with specified content and competency standards. Examples of alignment efforts in California include the Curriculum Alignment Project and the Transfer Model Curriculum, which will be described later in this paper.

What is Articulation?

Coffman (2005) defines articulation as "the process that allows students to transfer educational credits from one institution to another" (p. 3). Articulation of courses between two IHEs is a very important process in the California education system because optimal articulation facilitates students' academic planning and progression towards attainment of their educational goals. Institutional articulation agreements are developed and utilized to establish what courses are equivalent or comparable and ultimately define the extent to which programs are compatible. They further determine what coursework offered at the two-year institution is foundational for the student to successfully complete a similar upper division course at the four-year institution. The success of an articulation plan is evaluated by the extent to which it provides a seamless transfer for the student from one segment of higher education to another (Shkodriani, 2004).

There are a few basic types of articulation. *Course-to-course* articulation is the most specific and results in a judgment of whether or not two courses are equivalent. In California, the Articulation System Stimulating Inter-institutional Student Transfer, also known as Assist.org, is perhaps the best-known example. Assist.org was created to provide information to transfer students with regard to how course credits earned at a community college or 4-year institution can be applied when transferred to another specific IHE. Course-to-course articulation allows an IHE's academic program faculty greatest local control over courses and programs offered. However, course-to-course articulation is also the most complex type of articulation because agreements vary from campus to campus (i.e., community college to community college and/or community college to 4-year college or university) and they have to be negotiated for each campus and for each course: the lack of commonality reflected in these individual campus-to-campus, course-by-course articulation agreements can cause students confusion when transferring from one program to another (Moore, Shulock, & Jensen, 2009).

A second type of articulation is *program-to-program* articulation. In this type of articulation, faculty members from a two-year college and a four-year institution confer and agree upon a transfer pattern between their two programs. Campuses may have multiple articulation agreements. This process tends to foster the development of relationships of trust and respect between those faculty members involved. However, it can be a very difficult process to manage when multiple programs are involved because of the complexities inherent in the articulation of multiple courses and multiple programs (Ahonkhai et al., n.d.).

A third type of articulation involves a *statewide program-to-program approach*. One example is a program undertaken in Pennsylvania in which the two-year program aligned its associate degree standards with those of National Association for the Education of Young Children (NAEYC) (Ahonkhai et al., n.d.). The NAEYC degree standards, in turn, were aligned with those of National Council for Accreditation of Teacher Education (NCATE), which served as the foundation of the four-year ECE program's accreditation across the state. These steps were taken in response to demands for higher and consistent standards of ECE teacher preparation at the state and federal levels. This approach has the advantage of statewide use, which should

reduce confusion among students when they attend multiple IHEs. A disadvantage would be the loss of an IHE's local control of curriculum (and some would say of academic freedom from the perspective of the institution and/or individual faculty member).

There are other types of transfer arrangements (e.g., those based on student learning outcomes and those focusing on general education without ending in a transfer degree). This range of types of articulation adds complexity to articulation negotiations and their implications for students; nonetheless, there is an emerging national trend favoring statewide articulation providing the most flexibility for students (Moore, Shulock, & Jensen, 2009).

Examining Articulation

Is Articulation Effective?

Unfortunately, there is a paucity of research that links articulation to improved teacher performance or strengthened developmental and learning outcomes for children. Moreover, given the multiplicity of student, institutional and other factors involved in articulation (e.g., students' targeted academic advisement, financial aid) direct causal effects of one specific factor cannot be determined easily.

However, there is a growing body of research that demonstrates the positive impact of higher levels of education on both teacher performance and student outcomes that underscores the importance of establishing plans for students' smooth articulation between one IHE and another and/or one sector of IHEs and another. In their meta-analysis of related research, Kelley and Camilli (2007) suggest that the relationship between higher levels of teacher education and improved teacher performance or strengthened developmental and learning outcomes for children may be indirect, involving the interplay of multiple factors, generating several possibly impactful relationships intervening between academic preparation and developmental outcomes for children. Specifically, teacher-child interactions have been related to positive outcomes for children (Bowman, Donovan, & Burns, 2001, as cited in Kelley & Camilli, 2007). These interactions have been linked to the teacher's effectiveness (Kontos & Wilcox-Herzog, 1997, as cited in

Kelley & Camilli, 2007). Classroom effectiveness has also been associated with the classroom teacher's level of education attained. Kelley and Camilli's 2007 comprehensive meta-analysis of existing literature ($N = 32$ studies) on the relationship between teachers' educational attainment and child outcomes in ECE centers revealed that outcomes were significantly higher for the children in classrooms that had teachers with bachelor's degrees when compared with outcomes for the children in classrooms with teachers who had lower levels of educational attainment. They concluded:

> The highest outcomes are associated with teachers who have earned a bachelor's degree. Stronger causal claims are not possible given the non-experimental nature of the current research literature. Despite this caveat, the argument that no return is reported in the literature for ECE teachers with a bachelor's degree is clearly without merit. (Kelley & Camilli, 2007, pp. 31-32)

Causal experiments to "prove" the effectiveness of a bachelor's degree are hard to attain due to the cost of such studies and the intervening variables that need to be controlled for. A few of these variables that mediate the effects of teacher education attainment include classroom children's mothers' level of educational attainment, workplace environment conditions, (such as paid preparation time, funded sick days and personal days, rates of center teacher turnover, etc. (e.g., Whitebook et al., 2012; Karoly 2012)).

What are the Benefits of Articulation?

There are at least two categories of benefits of effective articulation. First, articulation can be seen as a solution to the issues and concerns that face both students and IHEs. For example, articulation agreements help students avoid repeating classes at the four-year level that they already have completed at the two-year college sector and that satisfy specific Child Development Permit requirements. Focusing on degree completion, students may not be able to apply course credits from the two-year college level toward the four-year degree when course content has been deemed to be similar (but not equivalent). In either of these cases, the need to enroll in additional units likely lengthens students' time to graduation and increases costs to students and to the state (Shkodriani, 2004). IHEs also benefit from thoughtful articulation planning; when students do not have to repeat courses, IHEs do not have to offer them, thereby saving money.

Second, articulation benefits the educational system as a whole because it can facilitate other worthwhile endeavors. In fact, some view articulation as a workforce development tool that can enhance IHEs' coordination and collaboration to meet the challenges of projected workforce needs in the nation. By 2025, it is projected that the nation's workforce will need at least one million more college-educated workers in the overall U.S. workforce than there are today (Moore, Shulock, & Jensen, 2009). An increased demand has also been projected for preschool teachers to provide high-quality experiences for children in center-based settings (Coffman, 2005). At the community colleges, effective articulation accompanied by related student support services (e.g., targeted advisement, financial aid) can help recruit, maintain and increase the diversity of the ECE teaching workforce because community colleges often have more diverse student bodies than do four-year institutions. Effective articulation via transfer (with advisement and related student support services—see Whitebook et al., 2012) promotes the successful transition of increased numbers and diversity of ECE students to higher levels of education. Additional supports may be necessary to increase successful transfer rates of first-generation college students, students from low-income families and students of color (who typically transfer to four-year IHEs at half the rate of their European American and Asian American student counterparts (Sengupta & Jepsen, 2006)). In addition, Willer, Lutton, and Ginsberg (2011) note that nationally:

> Research indicates that the percentage of Caucasian [European American] teachers currently
> working in early learning programs rises as degree requirements and salary rises, from 63% of child
> care workers to 78% of preschool teachers and 82% of elementary and secondary teachers. (p. 82)

This provides an even greater rationale for thoughtfully streamlining the articulation process and providing necessary support services. Many, then, perceive articulation to be the keystone to facilitating community college students' access to bachelor's degree-granting institutions. The majority of ECE students who eventually earn a bachelor's degree begin their higher education in community colleges. Thus, community colleges play a pivotal role in the production of bachelor's degree graduates (Moore, Shulock, & Jensen, 2009) and articulation is the process through which they both begin and complete this professional development pathway.

What Factors Support Articulation?

There are a number of resources and practices that have been shown to effectively support articulation. When community colleges are in geographic proximity of four-year colleges and universities, (commonly called "feeder" schools), they share a pool of eligible students. Strategically designed institutional commitments facilitate collaboration between academic departments in which the details of articulation agreements are negotiated. Through articulation negotiations, relationships based on mutual respect and trust guide and facilitate understanding and collaborative approaches to articulation. Resource availability, (such as the provision of related online written instructions, procedures, assistance and application deadlines as well as offering in-person advisement at both the sending and receiving campuses), are essential for reducing students' confusion as they navigate a complex articulation process (Coffman, 2005).

Some of the supports in place for community college students wishing to transfer reflect the reality that many of these students are first in their families to go to college, many are older than the average undergraduate student, many are raising families of their own, and many are financially responsible for their own education. They typically enter the ECE field through employment in ECE centers because of their interest in working with children. Many students are challenged by basic General Education (GE) required coursework in English and math at the community college and four-year college and university level. Often, they have to first complete remedial courses in English and math in order to prepare for enrollment in the required courses. Remedial coursework serves as a prerequisite, but does not carry academic units towards students' degree attainment. While some IHEs grant degree credit based on students' life experience, supporting students' progress towards graduation, these students still need to successfully complete other high-level required coursework in their specialization and their GE requirements. Developing courses, coursework delivery systems (e.g., online, face-to-face, hybrid) and class scheduling (e.g., creating student cohorts, evening and weekend class offerings) that accommodate the needs of students who work full-time and have family responsibilities, support student progress. With the current trend towards passage of

legislative mandates calling for increased teacher qualifications, increased student financial support and incentives would also be of help (Articulation Working Committee, 2002).

In a recent follow-up study of ECE students in cohort programs in four California counties who completed ECE AA and BA programs with First 5 Commission support, student graduates identified several factors that facilitated their progression and attainment of the educational goals (Whitebook et al., 2012). These factors included the program's provision for access to financial support for students and inclusion of financial incentives to reward students' reaching milestones in the progress towards their degree attainment, for example. In Los Angeles County, the design and implementation of student support experiences and resources of this kind are found in LAUP's Child Development Workforce Initiative (CDWFI) to provide systematic support for the success of all students as they approach the transfer process from one educational sector to another (i.e., from high school to community college, community college to four-year IHE program and bachelor's level to graduate level studies). From a CSU perspective, it is critical that CCC and four-year institution students and faculty become partners and that each student receive the kinds of continuing supports in a process that spans the entire length of the student's educational trajectory.

What are the Challenges to Articulation?

From a national community college perspective, several challenges have been identified. To begin, students enroll in community college at multiple points in their professional development. Some initially come from and through their employment in related work (i.e., they begin working in the field and then take classes), while others initially enter the ECE profession through education (i.e., they take the classes first and then begin working in the field). These groups of students often have different characteristics and needs from an articulation and transfer point of view. For example, transfer-focused students who enter the process via education typically come from younger cohorts than in the past. Today, the largest number of transfer students is in the 17- to 20-year-old age group while many of the students entering through employment are mid-career professionals who are 35 years-of-age and older (Coffman, 2005; Sengupta & Jepsen, 2006). Mid-career returning students will require courses scheduled outside their work hours while the younger

student may still enjoy more flexibility in planning their class schedule. Working parents in either or both groups bring the consideration of other family responsibilities into their mix of daily activity planning.

Several obstacles have also been identified from the student's point of view. Students may complete a terminal degree at a community college that does not prepare them for transfer to the four-year college or university program without completing additional coursework requirements. Second, students may graduate with a community college transferable degree having completed some courses that will not count in transfer towards the bachelor's degree. Third, students may also graduate from a community college and still be required to take additional lower division courses in their specialization that had not been offered at their community college or that may be needed to enter a particular ECE-related specialization at a specific four-year institution. All of these scenarios represent time delay and/or extra costs in students' progress toward a bachelor's degree. As a result, students may graduate with a number of units in excess of those needed for graduation at the four-year level. This is potentially problematic as recent changes in federal student financial aid policy limit the number of units towards graduation for which a student can be supported.

In addition, IHE academic advising resources are severely limited at both the California Community College (CCC) and CSU levels, especially in the current California budget era. While under the SB 1440 Transfer Model Curriculum (TMC) legislation, course content is assumed to be identical if the titles of courses at the CCC and the four-year levels are similar; the depth, breadth and level of course content are often ignored in this process. Courses proposed for articulation sometimes reflect content that is out-of-date, incomplete and/or inconsistent with the current organization of the topic in the professional literature. Moreover, to streamline their education, students must make specialization decisions early in their CCC careers and not change their minds. Students who intend to transfer without completing transfer degrees at the community college must continue to complete transfer-required units—increasing the cost and time required of their education for themselves, for others (who are economically responsible for them), as well as to the state in either the CCC or CSU setting.

Articulation and Transfer in California

Roles of the CCCs and the CSUs in California's Higher Education System

Under the California Master Plan for Education adopted in 1960, community colleges provide "academic and vocational instruction at the lower division level to both younger and older students including those persons returning to school" (California Education Code, 2005, Section 66010.4). Additional roles range from providing remedial education to workforce re-tooling and training update. The CSUs function to provide undergraduate, graduate, and professional education (California Education Code, 2005). Ideally, students complete 60 units (including lower division general education units) at a CCC, then transfer to a CSU, complete another 60 units, and graduate with a bachelor's degree.

A Look at the Numbers

Community colleges are the most frequently used IHEs in California and the most commonly used portal of entry into the CSUs, according to Moore, Shulock, and Jensen (2009). The California Community Colleges, with more than 2.1 million students on 112 campuses, is the largest system of higher education in the United States (CCC Chancellor's Office, 2014). Twenty-nine percent of University of California and 51% of California State University graduates began their higher educational pathway at a California community college. Additionally, the California Community Colleges is the largest provider of workforce training in the state and nation (CCC Chancellor's Office, 2014).

According to the CCC Chancellor's Office (2011), in 2010-2011, the CCCs enrolled almost one-fourth of all 20- to 24-year-olds in California and transferred more than 112,000 students to four-year institutions. Approximately 57,000 of these students transferred to CSUs. In 2010-2011, the CCCs awarded 1,859 AA/AS degrees in Child Development/Early Childhood Education and 4,363 certificates in Child Development/Early Childhood Education were earned by students. Child Development/Early Childhood Education was the second highest vocational program in 2010-2011, by volume of total awards (CCC Chancellor's Office, 2011).

The Status of IHEs in California: Articulation and Alignment Initiatives

In recent years there have been several attempts to create a clear and consistent pathway for students interested in careers in ECE in California. These attempts have involved efforts at the community college level (notably the Curriculum Alignment Project, or CAP 8), at the California State University level (notably the Baccalaureate Pathways in Early Childhood Education, or BPECE), and at the state legislative level (notably SB 1440, The Student Transfer Achievement Reform Act, or STAR). The evolution of each of these efforts and how they have merged with the state's Transfer Model Curriculum initiative is described in this section.

The Curriculum Alignment Project. In 2005, the prospect of legislation providing "preschool-for-all" in California brought together twenty-eight representatives from community college Early Childhood Education/Child Development academic programs and four representatives from CSU Child Development programs who met monthly for a year to work toward the goal of creating a shared core of courses for entry-level professionals in the field that could serve as a "consistent educational foundation for California's early care and educational professionals" (https://www.childdevelopment.org/). Eventually, over 200 faculty members took part in these discussions.

Key content areas were identified and content teams worked to construct a program of study that would begin with 24 units of lower-division coursework that could become a foundational core for all ECE professionals. Course development was informed by Associate Degree Program Standards developed by NAEYC, current best practices and crafted as competency-based coursework for California's future caregivers and teachers to benefit all young children and their families. CAP 8 courses are similarly titled and meet the same learning outcomes standards across campuses. By the end of the 2006-2007 academic year the CAP groups had developed recommendations for content to be addressed and methods to be utilized in the delivery of these eight, 3-unit lower division courses. The specific titles of the classes are as follows: Child Growth and Development; Child Family and Community; Introduction to Curriculum; Principles and Practices

of Teaching Young Children; Observation and Assessment; Health, Safety and Nutrition; Teaching in a Diverse Society; and Practicum (http://www.childdevelopment.org).

The CAP groups' recommendations were sent to 103 community colleges and in 2007-2008 the CAP 8 was adopted and an alignment process was developed. In 2008, colleges began submitting their Statement of Intent to align with the CAP 8 recommendations. The continuing goal for the CAP 8 has focused on the CCCs' intention (a) to reduce or eliminate inconsistent requirements for professional preparation in the field, (b) to respond to increasing demand for more education and higher degrees in the ECE field, and (c) to clarify the pathways for students from their initial interest in ECE to graduation. The CAP 8 created a common core of lower-division courses with evidence-based content that allows for students to move between community colleges without loss of credit; these could then become part of transfer agreements with four-year universities, thereby creating a clearly-defined career pathway between one level of education and the next.

To date, 101 Community Colleges in California have agreed to participate in the Curriculum Alignment Project; of these 78 are fully aligned, five are provisionally aligned pending official documents, two are in the revision process to align their course. See Table 2.1 for the list of aligned and participating community colleges.

Table 2.1

California Community Colleges' Participation in Curriculum Alignment Project (CAP) as of July 2014

Fully Aligned	Participating in CAP Alignment	Not Participating
Allan Hancock College	**Antelope Valley College**	San Diego Mesa College
American River College	Coastline College	San Jose City College
Bakersfield College	College of the Sequoias	Southwestern College
Barstow Community College	Copper Mountain College	
Butte College	Crafton Hills College	
Cabrillo College	**East Los Angeles College**	
Cañada College	Fullerton College	
Cerritos College[4]	Gavilan College	
Cerro Coso Community College	**Glendale Community College**	
Chabot College	Irvine Valley College	
Chaffey College	**Los Angeles Harbor College**	
Citrus College	**Los Angeles Pierce College**	
City College of San Francisco	**Los Angeles Valley College**	
College of Marin	Mendocino College	
College of the Canyons	MiraCosta College	
College of the Desert	Oxnard College	
College of the Redwoods	**Pasadena City College**	
College of the Siskiyous	**Rio Hondo College**	
Columbia College	San Diego City College	
Contra Costa College	San Diego Miramar College	
Cosumnes River College	Santa Barbara City College	
Cuesta College	Santiago Canyon College	
Cuyamaca College	Woodland Community College	
De Anza College		
Diablo Valley College		
Folsom Lake College		
Foothill College		
Fresno City College		
Grossmont College		
Hartnell College		
Imperial Valley College		
Lake Tahoe Community College		
Las Positas College		
Lassen Community College		
Long Beach City College		
Los Angeles City College		
Los Angeles Mission College		
Los Angeles Southwest College Los		
Angeles Trade-Technical College		
Los Medanos College		
Merced College		
Merritt College		
Modesto Junior College		
Monterey Peninsula		
Moorpark College		
Moreno Valley College		
Mt. San Antonio College		
Mt. San Jacinto College		
Napa Valley College		
Norco College		
Ohlone College		

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[4] The Los Angeles County community colleges are noted in bold lettering

Table 2.1 continued

Fully Aligned	Participating in CAP Alignment	Not Participating
Orange Coast College Palomar College Palo Verde College Porterville College Reedley College Riverside City College Sacramento City College Saddleback College San Bernardino Valley College San Joaquin Delta College Santa Ana College **Santa Monica College** Santa Rosa Junior College Shasta College Sierra College Skyline College Solano Community College Taft College Ventura College Victor Valley College West Hills College, Coalinga West Hills College, Lemoore **West Los Angeles College** West Valley College Yuba Community College		

CAP 8 in Los Angeles County. As of May 2014, all twenty of the Los Angeles County community colleges were participating in the alignment process. Among the community colleges in Los Angeles County, twelve are fully aligned—Cerritos College, Citrus College, College of the Canyons, El Camino College/Compton Center, Long Beach City College, Los Angeles City College, Los Angeles Mission College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Mt. San Antonio College, Santa Monica College, and West LA College (as noted in bold in Table 2.1). California State University campuses which have developed transfer paths for acceptance of the Lower Division CAP 8 courses include: CSU Humboldt, CSU Fresno, CSU Fullerton, CSU Sacramento, Cal Poly San Luis Obispo and CSU Dominguez Hills. Of the five LA County CSUs, CSU Dominguez Hills is the only campus that has developed a transfer path for acceptance of the Lower Division CAP 8 Courses (https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm).

Students from CAP 8 aligned community college programs are given priority consideration in the CSU campus application and selection processes when students are applying to a program that is similar to the student's community college major and where a Transfer Model Curriculum has been developed by the community college and acknowledged and accepted by the corresponding CSU campus major. In one of the most important provisions in SB 1440, the Student Transfer Achievement Reform (STAR) Act, the law prohibits the CSU from requiring a transfer student repeat courses similar to those taken at the community college and that counted toward their associate degree. (See http://www.c-id.net/degreereview.html for more information.)

In this legislation, the Legislative Analyst's Office is charged with monitoring and reporting the following within four years of implementation of the act: (a) the number and percentage of community college students who earn a transfer degree and transfer to a CSU, (b) the average amount of time and number of units taken at the community college to earn this degree and to graduate from a CSU campus versus the amount of time and number of units it took prior to this legislation, and (c) student progression and completion rates under the legislation.

The Course Identification Numbering System. The Course Identification Numbering System (C-ID) represents a collaborative effort toward improving course-to-course articulation among the CCCs, CSUs, UCs and private colleges and universities in California. This effort establishes a common course numbering system with course descriptors associated with each course (Moore, Shulock, & Jensen, 2009). Four-year IHEs that articulate with the C-ID descriptors will accept corresponding CCC courses for credit (www.C-ID.net). As of the April 24, 2012, all of the Los Angeles County CSU campuses had articulated courses with C-ID.net. The C-ID is the immediate historical predecessor and developmental infrastructure for the most recent articulation initiative (Transfer Model Curriculum) as described in the next section.

Procedurally, community colleges submit their course descriptions for review by a representative of the CSU and a representative of the CCC. After agreement that the course under review substantially fits the course

descriptor, C-ID assigns a "supranumber" to simplify student movement within and between the segments of higher education in California. If courses have the same C-ID number, both students and faculty are assured that the course offered at one of the institutions is comparable to the course as offered at the other institution. C-ID continues to maintain a spreadsheet on their website that is updated every two weeks to reflect this ongoing articulation process (http://www.c-id.net/compare_by_discipline.html).

C-ID has developed descriptors for community college courses that commonly transfer between campuses. As a first step, intersegmental (CCC and CSUs) faculty discipline groups met to review and reach consensus on "descriptors" for each of these courses. Because of the prior work done by CAP-8, the descriptors for the CAP-8 courses were already in place for Child Development and Early Childhood Education. An example of the descriptor template for Child Growth and Development (CDEV 100) appears in Table 2.2 to follow.

Table 2.2

C-ID Descriptor Template for Child Growth and Development

Discipline: Child Development	Proposed Sub-discipline: Early Childhood Education	
General Course Title: Child Growth and Development		Minimum Units: 3
General Course Description: This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.		
Proposed Number: CDEV 100	Proposed Suffix:	
Any rationale or comment: Materials adopted by the Early Childhood Curriculum Alignment Project (CAP) in 2007 for use by all California Community Colleges. Endorsed by the California Community College Early Childhood Educators (CCCECE).		
Required Prerequisites or Co-Requisites: None		
Advisories/Recommended Preparation: None		
Course Content (Examples): Introduction to developmental perspectives. - Major current and historical theoretical frameworks of child development. - Investigative research methods: interviews, surveys, observation; documentation, analysis, - Presentation of findings. Including questions of ethics, bias, and validity of research - Heredity and genetics - Conception and prenatal development. - Birth: physiology, psychology, social and cultural influences. - Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level). - Infant and toddler development. - Play-years development. - Middle childhood development. - Adolescent development. - Bilingual development and theories of language learning and bilingualism. - Gender roles; childhood and adolescent sexuality. - Contemporary social issues that impact children's development. - The role and influence of family and caregivers. - The role and influence cultural and societal impacts. Laboratory Activities: none		
Course Objectives: At the conclusion of this course, the student should be able to: 1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development. 2. Analyze how cultural, economic, political, historical contexts affect children's development. 3. Identify cultural, economic, political historical contexts that affect children's development. 4. Identify and compare major theoretical frameworks related to the study of human development. 5. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies. 5. Differentiate characteristics of typical and atypical development.		
Methods of Evaluation: 1. Exams (objective and essay) that demonstrate the students' ability to define principle theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field. 2. Research papers, essays and/or group projects that demonstrate student's ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development. 3. Instructor assessment of participation in classroom discussions, presentation of group projects, observational study, and direct classroom experience with children.		
Sample Textbooks, Manuals, or Other Support Materials: The Developing Person Through Childhood and Adolescence, Berger, current edition, Worth Publishers. The Developing Child, Bee & Boyd, current edition, Pearson Publishers.		
FDRG Lead Signature: Patty Dilko	Date: April 27, 2011	

(https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm)

Transfer Model Curriculum. In response to the mandate of SB 1440 (the legislation mandating characteristics and conditions for the articulation process, each discipline at community colleges (e.g., Business Administration, Child Development, Early Childhood Education, Economics, Psychology) is creating one or more of its own discipline-specific Transfer Model Curriculum (TMC). The development of the TMCs is being facilitated by the Course Identification Numbering System (C-ID), funded by the California Community Colleges Chancellor's Office. As previously noted, the C-ID has two primary functions: (1) to facilitate the transfer of courses between campuses, and (2) to vet TMCs for the various disciplines. In 2010 and 2011, Discipline Input Groups (DIGs) were convened to begin work to serve these purposes. (http://www.c-id.net/resources.html)

Transfer Model Curriculum (TMC) legislation (SB 1440) was approved in California with the goal of creating increased collaboration and articulation of coursework between community college academic programs and CSU baccalaureate programs while CAP was in process of being implemented on community college campuses. As noted above, this legislation requires that campuses collaborate across sectors to develop and offer one or more Transfer Model Curriculum(s) in each discipline to provide a more seamless transition for students transferring from the community college to the CSU (http://www.c-id.net/degreereview.html). To accomplish this, California's Inter-segmental Curriculum Workgroup (ICW), with both community college and CSU representatives, was formed to address the state's SB 1440 Transfer Model Curriculum legislation. As a result of this legislation, the TMC in Early Care and Education was designed to support the professional development and degree attainment of the ECE workforce.

Associate Transfer Degree. The Transfer Model Curriculum (TMC) establishes the major components of a CCC degree. Once a TMC is drafted by discipline faculty, it is vetted on the C-ID site where feedback is posted by faculty. The community colleges have the role of final arbiter of this process. Once finalized, TMCs become available for community colleges to use as they develop their associate degree for transfer.

Under Title V and implementing provisions of SB 1440, the Student Transfer Achievement Reform (STAR) Act, CCC degrees are mandated to offer a major consisting of at least eighteen semester units. Thirty-two TMCs are currently available including an ECE TMC and a new Child and Adolescent Development TMC. Under the STAR Act, CCCs are required to develop associate transfer degrees and CSUs are required to make judgments as to whether their Child Development, Human Development, Early Childhood Education, and/or Early Childhood Studies, majors are "similar" to the corresponding TMCs. If so, then the CSUs are required to accept holders of CCC transfer associate degrees and guarantee that these students can complete a bachelor's degree in no more than 60 units in addition to the sixty they completed for their transfer degree. From a CSU perspective, it is exciting to know that students will be able to complete their degrees in such a timely and efficient manner. Nevertheless, CSU programs must make substantial changes to their programs (e.g., dropping course requirements and/or electives to accommodate aligned units that are transferred, adapting formerly upper division courses to lower division courses with as yet unknown effects on academic program quality, and having to give up still more units to meet CSU campus-specific GE requirements that were not a part of the transfer degree) in order to meet the 60 unit CAP requirement (http://www.ccccurriculum.net/associate-degrees-for-transfer/).

Initially, an Early Childhood Education Transfer Degree was created and approved in 2011 and updated in 2012 (see Appendix A). The CAP-8 courses have been accepted as required coursework for this degree and as noted earlier, six California State University campuses have already developed academic pathways that incorporate the Lower Division CAP-8 courses. Currently, nineteen CSU campuses with ECE-related programs have developed an Early Childhood Education Transfer Degree with one or more local California Community Colleges (CCCs).

Although mandated to begin in fall 2011, there continues to exist a flurry of very intense work on the part of CCCs and CSUs in the county and implementation of the STAR Act is still very much a work in progress. As of June 2014, 13 CCCs in Los Angeles County have an approved Associate Degree for Transfer in Early Childhood Education including: Cerritos College, Citrus College, College of the Canyons, East Los Angeles

College, El Camino College, Los Angeles City College, Los Angeles Mission College, Los Angeles Southwest College, Los Angeles Trade Technical College, Long Beach City College, Pasadena City College, Rio Hondo College, and Santa Monica College. The remaining Los Angeles County CCCs are in the process of approval (http://www.adegreewithaguarantee.com/Degrees/EarlyChildhoodEducation.aspx). Regarding the county's CSUs, three CSUs in Los Angeles County are accepting associate transfer students in early childhood education. These include CSU Long Beach, CSU Los Angeles and CSU Northridge. The status of related CSUDH plans was not confirmed at the time of this writing.

More recently, in 2014, a TMC in *Child and Adolescent Development* (see Appendix B), in addition to the TMC in Early Childhood Education, was approved at the state level. The development of these two TMC pathways—one in Early Childhood Education as well as one in Child and Adolescent Development—reflects the different needs of students based on their career goals (i.e., students who plan to work in ECE settings versus those who may want to work with youth and families in other settings). While proponents note that the TMC in Child and Adolescent Development is designed for students who wish to pursue working with older children, critics of this TMC note that the use of the word "Development" in its title is misleading as only 6 units of development coursework appears to be required.

The Status of Articulations by Los Angeles County IHEs: Assist.org

Introduced earlier in this Paper, the Articulation System Stimulating Interinstitutional Transfer (Assist.org) website provides online information about courses that have been articulated between public community colleges and 4-year colleges and universities in California; the development and maintenance of Assist.org is funded by the California State Legislature. The posting of up-to-date articulation information is an aid for those involved in creating and tracking the development of course-by-course articulation between CCCs and CSUs or UCs. Private universities are not listed in Assist.org, but can establish independent articulation arrangements with CCCs. Information on Assist.org also chronicles the year of articulation, thus, transfer students may not be given credit if the course in question was not articulated at the time the student completed the course.

Articulation of Los Angeles County CCC and CSU Programs. As part of the PEACH Articulation and Alignment Working Group's efforts, tables describing current articulation between Los Angeles County community college and CSU programs were developed. These are being used to identify where articulation exists and where gaps, or opportunities for further articulation, exist as well; these tables are currently being reviewed by the PEACH partners. A sample is provided to illustrate this work in Table 2.3. The table illustrates the current coursework articulation and opportunities for further articulation (where "NO COURSE" is noted) between Los Angeles County community colleges and CSU Long Beach's BA Program Option in Child Development and Family Studies, in the Department of Family and Consumer Sciences. This information provides an example of how articulation develops at one CSU campus.

Table 2.3

Current Course-to-Course Articulation and Opportunities for Articulation at CSU Long Beach

Community College	Courses offered at CSULB paired with equivalent community college courses					
	CDFS 111 Preschool Child	**CDFS 211 Guiding Young Children**	**CDFS 214 Environments for Preschool Children or CDFS 215 Infants**	**NUTR 132 Intro Nutrition**	**Other courses accepted by CSULB**	**# of possible courses for future articulation**
ANTELOPE VALLEY	CFE 102 Developing Child	CFE 115 Guiding Behavior	CFE 105 Discovery Based Education or CFE 122 Infant/Toddler	NF 100 Nutrition	Plus 9 units of advisor approved electives	
CANYONS	ECE 120 Child Growth, Dev	NO COURSE	ECE 115 Curriculum	HLHSCI 150 Nutrition	Plus 9 units of advisor approved electives	1
CERRITOS	CD 110 Child Development	NO COURSE	No course articulated or CDIT 151 Infant/Toddler & CDIT 152 Infant/Toddler Programs	HO Normal & Therapeutic Nutrition	Plus 9 units of advisor approved electives	1
CITRUS	NO COURSE	NO COURSE	NO COURSE	BIOL 210 Nutrition	Plus 9 units of advisor approved electives	3
EL CAMINO	CDEV 103 Child Growth or 108 Preschool Child	CDEV 114 Observing & Recording	CDEV 107 Infant/Toddler	N/FOOD 11 Nutrition	Plus 9 units of advisor approved electives	
EAST LOS ANGELES COLLEGE	CHDEV 1 Child Growth	NO COURSE	CHDEV 2 Principles or CHDEV 7 Intro Curriculum	FCS 21 Nutrition	Plus 9 units of advisor approved electives	1
GLENDALE	NO COURSE	NO COURSE	NO COURSE	NUTR 125 Elements of Nutrition	Plus 9 units of advisor approved electives	3
LA CITY	CHDEV 1 Child Growth	CHDEV 48 Positive Guidance in EC Settings	NO COURSE	FCS 21 Nutrition	Plus 9 units of advisor approved electives	1
LA HARBOR	CHDEV 1 Child Growth	CHDEV12 Parent Involvement in EC	CHDEV 2 Principles or Infant Studies	FCS 21 Nutrition	Plus 9 units of advisor approved electives	
LA MISSION	CHDEV 1 Child Growth	NO COURSE	CHDEV 2 Principles or CHDEV 30 Infant or CHDEV 7 Intro Curriculum	FCS 21 Nutrition	Plus 9 units of advisor approved electives	1

	CDFS 111 Preschool Child	CDFS 211 Guiding Young Children	CDFS 214 Environments for Preschool Children or CDFS 215 Infants	NUTR 132 Intro Nutrition	Other courses accepted by CSULB	# of possible courses for future articulation
LA PIERCE	NO COURSE	NO COURSE	NO COURSE	NO COURSE	Plus 9 units of advisor approved electives	3
LA SOUTHWEST	CHDEV 1 Child Growth	CHDEV48 Positive Guidance in EC Settings	NO COURSE	FCS 21 Nutrition	Plus 9 units of advisor approved electives	
LA TRADE	CHDEV 1 Child Growth	CHDEV12 Parent Involvement in EC	CHDEV 2 Principles or CHDEV 30 Infant or CHDEV 7 Intro Curriculum	NO COURSE	Plus 9 units of advisor approved electives	
LA VALLEY	CHDEV 1 Child Growth & CHDEV 34 Observing	NO COURSE	NO COURSE	NO COURSE	Plus 9 units of advisor approved electives	2
LA WEST	CHDEV 1 Child Growth & CHDEV 34 Observing	CHDEV48 Positive Guidance in EC Settings	CHDEV 30 Infant Studies	FCS 21 Nutrition	Plus 9 units of advisor approved electives	
LONG BEACH CITY COLLEGE	CDECE 45 Child & Adolescent Dev OR CDECE 47 Human Dev OR CDECE 66 Observing Young Children	CDECE 59 Guiding Young Children	CDECE 50 Intro to Curric OR CDECE 53 Principles & Practices OR CDECE68 Practicum OR CDECE 40 Infant Dev & CDECE 41 Educaring	F_N 20 Nutrition & Life	Plus 9 units of advisor approved electives	
MT. SAC	CHLD 10 Child, Growth & Dev	NO COURSE	CHLD 6 Survey of Child Dev Curr OR Child Infant Toddler	NF25 Essentials of Nutrition	Plus 9 units of advisor approved electives	1
PASADENA	Psych 21 Dev Psych	NO COURSE	CHDV 11 Principles of Infant/Toddler	NUTRI 11 Human Nutrition	Plus 9 units of advisor approved electives	1
RIO HONDO	CD106 Child Growth	NO COURSE	NO COURSE OR CD 211 Infants/Toddlers	NO COURSE	Plus 9 units of advisor approved electives	1
SANTA MONICA COLLEGE	NO COURSE	NO COURSE	ECE 2 Principles & Practices OR ECE 46 Infant - Toddler	NUTRI1 Nutrition Science	Plus 9 units of advisor approved electives	2

Five universities contributed data regarding courses accepted for transfer. When these courses accepted for transfer by CSU, Long Beach were identified in relation to existing corresponding courses across the 20 CCCs in Los Angeles County, over 600 possible course-to-course articulations were identified. Of these possible articulations, approximately one-third of them reflect gaps where no courses were articulated.

In examining the gaps, the PEACH Articulation and Alignment Working Group identified that parenting was a frequently missed course content area as was literacy, multi-linguistic development, exceptional children, school-age programming, adult supervision, First Aid, CPR, and home-based ECE (such as home visit programs and family child care programs). These findings suggest additional future Working Group activities to support further articulation and strategic planning to provide most frequently absent course content as well.

PEACH Articulation and Alignment Studies

As described in the introduction of this Paper, this section will describe the qualitative and quantitative studies conducted by the PEACH Articulation and Alignment Working Group in their first two years (2011-2012 and 2012-2013). In order to better understand the current status of articulation and alignment within and between the existing Los Angeles County AA and BA programs, the PEACH Qualitative Questionnaire on Articulation and Alignment in Los Angeles County was developed, administered and evaluated in Year 1 (2011-2012) of the PEACH Project. This questionnaire was designed to identify the current status of articulation and alignment within and between the existing Los Angeles County AA and BA programs. It was agreed that there would be a two-step inquiry process on individual campuses using these questions: The PEACH Qualitative Questionnaire on Articulation and Alignment in Los Angeles County was the first step. The open-ended questions provided for the documentation of a qualitative narrative with descriptions of the experience of alignment and articulation for each campus. The responses from this questionnaire guided the subsequent formulation of a second, more detailed questionnaire to gather quantitative data from the campuses as well in Year 2 (2012-2013).

Year 1: Qualitative Questionnaire

The PEACH Qualitative Questionnaire included questions on/related to the current status of CAP, C-ID and TMC their campus as well as factors that facilitated their implementation or obstacle which were encountered.

(Please note: This research focused on the TMC in Early Childhood Education, not the TMC in Child and Adolescent Development, as this second TMC did not exist at that time.) The questionnaire was distributed to the PEACH partners who were on faculty at county CCCs and CSUs. These included representatives from twelve of the twenty community colleges in the Los Angeles area including: Antelope Valley College, College of the Canyons, East Los Angeles College, Glendale Community College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Valley College, Long Beach Community College, Mt. San Antonio College, Pasadena City College, and Santa Monica College. The study also involved four CSUs in the Los Angeles Area: California State University, Northridge; California State University, Los Angeles; California State University, Long Beach; and Cal Poly Pomona. In most cases, the PEACH partners were able to process their answers to the questions and then email back their responses. In the cases in which PEACH partners did not have the answer to one or more particular question(s) they conferred with the appropriate person on their campus and then emailed back the questionnaire. All of the 12 community colleges and three out of the four participating CSUs responded to the questionnaire. Responses to each question were grouped together and the PEACH Articulation and Alignment Working Group reviewed these responses looking for emerging themes.

Progress of Los Angeles County Area CCCs in CAP. Results of the Year 1 Qualitative Questionnaire indicated that most of the CCCs in Los Angeles County area were at varying stages in the alignment process in regard to CAP. (See Table 2.4 below for additional details.) Obstacles to the CAP implementation process described most frequently included: time constraints, the local CSU does not recognize the alignment for transfer, limited departmental support, and budget constraints. The factors most often cited which facilitated the CAP implementation process included: participation in Course Identification Numbering (C-ID) System State Advisory Committee, support from Regional Lead/Project Coordinator, the support of colleagues, and campus support. The CCCs also suggested that there was a great deal of collaboration between other campuses (CCC and/or other IHEs) and agencies related to CAP. Further, obstacles to collaboration included: differing dynamics at each of the campuses, time and schedule conflicts, and funding. On the other hand, factors that facilitated collaboration included: CCCECE Meetings/Retreats with other campuses; accessible, knowledgeable and helpful support from CAP; departmental support; support from other colleges; and commitment of the colleges to the process.

Table 2.4

Year 1 Qualitative Questionnaire Responses from Los Angeles County Area CCCs Regarding CAP

What is the current status of CAP on your campus?
- Some of the CCCs are in the process of revising course
- A few are in the process of submitting materials for alignment
- Some of the CCCs have submitted the paperwork and are awaiting approval from curriculum committee
- A few are fully aligned

What obstacles, if any, has your campus encountered during the CAP implementation process?
- Time Constraints
- CSU does not recognize the alignment for transfer
- Limited Departmental Support
- Budget Constraints
- Staff Shortage
- Change in Alignment Coordinator
- Changes in Department Chair
- Additional requirements from our Curriculum Committee
- Some of the requirements seemed somewhat arbitrary, and not always easy to integrate into our present coursework

What factors have facilitated the CAP implementation process?
- Participation in Course Identification Numbering (C-ID) System State Advisory Committee
- Support from Regional Lead/ Project Coordinator
- The support of colleagues
- Support from Campus
- Addition Support Staff
- Materials distributed by CAP

What collaboration exists with other campuses and/or agencies in regard to CAP?
- Collaboration with other CC campuses
- Collaboration with Alignment Coordinator
- Collaboration with CCCECE Alignment Project, C-ID Project
- Participation in workshops and other presentations offered by CDTC, CCCECE and FIP
- Collaboration between CCs and CSUs
- AA to BA Cohort Program

What obstacles, if any, impacted this collaboration?
- Differing dynamics at each of the campuses
- Time/Schedule Conflicts
- Funding
- Transfer of courses not accepted by CSU
- Change in Alignment Coordinator
- No Release time

What factors facilitated this collaboration?
- CCCECE Meetings/Retreats with other campuses
- Everyone involved with CAP has been accessible, knowledgeable and helpful
- Departmental Support
- Support from other colleges
- Commitment of the Colleges to the process
- Involvement of Los Angeles Community College District - LACCD District Discipline Committee
- Involvement of CDTC
- Work completed was shared between committee members
- Excellent online resources. Well-developed and clear course outlines.

Progress of Los Angeles County Area CCCs in C-ID. Results of the Year 1 Qualitative Questionnaire indicated that most of the CCCs in Los Angeles County Area were at varying stages in the alignment process in regard to C-ID (see Table 2.5 for additional details.) The obstacles to the C-ID implementation process most frequently described were: getting the course outlines work redistributed and entered into campus system, inability to change district course numbers, and making sure that major content areas are covered in a similar way between feeder colleges and a CSU. The factors which facilitated the C-ID implementation process most frequently identified included: the dialogue and support process, the C-ID course submission is very straightforward, open access to materials being vetted, and interest by a campus official. The CCCs suggested that there was a great deal of collaboration between other campuses and agencies in regard to C-ID. There were no obstacles to collaboration reported; all colleges suggested that the dialogue and support process facilitated collaboration.

Table 2.5

Year 1 Qualitative Questionnaire Responses Regarding Progress of Los Angeles County CCCs in the C-ID

What is the current status of C-ID on your campus?
- Some have not begun the process
- Some are in the process of aligning our courses
- A few have most of their courses are aligned

What obstacles, if any, has your campus encountered during the C-ID implementation process?
- Internally getting the course outlines work redistributed and entered into the system
- Being a part of a district and in which all campuses have not aligned yet. Therefore, the numbers can't be changed
- One concern is that they want to make sure that major content areas are covered in a similar way between their feeder colleges and CSU besides aligning course ID or numbers
- Alignment in content areas of courses have been the major challenges
- Having to make sure you were on the right email lists and listservs. Had to be assertive or could have been overlooked easily

What factors have facilitated the C-ID implementation process?
- The dialogue and support process
- The C-ID course submission is very straightforward
- Open access to materials being vetted
- Interest by a campus official
- A faculty member is a C-ID reviewer, which has helped with going through the course outlines
- Having perseverance

Collaboration with other campuses and/or agencies in regard to C-ID
- Collaboration with CCCECE facilitated a statewide
- Collaboration with other community colleges
- Collaborations between CCCs and four-year university faculty

What factors facilitated this collaboration?
- The dialogue and support process

Progress of Los Angeles County Area CCCs and CSUs in TMC. In terms of responses to the questionnaire from CCC faculty colleagues, results of the Qualitative Questionnaire indicated that most of the CCCs in Los Angeles County area were at varying stages in the alignment process in regard to TMC (Please see Table 2.6 for additional details). The obstacles to the TMC implementation process that were described most frequently included: having to discontinue their previously-developed Child Development Transfer Degree and begin offering the newly-approved AS-T Early Childhood Education Transfer Degree; the information on the website was not accessible nor user friendly; there was lack of time and resources needed to complete all the preparatory tasks for the new transfer degree; the local CSU was not accepting the ECE TMC; and the challenge of staying within the unit maximum limit for the TMC without altering units assigned to current courses, such as practicum.

The most frequently cited factors which facilitated the TMC implementation process were: the willingness of CSU colleagues (particularly those in southern California) to share their concerns and experiences during the process; having an alignment coordinator available to answer questions and provide support to facilitate the process; the presence of campus support from administration, the dean, the curriculum committee, and other departments on campus already aligned with their discipline's TMC; and the support garnered from being connected with California Community College Early Childhood Educators (CCCECE). The representatives from CCCs and CSUs suggested that there was a great deal of collaboration between and among other campuses and agencies in regard to TMC. The local CSU campus' not accepting the TMC was identified as an obstacle to collaboration by some CCCs. Factors cited that facilitated collaboration included several of the factors cited as facilitating TMC implementation as well: involvement of an alignment coordinator who was available to answer questions and provide support; assistance of the Los Angeles Community College District Discipline Committee (DDC) who took a collaborative approach to reviewing and promoting the TMC; support from California Community College Early Childhood Educators (CCCECE); communication with CSU colleagues in the Southern California region about concerns related to implementing the TMC; and, connections built with colleagues who reached out to one another as resources.

Table 2.6

Year 1 Qualitative Questionnaire Reponses Regarding the Progress of Los Angeles County CCCs and CSUs for TMC

What is the current status of TMC on your campus?
- One campus has not begun the process
- Most are in the process
- A few have submitted and waiting for approval or are on hold because our CSU in not taking the TMC
- A few are TMC approved

What obstacles, if any, has your campus encountered during the TMC implementation process?
- Having to discontinue our Child Development Transfer Degree and begin the AS-T Early Childhood Education Transfer Degree
- The information on the website is not as accessible or user friendly as one would hope.
- Lack of time and resources needed to complete all the tasks
- Local CSU not accepting TMC
- Staying within the unit maximum for the TMC without altering units for current courses such as practicum.
- The need to create a new course without release time
- Lack of communication with CSUs regarding their work on this process
- Internal college issues

What factors have facilitated the TMC implementation process?
- Willingness of CSU colleagues, particularly those is southern California, to share their concerns and experiences during the process
- Having an alignment coordinator available to answer question and provide support has enhanced this process
- Support from administration/dean
- Support of curriculum committee
- Support from other departments on campus already aligned with the TMC
- Connection with CCCECE has been very valuable
- Approval of TMC by local CSUs
- Communication and presentation of the TMC

What collaboration exists with other campuses and/or agencies in regard to the TMC?
- CCCECE
- Other Departments on campus
- CCCs and local CSUs
- LACCD DDC (District Discipline Committee)

What obstacles, if any, have impacted this collaboration?
- Our local CSU is not taking the TMC

What factors have facilitated this collaboration?
- Having an alignment coordinator available to answer question and provide support has enhanced this process.
- The LACCD DDC took a collaborative approach to reviewing and promoting the TMC
- Support from CCCECE
- Communication with CSU colleagues in southern California about concerns related to implementing the TMC
- Colleagues who reached out to one another to build connections were the biggest asset

Year 2: Quantitative Questionnaire

The Year 2 Quantitative Questionnaire was developed and implemented during the second year (2012-2013) of the PEACH project. Initial steps involved reviewing themes identified in the qualitative questionnaire results from Year 1. Then, quantitative scales were added to these items developed based on these themes to produce the Year 2 Quantitative Questionnaire. The intention was to identify degree and intensity measures of the qualitative themes. For example, respondents were given select Likert-scaled choices to reply to the question "What is the status of the TMC on your campus?" These scaled choices representing their campus' degree of involvement in the TMC process included: No efforts towards the establishment of a TMC; Preliminary conversations about the establishment of a TMC; Currently developing a TMC; Submitted TMC; Awaiting approval for TMC; TMC approved (and with which campuses). The overall percentage of responses to each of the scaled choices was determined. There were two versions of the questionnaire developed, one version for community colleges and another version for four-year institutions, as some questions were particular to each. Also, the larger group of PEACH partners was consulted for possible revisions. At the end of the development process, the two versions of the questionnaires were submitted to LAUP and then to First 5 LA and final approval was given before data collection commenced.

Methodology. A larger pool of respondents was invited to participate in the Year 2 Quantitative Questionnaire study than in the Year 1 Qualitative Questionnaire study. An email describing the study and a link to the SurveyGizmo website was sent to all Los Angeles County CSUs, CCCs and some private colleges and universities. The sampling and data collection processes also involved several steps. The sample included all 20 of the community colleges in Los Angeles County (Antelope Valley College, College of the Canyons, Cerritos College, Citrus College, El Camino College, East Los Angeles College, Glendale College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade Tech College, Los Angeles Valley College, West Los Angeles West, Los Angeles City College, Mt. San Antonio College, Pasadena City College, Rio Hondo College, and Santa Monica College), as well as the five Los Angeles area California State University campuses (Dominguez Hills, Long Beach, Los Angeles, Northridge, and Pomona) and four private colleges and universities in the county (Pacific Oaks College, University of La Verne, Loyola Marymount, and Mt. St. Mary's).

PEACH partners then identified a faculty or administrative contact person who was familiar with the status of articulation and alignment at each institution named above. To enhance the likelihood of a given subject's response, and upon the recommendation of the larger PEACH group, a PEACH partner who was acquainted with the subject sent a personalized standard email message requesting the subject's involvement as a questionnaire respondent. The PEACH partner also attached an appropriate version (i.e., two-year or four-year) of the questionnaire to the message. Responses were requested within a calendar week, and a follow-up message then was sent with a 9-day extension of the deadline.

At the end of the data collection processes, the return rate across institutions was judged to be acceptable despite the varying return rates across the groups sampled: 10 of twenty community colleges (50%), three of four CSUs (75%) and one of four private universities (25%) responded. To further explain some of the response rates, representatives from one private university stated that they only offered a master's degree program and did not believe that their experiences were relevant to the study; thus, they did not respond. The Working Group utilized the strategy of extending the questionnaire response deadline for nine days to solicit a greater response to the Quantitative Questionnaire.

Results. Data were analyzed and results[5] follow organized by theme, including knowledge of or involvement in current initiatives, the status of, and obstacles related to the articulation and alignment process.

Current articulation and alignment initiatives. Representatives from community colleges and four-year universities who responded to the Quantitative Questionnaire ($N = 10$ and $N = 4$, respectively) were asked about their participation in various articulation and alignment initiatives currently active in the county. All of the responding community colleges and four-year universities reported that they had at least one articulation agreement in Child Development or Early Childhood Education. Half of the community colleges and one of the four-year institutions reported currently participating in the Curriculum Alignment Project (CAP) expansion (i.e., CAP-8 community college have identified three additional courses for alignment and articulation including topics

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[5] The small sample size in this study needs to be considered when viewing the results. Regardless, the findings paint a picture of what is currently happening in Los Angeles County with regard to the articulation and alignment efforts.

related to special needs, infant/toddler and program administration). Responses indicated that over half ($n = 6$) of the participating community colleges were also involved in the WestEd Community College Professional Preparation Project that provides technical and fiscal support to community college child development academic programs to infuse early intervention competencies into their coursework and program curriculum. Many ($n = 6$) of the community colleges also reported that they were taking part in another alignment project and identified it as the Transfer Model Curriculum, while only one of the four-year institutions reported doing so. Participation in the Course Identification (CI-D) designations was widespread amongst the respondents; seven of the community colleges and three of the 4-year institutions reported that some or all of their courses carried such designations.

Furthermore, program faculty members were asked questions about their use of CAP-8 courses. Within the study sample, all of the community colleges reported having all 8 of the courses in their programs. In contrast, while the four-year institution representatives reported having Child Growth and Development and Introduction to Curriculum articulated with their courses, they reported that remaining six CAP-8 courses were being articulated to a lesser extent.

Community college representatives then were asked which CAP-8 classes were articulated with CSUs and private universities nearest them. Responses indicated that Child Growth and Development and Child, Family and Community were the courses most commonly articulated. When the same question was asked of representatives from private universities, Child Growth and Development remained the primary course articulated, but other CAP-8 courses appeared to be articulated at a higher rate than was the case for the CSUs. This finding and any related interpretation should be considered tentative and subject to further research with a larger sample, particularly of private universities.

A final question asked about CAP-8 courses was whether students at the responding institution needed to complete all CAP-8 courses before they qualified for a CD/ECE certificate issued by the institution. While over half ($n = 6$) of the two-year colleges replied affirmatively, three of the 4-year institutions replied negatively as they do not always offer the 24-unit standard that CCCs typically do, although that may change in the future.

Moreover, representatives from community colleges and four-year institutions were asked about their articulation agreements with high school level programs. While most (n = 8) of the community colleges reported having an articulation agreement with a Regional Occupational Program, none of the four-year institutions did. Further, two of the sample community colleges reported having an articulation agreement with a High School Careers with Children program, none of the four-year institutions did.

Status of alignment and articulation. A series of questions were asked about the current status of alignment and articulation. The first question related to the Curriculum Alignment Project. For community colleges, some (n = 4) of the representatives from the responding institutions reported that their courses were fully aligned, or that they were currently revising courses for future alignment (n = 3). When asked about the current status of CAP alignment as a transfer path on their campuses, three representatives from four-year institutions indicated they had an approved transfer path while the remaining respondent from the other campus reported that they had made no effort toward creating a transfer path. Community college representatives were also asked about the status of the C-ID system on their campuses. In most cases, respondents reported that either the majority of courses were aligned or that courses were currently being aligned.

Four-year institution representatives indicated whether one or more of their faculty members had served as an evaluator for TMC or C-ID descriptors and the majority responded that they had. Additionally, representatives from the community colleges and four-year institutions were asked to report on the status of the TMC in Early Childhood Education on their campuses. About half of the community colleges responded that they had an approved a TMC, while just less than half were awaiting approval.

All representatives of the responding four-year campuses indicated that they accepted Associate of Science-Transfer or Associate of Arts-Transfer students in Early Childhood Education.
Representatives from both categories sectors of IHEs were asked whether they had an associate transfer degree in ECE/CD that is not approved through the TMC program. While more than half (n = 6) of the

community colleges responded affirmatively, all of the 4-year institutions replied in the negative, as these degrees are not offered at CSUs.

Reported obstacles to alignment and articulation. In an attempt to discern the degree to which circumstances identified by the qualitative questionnaire constituted obstacles in working toward an articulation agreement, the following questions were asked in the quantitative questionnaire and the responses from representatives of community colleges (Table 2.7) and four-year institutions (Table 2.8) were tabulated.

Table 2.7

Reported Difficulties in Working toward an Articulation Agreement for Community Colleges

	No Difficulty % (n)	A Minimum Amount of Difficulty % (n)	Some Difficulty % (n)	Substantial Difficulty % (n)
Time constraints	10% (1)	20% (2)	30% (3)	40% (4)
CSU will not recognize the alignment	10% (1)	30% (3)	30%(3)	30% (3)
Limited support from department	50% (5)	20% (2)	20% (2)	10% (1)
Budget constraints	50% (5)	0	30% (3)	20% (2)
Staff Shortage	30% (3)	20% (2)	30% (3)	20% (2)
Changes in alignment/articulation staff	60% (6)	30% (3)	10% (1)	0
Changes in department staff	60% (6)	20% (2)	20% (2)	0
Requirements difficult to integrate into existing coursework	60% (6)	30% (3)	10% (1)	0
No release time to work on the alignment/articulation	10% (1)	30% (3)	20% (2)	40% (4)
Interpersonal dynamics	30% (3)	20% (2)	40% (4)	10% (1)
Need to coordinate alignment with other schools in a district	40% (4)	20% (2)	30% (3)	10% (1)
Accessing information about the alignment/articulation process	40% (4)	20% (2)	40% (4)	0
Lack of communication with CSUs	10% (1)	30% (3)	40% (4)	20% (2)
Policies, procedures, or computer management systems that sabotage articulation and alignment agreements	60% (6)	20% (2)	20% (2)	0

At least 50% of the community college respondents reported finding the following circumstances a source of some difficulty or substantial difficulty: time constraints, that the CSU will not recognize the alignment, budget

constraints, staff shortages, no release time, interpersonal dynamics, and lack of communication with the corresponding CSU campus.

Table 2.8

Reported Difficulties in Working toward an Articulation Agreement for Four-year Institutions

	No Difficulty % (n)	A Minimum Amount of Difficulty % (n)	Some Difficulty % (n)	Substantial Difficulty % (n)
Time constraints	25% (1)	0	50% (2)	25% (1)
Feeder Community College does not have compatible courses	50% (2)	25% (1)	0	25% (1)
Limited support from department	50% (2)	25% (1)	25% (1)	0
Budget constraints	25% (1)	25% (1)	25% (1)	25% (1)
Staff Shortage	25% (1)	0	50% (2)	25% (1)
Changes in alignment/articulation staff	67% (2)	33% (1)	0	0
Changes in department staff	67% (2)	33% (1)	0	0
Requirements difficult to integrate into existing coursework	50% (2)	25% (1)	0	25.0%
No release time to work on the alignment/articulation	25% (1)	0	25% (1)	50% (2)
Interpersonal dynamics	25% (1)	25% (1)	50% (2)	0
Need to coordinate alignment with other schools in a district	50% (2)	50% (2)	0	0
Accessing information about the alignment/articulation process	50% (2)	50% (2)	0	0
Lack of communication with Community Colleges	50% (2)	0	50% (2)	0
Policies, procedures, or computer management systems that sabotage articulation and alignment agreements	50% (2)	25% (1)	0	25% (1)

Reported supports for alignment and articulation. Lastly, the community colleges and four-year institutions were asked to note which factors support their efforts toward an articulation agreement. Table 2.9 provides the community college representatives' responses. In examining these results, it can be noted that community colleges viewed the majority of sources of support as being of "some" or "substantial" support.

Support from faculty and administrative colleagues, the available materials from CAP, and support of the curriculum committee were viewed as especially valuable, to name a few.

Table 2.9

Reported Sources of Support Related to Articulation Agreements for Community Colleges

	No Support % (n)	A Minimum Amount of Support % (n)	Some Support % (n)	Substantial Support % (n)
Participation in C-ID System State Advisory Committee	10% (1)	40% (4)	40% (4)	10% (1)
Support from Regional Lead/Coordinator	20% (2)	30% (3)	50% (5)	0
Support from colleagues	10% (1)	10% (1)	40% (4)	40% (4)
Support from campus officials	0	50% (5)	30% (3)	20% (2)
Support from department	10% (1)	40% (4)	20% (2)	30% (3)
Support from other staff	20% (2)	40% (4)	40% (4)	0
Materials available from CAP	0	0	40% (4)	60.0%
CCCECE meetings/retreats with other campuses	0	20% (2)	40% (4)	40% (4)
Support from other colleges	0	20% (2)	60% (6)	20% (2)
Participation in the LACCD Discipline Committee	30.0%	10% (1)	20.0%	40% (4)
Involvement of CDTC	10% (1)	20% (2)	20% (2)	50% (5)
Online resources	10% (1)	20% (2)	60% (6)	10% (1)
Faculty member is a C-ID reviewer	40% (4)	30% (3)	0	30% (3)
Dialogue with CSU colleagues	10% (1)	60.0%	10% (1)	20% (2)
Support from an alignment coordinator	30% (3)	50% (5)	20% (2)	0
Support from administration/dean	40% (4)	10% (1)	50% (5)	0
Support of the curriculum committee	10% (1)	0	60% (6)	30% (3)
Support from other departments on campus already aligned with the TMC	30% (3)	40% (4)	20% (2)	10% (1)
Approval of TMC by local CSUs	10% (1)	50% (5)	30% (3)	10% (1)

Moreover, asking representatives from four-year institutions for their perceptions of sources of support for articulation agreements generated the following results (Table 2.10).

Table 2.10

Reported Sources of Support Related to Articulation Agreements for Four-year Institutions

	No Support % (n)	A Minimum Amount of Support % (n)	Some Support % (n)	Substantial Support % (n)
Participation in C-ID System State Advisory Committee	25% (1)	25% (1)	50% (2)	0
Support from Regional Lead/Coordinator	25% (1)	25% (1)	50% (2)	0
Support from colleagues	0	0	75% (3)	25% (1)
Support from campus officials	0	0	25% (1)	75% (3)
Support from department	0	0	25% (1)	75% (3)
Support from other staff	0	0	33% (1)	67% (2)
Materials available from CAP	0	25% (1)	50% (2)	25% (1)
CCCECE meetings/retreats with other campuses	0	50% (2)	50% (2)	0
Support from other colleges	0	75% (3)	0	25% (1)
Participation in the LACCD Discipline Committee	50% (2)	25% (1)	0	25% (1)
Involvement of CDTC	67% (2)	0	0	33% (1)
Online resources	0	25% (1)	25% (1)	50% (2)
Faculty member is a C-ID reviewer	0	50% (2)	0	50% (2)
Dialogue with Community College colleagues	0	0	50% (2)	50% (2)
Support from an alignment coordinator	75% (3)	25.0%	0	0
Support from administration/dean	0	25% (1)	25% (1)	50.0%
Support of the curriculum committee	0	0	75% (3)	25% (1)
Support from other departments on campus already aligned with the TMC	25% (1)	25% (1)	25% (1)	25% (1)
Recruitment of TMC students by local Community Colleges	25% (1)	25% (1)	50% (2)	0

Overall, respondents from the four-year IHEs noted that many of the listed sources of support were useful in their articulation efforts. The most highly rated sources of support included: support from colleagues, support from campus officials, support from the [local] academic department, support from other staff, materials available from CAP, online resources, dialogue with community college colleagues, support from administration/dean, and support from the curriculum committee.

Sources that both community college and four-year institutions rated as most valuable were materials available from CAP, online resources, and support from their curriculum committees. It is also interesting to observe that more than half community college respondents reported that they found that dialogue with CSU colleagues provided a "minimum amount" of support ($n = 6$) while respondents from four-year institutions reported dialogue with community college colleagues to be of "some" or of "substantial" (with two respondents in each category) support.

Questions and Recommendations

To follow, questions that emerged throughout the process of researching and writing this paper are presented to address some of the issues related to articulation and alignment. In addition, recommendations from the PEACH Articulation and Alignment Working Group are provided to help guide and inform future work in this critically important area.

Questions to Consider in Future Work

- In what ways do community college and CSU commitment to alignment and articulation activities differ?
- What themes are revealed by sector (CSU or community colleges)?
- It appears that at the community college level there are a significant number of structural supports (e.g., CAP-8 support, CCCECE placement on campus, college and department context for program's course content); what lessons can be learned from how these supports have aided articulation and alignment activities?
- What are the historical, structural or philosophical differences indicated in CSU ECE-related programs that seem to facilitate or hinder articulation and alignment? How can this knowledge guide future articulation and alignment efforts?
- How does the factor of legislatively mandated unit limits towards graduation interact with an academic program faculty's desire for course alignment and articulation while ensuring quality coverage of professional development course content across all program courses?

- How can collaborations between and among community colleges, the CSUs, and private universities further support ECE workforce development? The emphasis here is on integrating these three sectors as full and active partners together.

- What topics for workforce training of effective ECE professionals are needed but not currently covered by the CAP-8, the C-ID, and the TMC? (For example, a TMC expansion and a second wave of TMC topics including Child Development are under development.)

- What lessons can be learned from the finding that collegial and interpersonal individual and group relationships play a critical role in supporting the articulation and alignment efforts (i.e., CAP, C-ID and TMC) for both the CSUs and the CCCs?

- What factors contribute to whether or not courses are accepted for transfer by a given CSU?

- How are CSUs and private universities similar and different in terms of factors related to articulation and alignment?

- In what ways might current policy changes influencing California's education system (e.g., Transitional Kindergarten) affect articulation and alignment efforts? How can the findings from the PEACH Articulation and Alignment studies inform future changes?

Recommendations

After completion of the Year 1 Qualitative Interview and the Year 2 Quantitative Questionnaire administration, analysis and interpretation processes, the PEACH Articulation and Alignment Working Group offered the following recommendations most of which have then been incorporated into PEACH's future planned efforts:

1. Distribute *PEACH Paper 2* to appropriate faculty and administrators (e.g., deans, department chairs, and campus articulation officers) on CCC, CSU and private university campuses in Los Angeles County. Follow up with offers of PEACH Articulation and Alignment Working Group consultation and support. Make sure resource issues like time constraints, staff shortages, and no release time are taken into account along with key facilitators such as support by colleagues, administrators and professional groups.

2. Work with colleagues and social policy advocacy groups so that legislators are informed of factors facilitating and impeding articulation and alignment. Use the findings of these studies as well as the contents of the PEACH Paper Series to identify key needs.

3. Public and professional awareness of the professional, policy, and legislative context of ECE articulation and alignment is critical. For example, a single piece of legislation like SB 1440 can dramatically change the face of articulation and alignment.

4. The PEACH Articulation and Alignment Working Group and other PEACH partners can offer opportunities for "cluster" meetings to support expansion of articulation agreements between CCC and four-year programs. Perhaps from PEACH participation in the 2012-13 B.A. Work Group campus meetings, key players from the CSU B.A. programs can be identified to meet with CCC representatives and articulation officers. The meetings can focus on the gaps in articulation agreements identified in the Year 1 and Year 2 articulation and alignment studies results and findings from this present study that underscore the critical nature of related collegial, campus, and professional relationships for successful experiences of articulation and alignment.

5. Provide "mentoring" for CCCs and CSUs still in the process of CAP and TMC alignment. Although this is available through CCCECE, the PEACH Articulation and Alignment Working Group may be able to complement this work through networking as well.

6. Conduct further research on communication between the CCCs and the CSUs. The results indicate that both interpersonal and group support facilitate successful articulation and involvement in the CAP, C-ID, and TMC initiatives. Yet, the CCCs report no or minimal benefit of communications with the CSU campuses while the CSUs report some or substantial value to such communications with the CCC. The nature of this discrepancy needs further exploration before suggestions for its resolution can be meaningfully made.

7. Coordinate a meeting or set of meetings with representatives from the CCCs, CSUs, and the private universities in Los Angeles County to explore possibilities for collaboration in advancing the needs of workforce development in the county. The intent is not to re-create PEACH. Instead, it is to explore the unique and overlapping contributions each IHE can make to ECE workforce development in the County.

8. Keep abreast of the standards and mechanisms the Commission on Teacher Credentialing considers, discusses and recommends to implement for ECE teachers and administrators in the next 5 years. Although not the only element, these standards shape the curricula of IHEs and thus impact articulation and alignment. For example, will an ECE credential become a reality and what age range will it serve? What content, internship requirements and standards will the credential courses reflect?

9. Distill articulation and alignment information from PEACH Paper 2 into a set of PowerPoint slides regarding identified obstacles and supports for articulation and alignment. The slides can be distributed throughout the state to increase awareness and dialogue. Create a related flier and distribute it electronically.

10. Conduct related research on obstacles and supports for transferring from students' point of view and experience (for example, asking students about their best and worst transfer experiences can reap a great deal of useful information).

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Related Organizations and Agency Websites

California Community Colleges Early Childhood Educators
https://sites.google.com/site/cccececeducators/

California Early Childhood Mentor Teacher Program (CECMP)
http://www.ecementor.org

California Preschool Instructional Network (CPIN)
http://cpin.us

Child Development Training Consortium (CDTC)
http://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm

Child Development Workforce Initiative (CDWFI)
http://workforce.laup.net/programs.aspx

Course Identification Numbering System (C-ID)
www.c-id.net

Curriculum Alignment Project (CAP)
https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

First 5 California
http://www.ccfc.ca.gov

First 5 LA
http://www.first5la.org

Los Angeles County Regional Occupational Program
http://lacorop.org/AboutROP.html

Los Angeles Universal Preschool – Workforce Initiative and PEACH
http://www.laup.net/

http://workforce.laup.net/programs.aspx

National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/

Program for Infant/Toddler Care (PITC)
http://www.pitc.org/pub/pitc_docs/home.csp

Transfer Model Curriculum
http://www.c-id.net/degreereview.html

Transfer Associate Degree
http://www.calstate.edu/transfer/degrees/AAAS-TDegreeRequirements.shtml

WestED Community College Personnel Preparation Project
http://www.wested.org/research_study/training-early-intervention-assistants-in-californias-community-colleges/

Explanations of Acronyms from List of PEACH Paper Contributors

LACOE: Los Angeles County Office of Education
LAUSD ECE Division: Los Angeles Unified School District, Early Childhood Education
LAUP: Los Angeles Universal Preschool
PEACH: Partnerships for Education, Articulation and Coordination through Higher Education
PITC: The Program for Infant/Toddler Care
West Ed – E3 Institute: Excellence in Early Education

Appendices

Appendix A   Transfer Model Curriculum (TMC) in Early Childhood Education

Appendix B   Transfer Model Curriculum (TMC) in Child and Adolescent Development

Appendix A: Transfer Model Curriculum (TMC) in Early Childhood Education

Early Childhood Education Transfer Model Curriculum

May 17, 2011 – Updated December 4, 2012

Possible CSU Majors: Child Development, Child and Adolescent Development, Human Development, Education
Degree Type: AS-T
Required Core Courses (24 units) *

Course Number	Course Name	Units	Notes (Possible CSU GE)
CDEV 100	Child Growth & Development	3 **	Area D or E
CDEV 110	Child, Family & Community	3 **	Area D or E
ECE 120	Principles & Practices of Teaching Young Children	3	
ECE 130	Introduction to Curriculum	3	
ECE 200	Observation & Assessment	3	
ECE 210	Practicum in Early Childhood Education	3	
ECE 220	Health Safety & Nutrition	3 **	Area E
ECE 230	Teaching in a Diverse Society	3	

** Course may double count for General Education and the major.

ECE Summary of work done to date on the C-ID Descriptors and TMC

CCC ECE faculty have been working collaboratively with CSU faculty for at least a decade with the goal of creating a consistent, lower-division course of study that would become the foundation for transfer into upper division programs in Child Development, Human Development, Early Childhood Education and related majors. To achieve this goal, CCC ECE faculty initiated a statewide alignment project ("Curriculum Alignment Project": CAP). The community college professional ECE faculty organization, California Community College Early Childhood Educators (CCCECE), brought together over 300 faculty members to participate in this endeavor. From this, a team comprised of twenty-eight community college and 4 California State University faculty met monthly to design a set of descriptors for 8 lower-division courses to serve as a consistent educational foundation for California's early care and education professionals. The CAP Lower-Division 8 (adopted in 2007-2008) is intended to fulfill one portion of an ECE lower-division program of study. With additional coursework, both at lower-division and upper-division levels, it prepares the student for in-depth coursework toward degree attainment.

WORK OF THE ECE/CD C-ID FDRG

In 2007 the ECE/CD C-ID FDRG was convened - at that time the depth and quality of the work that had been done by the CAP project was acknowledged, and a decision was made to use the CAP 8 descriptors. When the FDRG re-convened in Fall 2010 to create the TMC, the group decided to revise and simplify the descriptors while maintaining the intention and integrity of the original work. This work has been collaborative and intense. The group met 6 times for two hours each time and went over each descriptor carefully. Each of the participating faculty took the responsibility of vetting their assigned descriptor with faculty at their home campuses and bringing comments to the group. There was intense discussion about

how each course fit into a comprehensive program of study and the level of rigor of each class was reviewed with a consideration of how they related to the upper-division offerings in the CSU system. Consequently, the revised 8 descriptors were reviewed by key faculty leaders in both the CCC and CSU systems. There is broad and conclusive agreement that these descriptors should become the major core of the Transfer Degree in Early Childhood Education.

In April of 2011, the ECE/CD C-ID FDRG was reconvened to review the comments on the course descriptors and TMC that had been posted on the C-ID website for public review. After thoughtful conversations about suggested modifications, the group revised the descriptors accordingly and consequently fully endorsed the eight courses and the TMC.

EXISTING TRANSFER PATHWAYS BASED ON THE 8 COURSES:

Four CSUs have already created pathways based on the CAP 8.

Fresno State University - BS Child Development (Child Family & Consumer Sciences Department)

Cal State Fullerton - BS Child & Adolescent Studies (Child & Adolescence Studies Department)

Humboldt State - BS Early Childhood/Child Development (Child Development Department)

Sacramento State - BA Early Development Care and Education (Child Development, College of Education)

You can find extensive details on their pathways here:
http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_colleges_transfer.htm

EXISTING COLLABORATION AND PARTNERS:

During the CAP project Community College Faculty collaborated with CSU Faculty to:
- Develop 8 evidence-based lower-division courses
- Facilitate movement between community colleges without loss of credits
- Craft transfer agreements with universities that recognize professional competence and credits acquired
- Cultivate statewide relationships
- Strengthen the capacity of faculty, institutions, and systems to address articulation & integration, transfer-readiness, and establish a continuum of well-defined student learning outcomes
- Create a clearly defined career pathway with one level building upon the next
- Identify essential support for students and faculty

102 CA Community Colleges participating in the Curriculum Alignment Project (out of 106 that offer ECE/Child Development programs), **25** colleges are officially aligned, **4** are provisionally aligned, and an additional **21** have submitted applications for alignment.

Partners in the CAP project:
- California Community College Chancellor's Office
- Baccalaureate Pathways in Early Childhood Education
- Child Development Training Consortium
- California Early Childhood Mentor Program
- Child Development Division Foundations and Frameworks
- California Early Care and Education Professional Competencies
- Higher Education Colloquium
- Higher Education Council for Early Childhood Education (HEC4ECE)

Appendix B: Transfer Model Curriculum (TMC) in Child and Adolescent Development

Transfer Model Curriculum Worksheet

CCC Major or Area of Emphasis: <u>Child and Adolescent Development</u>

CSU Major or Majors: Child Development; Child Development (Pre-Credential) Child and Adolescent Development; Child, Adolescent & Family Studies; Family & Consumer Sciences (Child Development & Family Studies); Human Development (Adolescent Option, Childhood Option, Children's Services); Liberal Studies (Child Development).

_____

Total units: <u>18</u> *(all units are semester units)*

Degree Type (*indicate one)*: AA-T_X____ OR AS-T_____

Required "Core" Courses:

Complete <u>3 courses from the core (9</u> semester units minimum)

Title (units)	Possible CSU GE	Units	C-ID or Required Articulation
Child Growth and Development	D7	3	CDEV 100
Introductory Psychology	D9	3	PSY 110
Introduction to Statistics (3) OR Introduction to Statistics in Sociology (3) OR Another CSU transferable statistics course that has been approved for CSU GE Area B4 and is articulated as major preparation for the Child Development major.	B4	3	MATH 110 OR SOCI 125 OR (e.g. CSU B4 GE approved courses such as SD Miramar MATH 115; ARC STAT 305; FH MATH 57)

List A

Complete <u>3 courses (minimum of 9 semester units)</u> from the following:

Select 1 course: Introduction to Cultural Anthropology	D1	3	ANTH 120
OR Introduction to Sociology (3)	D0	3	SOCI 110
OR Introduction to Race and Ethnicity (3)	D0, D3	3	SOCI 150

OR Child Family and Community OR Introduction to Marriage and Family		3 3	CDEV 110, SOCI 130
Introduction to Biology (Other Biology courses approved for CSU GE Area B2 may also be used to satisfy this requirement)	B2	3	Biology courses approved for CSU GE Area B2.
Introduction to Lifespan Psychology	D9	3	PSY 180
A maximum of two courses not listed above that are articulated for lower division major preparation in the Child Development Major at a CSU.	D0, E, B2, D9	3 - 6	Articulated as lower division major preparation in the Child Development Major at a CSU.

Minimum units required for the degree: 18 semester /27 quarter
Approximate number of GE units: 9-12

The Required Core:

The required core section of this TMC received the most comments. Many CCC vetting respondents commented that more specific Child Development courses needed to be added to the required core. These respondents stated that this TMC would not prepare students to teach preschool and that it did not include the necessary courses for the Child Development Teaching Permit. The focus of this Child and Adolescent Development TMC is to give students *who may not be interested* in a curricular or classroom focus an opportunity to transfer and pursue another specialty. This TMC was designed *specifically* as an alternative choice for students interested in the interdisciplinary field of Child and Adolescent development. An Early Childhood TMC is already available for students interested in preschool teaching and receiving their Child Development Teaching Permit. This TMC gives students the lower division preparation required at the CSUs to pursue alternative career paths. Of those that responded, 95% indicated that their colleges offered comparable courses to the required core and 73% indicated that this TMC would ensure that students were well-prepared for transfer into the indicated major.

List A:

The Child Development FDRG goal was to be as inclusive as possible in meeting the curricular needs of both the CSU and the CCC systems and to provide students with an appropriate and streamlined transfer pathway to upper division coursework for the baccalaureate degree in Child Development. This TMC incorporated existing C-ID descriptors, as appropriate, thereby reducing the need to create new descriptors or new courses. Many CCC vetting respondents indicated that they could not propose new courses to meet the requirements of a new TMC. This TMC includes general education courses that capture the content breadth of the child development discipline. This will afford students an opportunity to maximize double counting between major and GE requirements. Students will complete elective units for additional specialized CSU transferable courses that are closely aligned with their individual career interests and the flexibility to meet their *local* CSU requirements. In fact, 80% of vetting respondents indicated that with this TMC students *would* be able to complete a degree in the major within 60 units. A respondent from CSU stated…"*At CSUN, this TMC directly maps onto the B.A. in Child and Adolescent Development -- Option in Applied Developmental Science and would ensure that students who transfer in with these courses could complete the requirements for the degree within 60 units after transferring. My*

Department faculty are highly supportive of this new "Child and Adolescent Development TMC" as it clearly maps on to the lower division degree requirements/coursework which are common across 4-year universities offering Bachelor's programs in Child and Adolescent Development, Child and Adolescent Studies, etc.)."

Summary:

DIG groups met in October and November of 2012 to discuss the development of this TMC. Notes from the northern California DIG reflect that at many CSUs' "only about 25% of students were interested in preschool teaching" and that the majority of students pursuing a child development major needed an alternative to the TMC in Early Childhood. Furthermore, many CSUs did not even offer an Early Childhood Education Major. Students who want careers working with children and families in various capacities, but not in Early Childhood Education, needed a transfer pattern (Garcia, O., 2012, October, northern California DIG meeting notes, Cabrillo College). The southern California DIG group participants voiced similar concerns that the existing Early Childhood TMC "may be too restrictive for a border child development student population (Day, B., 2012, November southern California, Orange, CA). Both the southern and the northern California DIG meetings concurred that an alternative non-preschool teaching TMC was needed. The southern California DIG notes indicate that there was general consensus with the northern California DIG, that the traditional lower division major preparation for child development would be important to include (e.g., Intro to Psychology, Child Development, Statistics, Research Methods, Human Biology in the Child and Adolescent TMC (Day, B., 2012, November Southern California DIG meeting Orange, CA)

The Child and Adolescent Development TMC was unchanged following the vetting period. The preponderance (80%) of the comments and concerns were that this TMC would not prepare students in Early Childhood Education and for preschool teaching. When, in fact, this TMC was created on instructions from the DIG groups, as an alternative course of study including the "traditional lower division major preparation", and that it was important to reflect the interdisciplinary nature of the child development discipline. A TMC is already available for child development students who are interested in pursuing Early Childhood Education and preschool teaching. This TMC includes general education courses that capture the content breadth of the child development discipline. This will afford students an opportunity to maximize double counting between major and GE requirements and will allow them to complete elective units for additional specialized CSU transferable courses. This TMC Incorporated existing C-ID descriptors reducing the need to create new descriptors and seek additional articulation and to expedite the transfer process.

Current CSU Child Development Lower Division Major Preparation Requirements

Course	Existing C-ID	Number of CSUs Requiring
Introduction to Child Development	CDEV 100	16
Child Observation and Assessment		11
Statistics-either from MATH or Social Science-based		10
General Psychology	PSY 110	10
Social-Cultural Social Science Course (e.g. ANTH, ETHN, Marriage & Family)	Various	10
Child, Family and Community		9
General Biology		7
Curriculum		6

Infant Development		5
Multicultural Art or Literature		5
Health, Safety		3
Family Studies		3
Nutrition		2
Psychology of Human Development	PSY 180	2
Research Methods		2