Academic Program Review

for

Associate Degrees

and

Certificates
Cape Cod Community College

Academic Program Review

Name of Program: Early Childhood Education

Program Coordinator/Department Chair: ______________________________

Academic program review is part of the institution’s overall planning process. It is to be viewed as a critical self-study designed to systematically review the achievement of a program’s purpose and goals.

Signatures:

__________________________________________________________    ________  
Program Coordinator/Department Chair                                                         Date

__________________________________________________________    ________  
Vice President, Academic and Student Affairs                                              Date

__________________________________________________________    ________  
President                                                                                     Date
Academic Program Review

I. Program Mission and Goals

II. Data Analysis and Market Analysis/Influence

III. Program/Student Outcomes

IV. Program Design

V. Faculty

VI. Recruitment

VII. Program Resources/Needs

VIII. Summary

IX. Appendix
I: Program Mission and Goals

1. State the mission of the program.

Cape Cod Community College Early Childhood Education Program is an integral member of the Early Care and Education community of Cape Cod and the Islands. The program provides certificate and Associate degree opportunities as well as ongoing professional development for pre-service and in-service teachers of young children from birth through age 7 through a combination of early childhood courses, field work, and a strong liberal arts foundation. Program graduates prepare to work in all sectors of the local child care community, including Head Start, public and private preschools, as well as state licensed group and home child care for infants, toddlers, pre-school and school-age children.

The program also serves as a step on a career ladder leading to a Bachelor’s degree or higher in a variety of careers such as Early Intervention, child psychology, and teaching K-2 in a public or private school.

The program philosophy encompasses Developmentally Appropriate Practice aligned with national standards and state guidelines. Students are expected to develop a professional attitude with an understanding of global issues and a vision for the future.

2. Describe the relationship of the program’s mission to the overall mission of the College.

The program mission highlights both the career and liberal arts components of the program, as well as the outcomes for both employment and transfer opportunities. The mission emphasizes our strong community connection.

3. Is the program accredited by an accrediting agency?

Yes ☐ No ☐

The program is not currently accredited. The Massachusetts Department of Education has invited us to participate in a pilot project with the National Association for the Education of Young Children (NAEYC) on a new accreditation opportunity for two-year early childhood programs. We anticipate that this will occur during the 2005-2006 academic year.

4. Please identify the external consultant for this program.

Joni Block, Massachusetts Department of Education - (508) 698-3510, joniblock@comcast.net

5. Who participates in planning the program (e.g. employers, faculty, students, others)?

Program planning includes the program coordinator, the adjunct faculty, and the program advisory board.
II: Data Analysis and Market Analysis/Influence

1. Identify the important trends, patterns, and issues that emerge through the enrollment, retention, academic progress, and graduation data that was provided.

   Program retention rate is significantly higher than the overall college retention rate. Program numbers appear to be impacted by availability of grant funding, both to the College, and through community partnerships. The program has a high positive placement rate after graduation.

2. Comment on significant findings that emerge from any Student Transfer and Employment Follow-up data that has been collected.

   The program has a high positive placement rate.

   Please see the Appendix for the attached Graduate Survey Report Summary.

3. Summarize findings from any student/employer/transfer surveys and/or focus groups.

   Please see the Appendix for the attached Strategic Plan Focus Group Report.

   ECE221, Classroom Management Skills, was made a required course in the Associates in Science degree as a result of this group’s feedback.
4. Provide a definition of this employment sector – the specific occupations together with the education and skills that are required.

**Office of Child Care Services**

**Professional Child Care Qualifications**

To work in a group child care center as a Teacher, Lead Teacher or Director, you must be qualified. There are six positions you can qualify for: infant-toddler teacher, preschool teacher, infant-toddler lead teacher, preschool lead teacher, director I and director II. The qualifications you need for each of these positions are explained below.

**Summary of Qualifications**

<table>
<thead>
<tr>
<th>To Be a:</th>
<th>You Need:</th>
<th>Work Experience</th>
<th>A Total of:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td>3 credits in Child Development</td>
<td>9 months of work experience</td>
<td>• 36 months of experience if you have a High School diploma.</td>
</tr>
<tr>
<td></td>
<td><strong>Lead Teacher</strong> Teacher requirements plus:</td>
<td></td>
<td>• 27 months of experience if you have a certificate.</td>
</tr>
<tr>
<td></td>
<td>• 9 credits in Early Childhood Education</td>
<td></td>
<td>• 18 months of experience if you have an Associate degree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 9 months of experience if you have a Bachelor degree.</td>
</tr>
<tr>
<td><strong>Director I</strong></td>
<td>Lead Teacher requirements plus:</td>
<td></td>
<td>Lead Teacher requirements plus:</td>
</tr>
<tr>
<td></td>
<td>• 2 credits in Day Care Administration</td>
<td></td>
<td>• 6 months as a Lead Teacher</td>
</tr>
<tr>
<td></td>
<td>• 2 credits in Early Childhood Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Director II</strong></td>
<td>Director I requirements plus:</td>
<td>No additional work experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2 credits in other Administration Topics (see list of topics)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This application packet contains information about the qualifications you need, forms for verifying your work experience, answers to common questions, and helpful hints on becoming an OCCS certified child care professional.

Please complete the application and return it to the Office of Child Care Services with your course transcripts and documentation of your experience. We will review your application and issue you a certificate if you meet the qualifications. OCCS does not charge a fee for this service.

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Level One: TEACHER, INFANT-TODDLER and/or PRESCHOOL

To be certified as a Teacher, you must meet the requirements listed below and complete the worksheet on the back of the attached application form.

Education Needed:

1. You must be at least 21 years of age or have a high school diploma and;
2. You must have completed a three-credit course in Child Growth and Development. This course is also called Child Psychology or Developmental Psychology.

Course Substitutions:

- Human Growth and Development (at least the first semester of a two semester course);
- a Child Development Associate Credential (CDA);
- a passing grade in Child Development in a College Level Examination Program (for more information about "CLEP" exams call 609-771-7865);
- graduation from an approved 2-year high school child care program since 1989 with a recommendation letter from the high school program director, a copy of your high school diploma and transcript.

Other courses may substitute if a course description is sent with the transcript that shows the course was about Child Development, birth to age 8 or 12. Courses which will not substitute: Introduction to Psychology, Lifespan, or Developmental Psychology across the Lifespan.

Work Experience Needed:

You must have 9 months of supervised work experience:

To qualify for both infant-toddler and preschool teacher you must have at least 3 months work experience with each age group or a supervised practicum with the appropriate age group for which college credit was earned.

Work experience in a mixed toddler/preschool group counts towards both infant-toddler and preschool certification.

Work experience must be at least 12 hours per week, for 4 weeks with one group of children to count as one month of experience. Experience over 12 hours per week (even 60 hours a week) is still counted as only one month. Occasional substitute teaching does not count. However, a "permanent" substitute position at one center will be counted.

Substitutions:

- An Associate's or Bachelor's degree in early childhood education or a related field will substitute for 6 months of the required experience.
- A Bachelor's degree in an unrelated field will substitute for 3 months of required work experience.
- For Infant-Toddler Teacher, 1 CEU (10 hours of instruction) in Infant and Toddler Development, Care and/or Program Planning may substitute for 3 months of work experience.
Level Two: LEAD TEACHER, INFANT-TODDLER and/or PRESCHOOL

To be certified as a Lead Teacher you must meet the requirements listed below and complete the worksheet on the back of the attached application form. You must be at least 21 years old to be a lead teacher.

Education Needed:

1. You must meet the education requirements to be a Teacher and;
2. You must have completed an additional nine credits in Early Childhood Education:
   Three credits in early childhood curriculum, program planning, or behavior management (required for preschool level) and/or three credits in infant-toddler care and education (required for infant-toddler level). The other credits may be in other early childhood education topics.

Substitutions:
   • A Child Development Associate (CDA) Credential substitutes for the education requirements for lead teacher.
   • Continuing Education Units (CEU’s) may substitute for college credit. Up to 4 CEU’s may be used to substitute for 3 of the required credits.

Work Experience Needed:

1. You must have the following work experience (the number of months of experience is determined by the degree that you hold):

   You must have a total of:
   • 36 months of experience if you have a High School Diploma or G.E.D. or
   • 27 months of experience if you have a Certificate Program degree such as a CDA, community college, or Montessori credential, or
   • 18 months of experience if you have an Associate degree in Early Childhood Education or a related field, or
   • 9 months of experience if you have a Bachelor or advanced degree in Early Childhood Education or a related field.

   If the date your degree was awarded is not in your transcript, please also submit a copy of your diploma.

Substitutions:
   • A practicum, also called student teaching, substitutes for 9 months of work experience. Credit for the practicum must be both on a transcript and a practicum verification form signed by the college supervisor.
   • A pre-practicum, also called field work, is not considered a full student teaching experience and does not count towards work experience.
Level Three: DIRECTOR I and DIRECTOR II

To be certified as a Director I or a Director II, you must meet the requirements listed below and complete the worksheet on the back of the attached application form.

Education Needed:

DIRECTOR I

1. You must meet the education requirements for a Lead Teacher and,
2. You must have completed an additional 2 credits or 3 CEU’s in Day Care Administration (or in administrative topics; see attached course listing) and,
3. You must have completed an additional two credits or 3 CEU’s in Early Childhood Education, any topic other than Day Care Administration (see attached course listing).

DIRECTOR II:

1. You must meet the education requirements to be Director I and,
2. You must have completed an additional 2 credits or 3 CEU’s in Advanced Day Care Administration, or Supervision, Families & Community, Day Care Policy, and Health and Safety in Early Childhood Programs, or Children with Disabilities.

Work Experience Needed:

DIRECTOR I and DIRECTOR II:

1. You must meet the work experience requirements for a Lead Teacher and,
2. You must have an additional 6 months work experience as a Lead Teacher.
5. Using relevant labor statistics including local sources indicate whether employment opportunities in this field are expected to increase or decrease over the next 3-5 years.


6. Explain existing mechanisms that allow for input from industry. (Cite examples of how this has had an impact on the program over the last 3-5 years.)

The Early Childhood Education Program Advisory Board includes several representatives from industry, and is the main source of this information. The Infant/Toddler Certificate Program is a direct result of a need identified by an area employer on the board. Development of Early Intervention competencies for two courses is another example of an activity initiated by a board member from Early Intervention.

7. List the program advisory committee members and attach copies of recent minutes of committee meetings.

Dorothy Carver, Adjunct Faculty, Cape Cod Community College
Margaret Donahue, Adjunct Faculty, Cape Cod Community College
Linda Iafrate, Head Start, Cape Cod Child Development Program
Barbara Jones, Barnstable High School
Debra Murphy, Program Coordinator, Cape Cod Community College
Barbara Prindle-Eaton, Cape Cod Child Development Program, Early Intervention
Adelaide M. Queeney, Stepping Stones
Nora Richards, Sandpiper Nursery School

Please see Appendix for minutes of recent committee meetings.
III: Program/Student Outcomes

1. What are the course completion rates for students in this program?

   In the introductory course the completion rate is about 75% which meets the Board of Higher Education target.

   In upper level courses the completion rates average about 90%, which far exceed the Board targets.

   Please see Appendix for Course Completion Rate Table

2. What is the Fall to Spring Persistence Rate for students who are matriculated in this program?

   For the period Fall 2000 to Fall 2004 the Fall to Spring Retention ranged from 72% to 82%.

   The average Fall to Spring Retention rate for the same period was 75%

   This rate is significantly higher than the overall college retention rate of 59%.

3. What is the Fall to Fall Persistence Rate for students who are matriculated in this program?

   For the period Fall to 2000 to Fall 2003 the Fall to Fall Retention rate ranged from 38% to 73%.

   The average Fall to Fall Retention rate for the same period was 59%.

   While this average is significantly higher than the overall college retention rate of 41%, the rate has declined from 67% in Fall 2001 to 38% for Fall 2003. This is a significant decline that we are unable to attribute a cause to at this time.

4. Using the most recent Cape Cod Community College Graduate Report, provide evidence that graduates of the program are employed in the career for which the program prepared them.

   Please see the Appendix for the attached Graduate Survey Report Summary.
5. In the table below, list the major program goals and outcomes in measurable terms.

<table>
<thead>
<tr>
<th>Program Goals and Outcomes</th>
<th>Courses with related program outcomes</th>
<th>Competencies for courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Promote Child Development and Learning</strong></td>
<td></td>
<td>Please see the Appendix for attached Program Outcomes and Competencies.</td>
</tr>
<tr>
<td>1. Apply the whole child model to all aspects of their practice (observations, lesson plans, field work, etc), including the cognitive, social, emotional, and physical development of children of all abilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apply specific theories of child development to their practice, including Erik Erikson, Jean Piaget, and Lev Vygotsky</td>
<td></td>
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</tr>
<tr>
<td>3. Develop communication skills in writing and speaking about child development topics</td>
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<tr>
<td>4. Create a developmentally supportive classroom that meets the needs of all children, including health and safety issues and DAP guidance and classroom management strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II. Build Family and Community Relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Apply concepts of diversity and anti-bias curriculum to relationships with families and the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Develop communication skills with families and people in the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Use community resources to benefit children and families, including referral services for special needs, child abuse and neglect, and children and families under stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>III. Observe, Document, and Assess to Support Young children and Families</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Observe, record, and analyze ECE programs, activities, and individual children (including running records, anecdotes, check lists, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apply observations to case studies, curriculum planning, and assessment of children and programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Describe the goals, benefits, and uses of authentic assessment</td>
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</tr>
<tr>
<td><strong>IV. Build Meaningful Curriculum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use developmentally effective approaches for children of all abilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apply content knowledge in early education (science, math, creative arts, language, literacy, music, nutrition)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develop inclusive curriculum plans to implement in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V. Become a Professional</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Participate in advocacy activities on behalf of children and families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Collaborate with colleagues in large and small group activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Participate in continuing professional development activities in the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Apply professional ethics to all aspects of their practice with children, families, and colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Apply national and state standards and guidelines to their practice</td>
<td></td>
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</tr>
</tbody>
</table>
6. How are the competencies verified (e.g. tests, portfolios, capstone course)?

   Competencies are verified in a variety of ways – observations, case studies, research papers, lesson plans, unit activity files, article reviews/response, book reviews, oral presentations, collaborative group activities (in class), quizzes, exams, site visits/supervision meetings, interviews, political action letters, practicum site evaluations (on-site supervisors).

7. Provide evidence that employers are satisfied that graduates of the program have the skills and abilities to function as competent employees.

   Surveys were mailed to 15 child care centers who worked with student teachers and or hired students.

   Six employers responded

   Overall the employers felt that the program gives students a solid foundation and preparation for employment in the field.

   Some would like to see increased practical experiences

   Please see complete survey results in Appendix
8. Indicate the number of degrees awarded in this program for the last five years.

<table>
<thead>
<tr>
<th>Program</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood Education A.S.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Graduates</td>
<td>19</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td><strong>Infant/Toddler Certificate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Graduates</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Preschool Certificate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Graduates</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>11</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td><strong>Early Childhood Education A.A. Transfer Compact</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Graduates</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>4</td>
</tr>
</tbody>
</table>
IV: Program Design

1. Based on the Market Analysis/Influence in Section III, evaluate the current curriculum’s strengths and identify those areas that require attention and changes or additions that could lead to increased growth in the program.

Curriculum strengths: Strong Liberal Arts component, Alignment with National and State standards and Guidelines, ECE courses connect from ECE 100 through ECE 230 to form a cohesive, comprehensive body of knowledge and experience that includes current information and innovations in the field.

Future Program Development:

- Increase observation/participation component in all classes (40-45 hours plus practicum)
- Solve practical issues – CORI
- Service Learning?
- Reflection component
- Topics:
  - Environments
  - Languages of Learning (Adults)
  - Play
  - Behavior/classroom management – Pro-social development
  - Planning
  - Documentation
  - Currents Trends/History of the Field
  - Teaching All Children – families, culture, inclusion
  - Collaboration
  - Topics to strengthen
2. Curriculum: Provide information from the College catalog, which identifies all of the courses in the program(s) of study. (Attach copies as printed in the most recent College catalog.)

### Cape Cod Community College 2004 Catalog

#### Early Childhood Education Program

**Career Option**

For students planning to teach in Massachusetts public schools:

**Education Licensure Requirements**

To graduate in the Early Childhood Education Program - Career Option, a student must complete the following required course of study. Refer to information regarding Criminal Offender Record Information (CORI).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL101</td>
<td>English Composition I</td>
<td>3</td>
<td>Appropriate score on the Computerized Placement Test or grade of C or better in ENL050 or ESL201</td>
</tr>
<tr>
<td>COM103</td>
<td>Oral Communication</td>
<td>3</td>
<td>ENL010 or a satisfactory reading comprehension score on the basic skills assessment</td>
</tr>
<tr>
<td>PSY101</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE100</td>
<td>Intro. to Early Childhood Education</td>
<td>3</td>
<td>ENL020 &amp; ENL050 or satisfactory basic skills assessment scores</td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL102</td>
<td>English Composition II</td>
<td>3</td>
<td>ENL101</td>
</tr>
<tr>
<td>PSY201</td>
<td>Child Psychology</td>
<td>3</td>
<td>PSY101</td>
</tr>
<tr>
<td>SOC106</td>
<td>Principles of Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECE105</td>
<td>Intro. to Children with Special Needs</td>
<td>3</td>
<td>ECE100 or PSY201</td>
</tr>
<tr>
<td>ECE201</td>
<td>Curriculum Planning for Early Childhood Education</td>
<td>3</td>
<td>ECE100 or PSY201</td>
</tr>
</tbody>
</table>
### Course Listing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL120</td>
<td>Introduction to Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENL101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood Education Elective*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math or Natural Science**</td>
<td>3/4</td>
</tr>
<tr>
<td>SOC210</td>
<td>Marriage and Family (or) Social Problems (or)</td>
<td>3</td>
</tr>
<tr>
<td>SOC215</td>
<td>Race, Gender, and Class in the US</td>
<td></td>
</tr>
<tr>
<td>SOC208</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE202</td>
<td>Advanced Curriculum Development: Creative Experiences for Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE221</td>
<td>Classroom Management: Skills &amp; Strategies for EC Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE291</td>
<td>Leadership &amp; Management in ECE Programs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE230</td>
<td>Practicum in Early Childhood Education</td>
<td>6</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Elective*</td>
<td>3</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

### Fourth Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY201 &amp; ECE201</td>
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</tbody>
</table>

**Overview:** This program is designed for students who are interested in working with young children. Graduates of the program work in a variety of child care settings in both private and public schools.

**Career Outlook:** Upon completion of this program, the student is qualified to work in a licensed child care facility. Graduates also work in summer camps and as assistants in public schools. The program meets the requirements of the Massachusetts Office of Child Care Services.

**Program Outcomes**

Upon completion of the Early Childhood Education Program, students will be able to:

- Promote child development and learning
- Build family and community relationships
- Observe, document, and assess to support young children and families
- Build meaningful curriculum
- Become a professional

* Early Childhood Education Electives
  - ECE115 Literacy and the Young Child
  - ECE200 Teaching Infants and Toddlers
  - ECE211 Curriculum Strategies for Teaching Math and Science to Young Children
** A student who does not take a 4-credit lab science will need an additional one credit course to graduate. FIT130 Standard First Aid and basic Life Support is recommended.

Transfer Option: For information the Early Childhood Education Transfer Compact Concentration.

**Early Childhood Education Transfer Compact Concentration**

For students planning to teach in Massachusetts public schools: 

**Education Licensure Requirements**

To graduate in the Early Childhood Education Transfer Concentration, a student must complete the following required course of study.

Refer to information regarding Criminal Offender Record Information (CORI).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL101</td>
<td>English Composition I</td>
<td>3</td>
<td>Appropriate score on the Computerized Placement Test or grade of C or better in ENL050 or ESL201</td>
<td></td>
</tr>
<tr>
<td>COM103</td>
<td>Oral Communication</td>
<td>3</td>
<td>ENL010 or a satisfactory reading comprehension score on the basic skills assessment</td>
<td></td>
</tr>
<tr>
<td>PSY101</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics*</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE100</td>
<td>Intro. to Early Childhood Education</td>
<td>3</td>
<td>ENL020 &amp; ENL050 or satisfactory basic skills assessment scores</td>
<td></td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL102</td>
<td>English Composition II</td>
<td>3</td>
<td>ENL101</td>
<td></td>
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<tr>
<td>PSY201</td>
<td>Child Psychology</td>
<td>3</td>
<td>PSY101</td>
<td></td>
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<tr>
<td>GOV111</td>
<td>American Government</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC106</td>
<td>Principles of Sociology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE201</td>
<td>Curriculum Planning for Early Childhood Education</td>
<td>3</td>
<td>ECE100 or PSY201</td>
<td></td>
</tr>
<tr>
<td>Third Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL120</td>
<td>Introduction to Children's Literature</td>
<td>3</td>
<td>ENL101</td>
<td></td>
</tr>
<tr>
<td>Fine and Performing Arts***</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science (Biological)**</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overview: This program guarantees admission to an Early Childhood Education Licensure Program at any of the Massachusetts state colleges and university campuses offering that curriculum. The course selection must be followed as outlined to be eligible for this Compact.

The student must also graduate with a minimum 2.75 GPA and attain a passing score on the Communication and Literacy, and Foundations in Reading tests before their planned entrance to the bachelor's institution to be accepted directly into an education program.

*If because of space or fiscal limitations the receiving institution does not admit all qualified applicants to a given major or program, the receiving institution will use the same criteria for applicants who are transfer students under this Compact as it does for its native students.

Career Outlook: Students completing a bachelor’s degree in Early Childhood Education will be required to take the MTEL test in Early Childhood and the Foundations of Reading test. After passing these tests, they will receive initial licensure to teach and be ready to enter the teaching profession. Students must obtain a master’s degree within five years to receive professional licensure. Students will be eligible to teach in public and private schools, grades Pre-K through Grade 2.

* MAT150 Elementary Statistics recommended.

** Natural Science: A Biological Science is any 4-credit natural Science course (with a lab) with the prefix BIO, ENV, or HOR; all other 4-credit natural Sciences (with a lab) are considered Physical Sciences

*** Students are recommended to choose ART125, ART126, MUS100, or THR101.
Pending approval from State colleges and universities.
## Early Childhood Education Certificate
### Infant and Toddler Concentration
Refer to information regarding Criminal Offender Record Information (CORI).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE100</td>
<td>Intro. to Early Childhood Education</td>
<td>3</td>
<td>ENL020 &amp; ENL050 or satisfactory basic skills assessment scores</td>
<td></td>
</tr>
<tr>
<td>PSY101</td>
<td>General Psychology</td>
<td>3</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>PSY201</td>
<td>Child Psychology</td>
<td>3</td>
<td>PSY101</td>
<td></td>
</tr>
<tr>
<td>ECE105</td>
<td>Intro. to Children with Special Needs</td>
<td>3</td>
<td>ECE100 or PSY201</td>
<td></td>
</tr>
<tr>
<td>ECE200</td>
<td>Teaching Infants and Toddlers</td>
<td>3</td>
<td>PSY201 or ECE100</td>
<td></td>
</tr>
<tr>
<td>ECE230</td>
<td>Practicum in Early Childhood Education</td>
<td>6</td>
<td>PSY201 &amp; ECE201</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td></td>
<td><strong>21</strong></td>
<td></td>
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</tbody>
</table>

**Overview:** These certificates are designed to provide focused training in Early Childhood Education. Participants can elect either a preschool or an infant and toddler concentration. Students already employed in the field can use their centers as placement sites for the Practicum.

**Career Outlooks:** Certificate holders will be eligible to apply to the Massachusetts Office of Child Care Services for teacher certification. All courses can be transferred into the Early Childhood Education Associate in Science degree at Cape Cod Community College.
Early Childhood Education
Certificate - Preschool

Refer to information regarding Criminal Offender Record Information (CORI).

<table>
<thead>
<tr>
<th>Course #</th>
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<tbody>
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</tr>
<tr>
<td>PSY101</td>
<td>General Psychology</td>
<td>3</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>PSY201</td>
<td>Child Psychology</td>
<td>3</td>
<td>PSY101</td>
<td></td>
</tr>
<tr>
<td>ECE105</td>
<td>Intro. to Children with Special Needs</td>
<td>3</td>
<td>ECE100 or PSY201</td>
<td></td>
</tr>
<tr>
<td>ECE201</td>
<td>Preschool Curriculum Planning</td>
<td>3</td>
<td>ECE101 or PSY201</td>
<td></td>
</tr>
<tr>
<td>ECE202</td>
<td>Advanced Curriculum Development: Creative Experiences for Early Childhood Education</td>
<td>3</td>
<td>ECE201</td>
<td></td>
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<tr>
<td>ECE230</td>
<td>Practicum in Early Childhood Education</td>
<td>6</td>
<td>PSY201 &amp; ECE201</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Credits</td>
<td>24</td>
<td></td>
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</tbody>
</table>

**Overview:** These certificates are designed to provide focused training in Early Childhood Education. Participants can elect either a preschool or an infant and toddler concentration. Students already employed in the field can use their centers as placement sites for the Practicum.

**Career Outlooks:** Certificate holders will be eligible to apply to the Massachusetts Office of Child Care Services for teacher certification. All courses can be transferred into the Early Childhood Education Associate in Science degree at Cape Cod Community College.

3. Identify and discuss program courses for which outcomes are available.

4. Attach copies of the College syllabus for each program course.

Please see Appendix for attached Early Childhood Education Course Syllabi.
5. How are course outcomes developed, reviewed and modified?

Course outcomes have been developed by the program coordinator, with input from the adjuncts teaching the courses. The outcomes have not been reviewed or modified yet except from the draft stage. The program advisory board and adjuncts will assist the program coordinator in future reviews and revisions.

6. Describe how course outcomes are assessed.

The program advisory board will assist the Program Coordinator in assessing program outcomes, taking into account current trends and input from employers and national and state standards and guidelines.

7. Describe the process used to review curriculum and course content. What is the role of faculty? What is the role of the Program Advisory Committee?

The Program Advisory Committee regularly discusses curriculum and course content. The latest changes in the program were made to meet concerns of the Program Coordinator and the Program Advisory Committee.

8. Describe the process used for annual review of textbooks.

Each faculty reviews his/her own textbooks; however, adjuncts regularly discuss texts with the Program Coordinator and each other at advisory meetings. We do not currently have a meeting dedicated to only textbook review.

9. Describe how courses are scheduled to meet the needs of day and evening students?

Day courses are often scheduled in the late afternoon one or two days a week so that employed students are more likely to be able to attend. Required ECE courses are run at least once a year in the evenings. We have started offering Saturday morning courses (Fall 2004) to see if that is a good time for people.

10. Describe the process for assuring that students who are enrolled in courses offered through evening or at a distance are acquiring the same skill set as those students who are enrolled in the day program.

Day and evenings course instructors are usually the same people. All evening faculty are highly qualified.
11. Provide a proposed revised curriculum for the program and describe the rationale for the course sequence.

We just revised the program curriculum in fall 2004. No revisions are being considered at this time.

12. Explain how general education components are integrated within the program.

Students are required to meet all general education requirements with a strong emphasis on social sciences, particularly psychology and sociology. All students must complete PSY100 (General Psychology), PSY201 (Child Psychology), SOC106 (Principles of Sociology), plus one upper-level sociology course as well as English, literature, fine arts, and math and/or science.

13. Describe the instructional methodologies utilized in the program.

Instructional methodologies include individual and group in-class work, such as trying and evaluating science and math curriculum activities, developing language arts materials (Big Books, flannel boards, story stretchers); PowerPoint and video presentations; lecture, large and small group discussion, oral presentations.

14. Provide examples of how students demonstrate their use and understanding of information technology in the program.

Early Childhood Education students attend at least one computer use class in the library computer classroom. All courses require students to write political action letters and students are shown how to access Children's Defense Fund and NAEYC political action sites. Students also learn how to evaluate websites dealing with inclusion and/or children with special needs. We discuss digital documentation in ECE 202 and students are required to provide photo documentation in various projects. Students often develop PowerPoint presentations to support oral reports.

15. List any changes that would enhance student learning.

We are in the process of adding more observation/participation time to all courses, one course at a time, starting with ECE100 Introduction to Early Childhood Education. The next course scheduled is ECE201 (Preschool Curriculum Planning) for fall 2005. We will also continue to develop learning outcomes for all Early Childhood Education courses, as well as PSY201 (Child Psychology). We currently have outcomes for six of 14 Early Childhood Education courses.

16. Describe any work-based or service-learning opportunities within the program.

ECE100 – 12 hour observation component
ECE230 – 150 hour practicum
All other ECE courses require observations (2-6 hours)
Example: observations, participation components in all courses: Case Studies (ECE105, ECE221); Activity Reports (ECE202, ECE211)

17. Provide data that demonstrates the effectiveness of the opportunities described above.

Please see Appendix for the attached student portfolios.

18. Provide examples of student learning outcomes (knowledge, skills, abilities) for the program and its courses.

These are examples of student-reported outcomes for two courses.
19. Describe any new student assessment methods that have been implemented.

We are currently working on a student portfolio system. This is in progress. (See attached) The ultimate goal is to implement e-portfolios, but the program coordinator needs more time to look into this.
V: Faculty

1. Discuss the adequacy of staffing levels to teach and advise students in the program. Is the ratio of full-time to adjunct faculty appropriate?

The committee feels strongly that there is too much work for one full-time faculty. This emerged as a major concern during our discussions. Community outreach, recruitment/marketing (such as visiting area high schools), advising, and program development are all areas that could benefit from more time invested. Adjunct faculty cannot be expected to contribute to these efforts, and one full-time faculty with one release time cannot do all that can be done to optimize the program.

Please see the Appendix for the attached progress report for 2004-2005.

2. List any professional development activities participated in by program faculty. Describe any unmet professional needs.

The Program Coordinator attended the NAEYC National Institute for Early Childhood Professional Development in June, 2005, supported by both College professional development and social science departmental funds. Adjunct faculty have attended some local and regional professional development opportunities.

During the Department of Education Advancing the Field Grant period, the Program Coordinator had the opportunity to attend several professional development conferences: a Reggio Emilia Study Tour, Chicago Commons Materials Workshop, St. Louis Reggio Collaborative Leadership Conference, NAEYC National Conferences in New York City and Chicago (as participant and presenter), and NASA’s Teaching with Technology Conference (with additional funding from a Perkins Grant).

These intensive professional development opportunities have changed the landscape of the ECE program in many ways.

a. It has increased the status of the ECE program in the eyes of the ECE community. We are seen as a program that is keeping pace with the field. It also models life-long professional development for our students.

b. The content of the professional development experiences has permeated every aspect of the ECE program. Two examples are the new Leadership course, which was a direct result of the St. Louis Leadership Conference reading list. The Program Coordinator purchased the books and used them to develop the course. The Reggio Emilia conference content significantly upgraded all the ECE curriculum courses.

c. Networking opportunities – Example: The Program Coordinator went to the New York City conference to find a speaker on Fetal Alcohol Syndrome. The ATF grant allowed us to hire a professor from South Carolina who came to campus and delivered three lectures; one to over 200 ECE high school students (in collaboration with TechPrep), and two more attended by Cape Cod
Community College students, area Early Intervention and Head Start staff, and dozens of area childcare providers.

Continued support of faculty professional development is critical to keep the program current and connected.

3. Provide evidence that faculty who are teaching in this program have the proper credentials and preparation. Include resumes of all faculty (adjuncts and full-time) who are teaching in the program. (Transcripts of all faculty must be on file in the Human Resources office.)

Please see Human Resources Office for these items.

4. Is there a plan for professional development for faculty who lack current credentials? If so, describe any recent examples of how professional development arrangements have been made.

Not applicable.
VI: Recruitment

1. What efforts are made to recruit/market the program? (Include any examples of faculty recruitment.)

The Program Coordinator and one adjunct faculty have met with various TechPrep groups when they come to the campus. The Program Coordinator, in collaboration with area Community Partnership Council's, recruited 30 students for Advancing the Field, and 20 for the Building Careers grant. There is currently no specific recruitment plan.

2. Are there plans to target this program to any new groups?

We would like to target the program to early care and education staff who need to attain an associates degree to meet state and federal standards, especially at-risk, underserved child care providers, such as those that we recruited for Building Careers. We would like to expand this as funds permit.

3. List all articulation agreements currently in place for this program (e.g. Tech Prep).

We currently have a TechPrep articulation agreement for ECE100 (Introduction to Early Childhood Education) with area high schools.

We have a 2+2 agreement with Lesley University that is set to expire in June, 2005. We intend to extend this agreement for one more cycle (2 years) while we seek proposals from Public Colleges for a new agreement.

4. Does your program have a program information packet available for students? Please attach copies.

We have no program packet.

5. Prepare enrollment projections for the next five years. What are these projections based upon?

We expect enrollment to be steady for the next five years, with some growth/fluctuation due to grant funding and community needs. This projection is based on data from the past five years.
VII: Program Resources/Needs

1. What specific support services and activities does this program require? Comment on the availability and adequacy of these services.

   a. Advising
      Advising for Early Childhood Education students has emerged as an area of great concern. The committee strongly feels that all Early Childhood Education students should be advised by faculty with knowledge of the field, not by randomly assigned advisors. The advising center hired two part-time Early Childhood Education advisors and has given them each a list of advisees. This has improved, but not completely solved advising problems.

   b. Transfer Counseling
      Mary Olenik provides very useful transfer counseling services.

   c. Financial Aid Assistance
      Students often report serious concerns about financial aid issues. The committee feels that the financial aid office does not currently offer adequate support in the financial aid process, especially to grant funded students.

   d. Tutoring Services
      The program has a very high percentage of students with learning disabilities, and almost every Early Childhood Education student tests into at least on developmental education course. The college provides excellent tutoring services, however, many students still fall through the cracks, and we believe this has an impact on overall student retention, especially in the non-Early Childhood Education courses. This is an area that should be studied further.

2. Assess the overall currency of the library collection. Make recommendations for weeding out out-of-date materials and ordering new acquisitions.

   Books in this field become dated almost as fast as they are published.

   We order a small number of new acquisitions each year. We have had problems in the past with new books missing from the library. The Program Coordinator keeps a collection of books in her office for students to use, but not check out.

3. Do program facilities and equipment meet current business and industry standards?

   The Program Coordinator has acquired a substantial collection of traditional contemporary program materials, such as unit blocks, math manipulatives, etc. There has been an on-going concern about storage of these materials and the difficulty of transporting them to and from class. However, the College has recently made a commitment to provide adequate, accessible storage as well as a classroom with tables for the ECE classes. This room is projected to be ready by September, 2005.
4. How adequate and appropriate are program facilities and equipment? Be specific about current deficiencies or projected needs.

There has been a long-standing concern about the lack of a program lab school, as well as serious concern about the physical state of the campus child care center. The location and condition of the current center is woefully inadequate and reflects very poorly on the ECE program and hinders recruitment, even though the center is run by an independent contractor.

Currently, the Program Coordinator has no adequate, professional office space to meet with students, faculty and people from the early child care and education community. Although the space/appearance issue will be somewhat alleviated when additional storage is made available, the program would benefit from having a more spacious office. The Program Coordinator has requested that the college consider this.

5. Is the program budget adequate to meet the needs? If not, indicate the deficiencies.

The Social Sciences Department has been very supportive of the program in terms of funding small requests for expendable materials and equipment such as a digital camera, LCD projector, and a P.C. laptop. It would be helpful to have a small budget ($200-$300) at the beginning of the year to purchase supplies, such as materials for in-class science and language arts activities.
VIII: Summary

Major Program Strengths:

1. Large number of children, families, and child care centers on the Cape and Islands served by students and graduates; large community impact

2. Career ladder: Infant/Toddler and Preschool Certificates, AA Transfer Compact, AS Career degree

3. Faculty: Program Coordinator and adjunct faculty; part of the community, dedicated, strong work ethic, extensive experience with children and families

4. Strong Liberal Arts Foundation: Social Sciences, Humanities, Math, Science; strong, support from Social Science department

5. Cost effective – good for students and families
   Opportunity for transition to a four-year program
   Accommodates diverse students: age, gender, working parents, etc.

6. Well-defined outcomes aligned with NAEYC Standards; interrelated, comprehensive curriculum with strong observation and participation foundation; practical, hands-on learning

7. Collaboration with local and statewide childcare community: Massachusetts Department of Education, Child Care Network, Cape Cod Child Development Program, area Community Partnership Councils, Tech Prep

8. Active Advisory Board representative of the ECE community; private employers, Head Start, Early Intervention, area high school programs, adjunct faculty

9. Responds to changes in the field: develops new courses, such as Leadership in ECE, aligns courses to state and national standards, sponsors teacher training conferences and workshops on important issues, such as Fetal Alcohol Syndrome

Major Program Issues:

1. Lack of adequate advising for Early Childhood Education students is a major concern, as well as program retention rates. It is our belief that these two issues are connected and must be treated as one issue.

2. Lack of a lab school or campus-run child care, as well as poor facility for the current center (run by an independent contractor).

3. Lack of full-time faculty and/or time of current full-time faculty for carrying out all program functions at an optimal level.

4. Lack of status of Early Childhood Education program and students in both the college and community at large. Lack of knowledge of how much the program contributes to the community.
Recommendations:

1. Continue to support advising improvement efforts by funding additional time for Early Childhood Education advisors.
2. Explore options/strategies for creating high quality, campus-run childcare center/lab school.
3. Explore options/strategies for additional full-time Early Childhood Education faculty and/or time for Program Coordinator.
4. Continually assess community impact of Early Childhood Education program (number of children, families, centers served) and include this information when making decisions and allocating resources.
5. Continue to support quality space issues, such as classroom North 118.
6. Explore the impact of student learning disabilities on overall retention.
7. Meet with Financial Aid personnel with Sue Miller to discuss ways to improve student services to grant funded students.

Plan for program improvement:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Resources Needed</th>
<th>Cost</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Coordinator to meet with Academic Dean and Rick Nastri to discuss advising improvement strategy, (e.x., expand Early Childhood Education advising nights)</td>
<td>Program Coordinator</td>
<td>Unknown, no immediate expenditures</td>
<td>Fall 2005 – implement during 2005-2006 academic year.</td>
<td></td>
</tr>
<tr>
<td>2. Explore strategies for development of program affiliated campus-run childcare center, including adequate space, projected program costs, funding options/opportunities.</td>
<td>Program Coordinator, Susan Miller, VP Ross, VP Brisson</td>
<td>Unknown</td>
<td>Prepare proposal during 2005-2006 academic year.</td>
<td></td>
</tr>
<tr>
<td>3. Explore strategies for giving Program Coordinator more time for program development.</td>
<td>Program Coordinator, Susan Miller, VP Ross</td>
<td>None</td>
<td>Immediate</td>
<td></td>
</tr>
<tr>
<td>4. Develop a focused marketing plan.</td>
<td>Program Coordinator, Dean Miller, Michael Gross</td>
<td>Unknown</td>
<td>2005-2006 Academic Year</td>
<td></td>
</tr>
<tr>
<td>5. Develop data gathering tool to administer to Early Childhood Education students</td>
<td>Program Coordinator, Dave Ziemba</td>
<td>None</td>
<td>2005-2006 Academic Year</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Person Responsible</td>
<td>Resources Needed</td>
<td>Cost</td>
<td>Timeline</td>
</tr>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>6. Explore the impact of student learning disabilities on overall retention</td>
<td>Program Coordinator, Joyce Chasson, Richard Sommers, Dave Ziemba</td>
<td></td>
<td>None</td>
<td>2005-2006 Academic Year</td>
</tr>
<tr>
<td>7. Meet with Financial Aid personnel with Sue Miller to discuss ways to improve student services to grant funded students.</td>
<td>Program Coordinator, Dean Miller, Financial Aid Reps.</td>
<td></td>
<td>None</td>
<td>2005-2006 Academic Year</td>
</tr>
</tbody>
</table>
IX: Appendix


Advisory Board Meeting Minutes
  June 2, 2005
  October 7, 2004
  May 4, 2004

Early Childhood Education Completion Rates

Early Childhood Education Graduate Survey Report Summary

Strategic Plan Focus Group Report

Early Childhood Education Employer’s Survey, Spring 2005

Early Childhood Education Program Documentation Sampler

Course Syllabi
  ECE100  Introduction to Early Childhood Education
  ECE105  Introduction to Young Children with Special Needs (Birth-8 years)
  ECE110  Child Growth and Development
  ECE115  Literacy and the Young Child
  ECE200  Teaching Infants and Toddlers
  ECE201  Curriculum Planning for Young Children
  ECE202  Advanced Curriculum Development: Creative Experiences in Early Childhood Education
  ECE205  Caring for the School Age Child (6-12 years)
  ECE211  Curriculum Strategies for Teaching Math and Science to Young Children
  ECE221  Classroom Management: Skills and Strategies for Early Childhood Teachers
  ECE230  Practicum in Early Childhood Education
  ECE241  Selected Topics in Early Childhood Education
  ECE290  Administration of Early Childhood Programs
  ECE291  Leadership and Management in Early Childhood Programs

Early Childhood Education Program Outcomes

Early Childhood Education Portfolio Outline

Early Childhood Education Student Portfolio Checklist and Guidelines

Early Childhood Education Program Progress Report for 2004-2005