

California Community Colleges Child Development Laboratory Schools

A Dissertation by

Shari Yates

Brandman University

Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

December 2014

Committee in charge:

Jonathan L. Greenberg Ed.D., Committee Chair

Martinrex Kedziora, Ed.D.

Linda Williams, Ed.D.

UMI Number: 3670462

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3670462

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code




ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

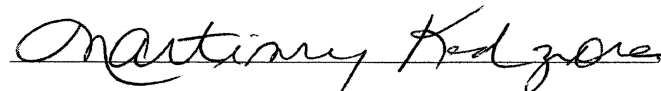
BRANDMAN UNIVERSITY

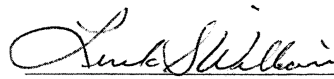
Chapman University System

Doctor of Education in Organizational Leadership

The dissertation proposal of Shari Yates is approved.

  
\_\_\_\_\_, Dissertation Chair  
Jonathan A. Greenberg, Ed.D.

  
\_\_\_\_\_, Committee Member  
Martinrex Kedziora, Ed.D.

  
\_\_\_\_\_, Committee Member  
Linda Williams, Ed.D.

  
\_\_\_\_\_, Associate Dean  
Patricia Clark-White, Ed.D.

December 18, 2014

California Community Colleges Child Development Laboratory Schools

Copyright ©2014

By Shari Yates

## ACKNOWLEDGEMENTS

To my coolest-dude husband, David, whose heart is literally too big for your body, I appreciate receiving a hundred percent of your support. Every time I wanted to quit you said okay but I could see the disappointment in your eyes. I could not have done this without you or your wicked jokes.

To my children, thank you for raising yourselves up so well. Kayla, my daughter-therapist, you talked me off many ledges. Your psychoanalyst skills were quite useful for finishing this project. Kassie, my daughter-nurse, you literally flew to my rescue, nursed me back to health and applied your healing skills in the form of savvy shopping. Robbie, my son-Eagle Scout and provider of food and water, thank you for allowing me to pursue my goal. When I asked if you wanted me to help you find something, you said, “Mom you don’t need to worry about that, just work on your doctorate.” You are too precious. You each are my favorite. I adore all three of you. Please make more of you in the form of grandbabies.

I also acknowledge the privilege of having perfect parents. It’s ridiculous how lucky I am. Dad, you are my #1 teacher and my hero. I think I have spent my lifetime trying to make you proud of me. Mom, someday I will be as good as you. You’re so good you don’t even mind how imperfect I am. Thank you both for your encouragement, reassurance, listening to my drama and funding my dreams.

I acknowledge my committee members, Drs. Phil Pendley, Martinrex Kedziora and Linda Williams who fine-tuned my work into something that has been important for my field and my college. This process has had me dancing to very fast music.

I acknowledge my mentor and dissertation chair, Dr. Jonathan Greenberg. Thank you for taking me on and not serving me a restraining notice. Through your encouragement and expertise, I saw past the swirling colors of confusion. You were always my number one advocate; I knew every day you were there to help me succeed. Your focus turned my project into a beautiful kaleidoscope of synthesized research. You truly are an erudite coach.

I acknowledge the panel of early care and education experts that participated in my study. Your insight was invaluable as I explored the issues facing California lab schools. Thank you for your continued efforts you make daily as you advocate for the field of early care and education.

I acknowledge my lab school where I grew up. My colleagues are my beloved friends and confidants. Thank you for allowing me to work on this project. Your faith in me motivates me to do my best for our program.

I’m still stuttering, squinting, and shuddering but sooner than I should I will turn up the music and take up a new type of dance class.

## ABSTRACT

### California Community Colleges Child Development Laboratory Schools

By Shari Yates

Community colleges in California are the primary source for preparing the early childhood care and education (ECE) workforce. The California child development lab school mission is to prepare ECE practitioners, provide a laboratory where college students can study and research child development/education, and offer a service to children and families. There are many benefits that are derived from laboratory schools but many community college lab schools have been reduced and/or closed over the past three years. The purposes of this Delphi study were (a) to examine the most pressing issues, problems and barriers facing California community colleges child development labs schools; (b) rate the importance of the issues, problems, and barriers identified; and (c) elicit experts' recommendations for the most viable solutions to help California child development laboratory programs maintain viability. A Delphi method was utilized procuring a panel of ECE experts that identified and rated the most pressing issues, problems and barriers, and generated viable solutions for California child development laboratory schools' viability. The key statistical processes used in this Delphi research were measures of central tendency and measures of dispersion. The ECE experts recommended solutions to increase a greater understanding of early childhood care and education, allow more support, and secure more financial assistance for the lab schools. A comprehensive infrastructure approach of government, policymakers, and community college leaders is required for California community college child development lab schools' viability. The data gathered from this study develops five potential benefits for

laboratory schools including: (1) providing rationale for policy construction regarding statewide community college lab programs; (2) deciphering the most pressing problems and barriers that California community college child development laboratories are facing; (3) soliciting solutions to maintain viability for child development lab programs; (4) contributing to the development of statewide recognition and possibly legislation on funding sources for California community college child development laboratories; and (5) ensuring the survival of California community college child development laboratory schools.

## TABLE OF CONTENTS

CHAPTER I: INTRODUCTION.....	1
Background.....	2
Statement of the Research Problem.....	5
Purpose Statement.....	8
Research Questions.....	8
Significance of the Problem.....	8
Definitions.....	9
Delimitations.....	13
Organization of the Study.....	13
CHAPTER II: REVIEW OF THE LITERATURE.....	14
National Focus on Early Care and Education.....	14
State of California Focus on Early Care and Education.....	17
Importance of Early Childhood Education.....	18
Early Care and Education Training Linked to High-Quality Programs.....	22
Child Development Laboratory Schools.....	25
Benefits of Laboratory Schools.....	27
Benefits for College Students.....	27
Benefits for College Parents.....	27
Benefits for Higher Education Institutions.....	27
Benefits for Lab Teachers and Staff.....	28
Benefits for Community.....	28
California Community Colleges Early Childhood Education.....	31
ECE Practicum Field Experiences.....	32
California Laboratory School Funding Streams.....	34
California Child Development Laboratory Schools Reduction.....	37
Laboratory School Barriers.....	38
Lack of Funding.....	39
Competing Missions.....	42
Criticism of Laboratory Schools.....	44
Glorified Babysitters.....	46
Low Education Levels.....	47
Low Wages.....	49
High Staff Turnover.....	50
Long Work Hours.....	51
Survival Strategies for Child Development Laboratory Schools.....	52
Adherence to the Tripartite Mission.....	52
Strong Laboratory and Academic Department Collaboration.....	53
Flexibility with Changing Times.....	53
Advocacy at the Local, State, and National Level.....	54
Conclusions.....	54
CHAPTER III: METHODOLOGY.....	57
Overview.....	57



Purpose Statement.....	57
Research Questions.....	57
Research Design.....	58
Methodology.....	58
Methodology Description.....	60
Population.....	61
Sample.....	61
Size of the Panel.....	62
Instrumentation.....	63
Round 1.....	63
Round 2.....	63
Round 3.....	64
Instrumentation: Validity and Reliability.....	64
Field Test.....	65
Data Collection.....	65
Data Analysis.....	68
Limitations.....	69
Summary.....	70
CHAPTER IV: DATA COLLECTION AND FINDINGS.....	71
Description of the ECE Expert Panel.....	72
Analysis of Findings.....	74
Research Question One.....	74
Discussion and Interpretation of Round-One Survey.....	77
Research Question Two.....	77
Discussion and Interpretation of Round-Two Survey.....	89
Research Question Three.....	91
Theme #1: Colleges/Districts Not Understanding the Importance of the Child Development Laboratory.....	92
Theme #2: Colleges/District Dysfunction.....	95
Theme #3: Lack of Financial Support.....	98
Theme #4: Low Paying Job Market.....	101
Theme #5: The Challenge of Offering Infant/Toddler Programs.....	104
Theme #6: The Increase of Transitional-Kindergarten (TK) classrooms.....	106
Discussion and Interpretation of Round-Three Survey.....	109
CHAPTER V: SUMMARY.....	112
Summary.....	112
Purpose Statement.....	113
Method.....	114
Population.....	114
Sample.....	114
Survey.....	115
Major Findings.....	115
Research Question 1.....	115
Research Question 2.....	119

Research Question 3 .....	122
Colleges/Districts Not Understanding the Importance of CD lab schools .....	122
Colleges/District System Dysfunction .....	124
Lack of Financial Support.....	124
Low Paying Job Market for the ECE Field.....	126
The Challenge of Offering Infant/Toddler programs.....	127
Increase of Transitional-Kindergarten (TK) .....	128
Unexpected findings .....	129
Conclusions .....	129
Value and Importance of ECE Programs .....	132
Assistance from California State Leaders .....	133
More than Child Care.....	133
Implications for Action .....	134
Respond to Issues, Problems and Barriers .....	134
Adherence to the Mission .....	134
Activism Campaign .....	135
Long Term Secured Funding .....	136
Statewide Policy Construction .....	137
Increase Wages .....	138
Update California Child Development Permit Matrix .....	139
Recommendations for Further Research.....	140
Concluding Remarks and Reflections.....	141
REFERENCES .....	143
APPENDICES .....	176

LIST OF TABLES

Table 1. Brain Wiring Opportunities ..... 21

Table 2. Round One: ECE Expert Responses ..... 75

Table 3. Round Two: Percentage Distribution of Highest Rated for Issues, Problems and Barriers as Very Important + Important=100% ..... 79

Table 4. Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 90<sup>th</sup> Percentile ..... 81

Table 5. Round Two: Percentage Distribution of Highest Rated for Issues, Problems and Barriers as Very Important + Important=Within 80<sup>th</sup> Percentile ..... 82

Table 6. Round Two: Percentage Distribution of Highest Rated for Issues, Problems and Barriers as Very Important + Important=Within 70<sup>th</sup> Percentile ..... 83

Table 7. Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 60<sup>th</sup> Percentile ..... 84

Table 8. Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 50<sup>th</sup> Percentile ..... 85

Table 9. Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 40<sup>th</sup> Percentile ..... 86

Table 10. Round Two: Descending Mean Rating of Very Important (1) (Including Median, Mode, Interquartile Range)..... 87

Table 11. Round Two: Descending Mean Rating of Important (2) Issues, Problems, Barriers (Including Median, Mode, Interquartile Range) ..... 89

LIST OF FIGURES

*Figure 1.* Students' observing at CA Community College Child Development Laboratory  
School. .... 1

## Chapter I: Introduction

California community colleges child development laboratory schools provide college students an opportunity to “generate knowledge” (McBride et al., 2012) regarding child development and best practices in high-quality early care and education. The following figure is an example of students conducting observations through an observation window (“Las Positas College Child Development Center,” 2014).



*Figure 1.* Students’ observing at CA Community College Child Development Laboratory School. Las Positas College Child Development Center. (2014). Retrieved from <http://www.laspositascollege.edu/childdevelopmentcenter/>  
Reprinted with permission (see Appendix A-1 for letter of permission).

Laboratory schools allow college students a setting to see how young children act, think, and learn. In lab schools college students can observe and interact with young children. In a lab environment college students develop a foundation for responsive interaction, enriching activities and routines, and creating physical environments that support how children learn.

In the past several years many community college lab schools in California are being threatened with closure. Over the last three years, twelve programs have closed their lab schools and most have reduced their services to students and families (California Community College Early Childhood Education [CCCECE], 2014). Early Childhood Education/Child Development programs at California community colleges are exploring ways to ensure the survival of their laboratory programs. This study researches the issues, problems, barriers, and best solutions for the California community college child development laboratory schools.

### **Background**

On the early care and education (ECE) spectrum, there has been recent national focus. For two years in a row during the State of the Union address, the President of the United States has mentioned the importance of investing in early care and education for the youngest citizens of the nation (Obama, 2013, 2014). While many scholars and researchers have understood the significance of high-quality early childhood education, not until recently have the leaders of the nation figuratively and literally applauded ECE on a national scale.

The state of California has also shown a strong commitment to its children by focusing on early care and education. The state has set up initiatives to assess statewide needs, identify opportunities, recommend strategies, and calculate the ability of higher education to support the development of early childhood practitioners (California Comprehensive Early Learning Plan [CCELP], 2014). New legislation and budget proposals are underway to support the California infrastructure of ECE (Steinberg, 2014).

The recent focus on ECE is due to the significant publicized research regarding the impact that high-quality early childhood education. Meta-analyses reveal the long-lasting effects of early education (Barnett, Jung, Youn, & Frede, 2013; Camilli, Vargas, Ryan, & Barnett, 2010; Reynolds, Temple, Ou, Arteaga, & White, 2011). Consensus among scholars is that high-quality early care and education is one of the best investments we can make in a child's life (American Institutes for Research [AIR], 2012; Heckman, 2012; Yoshikawa et al., 2013).

In order to achieve the long-term outcomes for young children, early care and education must be high-quality. High-quality programs significantly improve children's school readiness, academic achievement, cognitive processes and social skills (Barnett, 2013a; Burchinal & Cryer, 2003; Peisner-Feinberg, Burchinal, Clifford, & Yazejian, 1999).

To achieve high-quality results, early care and education practitioners require training and education in the best practices and latest research in ECE. ECE practitioners must be knowledgeable to blend content and pedagogy of *high-quality* practices by implementing strategies, procedures, and standards to achieve *high-quality* child outcomes (Bueno, Darling-Hammond, & Gonzalez, 2010).

In California, 75 percent of ECE practitioners begin coursework in the California community college system (Whitebook, Bellm, Lee, & Sakai, 2005). "The California Community Colleges is the largest system of higher education in the nation, with 2.4 million students attending 112 colleges" (California Community College Chancellor's Office [CCCCO], 2014a, p. 1). 105 California community colleges have Child Development/Early Care and Education programs (CCCCO, 2010).

Most of California community college child development/ECE programs have lab schools to train and guide ECE practitioners (California Community College Early Childhood Educators and Early Childhood Professional Development and Education Collaborative [CCCECE & EPEC], 2012). The lab school provides a supervised teaching experience in a setting to “generate knowledge” (McBride et al., 2012). Lab schools also serve families and the community as a model program of best practice (Clawson, 2003). Lab schools are the critical link to preparing high-quality ECE practitioners in California (Arnold-Grine, 2007).

The California community colleges child development/ECE programs require that students’ take a mandatory practicum capstone-course. The practicum course allows the student to practice and demonstrate teaching competencies under the supervision of ECE faculty. Students will apply the classroom experiences to make connections between theory and practice (CCCECE & EPEC, 2012). Agreement also exists amongst researchers that practicum field experience is considered essential for developing of highly qualified teachers (Millovich, 2010). The practicum course is the hearthfire of the ECE curriculum.

Despite the valuable experience that college students are provided by completing practicum coursework in the child development labs, California community colleges are being threatened with significant reductions in funding. Due to the lack of support by some community colleges, ECE programs have been forced to close classrooms and/or entire laboratory schools.



## **Statement of the Research Problem**

Early childhood care and education has received national attention. National leaders are recognizing the importance and impact that high-quality early childhood programs contribute to young children's development (AIR, 2012; Camilli et al., 2010; First Five Years Fund, 2013; Flory, 2012; Reynolds et al., 2011). Currently researchers are documenting the substantial impacts that high-quality early education has on improving young children's progress and closing the achievement gap for under-prepared pre-kindergarteners (Camilli, Vargas, Ryan, & Barnett, 2010; Heckman, 2012; Yoshikawa et al., 2013; Zaslow & Martinez-Beck, 2006).

In California, state leadership has also recognized the benefits that high-quality early care and education receives for young children. There are statewide initiatives that are adding funding for developing the infrastructure to ensure high-quality early care and education programs for the young California citizens (California Department of Education [CDE], 2013; Steinberg, 2014).

The early childhood community in California is working toward educating current and future practitioners to implement high-quality programs for children (CCCECE, 2013). California community colleges are the primary source for preparing the early childhood workforce. Approximately 75 percent of early childhood practitioners take ECE coursework at the community college level (AIR, 2012).

California community college child development lab schools are where ECE students learn to work directly with young children. In the child development laboratories the students have the benefit to not only learn about theory, but link theory to hands-on application. A small list of activities that the ECE students complete in the

laboratory schools are: interpreting child observations, writing and implementing lesson plans, conducting group time activities, assessing and evaluating children, and assembling a child's portfolio (Millovich, 2010).

Extensive literature has resulted regarding child development laboratory schools as the critical link in assisting and improving early childhood teacher education efforts (AIR, 2012; Arnold-Grine, 2007; Barbour, 2003; Bersani & Hutchins, 2003; Bowers, 2000; Brown & Freeman, 2003; CCCECE, 2012; CCCECE & EPEC, 2012; Clawson, 2003; Elicker & Barbour, 2012; File, 2012; Gilbert, 1999; Harms & Tracy, 2006; Horm-Wingerd, Warford, & Penhallow, 1999; Lindauer & Austin, 1999; Linn, 2012; McBride, 1999; McMullen & Lash, 2012; Monroe & Horm, 2012; Myers, 2009; National Association for the Education of Young Children, 2009; and Stremmel, Hill, & Fu, 2003; Wilcox-Herzog & McLaren, 2012). Lab schools provide an opportunity for college students to have an opportunity to work directly with young children, connecting theory to practice under the supervision of faculty.

In the past five years, California community college laboratory schools have been drastically impaired by cutbacks and closures. In March 2014, the CCCECE reported the findings from a survey sent to California community college lab schools/children's centers indicating that twelve colleges have closed their child development laboratories. One-half of those colleges surveyed were discussing future program closures.

Two years before CCCECE reported similar findings from a 2012 survey where California community college lab schools/children's centers indicated that: 16 out of 54 respondents reported their programs had full or partial program closures over the past three years; 118 classrooms closed since 2008-2009; and 23 out of 50 respondents noted

that discussions were currently taking place in their district regarding program closure of the lab schools.

“It is both ironic and sad, while the state has turned significantly to community college ECE departments as the core of its workforce training it has, at the same time, reduced the viability of those programs” (CCCECE & EPEC, 2012, p. 1). Early childhood care and education programs on California community colleges are being put in an untenable and unsustainable position. The Chancellor’s office acknowledges, “funds to support Campus Centers are seriously inadequate, causing many colleges to eliminate critically needed services, and this has negatively impacts on ECE instructional programs and access for low-income students with children” (CCCCO, 2012b, p. 2).

In a series of statewide and regional ECE faculty meetings, the topic of lab school cutbacks and elimination were discussed. On March 2013, California ECE leaders gathered together in San Francisco at a two-day Higher Education Colloquium for Early Care and Education to discuss the closures of laboratory schools and the reduction of lab resources (DeLapp, 2013).

Survival strategies for child development laboratories need to be outlined to contest the most pressing issues, problems and barriers facing California child development laboratories. There is current literature regarding child development laboratory schools but no study has yet researched California community college child development lab schools. Adding to the literature regarding California child development lab schools can promote dialogue regarding the issues faced by the programs, barriers that impede the programs, and solutions that can be employed to increase viability.

## **Purpose Statement**

The purpose of this study was to examine and rate the most pressing issues, problems and barriers facing California community colleges child development labs programs, and what the experts' recommendations are for the most viable solutions to help California child development laboratory programs maintain viability.

## **Research Questions**

The following research questions were addressed in this study:

1. According to a panel of experts, what are the most pressing issues, problems and barriers facing California child development labs?
2. How do the experts rate the importance of the issues, problems, and barriers identified in Research Question 1?
3. For the most highly rated issues, problems, and barriers identified in Research Question 2, what are the experts' recommendations for the most viable solutions to help California Child Development Labs maintain viability?

## **Significance of the Problem**

This study represents a first attempt to examine California community college child development laboratory schools. ECE programs on community colleges are increasingly pressured to respond to recurring and new challenges. In times of economic scarcity, external forces often question the value of child development laboratories and have marginalized the labs as a secondary service compared to labs serving other majors (Myers, 2009). This study represents a long-needed look at California community college child development lab programs considering the issues, problems, and barriers that are facing lab schools and the solutions that can be obtained to promote viability. In

recent regional and statewide meetings, ECE faculty have been searching for what solutions community college child development programs are undertaking to save their labs.

The information from this study has five potential benefits. First, the data could provide rationale for policy construction regarding statewide community college lab programs. Second, the study could assist in deciphering the most pressing problems and barriers that California community college child development laboratories are facing. A third benefit would be to solicit solutions to maintain viability for child development lab programs. Fourth, the information obtained from this study could contribute to the development of statewide recognition and possibly legislation on funding sources for California community college child development laboratories. Finally, using the data gathered from the research, it is possible that some child development laboratory schools could be spared from closure.

### **Definitions**

To efficiently communicate clear understandings of the key terms used throughout this research, the following terms are identified and defined.

*Child development/Early care and education programs:* Title of program listed by the California Community College Chancellor's Office under the umbrella of Family and Consumer Sciences (CCCCO, 2014a). California community colleges use a variety of names identifying college coursework for those who want to study and/or work with young children. Some colleges are identified as child development programs, while other colleges identify their programs as Early Childhood Studies, Early Childhood Development, Early Childhood Education, and Early Care and Education. This study

will use the phrase Early Care and Education (ECE) to include the variety of designations used by California community colleges.

*Child development laboratory:* For the purpose of this study, child development laboratories are defined as college/university campus-based programs that provide part-day or full-day early childhood care and education for young children and additionally focus on the missions associated with an academic program including teaching and training, providing a setting for educational observation regarding child development and theory, and serving children and families by providing a model of best practice (McBride, 1996; McBride et al., 2012).

*Early care and education:* The term unites the conjoined sectors of “care” and “education” and typically includes developmentally appropriate care and educational programs for infants through five years old as well as after school care programs for children through age twelve (Goffin & Washington, 2007).

*ECE experts:* Early care and education specialists that have worked in the field of early childhood and have held leadership positions at their colleges, at state-level committees and task forces as defined in chapter III.

*ECE practitioner:* An ECE practitioner is a person who receives payment providing direct care/education for young children. An ECE practitioner may be employed at center-based programs, school-age program, in-home child care programs, or in the children’s home (NSECE, 2013).

*ECE program:* The term of ECE program encompasses the collegiate academic program and courses of study for college students.

*ECE workforce:* ECE workforce includes all ECE workers in center-based or home-based programs that receive wages (NSECE, 2013).

*Faculty/Instructor:* A faculty/instructor is a full-time or part-time faculty member who is the instructor of record for a California community college program from a regionally accredited institution of higher education. An academic employee refers to a person employed by a community college district in an academic position minimum qualifications have been established by the board of governors pursuant to California education code Section §87356 (California Office of Administrative Law, 2014).

*Head Start:* A federal program begun in 1965 that provides a wide-ranging early learning program for low socio-economically disadvantaged preschool-aged children (Ed Central, 2014).

*Laboratory school/Lab school:* A physical setting where college students are integrated into the children's classroom environment to connect theory, research, and practice in caring and educating young children (McBride, 1996). Also called Early Education Professional Development Center and Early Childhood Education Laboratory School.

*Master teacher/Supervising teacher:* A children's classroom teacher (sometimes called mentor) whom supervises and models best practices for ECE college students (Commission on Teacher Credentialing [CTC], 2010).

*Practicum/Supervised field experience:* A college credit course of study where college student teachers are placed in children's classrooms (in this study, a CA lab school) and implement course assignments under the supervision of ECE/CD faculty and other qualified early education professionals including Master Teacher/Supervising

Teacher (Millovich, 2010).

*Pre-Kindergarten:* Pre-kindergarten (also called pre-k) children are one or two years away from entering kindergarten (Ed Central, 2014).

*Preschools:* Programs to care and educate children before they enter K-12 setting. There are many types of preschool programs run by churches, parent co-ops, non-profit (including state-funded) or for-profit organizations, and family child care homes (Ed Central, 2014).

*Quality care:* Quality care provides superior environments where children are kept healthy, safe, and appropriate to the children's age and safety of development. Factors of quality include adequate attention to each child, encouragement of language and sensorimotor development, attention to health and safety, professional caregivers (including experience and degrees/certificates in early childhood education), and warm and responsive caregivers (Berger, 2012).

*Student teacher:* College student enrolled at a regionally accredited institution of higher education that is participating in a practicum/supervised field experience course (Millovich, 2010).

*Transitional-kindergarten:* The California transitional-kindergarten (TK) classrooms are derived from the Kindergarten Readiness Act of 2010, California Senate Bill (SB) 1381, that changed the required birthday for admission to kindergarten and first grade and established a transition-to-kindergarten program for four-year-olds (California Department of Education [CDE], 2014a). Most TK programs are being offered by the California K-12 public school district system and are essentially a new grade level.



*Young children:* In this study the term young children refer to children in the period of birth through age eight.

### **Delimitations**

In defining the boundaries of this research, the following delimitations were imposed:

1. The California Community Colleges laboratory schools were the only lab schools studied.
2. This study was delimited to California child development/early care and education experts who met the specific criteria defined in chapter III.

### **Organization of the Study**

This chapter provided a brief summary of the key points regarding this research on California community colleges child development laboratories. In chapter two the literature is reviewed concerning California community colleges child development lab schools. Chapter three describes the methods and procedures for conducting this study. Chapter four will present an analysis and discussion of the findings within the framework of the three research questions. Chapter five summarizes the findings followed by conclusions and recommendations for future studies.

## **Chapter II: Review of the Literature**

This chapter focuses on the conceptual framework of pertinent research related to the study of California Community College Child Development Laboratory Schools. Six major areas of literature are reviewed: (a) national and California state focus on early childhood care and education; (b) importance of early care and education; (c) national child development laboratory schools; (d) California community college early childhood education; (e) California community college child development lab schools; and (f) laboratory school barriers and survival strategies.

### **National Focus on Early Care and Education**

The importance of early care and education (ECE) has been given national attention. In his State of the Union Address, President Obama called on congress to ensure that every child has access to a world-class education including expanding access to high-quality preschool to every four-year old in America (Obama, 2014). The president has released *Preschool for All Program* nationwide allocating \$90 billion in funding nationwide over a 10-year period (Office of the Press Secretary, 2013). The president based his proposal on current research that children exposed to high-quality early learning programs will achieve later success in school and in life.

In addition to the *Preschool for All Program*, *Strong Start for America's Children Act* is a 10-year federal-state partnership bill that was introduced to expand and improve early learning opportunities for birth-to age five children. The act has four components that promises to: (a) provide access to preschool for 4-year olds for families earning below 200 percent of the federal poverty level; (b) build early learning partnerships with early Head Start and local infant and toddler agencies; (c) allocate \$100 million to

support child care training, licensure, and professional development; and (d) to advocate for federal monies to continue to assist home visitation programs (U. S. House of Representatives: Committee on Education and the Workforce Democrats, 2013). This program is intended to augment the federal *Preschool for All Program* by funding early care and education starting at birth rather than exclusively focusing on pre-kindergarten children.

The national campaign *I'm the Guy You Pay Later* has also been in the news and throughout social media advocating the importance of paying for quality early care or pay far more for costs of crime later (Fight Crime: Invest in Kids, 2013). Sheriffs, police chiefs and prosecutors are urging America to cut crime by investing in high-quality early care and education. Research from Chicago's Child-Parent Centers found that children who participated in high-quality preschool and parent coaching programs were 20 percent less likely to be arrested for a felony or be incarcerated as young adults who did not attend (Reynolds, Temple, Ou, Arteaga, & White, 2011).

Additionally, early learning and education is receiving rare bi-partisan support from legislators. In a letter addressed to members of the Budget Conference Committee, over 500 state legislators from all 50 states urged federal investment in early childhood education to become a priority in upcoming budget decisions (First Five Years Fund, 2013). "We believe that maintaining and expanding high-quality early childhood education is an effective and efficient expenditure even when budgets are tight. We urge you to make these investments in young children a priority in your deliberations" (First Five Years Fund, 2013, p. 1).

Retired military leaders also stood in solidarity supporting a comprehensive early learning agenda (National Policy Blog, 2013). 350 retired military senior officers implored state and federal lawmakers to create policies to support high-quality early learning programs. “Expanding access to quality pre-k is the smartest thing we can do, right now, to get more children on track for academic success,” said General Victor E. “Gene” Renuart, Jr., USAF-Ret (as cited in National Policy Blog, 2013, p. 1).

Moreover, leading economists agree that long-term investments of providing high-quality early learning to children can lessen the achievement gap for children from lower-income socio-economic families. Nobel Laureate in economics, James J. Heckman, estimates that early care and education provides a return of seven dollars for every one dollar invested (Heckman, 2012). Additional research has shown that investing in high-quality early childhood education, taxpayers receive a high average return with savings in cognitive and social areas like improved academic achievement, increased employment, and a reduction in crime (Barnett, 2003; Levin & Schwartz, 2012; Reynolds et al., 2011; and Yoshikawa et al., 2013).

Former Federal Reserve Chairman Ben Bernanke has remarked that starting early in life is crucial for the acquisition of education and skills (Brown et al., 2008). Bernanke stated, “Economically speaking, early childhood programs are a good investment, with inflation-adjusted annual rates of return on the funds dedicated to these programs estimated to reach 10 percent or higher. Very few alternative investments can promise that kind of return” (as cited by Kearns, 2012, para. 5).

## **State of California Focus on Early Care and Education**

The momentum of early care and education has also been recognized in California. The importance of early care and education was emphasized when a Senate bill (SB 837) was recently introduced to make transitional kindergarten available to all four-year-olds, endorsed by the State Superintendent of Instruction, Tom Torlakson (Steinberg, 2014). The bill touted the importance of expanding early care and education as an opportunity for California's economic stability.

In 2012, California was one of only nine states to receive the Race to the Top-Early Learning Challenge federal grant of \$52.6 million to improve young children's success (California Department of Education, 2013a). California has earmarked the federal monies to improve the quality of early learning programs and close the achievement gap for vulnerable young children.

California has established the California Early Learning Quality Improvement System (CAEL QIS) in 2012 to rate the quality of licensed centers and family child care homes. The rating structure is based on five components of quality including ratio and group size, teaching and learning family improvement, staff education and training, and program leadership (Karoly & Zellman, 2012). This system will guide early care and education centers toward improving the quality of programs offered to children and families.

The State of California has joined other states in vetting and publishing *Early Childhood Educator Competencies* to build quality of care within the ECE workforce. The competencies define knowledge, skills, and dispositions that practitioners need in order to best support the learning of young children.

Not since the *War on Poverty* and launching of Head Start in 1965 has the early care and education community attracted so much public attention. The focus and resources that are now being attributed to young children in the United States is changing the landscape of early childhood care and education.

### **Importance of Early Childhood Education**

Recent meta-analyses provide clear evidence the benefits of high-quality early care and education having substantial impact on young children's progress (Camilli et al, 2010; Yoshikawa et al., 2013). High-quality early childhood care and education studies extend positive effects on children's development "for language, literacy and early math skills; for social and emotional outcomes, and in children's health" (Yoshikawa et al., 2013, p. 14). The debate on whether or not early childhood care and education is important has been decisively settled in favor of how young children are cared for and educated. Early childhood care and education is critically important to the developing child (Kagan & Reid, 2009).

Three seminal longitudinal studies have established a concrete case on the impact that early childhood care and education intervention can have on children and families. The programs in particular that have been the focus of much research and study are: (1) the Chicago Child-Parent Centers, (2) the Abecedarian program in North Carolina, and (3) the High/Scope Perry Preschool in Michigan (Galinsky, 2006; Barnett, 2008; Barnett, 2013b). These studies were conducted over several decades and found early experiences of high-quality early childhood programs have significant positive impacts on the participants' lives (Barnett, 2013b; Barnett et al., 2013; Heckman, 2012; Shonkoff & Phillips, 2000). The three longitudinal studies have had an exceptional influence

securing the *significance* of high-quality early childhood programs for children and families. The young children who partook in the study were considered “at-risk” yet the significant findings of the interventions included increased achievement in school, reduced placements in special education, reduced grade retention, higher high school graduation rates, lower rates of adult crime and delinquency, continuous employment and earnings as adults, and less use of social services programs (Barnett, 2008; Barnett, 2013b; Galinsky, 2006; Karoly & Bigelow, 2005; Lamy, Barnett, & Jung, 2005; MacGillvary & Lucia, 2011).

Barnett (2008) summarizes:

These programs not only achieve important educational goals, but are sound public investments even if they are far from optimal, or even if they serve populations with relatively less to gain than the cohorts studied in these three programs. The value of the benefits is so high that even if more advantaged children gained as little as one half—or even one tenth—of the benefits disadvantaged children gain, a one- or two-year preschool program for them would be a worthwhile public investment (p. 17).

Equally compelling literature on neuroscience studies over the past two decades supports why the high-quality early care and education programs are so successful. Since the brains of young children are relatively underdeveloped, the developmental process includes an active interaction between children’s individual genetic predispositions and their life experiences (Galinsky, 2006). The neuroscience findings suggest the window between birth and age five is a critical period of rapid learning and brain development (Berger, 2012; Shonkoff & Phillips, 2000; Tokuhana-Espinosa, 2011). The following

table depicts windows of opportunity, brain-wiring opportunities, and the time of greatest enhancement in child development.



Table 1

*Brain Wiring Opportunities*

Window	Wiring Opportunity	Greatest Enhancement
Emotional Intelligence	0-48 months	4 years to puberty
Trust	0-14 months	
Impulse Control	16-48 months	
Social Development	0-48 months	4 years to puberty
Attachment	0-12 months	
Independence	18-36 months	
Cooperation	24-48 months	
Thinking Skills	0-48 months	4 years to puberty
Cause and Effect	0-16 months	
Problem-Solving	16-48 months	
Motor Development	0-24 months	4 years to puberty
Vision	0-24 months	2 years to puberty
Language Skills	0-24 months	2-7 years
Early Sounds	4-8 months	8 months to puberty
Vocabulary	0-24 months	2-5 years

Adapted from “Early brain development research review and update,” by P. Schiller, 2011, Exchange, November/December 2010, p. 28.

Jack Shonkoff (2000) addressed the question of why early childhood programs have enduring effects:

These interventions provided positive learning experiences and supportive, growth-promoting environments at a time when the children’s brain circuits were being built. Thus, they promoted the development of sturdy brain architecture that provided a stronger foundation for later achievement rather than disrupted architecture that would have served as a weaker foundation for subsequent failure. Moreover, because of the decreasing plasticity of the brain as it matures, it is

easier to build increasingly complex circuits on a strong base than to try to adapt to faulty circuitry that was not developed properly from the beginning (as cited in (Galinsky, 2006, p.7).

In other words, it's better for a child's brain to build healthy architecture than try to fix it later with intervention.

Neuroscientists as well as social scientists have established that essential proficiencies in social, emotional, and cognitive skills begin to develop in infancy and are well integrated by the time children enter kindergarten (Berger, 2012; Shonkoff & Phillips, 2000). Children's earliest experiences lay the groundwork for later success or failure. Developmental skill sets whether serving the child as an advantage or disadvantage are present when a child enters kindergarten and are compounded over the rest of their education (MacGillvary & Lucia, 2011).

The increased studies on the importance of early care and education have now led to more government funding for the youngest members of our population. The importance of early childhood has been recognized in national, state, and local communities. "In no other field is the evidence of efficacy so compelling, and in no other field is the potential for future investment so promising" (Kagan & Reid, 2009, p. 576).

### **Early Care and Education Training Linked to High-Quality Programs**

In order to fulfill the expectancies from national and state leaders, the early childhood workforce is pivotal to the mission of improving children outcomes. ECE practitioners must be trained on the best and most effective strategies of working with young children in order to achieve desired results. Ritblatt, Garrity, Longstreth, Hokoda and Potter (2013) posit "that just as quality education matters for young children, quality

educational experiences for ECE teachers are essential if the field is to live up to the promise of early care and education” (p. 48).

Programs that have been found to achieve dramatic improvements in child outcomes have been positively linked to having highly qualified, well-compensated teachers with strong supervision skills (AIR, 2012). Early childhood practitioners are essential influences in shaping how much the children learn and how well-prepared children are to enter school (Rust & Burcham, 2013).

The positive correlation of early childhood practitioners with higher levels of education and specialized training in early childhood education increasing child outcomes presents consistently in the literature (AIR, 2012; Barnett, 2003; Bowman, Donovan, & Burns, 2001; Bueno, Darling-Hammond, & Gonzales, 2010; Burchinal & Cryer, 2003; Early et al., 2006; Karoly & Bigelow, 2005; Karoly & Zellman, 2012; National Institute of Child Health and Human Development (NICHD) Early Child Care Research Network [NICHD], 2002) NICHD Early Child Care Research Network & Duncan, 2003; Whitebook, 2003). Teachers with specialized training in ECE provide higher quality classroom environments than teachers without such qualifications. Teachers with bachelor degrees have demonstrated greater “responsiveness” with children including being warmer, more sensitive, and engaging in their interactions (Zigler, Gilliam, & Jones, 2006). Children’s outcomes including larger vocabularies and richer cognitive experiences are higher when to exposed to ECE practitioners with bachelor degrees (Bueno et al., 2010).

In addition to formal education, specialized training in early care and education is also associated with high-quality programs. One of the markers of high-quality programs

is the teacher education and experience. Berger (2012) asserts, when early education programs are compared, the most important variable is how the teacher responds to the needs of young children. Teacher responsiveness is achieved with the combination of teacher education, experience, and low children-teacher ratio (Berger, 2012). Ghazvini and Mullis (2002) found that the best predictors of higher-quality care were specialized training of caregivers, low child-teacher ratios, implementation of intentional activities in the classroom, and less perceived stress by practitioners.

Conversely, Early et al. (2006) and Whitebook (2003) have cautioned that contextual factors also play a role in the relationship between teacher education attainment and child outcomes. There are variations in the quality of the degree programs, work environment, and level of compensation (AIR, 2012). Bachelor degree holders do not guarantee high quality early care and education environments.

Sheridan, Marvin, & Knoche (2009) assert that early childhood practitioners are being asked to have greater learning of child development, provide fuller educational experiences, involve children with a variety of aptitudes and upbringings, collaborate with a diverse collection of families, demonstrate accountability, and do so with fewer resources than ever before. Furthermore, Whitebook (2003) reviewed eight studies that specifically explored child outcomes of pre-k classrooms when teachers have bachelor degrees and specialized training ECE. Whitebook findings were that teachers of young children are increasingly called upon to have higher levels understanding of children's aptitude to learn and teaching techniques to help them learn (2003). According to Sheridan, Marvin, & Knoche (2009) and Whitebook (2003), the research reviewed

underscores the importance of not only higher education but also specialized training in early care and education.

### **Child Development Laboratory Schools**

Child development laboratories are “campus-based” programs that provide part-time or full-time early care and education to young children as well as serving the mission of the academic program at the college/university where the laboratory is housed (McBride, 1996). Child development laboratory programs have the additional stewardship of training future early childhood professionals, contributing to research in the areas of early childhood care and education, and serving as a model program for children, families, and the community (Clawson, 2003).

McBride et al. (2012) asserts that child development laboratory schools are places that generate knowledge within lab schools. College students acquire an understanding and learn more about teaching children and classroom practices within the lab schools. Many types of ECE programs use laboratory schools to augment the academic program; they can “be found on doctoral-granting institutions, comprehensive colleges and universities that grant baccalaureate and master’s degrees, community colleges, and specialized institutions/technical schools across the nation” (McBride et al., 2012, p. 155).

### **Mission of Laboratory Schools**

The literature regarding child development lab schools typically articulates a tripartite mission of: (1) providing teaching and training to early childhood care and education students; (2) providing a setting for students and faculty for educational observation and research regarding child development and theory; and (3) serving

children and families by providing a model program of best practice (Clawson, 2003; McBride, 1996; and McBride & Baumgartner, 2003). Lindauer & Austin (1999) defines the multiple purposes of laboratory schools with emphases on theory, research, and practice. Labs are expressly designed for the preparation of students under the supervision of trained master teachers and faculty.

The California community colleges early childhood educators have articulated the mission of the California community college laboratory school to: prepare the early education workforce, educate young children birth to five years old, and support student parents (CCCECE, 2014). Labs on college campuses are multi-functional to provide an education setting for college students as well as serve student-parent families.

Moreover, the literature reviewed significantly supports that lab schools are critically necessary for institutions of higher learning to attain the mission of the academic program on behalf of college students, faculty, children, family, and the community (AIR, 2012; Arnold-Grine, 2007; Barbour, 2003; Bersani & Hutchins, 2003; Bowers, 2000; Brown & Freeman, 2003; CCCECE, 2012; CCCECE & EPEC, 2012; Clawson, 2003; Elicker & Barbour, 2012; File, 2012; Gilbert, 1999; Harms & Tracy, 2006; Wilcox-Herzog & McLaren, 2012; Horm-Wingerd, Warford, & Penhallow, 1999; Lindauer & Austin, 1999; Linn, 2012; McBride, 1999; McMullen & Lash, 2012; Monroe & Horm, 2012; Myers, 2009; Stremmel, Hill, & Fu, 2003).

## **Benefits of Laboratory Schools**

### **Benefits for College Students**

Monroe and Horm (2012) and Wilcox-Herzog and McLaren (2012) assert that lab schools present an ideal education setting for students studying child development or in a teacher preparation program. Students can observe and apply ECE theories and concepts by studying children in a high-quality ECE environment (Clawson, 2003). CCCECE (2012) noted that (a) lab classrooms are uniquely designed to accommodate college students in the environment without disrupting children's activities; (b) many labs have observation rooms/hallways where college students can unobtrusively view teacher/child interactions and behaviors; (c) lab teachers are trained and paid to guide college students as they work with young children; and (d) college students are able to study ECE with consistent pedagogy that reflects current research and practices.

### **Benefits for College Parents**

According to Clawson (2003) student-parents attending college are benefitted with an ideal ECE environment while they attend classes. Having a high-quality center on campus allows student-parents to use the lab school to care for their children so they can complete their scholastic goals (CCCECE & EPEC, 2012).

### **Benefits for Higher Education Institutions**

Creange (1980) reported that college/university lab schools are more likely to retain college students with young children, demonstrate a commitment to women and minorities, lessen faculty scheduling issues related to child care, recruit notable faculty and staff, and expand community relationships. Carlson (2003) found that lab schools on campus have also been shown to improve student absenteeism and increase student

productivity (as cited by Myers, 2009). Brown et al. (2008) reported that student-parents with access to on-campus ECE programs have higher grade point averages and are more likely to graduate than student-parents who do not have access to reliable child care. In 2012, CCCECE specified, “without these vital programs student-parents (especially women) will face significant barriers to their achieving their vocational and educational goals, including earned degrees and certificates” (p. 2).

Higher education institutions may also benefit from the stringent standards of operating a high-quality lab school thereby making it easier to attract and retain accreditation and resources (Wilcox-Herzog & McLaren, 2012). Furthermore, faculty in other disciplines such as psychology, sociology, and nursing may use the lab school for student assignments and projects to further the students’ understanding of child development theory and concepts (McBride et al., 2012).

### **Benefits for Lab Teachers and Staff**

Another benefit derived from lab schools found in the literature is that lab teachers and other staff who work in a lab setting are supported in developing and implementing new curriculum approaches and teaching strategies inspired by the latest research and best practices (Clawson, 2003). Lab personnel have access to current research and practices to implement high-quality ECE curriculum (McBride et al., 2012).

### **Benefits for Community**

Lab schools often work collaboratively with the surrounding community in the form of training the ECE workforce, offering educational presentations, and serving as members on advisory boards (Wilcox-Herzog & McLaren, 2012). Serving as a model program, local center-based and family home-centers may send staff to workshops and



trainings, take additional college courses, and observe the latest techniques and practices of caring and teaching young children (Arnold-Grine, 2007; Clawson, 1999; McBride et al., 2012; Thomas, Edlefsen, & Boulton, 2013).

### **History of Laboratory Schools**

The US Commissioner of Education reported laboratory schools have existed on university campuses since 1874 fulfilling both the practice teaching and modeling functions (as cited by Hendrick, 1980). Lab schools were established to function in association with normal schools stating that it should be a place of “illustrating, testing, and, at least in part, originating theory of education” (as cited by Hendrick, 1980, p. 55).

In the early twentieth century, John Dewey conceptualized the intellectual basis of public, private, and university laboratory schools interested in experimentation. Dewey stated, “It bears the same relation to the work of pedagogy that a laboratory bears to biology, physics, or dentistry” (as cited by Blakely, 2009; Hendrick, 1980). “Schools connected with normal schools and teachers colleges grew more numerous during the 1920s and 1930s, and virtually all of them accepted teacher preparation as their first responsibility, often their only responsibility” (Hendrick, 1980, p. 56). During the 20<sup>th</sup> century, the quantity of laboratory schools on college campuses increased gradually.

In the 1960’s Lyndon Johnson’s *War on Poverty* added more focus on early childhood education to close the achievement gap. Head Start was instituted in 1965 as a “catch-up” remediation program for disadvantaged children that were low-income. Unlike nursery schools, “Head Start personnel received considerable training through successful in-service efforts” (Thompson, 1992, p. 10). More college-based laboratory

schools were established to assist in formal educational preparation for early childhood and kindergarten training departments.

The literature of laboratory schools, including both child development and educational programs at colleges and universities, reveals that the mission of “research” was the *raison d’etre* for lab schools until in the 1970s when colleges and universities were reacting to the increased numbers of women who came to campus as students, staff, and faculty (Freeman & Brown, 1999; Townley & Zeece, 1991). In the 1970’s the increase of females on colleges and universities put emphasis on “service-based” child care systems to support the needs of working and studying mothers and put the “research” focus as less in importance (Townley & Zeece, 1991).

In the 1980s child development lab schools had to justify their existence being compared to “day care workers” and unskilled laborers (Thompson, 1992). “President Reagan reinforced this opinion when he refuted the necessity of setting standards for child care teachers, because he claimed they are in essence doing what women have done throughout history: taking care of children” (Thompson, 1992, p. 30).

Child development laboratory schools continue to the present to provide high-quality early childhood education services to children and families, training future early childhood practitioners, and serving as sites for research (Arnold-Grine, 2007; Clawson, 1999; McBride et al., 2012; Thomas, et al., 2013). Horm-Wingerd et al., (1999) used the analogy that lab schools are similar to teaching hospitals in training medical personnel. McBride (2012) argued that child development laboratory schools are “much like in the lab component of biology, geography, other sciences classes, students learn by doing,

under the careful guidance and oversight of more skilled mentors” (McBride et al., 2012, p. 157).

Lab schools are exceptional places for concentrated teacher education and training (Elicker & Barbour, 2012). Lab schools put theory into practice to allow pre-service teachers to develop strategies in learning to work with young children.

### **California Community Colleges Early Childhood Education**

California is one out of three states, including Massachusetts and Vermont, which require ECE training to be obtained through college courses (Barnett, 2003). Whitebook et al., (2005) reported half of California’s colleges and universities offered courses to prepare ECE teachers. About three-quarters of the programs are offered at California community colleges (Whitebook et al., 2005). For more than four decades within the state of California, the majority of early childhood practitioners are educated and trained by California community college programs (CCCCO, 2012b).

The California Community Colleges Chancellor’s office depicts 105 out of 112 community colleges offering ECE instructional programs (CCCCO, 2010). ECE is the largest discipline for issuing career certificates (CCCECE & EPEC, 2012). ECE also ranks as the second highest total number of certificates and degrees combined completed among vocational programs in community colleges (CCCCO, 2010). ECE programs serve more than 100,000 students in the instructional programs annually and more than 10,000 student parents are served in campus children’s centers (CCCCO, 2010).

California community colleges have developed an eight-course lower-division core curriculum initiated by the CCCECE (California community college early childhood educators) Curriculum Alignment Project (CAP). The eight-course curriculum has been

adopted by 102 California community colleges (Child Development Training Consortium [CDTC], 2014b, para. 4). The curriculum teaches college students (1) child growth and development; (2) child, family, and community; (3) introduction to curriculum; (4) observation and assessment; (5) principles and practices of teaching young children; (6), health, safety, and nutrition; (7) teaching in a diverse society; and (8) practicum (CDTC, 2014b).

### **ECE Practicum Field Experiences**

Throughout the state, California community college child development/ECE departments have imbedded “supervised field experience” practicum course(s) in certificate and degree patterns to provide students with opportunities to work directly with young children. The practicum course is an indispensable and critical component of California early childhood care and education coursework (CCCECE & EPEC, 2012). Throughout the state of California, the practicum supervised field experience class serves as the capstone course for child development/ECE majors and certificates. The practicum course is required for the Child Development Transfer Major course sequence and the statewide Curriculum Alignment Project (CCCECE & EPEC, 2012). The majority of child development/ECE teacher programs use the campus-based child development laboratories as a teacher-training center for practicum students in addition to other coursework (CCCECE & EPEC, 2012).

ECE programs throughout California require a supervised practicum course where students can learn under supervision to care and teach young children (CCCCO, 2012b). Whitebook et al., (2005) reported that 94 percent of associate degree programs require a supervised practicum as part of the completion of the ECE/Child Development degree.

The California Community College Chancellor's office (2012) affirmed that high-quality campus children's centers that serve as a practicum/laboratory site for the instructional program are an essential component for training ECE students.

Additionally, the National Association for the Education of Young Children (NAEYC) advocates for practicum courses: "Supervised, reflective field experiences are critical to high-quality professional preparation. These key elements are best learned, practiced and assessed in field experiences" (2009, p. 6). Campus child development laboratories are to key to educating and training the California ECE workforce to learn best practices working directly with children.

The California chancellor's office recommends that community colleges integrate campus child development centers with the academic ECE programs to have a truly exemplary educational college curriculum (Chancellor's Task Force on Child Development Instruction and Services, 1983). Integrating the experience found in child development lab schools with child development/early childhood education college curriculum has prompted students to gain requisite professional knowledge and skills.

### **California Child Development Laboratory Schools**

In California community colleges, the majority of ECE programs have an interwoven child development center that works alongside the academic program (Chancellor's Task Force on Child Development Instruction and Services, 1983). The child development centers serve the useful purpose of being a site for student placement for supervised field experience. Students enrolled in the ECE academic program may also use the site for observations and activities working directly with children to experiment with child development concepts. Other programs throughout the campus

including nursing, sociology, psychology, speech pathology, and dental hygiene send students to the child development laboratories for theory-to-practice coursework (Myers, 2009).

The child development lab is comparable to the cosmetology lab in how the cosmetology students' learn to cut hair. Gaining knowledge through required reading from textbooks is important to both disciplines however theoretical or academic knowledge must go hand-in-hand with applied practical experience. Just as in other fields of applied science, ECE students need to work directly with children in order to apply academic concepts to obtain the skill set of effectively teaching and managing a classroom (Bowers, 2000; Brown & Freeman, 2003; CCCECE, 2012; Clawson, 2003; Elicker & Barbour, 2012; File, 2012; Gilbert, 1999; Horm-Wingerd et al., 1999; Lindauer & Austin, 1999; McBride et al., 2012; Monroe & Horm, 2012; Stremmel et al., 2003; Wilcox-Herzog & McLaren, 2012).

### **California Laboratory School Funding Streams**

Several different funding streams provide resources to California community college child development laboratory schools. A common type of funding for lab schools is from the California Department of Education (CDE) "General Child Care program" whereas college campuses have established contracts with the CDE to subsidize children's fees and tuition for attending a child development laboratory. The colleges receive a general reimbursement rate for "subsidized" children. Subsidized slots are limited so there are some community college laboratory schools that would like to receive "subsidized children's slots" and are on a waiting list (California Department of Education [CDE], 2014c).

Another source of funding for California community college lab schools are certificate (vouchers) programs given by county welfare departments (Karpilow, 1999). The family's case worker issues the child care certificate for the family to bring to approved vendors including child development lab schools, in-home care, and family child care programs.

Some community college programs have State Preschool programs that are housed within the campus child development facility. The State Preschool programs provide comprehensive developmental programs for 3- 5-year-old children from low-income families (CDE, 2014b). The State Preschool programs are funded through the California Department of Education.

A combination of federal and state funds is available to community college districts from the CalWORKS program. CalWORKS funds are available for training programs and for child care providers. CalWORKS has a three-stage system of child care for families as they move through the welfare-to-work process (CDE, 2014c).

Forty-seven community colleges campuses participate in tax bail-out funds allocated by the California Community Colleges Chancellor's Office (CCCCO, 2012b). The tax bail-out funds are additional funds to support specific student groups and support programs (known as categorical programs). The funds are allocated based on community college district property tax assessments for child care programs prior to the 1978 passage of the Proposition 13 (CCCCO, 2011). [Under Proposition 13, California annual property taxes collected do not exceed two percent of the full cash value of the property; when a property is sold it is reassessed at one percent of the sale price then capped at two percent for future property taxes (California Tax Data, 2014)]. The tax

bail-out funds were made available in the 1977-78 fiscal year pursuant to Section §8329 and §8330 of the Education code to the existing districts for its child care and development program (California Office of Administrative Law, 2014; CCCCCO, 2011).

There are also college laboratory schools that are self-funded through parent tuition and fees. Parents pay tuition for the child development lab schools to care and educate their children.

There is a large array of methods for funding campus child development labs and many mixtures of revenues. Partial funding may be derived from many other sources, including: The Child Care Access Means Parents in School program (CCAMPIS) federal grant; direct institutional support; earmarked student activity fees; support from faculty/student associations and/or student governments; funding from college foundations; federal Health and Human Services (HHS) Child Care and Development Fund; U.S. Department of Agriculture (USDA) Child Care and Adult Food Program (CACFP); United Way; and individual and corporate contributions (Boressoff, 2012). First Five California has also contributed to community college child development laboratory schools (Karloly, 2012).

In the California Community College Chancellor's office Budget and Accounting Manual (2012a) it outlines that colleges are to set up a *Child Development Fund* where:

Costs incurred in the operation and maintenance of the child care and development services are paid from this fund. However, those segments of child care and development activities that are part of the instructional activity of the college or district must be accounted for in the General Fund (p. 2.17).



Based on the CCCCCO Budget and Accounting manual, the child development laboratory schools should not be paying for the college academic program expenditures incurred from education and training the ECE college students.

### **California Child Development Laboratory Schools Reduction**

The Great Recession in California took a toll on the California community college child development laboratory schools (Bohn, Reyes, & Johnson, 2013). Officially the Great Recession began in December of 2007 and led to unprecedented community college budget cuts totaling more than \$1.5 billion from 2008 through 2012 (Bohn et al., 2013). Community colleges faced with the extraordinary budget deficits reduced course offerings, full-time equivalent instructors and increased class sizes (Bohn et al., 2013).

Early childhood care and education programs were severely curtailed and victims of a great deal of fiscal hardship during the Great Recession (Gordon, 2012). In times of economic scarcity, child development labs can be the sacrificial lambs on some college campuses (McBride, 1996). CCCECE and EPEC (2012) wrote “community colleges child development departments, which have provided the bedrock for California ECE workforce training, are at great risk” (p. 1). The austere underfunding of campus lab schools/children’s centers threatens the existence of the campus lab schools/children’s centers.

In 2012, CCCECE conducted a lab school survey and reported 118 classrooms closed since 2008-2009, 16 of 54 programs had full or partial program closures over the past three years, and 23 of 50 respondents noted discussion was taking place on eliminating their lab school. In January 2012, the California community college chancellor’s office listed the lack of funding for the lab schools as a critical issue that has

decreased the number of labs significantly (CCCCO, 2012b). The chancellor's office cautioned that the educational component of the child development laboratory schools is a critical link in workforce preparation but acknowledged that labs are underfunded and at risk for preparing students to enter the early education workforce (CCCCO, 2012b).

Despite the many benefits of lab schools, many California community college lab schools are closing due to lack of resources and support from their host colleges (CCCECE, 2012). Without a child development lab, students will not be able to link theory with hands-on learning on campus. The students will be forced to perform their practicum coursework off campus without the daily direct supervision of faculty (CCCECE & EPEC, 2012).

At the same time the visibility of the early care and education is at an all time high nationally and throughout the state, the ECE community is struggling to secure resources to educate ECE educators, particularly funding laboratory schools on community college campuses. "It seems ironic that campus child care programs are struggling to survive at the same time that politicians, the popular press, and big businesses are rediscovering early childhood education" (Freeman & Brown, 1999, p. 51).

### **Laboratory School Barriers**

There are current trends that serve as barriers and survival strategies for California child development laboratory schools in preparing the ECE workforce. Although the 105 community colleges offer ECE programs, the colleges are dissimilar.

In a state that includes the metropolis of LA and mountain town of Lone Pine, those needs are quite diverse. Programs that make sense at the college of the

Siskiyou in Weed—in the northernmost part of the state—are very different from those offered to Silicon Valley residents at the five districts and nine campuses that serve them (EdSource, 2005, p. 4).

Laboratory schools are also diverse in their settings, funding, populations served, programming and operation policies (McBride et al., 2012). The literature reveals common themes amongst lab schools despite the diversity. Multiple barriers facing lab schools was prevalent in the literature reviewed.

Eight themes emerged in the literature regarding barriers faced by campus laboratory schools including: (1) lack of funding; (2) competing missions; (3) glorified babysitters; (4) criticism of lab schools; (5) low education levels; (6) long work hours; (7) low public perception; and (8) low wages.

### **Lack of Funding**

The literature reveals that it is common for campus laboratory schools to struggle with financial problems (Freeman & Brown, 1999). “Most campus labs schools of the 20s, 30s, and 40s were plagued by financial problems” (Hendrick, 1980, p. 57). One of the most serious day-to-day threats to laboratory schools is the lack of funding dilemma faced by the colleges/universities (Bersani & Hutchins, 2003; Clawson, 1999; 2003; Stremmel et al., 2003; Thomas et al., 1992; updated 2013; Wright, 2003). Laboratory schools are faced with the sobering challenge securing campus and outside resources to fulfill their mission (Barbour, 2003; Reifel, 2003).

Child development labs can be costly because they are resource intensive with personnel, facilities, and other expenditures including food and materials (Bowers, 2000; Branscomb & McBride, 2005; McBride, 1996; McBride et.al 2012). CCCECE & EPEC

(2012) reported that campus lab schools have higher costs associated with paying staff members. Since lab schools strive to be exemplary, they need to employ highly qualified master teachers who care and educate young children and also mentor college students. Campus schools have higher costs associated with teachers that earn decent salaries than the outside community ECE programs that do not require the training future practitioners (McBride & Baumgartner, 2003). It is estimated that 90 percent of many lab schools are salaries and benefits (Freeman & Brown, 1999; Wright, 2003). Townley (1991) concluded “a funding base may limit a program’s ability to pay competitive wages, to retain quality staff, to extend services to low income and special needs children, or to operate a solvent child care business” (p. 25).

There have been administrators who have argued to outsource the lab school and send practicum students to community-based ECE centers (Freeman & Brown, 1999). ECE faculty argue with this approach that they cannot place college students obtaining an Associate of Science degree with a minimally qualified teacher at a childcare center (McBride & Baumgartner, 2003). Beyond the lab used for practica, students use the lab schools for multiple observations and research as they learn and explore young children’s early care and education. Closing the lab school leaves academic program vulnerable to fulfill the academic mission of quality teacher preparation.

Labs have to be cautious in expenditures given the high costs of running high-quality child development centers. Covert’s (2014) research indicates:

Childcare costs more than annual median rent in every state, more than what the typical family spends on food in every region of the country, more than mortgage payments in 19 states and DC, and more than even tuition at a four-year public

college in 31 states and DC (p. 1).

Most parents cannot pay for quality ECE without some form of subsidy (Karolak, 2014). Freeman and Brown (1999) affirmed, “When fees for service became our main funding source, it became painfully apparent that affordable tuition cannot support quality programming” (p. 52).

Child development laboratories must also compete within the campus institution priorities. When campus budgets are reduced, ECE programs are regularly called upon to justify their importance on behalf of the college students and community (Cutler, 2012; Freeman & Brown, 1999; Lindauer & Austin, 1999). When budget reductions are established, lab schools are faced with political infighting amongst academic programs, lack of support from department and college administrators, demands for space on campus, and an inability to defend their programs based solely upon student enrollment and earned student credits (Brown & Freeman, 2003; Lindauer & Austin, 1999; Stremmel et al., 2003).

During economic downturns it becomes increasingly challenging for ECE programs to justify and defend the amount of college funds given by their institutions (McBride, 1996). Child development laboratories must be cautious that they not become the sacrificial lamb/scapegoat at the college when resources are scarce (CCCCECE & EPEC, 2012; Wright, 2003).

McBride (1996) found that funding for child development lab schools also falls short from the college funding that supports other lab programs at the same educational institution including chemistry, life sciences, and engineering. Financial cutbacks to

child development lab schools make it increasingly difficult to continue addressing three-part mission (McBride, 1996).

Wright (2003) cautioned, if lab schools are viewed as secondary service of child care only, they make easy targets for elimination (Myers, 2009). Freeman and Brown (1999) wrote about their laboratory school struggle for survival at University of South Carolina: “This struggle for survival has made us sensitive to the fact that we have faced one identity crisis after another in our efforts to respond to changes in campus priorities and politics” (p. 53).

### **Competing Missions**

Early childhood programs on campuses have noted it is increasingly difficult to balance the tripartite mission of the child development laboratories including (1) teacher preparation; (2) study and research of child development/education; and (3) service to children and families particularly when faced with diminishing resources and decreasing state funding (Cassidy and Sanders, 2001; McBride, 1996; McMullen & Lash, 2012). The three missions are inextricably linked to one another (Clawson, 2003), and if separated, may fragment the purpose of the lab school (McBride, 1996; Wright, 2003). McBride (1996) emphasized it is challenging to separate one or more parts of the mission and not leave the lab school vulnerable. Most of the child development programs are integrated within the academic program but the parts of the mission may be viewed as competing between the service to children and families versus the education of the college students (CCCECE & EPEC, 2012; Freeman and Brown, 1999).

In child development laboratories, the primary mission is not exclusively “child care,” although care and education is provided (McBride et al., 2012). “Childcare, in and

of itself, does not encompass the mission of the laboratory school” (Branscomb & McBride, 2005, p. 114). Providing childcare for young children is one part of the mission however child development laboratories have the accompanying responsibilities of teacher preparation, research and study of child development, and service to children and families (Barbour, 2003; Cutler et al., 2012, McBride et al., 2012; McBride & Barbour 2003; Osborn, 1991).

When serving a three-part mission, lab schools can be caught in the middle between the needs of college students and parent demands (Wright, 2003). The college students need access to children to observe and implement activities as part of their academic and professional development. The parents might need a flexible schedule for care of their children based on the parents’ changing class schedules (Clawson, 2003). VanTill (1987) noted that some parents might have reservations of their children being used as “guinea pigs” for the professional development of college students (as cited by Clawson 2003).

A further complication for lab schools is providing affordable tuition for student families and balancing the books to pay competitive salaries to teachers serving in the dual role of the lab program of educating the children and guiding the college students (Branscomb & McBride, 2005). Gwen Morgan in 1986 defined the phrase daycare “trilemma” as the balancing act between providing quality care for children, affordable tuition for families, and appropriate salaries to teachers (Lash & McMullen, 2008). Lash and McMullen (2008) studied how the child care trilemma influenced the ECE field. They found the complexity and challenge of the trilemma just as relevant in 2008 as when first labeled in 1986.

In a position statement adopted by the National Association for the Education of Young Children in 1987, the NAEYC addressed the trilemma and affirmed the importance of programs being quality, with reasonable compensation, and also affordable to families (National Association for the Education of Young Children [NAEYC], 1995). The NAEYC *reaffirmed* the initial adoption in 1995 since “considerable literature has accumulated on the topic, but insufficient progress has been made in ensuring that all families with young children have access to high-quality programs with well-qualified, competent, and equitably compensated staff and at an affordable price” (NAEYC, 1995, p. 1).

Bersani and Hutchens (2003) summarized the barrier of the competing mission by questioning their campus child development laboratory school’s overall purpose:

Was it a child care center, a child development laboratory, or an emerging professional development school? Could one school be all of the above? We hoped so, as our constituents held quite diverse agendas: child care for university parents, laboratory for teacher education and research, school for young children, and a demonstration site for community teachers (p. 120).

### **Criticism of Laboratory Schools**

Horn and Warford (2003) and Reifel (2003) describe criticism that laboratory schools receive that labs are in the “ivory tower” and not “real world” programs. Townley and Zeece (1991) suggested that critics object to lab experiences because they are limiting; lab schools do not allow students to face the same issues that early care and education practitioners may meet in ECE programs off campus. Detractors have claimed that lab schools are an illegitimate “model program” citing that there are more adults in



the children's classrooms and might be partially supported by college funding sources than programs receiving revenue exclusively from family tuition (McMullen & Lash, 2012; Reifel, 2003; Wright, 2003). Lindaur and Austin (1999) argued against the criticism of lab schools not providing real world experience by pointing out students' first experiences should be in a setting with a "safety net" thus students are provided guidance and education to become competent practitioners.

Certainly the argument can be made that students trained in the well-supervised, reflective, peer-oriented environment of the laboratory develop the knowledge, skills, and confidence which they can then generalize to other settings outside of the confines of the laboratory school (Lindauer and Austin, 1999, p. 65).

McBride (1996) as well as Townley and Zeece (1991) cautioned that child development laboratories must develop services to closely match "real world" settings as those found in the community. Lindauer and Austin (1999) refuted those that argued lab schools are ideal situations and are not reflective of the "real world" by asserting that lab schools' role is to provide training to those in early childhood care and education.

Wright (2003) lamented that lab schools could also be viewed as elitist and not representative of the general child development programs when the population they serve are children of higher socio-economic status of college professors and staff members. CCCECE and EPEC (2012) contend the opposite population is served at most California community college laboratory schools particularly including low-income student parents. "Without these vital programs student-parents (especially women) will face significant barriers to achieving their vocational and education goals, including earned degrees and certificates" (CCCECE & EPEC, 2012, p. 2).

## **Glorified Babysitters**

Child development laboratories also face the barrier of poor public perception with long-held, deep-seated sentiments regarding ECE as an unworthy profession (File, 2012; Freeman & Brown, 1999; Fukkink & Lont, 2007; Greene, 1985; Horm-Wingerd et al., 1999; McBride, 1996; McBride & Baumgartner, 2003; Myers, 2009). Some in the community believe that anyone can provide early care and education (Crump, 2010). It is a cultural belief that the early childhood care and education is familiar to everyone and is merely “glorified babysitting” (Crump, 2010; Lash & McMullen, 2008; Myers, 2009).

Furthermore, there is criticism that the ECE profession is not scientifically-based profession (Horm-Wingerd et al., 1999, p.37); those that work with young children do not possess advanced skills based on research and science (Fukkink & Lont, 2007). Such low opinions of early childhood care and education have developed a culture of soft expectations for ECE teachers “resulting in part from decades of predominately least-cost policy approaches to retain or expand early education” (McCarthy, Whitebook, & Ritchie, 2011, p. 18). The marginalization experienced by professionals in ECE has extended to decreased support for child development laboratory programs for the education and training of child care providers and research on ECE (McBride, 1996).

In 2005, Levitt and Dubner contended that the past low standards of ECE practitioners has not helped welfare reform or assisted in closing the achievement gap.

Here’s a likely reason: instead of spending the day with his own undereducated, overworked mother, the typical Head Start child spends the day with someone else’s undereducated, overworked mother. (And a whole roomful of similarly needy children.) As it happens, fewer than 30 percent of Head Start teachers have

even a bachelor's degree. And the job pays so poorly—about \$21,000 for a Head Start teacher versus \$40,000 for the average public-school kindergarten teacher—that it is unlikely to attract better teachers any time soon” (Levitt and Dubner, 2005, p. 21).

Head Start teachers obtaining bachelor's degrees has improved dramatically since 2007 largely in part due to the congressional legislation mandating that 50 percent of Head Start teachers hold bachelor's degrees by 2013 (Whitebook, Schaack, Kipnis, Austin, & Sakai, 2013). Currently in 2014, 65 percent of Head Start teachers hold a bachelor's degree (Mongeau, 2013). Whitebook stated, “There's no other level of teaching in the world that we would question whether or not someone needs a college degree. We question it in early childhood because we haven't tended to think of it as skilled-work traditionally” (as cited in Mongeau, 2013, p. 2).

The literature reviewed reveals a chasm between ECE teachers compared to public school teachers. Nancy File, faculty member the University of Wisconsin-Milwaukee, stated “What is disquieting to me, though, is the fairly regular rate at which students express the sense that the world of child care is very separate (and explicitly or implicitly, less valued) from the world of the public school” (File, 2001, p. 309).

### **Low Education Levels**

Many members of the early childhood care and education workforce have low education levels (AIR, 2012). There are no national requirements for early childhood education and training in the US (Bueno et al., 2010; Zaslow & Martinez-Beck, 2006). California is one out of four States without an Early Learning Credential which might also attribute to lower wages (CCCECE Board, 2013). In some states, a driver's license

and being free of a criminal record are the only requirements to join the ECE workforce (Early & Winton, 2001). In an Early Care and Education Workforce Study conducted in 2006, 55 percent of directors, 25 percent of lead teachers, and 7 percent of assistant teachers held BA degrees (Whitebook et al., 2006).

There are multiple entry points in ECE which practitioners can enter the profession. ECE practitioners can begin with little or none college units and then slowly take classes (Karoly, 2012). In California, a multi-tiered matrix has been established for the ECE workforce to obtain a permit when earning 6-units, 12-units, 24-units, and through a Master degree program as practitioners acquire more education and experience (CTC, 2010). Some ECE workers might choose to further their education, but in many programs a higher education is not required. According to Whitebook (2012):

Education is key to opportunity in this country and around the world. And that's why there is so much energy going into closing the achievement gap among children along race and class lines by starting their education as early as possible. The gap itself largely reflects differences in the educational and economic status of children's parents and guardians. But somehow teachers and providers with whom children spend their days don't need education? It is mind boggling to me, but it's a dominant line of discourse in our ECE community (p. 3).

Another concern in the field of ECE is "*brain drain*" as practitioners advance in college units, attain a bachelor's degree and move into the field of elementary education for higher wages (Karoly, 2012). Karolak (2014) and Whitebook (2012) argued that while child care is expensive for families, the ECE workforce is grossly undercompensated which leads to good teachers leaving the field because the low wages

make it intolerable to support their families. If compensation is not increased in the ECE field, it is unlikely to attract highly competent and talented professionals (Whitebook, 2012). If states raise the education qualifications without raising wages, brain drain turnover will continue (AIR, 2012).

### **Low Wages**

The barrier of low wages surfaced as a theme not only in the literature involving child development laboratories, but also in literature regarding the entire field of early care and education (AIR, 2012; Clawson, 2003; Crump, 2010; (Fenech, Waniganayake, & Fleet, 2009; Karoly & Zellman, 2012; McCarthy et al., 2011; Whitebook et al., 2013; Whitebook et al., 2005). “The persistence of low wages in the early care and education field remains the greatest community-related challenge for California’s early childhood teacher preparation programs” (Whitebook, 2005, p. 39).

The United States department of Human and Health Services reported that the median hourly wage for practitioners in early care and education was \$10.60 per hour (as cited by AIR, 2012) and median annual salaries at \$27,000 (Collins, 2014). In California, the wages of \$11.40 per hour equates to \$23,730 annually (Karoly, 2012). The low wages create a disincentive to pursue higher educational goals for those interested in working with young children (Whitebook et al., 2013). Gaining more education does not mean that ECE professionals will gain higher salaries necessary to support a family.

Wages for college-educated teachers are much lower in ECE than in comparable professionals (AIR 2012, Freeman & Brown 1999; Karoly, 2012; Mongeau, 2013).

There is no parity pay between ECE teachers compared to K-12 teachers; ECE practitioners’ annualized wages are approximately 55 percent of the wages of

kindergarten teachers but a further expanse exists given that K-12 teachers are paid for 10-months rather than the majority of ECE professionals working 12-months (Karoly, 2012).

Marcy Whitebook (2013) asserts,

You haven't seen anything until you see how the early childhood teachers are underpaid. So I think we really do need to be thinking about not just education for early childhood teachers, but rewarding work environments where their well-being is taken care of, that they can afford to feed their families, feed themselves, have sick days, actually have a moment in the day where they can talk with the other teachers they're working with and on and on so that they can actually apply what they're learning and get better at what they do (as cited in Mongeau, 2013, p. 4).

Karoly (2012) found that most states have established programs to supplement the income of the ECE workforce due to the earned low wages. Some of the financial programs are given to the practitioners as professional growth incentives in the form of stipends, tuition reimbursement, salary supplements, and scholarships (Karoly, 2012). Wages must increase with the help from federal, state, and local funding "in order to increase teacher retention and continuity in the ECE profession without further burdening families who pay for ECE services (Whitebook et al., 2005, p. 44).

### **High Staff Turnover**

Staff turnover rates have been linked positively with low wages (Whitebook et al., 2005). "Poverty-level wages are driving experienced early childhood educator from the field" (AFT Early Childhood Educators, 2014, p. 1). The annual rates of turnover in the

ECE workforce have been reported as high as 42 percent (Zaslow & Martinez-Beck, 2006). McBride and Hicks (1999) found that parents and staff listed the high turnover rate as a major disadvantage of enrolling children in laboratory schools.

### **Long Work Hours**

Reports of long work hours are associated with laboratory schools (Bersani & Hutchins, 2003; Sciaraffa, 2004; Stremmel et al., 2003; Zaslow & Martinez-Beck, 2006). Horm-Wingerd et al. (1999) found that staff is at-risk for burnout since “lab school teachers engage in extremely demanding jobs, carrying out a balancing act in facilitating growth in adults as well as children” (p. 33).

In the early years of laboratory schools, faculty objected to being overworked, underpaid, and underappreciated particularly in comparison to other university and college faculty members (Hendrick, 1980). In 2005, Whitebook et al. found that ECE faculty are still burdened by a larger workload and fewer full-time faculty compared to other disciplines in the same institution of higher education.

When serving a tripartite mission, campus lab schools are challenged with multiple responsibilities of running a small business but also encumbered with the extra duty of serving the academic program (Horm & Warford, 2003). “There is a great amount of complexity and tension inherent in the roles of staff members working in child development lab programs as they strive to meet the needs of multiple clientele groups (e.g. children, parents, university students, faculty instructors, researcher)” (McBride, 1999, p. 25). Many of the undertakings connected with laboratory schools are labor-intensive requiring the teachers exhausting, long hours (Bersani & Hutchins, 2003; McBride, 1999; Stremmel et al., 2003).

According to McBride et al. (2012) and Bersani and Hutchins (2003) the high demands of running a lab school and responsibilities assigned from administrators, college students, and families of young children undermine the time for faculty to engage fully in the lab. Faculty need time and resources for research, self-study, and consideration of practice innovations to serve as models of best practices in ECE (Bersani & Hutchins, 2003; Burton & Boulton, 1991; McBride et al., 2012; Monroe & Horn, 2012).

### **Survival Strategies for Child Development Laboratory Schools**

The literature is limited on studies of survival strategies that child development laboratories employ to keep in operation; however anecdotal experiences have been shared regarding sustainability of child development laboratory schools. Four themes emerged including: (1) adherence to the tripartite mission; (2) strong laboratory and academic department collaboration; (3) flexibility with changing times; and (4) advocacy at the local state and national level.

#### **Adherence to the Tripartite Mission**

McBride (1996) emphasized that lab schools must adhere to the three-part mission of teaching, research, and service. Myers (2009) noted that the value of campus child development centers is related to the adherence to the components of the mission within the educational institution.

Bersani (2003) counseled that the research component is a powerful argument for continuing the child development lab program. At community colleges, research takes place through the observation and implementation of activities by the college students.



Lab schools are threatened when theory and research become separated from the other components of the mission of teaching and service (McBride, 1996).

### **Strong Laboratory and Academic Department Collaboration**

A strong collaboration between laboratory schools and the higher education academic departments is fundamental for success (Bersani & Hutchins, 2003; Brown & Freeman, 2003; Freeman & Brown, 1999; Horm & Warford, 2003). Faculty must become an equation in the operation of the lab school (Reifel, 2003). Building linkages with academic programs on campus will maximize student-learning experiences (Wilcox-Herzog & McLaren, 2012) and serve as a valuable recruiting tool (Freeman & Brown, 1999). The opposite approach of being hands-off and isolated in existence will create vulnerability for the lab school (Freeman & Brown, 1999; Hendrick, 1980). Working collaboratively with administrators, politicians, staff, parents, and other constituents will create networks of allies and potential advocates that can lead to support for the laboratory school (Brown & Freeman, 2003; Freeman & Brown, 1999; Reifel, 2003; Wilcox-Herzog & McLaren, 2012).

### **Flexibility with Changing Times**

Lab schools are “vulnerable if they appear to be trapped in antiquated programming and viewed as outdated and unrealistic as educational settings” (Wright, 2003, p. 166). Karoly (2012) advised that higher education programs “continue to address gaps in program capacity, course offerings, opportunities for practicums, and faculty quality and diversity” (p. xxv). Ongoing program review, self-evaluation and flexibility are essential (Clawson, 2003; Lindauer & Austin, 1999). When confronted

with budget deficits, reviewing the variety of care options, changing staffing and the budget to support the lab might be necessary (Horm-Wingerd et al., 1999; Myers, 2009).

“When a lab school offers nothing different from other early childhood programs in the community, appearing out-of-date and unrealistic, its existence becomes increasingly difficult to justify” (McBride, 1996, p. 53).

### **Advocacy at the Local, State, and National Level**

Exhibiting leadership (dogged persistence) in advocating for the child development laboratory schools at a local, state, and national level will facilitate building a base of support from educators and members of the public (Freeman & Brown, 1999; Hendrick, 1980). Whitebook (2009) opined that the field of ECE needs similar public investments that have been made in nursing and special education, if ECE programs will take part in advancing a national commitment to quality early learning.

Efforts to raise public awareness of the importance of early care and education, knowledge and skills that ECE practitioners exhibit, the barriers and hardships that are facing the field are necessary to improve the field of ECE (Whitebook et al., 2005). Promoting to the community the laboratory school as a model program will increase the perception of value within the community (Myers, 2009).

### **Conclusions**

Over the past twenty years, research has documented the substantial impacts that high-quality ECE has on improving young children’s development, particularly on underprepared pre-kindergarten children. The results of high-quality ECE programs have yielded long-term positive outcomes in all areas including academic achievement in literacy and math, language, emotional and social skills, and children’s health.

The literature on child development laboratories has signified that lab schools support the professional development of the early childhood care and education workforce. The benefits of laboratory schools extend to college students, higher education institutions, and the community. Extensive evidence reveals that laboratory schools provide a setting to generate knowledge by teaching and training ECE college students, offering a setting for students and faculty to conduct educational observation and research, and serving children and families by providing a model program. The lab school is an ideal setting for ECE college students to participate in practicum field experiences.

Current literature concludes the amount of resources supporting child development laboratories is inadequate and insufficient. Lab schools budgets have been drastically reduced causing the closure of children's classrooms and/or entire laboratory programs. The low-regard of society placed on early childhood practitioners has kept wages at poverty levels and creates little incentive to stay in the ECE field. Laboratory schools, and the community they serve, fail to flourish when suffering from barriers of high staff turnover, long work hours, and competing missions.

There is a dearth of research on California community college laboratory schools. While California has data on ECE college student demographics and the number of ECE certificates and degrees earned, little research has been conducted on the barriers being faced by California community colleges laboratory schools. Specialists in the field of early childhood care and education stress the importance the role laboratory schools offer to ECE practitioners, however, little, if any, research has been done in California on community college laboratory schools. The most pressing issues, problems and barriers

currently faced by California child development laboratories need to be outlined in order to be addressed. Adding to the literature regarding survival strategies ECE experts are using to keep lab schools open would benefit the state, current faculty, teachers and directors of lab schools struggling for survival.

## **Chapter III: Methodology**

### **Overview**

Chapter III provides information concerning the methods and procedures utilized in investigating California child development laboratory schools. Ten areas are considered: (1) purpose statement; (2) research questions; (3) research design; (4) methodology; (5) population and sample; (6) instrumentation; (7) instrumentation validity and reliability; (8) data collection; (9) data analysis; and (10) limitations.

### **Purpose Statement**

The purpose of this study was to examine and rate the most pressing issues, problems and barriers facing California community colleges child development labs programs, and what the experts' recommendations were for the most viable solutions to help California child development laboratory programs maintain viability.

### **Research Questions**

The following research questions were addressed in this study:

1. According to a panel of experts, what are the most pressing issues, problems and barriers facing California child development labs?
2. How do the experts rate the importance of the issues, problems, and barriers identified in Research Question 1?
3. For the most highly rated issues, problems, and barriers identified in Research Question 2, what are the experts' recommendations for the most viable solutions to help California Child Development Labs maintain viability?

## **Research Design**

A Delphi method was utilized enlisting a panel of ECE experts to identify and describe the most pressing issues, barriers, and solutions for viability for California child development laboratory schools. This research is a descriptive study using subject-matter experts deliberating on the research questions. To collect data, descriptive studies typically use questionnaires, surveys, or interviews (Kelley, Clark, Brown, & Sitzia, 2003).

The Delphi method theorizes that the best source of predictive information for any discipline or field is from the experts within that discipline (Ludwig, 1997). The data collection process involved using the same panel of experts to answer questions in a series of survey rounds. Most Delphi processes involve three or four rounds (McGeary, 2009).

The Delphi method is useful due to its unique feature of anonymity, systematized questions, controlled feedback, and group responses forming statistical data for experts' validation. The strongly controlled group communication process, on matters where there is "incomplete knowledge is available, are judged upon by experts" (Aigbavboa & Thwala, 2012, p. 147). Linstone and Turoff (2002) reported when "controlled feedback" was provided to members of a panel of experts, more precise results were achieved than when experts gathered together to hold face-to-face discussions.

## **Methodology**

The Delphi process was named after the island of Delphi, where in ancient Greece, the revered oracle was said to be located. Greek legend asserts that Apollo, who was famous throughout Greece for his ability to foresee the future, was the master of

Delphi. In ancient times an oracle was a person or group considered to give wisdom inspired by the gods. The word oracle comes from the Latin verb *ōrāre* "to speak" and refers to offering counsel (Marchais-Roubelat & Roubelat, 2011).

The Delphi process was developed at the beginning of the Cold War to forecast future strategies and technological capabilities that might be useful for the military. The Delphi research process originated at the RAND Corporation in 1959 by Olaf Helmer, Norman Dalkey, and Nicholas Rescher commissioned on behalf of the US Air Force (Hsu & Sanford, 2007). Olaf Helmer opined in 1967 regarding the Delphi method, "The future is no longer viewed as unique, unforeseeable, and inevitable; there are, instead, a multitude of possible futures, with associated probabilities that can be estimated and, to some extent, manipulated" (p. 2).

After the project was declassified, Dalkey and Helmer (1962) wrote about the first question posed to military experts using the Delphi process. Experts were asked to assume a war between the United States and the USSR (Union of Soviet Socialist Republics; also known as Soviet Union) broke out and to estimate the least number of bombs that would have to be delivered for munition output (Dalkey & Helmer, 1962).

Let us assume that a war between the U.S. and the S. U. [Soviet Union] breaks out on 1 July 1953. Assume also that the rate of our total military production (defined as munitions output plus investment) at that time is 100 billion dollars and that, on the assumption of no damage to our industry, under mobilization it would rise to 150 billion production over that two-year period of 300 billion dollars. Now assume further that the bombing campaign against U.S. industrial targets, employing 20-KT bombs. Within each industry selected by the enemy for

bombardment, assume that the bombs delivered *on target* succeed in hitting always the most important target in the industry. What is the least number of bombs that will have to be delivered on target for which you would estimate the chances to be even that the cumulative munitions output (exclusive of investment) during the two-year period under consideration would be held to no more than one quarter of what it otherwise would have been (Dalkey & Helmer, 1962, p. 460)?

The procedure of collecting expertise from the military specialists was repetitive until a consensus emerged. The Delphi method regarding the military strategic planning saved extensive and costly data-collection processes when at the time computer programming models were scarce (Linstone & Turoff, 2002).

### **Methodology Description**

Based on the careful consideration of the methodology, it was determined that the Delphi method would best serve the purpose of this study. The Delphi method is now recognized as a fitting method for extracting information to gather forecast, consensus, or policy data (Linstone & Turoff, 2002). It provides a technique of employing the insight of experts regarding decisions that need to be made (Hsu & Sanford, 2007). “Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (Linstone & Turoff, 2002, p. 3).

The Delphi process brought a panel of ECE experts to deliberate and give counsel regarding the current issues, problems and barriers that can be taken to promote viability for California child development labs. The Delphi method is selected for this study



because of its advantages in enabling a group of expert participants to be consulted but who are dispersed geographically throughout the state of California. “It is a method that is best used where there is little past data available applicable to extrapolate from, and where social, economic, ethical and moral considerations are preeminent” (Aigbavboa & Thwala, 2012, p. 151).

The Delphi method also provided participants with anonymity, even standing, and equal opportunity to contribute. Delphi methodology avoids some disadvantages that can be associated with face-to-face meetings, such as dominant personalities, direct confrontations of opposing views, individual influence, and *group-think* (Helmer, 1967; Hsu & Sanford, 2007; McGeary, 2009).

### **Population**

Based on the advantages of the Delphi method, a panel of experts was identified to participate in the study. The panel was comprised of experts throughout the state of California that are subject matter experts on community college child development laboratory schools. Experts will include ECE faculty, ECE administrators, state leaders serving on task forces or advisory groups, program directors and site supervisors.

### **Sample**

Purposive (nonprobability) sampling was used to identify experts based on the level of experience with California child development lab schools to participate in this study. The purposive sampling method concentrates on depth rather than breadth and requires a phenomenological understanding from the participant’s “insider perspective” (Patton, 2002).

The following criteria was used for the selection of experts to participate in this study:

1. Five or more years in a leadership role in a California child development laboratory.
2. A senior faculty member at a California community college that has/had a child development laboratory within the last five years.
3. Researchers/authors identified as publishing two or more articles within the past five years regarding the field of early care and education.
4. ECE participants within the past five years in California organizations, industry committees, and/or panels.
5. All panelists must be willing to participate through the full study and commit to the Delphi research methodology.

Prior to inclusion in the study, the researcher verified the credentials of the panelists based upon the criteria listed.

### **Size of the Panel**

There was not specific criterion listed in the literature concerning the number of participants in a Delphi study. Ludwig (1997) states that the majority of Delphi studies have used between 15 to 20 respondents. The goal for this study will be using 15 Delphi panel experts.

The researcher had access to key experts throughout the state of California through the affiliation of two organizations: Child Development Training Consortium and California Community College Early Childhood Educators. Recruitment was based on the listed selection criteria of the experts who have knowledge and experience in

California community college child development laboratory schools and were willing to participate in the study.

### **Instrumentation**

After securing the panel of experts willing to participate, the first-round Delphi questionnaire was brainstorming an open-ended question distributed via an internet-based survey. The researcher solicited descriptive responses from the expert panel responding to the first research question. The process was recursive as the researcher summarized the individual responses from the survey rounds and then forwarded the cumulative responses back to the experts so they could rate the issues, problems and barriers facing California child development lab schools and generate possible solutions for viability.

The questions that were asked in the different rounds of the Delphi technique were designed around the structured research questions. The questions were developed to identify the issues, barriers faced by California child development laboratory schools and solutions from the purposive selected expert panel. The research questions and research instrument for this study are as follows:

#### **Round 1**

What are the most pressing issues, problems and barriers facing California child development labs?

#### **Round 2**

Please rate the importance of the issues, problems, and barriers identified in Research Question 1?

### **Round 3**

For the most highly rated issues, problems, and barriers identified in Research Question 2, what recommendations do you suggest are the most viable solutions to help California Child Development Labs maintain viability?

Individual responses remain confidential and results reported anonymously to protect of the rights of participants.

#### **Instrumentation: Validity and Reliability**

Ensuring validity and reliability using the Delphi process involves conducting the investigation in an ethical manner (Merriam, 2002). DeKryger (2005) explains that the study must provide the reader with enough detail to show that the author's conclusion "makes sense." The validity and reliability of this study will be demonstrated by providing consistency in the data gathering process. "Validity and reliability can be approached through careful attention to the study's conceptualization and the way in which the data is collected, analyzed, interpreted and the conclusions are presented" (Brooks-Golden, 2005, p. 67).

Internal validity was demonstrated by the research findings that were consistent with the reality of the experts' perceptions. The interpretations of the experts' reality were retrieved directly through the survey and the iterations of Round Two and Round Three.

Reliability in this study is the degree to which the research can be replicated and whether a new study would produce the same results. Using the Delphi method, the factor of reliability rests in the consistency and dependability of the manner in which the

data was collected (Aigbavboa & Thwala, 2012). To ensure reliability, this study collected data uniformly and consistently as described in the data collection process.

External validity in this study refers to the degree to which the findings are “generalizable.” Using the Delphi process, generalizability is subject to experts’ interpretations, and perceptions. Generalizability also depends on the specific expertise and knowledge of the expert panelists. For the purposes of this study, generalizability was enhanced through three rounds of data collection.

### **Field Test**

A Field Test was conducted with three early childhood care and education experts to ensure that the questions posed to the experts and processes of obtaining data are well-defined, logical, and succinct. The researcher sent the introductory letter, Informed Consent Form Waiver, and research instruments to the field-test participants. The Field Test was conducted in the same manner as the actual data collection process. Comments and questions regarding the survey were incorporated to shape the final draft of the survey for the data collection from the panel of experts.

### **Data Collection**

Following approval by the Brandman University Institutional Review Board (BUIRB), Data Collection for the study began. For this study, a list of statewide ECE experts in the field of early care and education was created. These potential experts were be contacted by phone, in person, and through email regarding their participation in the research in the week of September 18, 2014 through September 25, 2014.

A recruitment letter was sent to invite potential expert panelists to become a member of this study. The letter explained the purpose of the study, research questions,

research process, and a timeline for the completion of the three rounds. The Informed Consent Form Waiver accompanied the recruitment letter to solemnize the expert participation in the research.

The materials used for data collection was the following:

1. Round One included a cover letter thanking the experts for participating in the research. The panelists also received the statement of research problem, purpose statement, instructions for completing the survey, a timeline for the data collection, and contact information for the researcher.
2. Round Two included a cover letter, instructions for completing the survey, a response summary for rating the issues, problems and barriers facing California child development laboratories, and a timeline for completing Round Two.
3. Round Three included a cover letter, instructions for completing the survey including soliciting responses for the most viable solutions to help California Child Development Labs maintain viability. A timeline for completing Round Three was also included.

All correspondence between the researcher and the experts were done electronically through a secure web page and email. The webpage was constructed using SurveyMonkey.com (2014) and was password protected keeping data private and secure.

Round One of the Delphi study produced individual responses based on the most pressing issues, problems and barriers facing California child development labs. After the data was collected from Round One, it was compiled in a Microsoft Word document

and redistributed back to the panel of experts for Round Two via email with a Monkey Survey link.

Round Two of this study shared the listed data gathered from Round One from the experts and asked the experts to rate the importance of the Round One cumulative responses on a 5-point Likert scale. The rating range of the Likert scale was from 1 to 5. The experts rated the most pressing issues, problems and barriers with the following criteria: *very important* =1; *important* = 2; *neither important nor unimportant*= 3; *unimportant* = 4; and *very unimportant* =5. The researcher then analyzed and rate the degree of importance of the identified most pressing issues, problems and barriers facing California child development laboratory schools based on the panel of experts' ratings.

In Round Three, the experts were asked what recommendations they suggested for the most viable solutions to help California Child Development Labs maintain viability.

After all rounds are completed, the data obtained from the early childhood care and education experts were analyzed for accuracy and compiled based on: (1) the percentage, mean, median, mode, and interquartile scores of the pressing issues, problems and barriers; and (2) the recommendations for viable solutions to help California child development laboratories maintain viability.

The Brandman University Institutional Review Board (BUIRB) received, reviewed and approved this research before any data collection began. Once all approvals were in place, emails were sent to the early care and education experts explaining the study, inviting them to participate, and alerting them to the survey that will arrive in a link through email. Five days later an identical email was sent out to

maximize the response rate. In week two of the study, Round Two of the survey was sent to the experts. Five days later an email reminder was sent. The third week of the study experts were sent the last round of the survey with a follow-up reminder five days later.

The researcher is keeping copies of electronic emails and print hard copies of all materials used in this study to increase validity and reliability of the research. All materials and data collected for this study is stored either in a password protected file or a locked physical file cabinet accessible only to the researcher. The experts did not interact with each other; the identities of the panel of experts will remain anonymous. All information gathered in this study is with the direct permission of the panelists selected. The experts were made cognizant of the Delphi process, including the data collection, and were in agreement to willingly participate in the study based on the communication listed in the study's introduction letter and the Informed Consent Form Waiver.

### **Data Analysis**

This study sought to obtain knowledge from an early childhood care and education panel of experts examining what the most pressing issues, problems and barriers facing California child development laboratory schools. The study also sought expert recommendations for the most viable solutions to help California Child Development Labs maintain viability.

The descriptive analysis began in reviewing the responses from the three rounds of the Delphi process. The responses identified and described the most pressing issues, problems and barriers facing California child development laboratory schools. The expert panelists' unique responses led to the identification of themes that emerged from the survey. The researcher evaluated the data collected from each round to sort responses



into themes and to determine if similarities or differences were present. The unfolding of the themes and commonalities were reported through the analysis. Using the Delphi process, there are no limits on the number of themes that can be created (Smith, 2009). The emergent themes and the experts' interpretation are fundamental to the Delphi process (Hsu & Sanford, 2007). The process of analysis was conducting a search for "the essence" of the collective themes. The ending process of determining the essence of the expert knowledge on California child development labs was accomplished through Round Two and Round Three checking for accuracy and corrections from the panel of experts.

The key statistical processes used in this Delphi research are a measure of central tendency (arithmetic mean, median, and mode) and measures of dispersion (percentage scores and interquartile range). Percentile scores indicated the aggregate and variety of the experts' ratings. Interquartile range breaks the data into groups of quartiles of measures of 25 percent.

### **Limitations**

The following limitations were present in this study:

1. The study sample was limited to early childhood care and education experts who are affiliated in the ECE field within the state of California.
2. The study was reliant on the perceptions of the panel of experts surveyed. Some experts might have much more in-depth knowledge of specific issues and/or problems, barriers, and viable solutions regarding California child development laboratory schools.

The researcher acknowledges being an insider in the field of early childhood care and education, which can be viewed as biased or as virtuous (Merriam, 2002). The researcher is an ECE faculty member at a California community college with a child development laboratory school. This may result in unwitting bias in interpreting the data. Every attempt to gather objective data for this study was made by the researcher.

### **Summary**

Chapter III presented the information relevant to the methods and procedures that was used to collect data in this study. This chapter identified the purpose statement, research questions, research design, methodology, population and sample, study instrument, field test for validity, data collection, data analysis, and limitations.

## CHAPTER IV: DATA COLLECTION AND FINDINGS

The purpose of this Delphi study was to examine and rate the most pressing issues, problems and barriers facing California community colleges child development laboratory schools, and what the experts' recommendations are for the most viable solutions to help the lab programs maintain viability. The most pressing issues, problems and barriers facing California child development laboratory schools were identified using an iterative process called the Delphi method which was intended for a panel of fifteen Early Childhood Care and Education (ECE) experts. This chapter is organized in three major sections presenting the data collected and findings of the California Community Colleges Child Development Laboratory Schools survey.

The first section of this chapter focuses on research question one that requested Early Childhood Care and Education (ECE) experts' judgments on the issues, barriers, and problems facing California community colleges child development laboratory schools. The findings are presented from the first round of the California Community Colleges Child Development Laboratory Schools survey.

The second section of this chapter concentrates on research question two asking the ECE experts to rank the issues, barriers, and problems facing laboratory schools collected from the second round of the California Community Colleges Child Development Laboratory Schools survey. The experts' rankings are presented in terms of percentage, mean, median, mode, and interquartile range.

The third section of this chapter reflects on the data received for research question three soliciting the ECE experts' recommendations for the most viable solutions to help California Child Development Labs maintain viability. The experts' solutions to the

issues, problems barriers facing California community colleges child development laboratory schools are summarized.

In each section, the results associated with the research questions are both discussed and interpreted. Whenever possible, research is added to support the information referred to in the experts' responses.

### **Description of the ECE Expert Panel**

The goal of the research study was to incorporate the expertise of fifteen early childhood care and education experts regarding California community college child development laboratory schools. The following criteria was used for the selection of experts to participate in this study: (1) Five or more years in a leadership role in a California child development laboratory; (2) A senior faculty member at a California community college that has/had a child development laboratory within the last five years; (3) Researchers/authors identified as publishing two or more articles within the past five years regarding the field of early care and education; (4) ECE participants within the past five years in California organizations, industry committees, and/or panels; (5) All panelists must be willing to participate through the full study and commit to the Delphi research methodology.

The respondents of this study were identified by region using a purposive sample based on California community colleges child development laboratory schools. To establish the panel, the researcher met with potential ECE experts at the Child Development Training Consortium and Mentor 2014 Fall Coordinators' Meeting held on September 18-19, 2014 in Sacramento, California. The researcher also met with potential

ECE expert panelists at the California Community College Early Childhood Educators (CCCECE) Fall Annual Meeting held on September 18, 2014 in Sacramento, California.

Email invitations were sent to 20 ECE experts soliciting their participation in the California Community Colleges Child Development Laboratory Schools survey. Sixteen ECE panelists agreed to participate and met the selection criteria for ECE expertise. Of the sixteen responses, thirteen ECE panel experts participated in each round of the research study, resulting in an 81.25 percent response rate. The number of participants for this study was modified from sixteen to thirteen based on the number of active respondents.

Throughout the data-gathering process, ECE experts received emails from the researcher providing them with dates of the data collection and reminders of the approaching deadlines to the study rounds. Round one was administered over a period of one week from September 26, 2014 through October 3, 2014. Panelists were sent an email reminder on October 1, 2014 to complete the first round survey. Round two was administered for a one-week period from October 3, 2014 through October 10, 2014. Email reminders were sent on October 8, 2014 to remind ECE experts to complete the second round of the study. Round three was administered on October 10, 2014 through October 17, 2014. An email reminder was sent on October 15, 2015 asking the expert panelists to complete the last round of the survey.

## **Analysis of Findings**

### **Research Question One**

Research question one asked, “According to a panel of experts, what are the most pressing issues, problems and barriers facing California community college child development labs?”

The survey sent to the ECE experts was open-ended eliciting the panelists’ responses (see Appendix B-2 of the round one survey). Each expert listed issues, problems and barriers that he/she perceived California community colleges child development laboratory schools currently face. Forty-eight responses were written in statement form (see Appendix B-4 of round one expert responses). The data was reviewed and initially compiled in no particular order to prepare the responses for the second round of the study. Duplicate answers were eliminated creating a final list of forty-three items that individual experts considered as the most pressing issues, problems and barriers facing California community colleges child development laboratory schools.

The following table presents the condensed list of the most current issues, problems and barriers as cited by California community college child development experts (see Table 2).

Table 2.

<i>Round One: ECE Expert Responses</i>	
#1.	ECE faculty not having a role in the lab program regarding policies, procedures, practices, staffing, children classroom assignments, hiring, and student assignments
#2.	Disconnect between ECE faculty and managerial staff at lab
#3.	Lack of state standards for staffing of lab schools
#4.	Lack of definitions of what constitutes a quality environment and expectations of quality practices
#5.	Lack of state standards for staffing and qualifications for director/manager
#6.	Lack of funds to provide a high-quality lab program
#7.	No state expectation requiring NAEYC accreditation status for all lab schools
#8.	Lack of funds to offer lab services at varying hours for all students
#9.	Lack of financial support to maintain high-quality teaching staff at master teacher level or above
#10.	Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices
#11.	College/Districts viewing lab schools as "free child care for students" but failing to see the importance of lab schools for children, college students, and faculty research
#12.	Colleges/Districts not viewing lab schools comparably to other student laboratories on campus. The Lab school not perceived as crucial to the child development/ECE student as a lab is to biology, chemistry, cosmetology, or language laboratories
#13.	Colleges/Districts not supporting the ECE program
#14.	Colleges/Districts not seeing the value of ECE lab schools for the students and community
#15.	Low paying job market for ECE field
#16.	Colleges/Districts not understanding the importance of ECE
#17.	Lack of resources for new buildings
#18.	Limited infant/toddler lab school practicum opportunities
#19.	Infant/toddler programs too expensive to incorporate into the lab school
#20.	No state funding formula from Chancellor's office to support ECE lab schools
#21.	Loss of financial support from campus/district
#22.	Lack of secure funding
#23.	Lack of a clear understanding among administrators, campus faculty, and board of trustees of the critical importance of childcare to college student parents

- 
- #24. Lack of quality standards at the lab school
- 
- #25. No “funded” designated time for teachers in lab classrooms to meet with ECE students
- 
- #26. If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher–training facilities
- 
- #27. Higher costs associated in operating a high-quality lab school
- 
- #28. Lab schools are not congruent with the early educational philosophies in the ECE/child development courses
- 
- #29. There are no official designation or requirements for lab schools, so colleges have to define them on their own
- 
- #30. ECE programs being told we are not “in the business of providing child care” so the lab school is unnecessary for ECE program
- 
- #31. Danger of losing the lab after severe cutbacks every year
- 
- #32. Lab schools as separate entities than academic programs (yearly plans and program reviews not supporting each other)
- 
- #33. Inability to provide high-quality lab school based solely on parent/student fees
- 
- #34. Lab school housed in separate college department from the ECE academic program/department resulting in different administrators not understanding the needs of the academic program and lab school
- 
- #35. Lab teachers are in the classified staff union requiring higher pay, medical benefits, and other requirements affecting the lab school funding
- 
- #36. Increase of transitional-kindergarten classrooms affecting the enrollment of 4-year olds in child development labs
- 
- #37. Funding sources often require policies, curriculum, assessment tools that are not aligned with the philosophy of the CD lab or the CD department
- 
- #38. Lack of understanding about the need for lab schools that demonstrate best practices to ECE students and the community
- 
- #39. The blurring of lines between campus childcare and campus child development labs
- 
- #40. Since the lab is housed in student services, it is not set up systemically for the academic program or the students’ convenience.
- 
- #41. Faculty are not on lab teacher hiring committees.
- 
- #42. Lead teachers spending much time with DRDPs that the least qualified teachers are with the children
- 
- #43. High-turnover in staffing (serious concern for child attachment/bonding)
-



## **Discussion and Interpretation of Round-One Survey**

It was evident from the results of the first round of the study that the ECE experts perceived multiple issues, problems and barriers facing California community colleges child development laboratory schools. The area of greatest consistency was the lack of financial support and resources for the laboratory schools. Most of the ECE experts cited the financial burden placed on lab schools. In fact, the term “lack” was listed by multiple experts regarding the lack of secure financing, lack of understanding, lack of infant/toddler programs, lack of in-service trainings, lack of state standards, and lack of lab school definition. The scarcity of resources and expense of laboratory school programs was a repeating trend in the expert responses.

A disconnect was mentioned that administrators did not share the same philosophical view of the laboratory school as the ECE experts. For example, an expert cited the laboratory schools are perceived as campus “childcare” facilities rather than as a hands-on lab, an extension of the academic program. Another expert was told that his/her college was not “in the business of providing child care.”

The colleges/districts not supporting, understanding, or providing fair treatment to the “laboratory” component of the child development program was another frequently mentioned concept from the ECE experts.

### **Research Question Two**

Research question two asked ECE experts to “Please rate the importance of the issues, problems, and barriers identified in Research Question 1?” In the second-round of the study, forty-three items were sent to the experts to rate in terms of importance (see Appendix C-2 for round two survey). The rating range of the items was placed on a

Likert scale from 1 to 5. The experts rated the most pressing issues, problems and barriers with the following criteria: 1=*very important*; 2=*important*; 3=*neither important nor unimportant*; 4=*unimportant*; and 5=*very unimportant*.

Of the 13 panelists that participated in the second round of the study, there were four questions that only 12 panelists answered. The researcher analyzed the degree of importance of the identified issues, problems and barriers facing California child development laboratory schools based on the panel of experts' ratings.

Fourteen items received the cumulative total of 100 percent of *very important* and *important* of the most pressing issues, problems and barriers facing California community colleges child development laboratory schools. The following Table 3 presents the items rated as the most *very important and important* issues, problems, and barriers equaling 100 percent.

Table 3.

<i>Round Two: Percentage Distribution of Highest Rated for Issues, Problems and Barriers as Very Important + Important=100%</i>						
Issues, Problems & Barriers	(1) Very Imp	(2) Imp	(3) Neither Imp nor Unimp	(4) Unimp	(5) Very Unimp	Total Sample
Colleges/Districts not seeing the value of ECE lab schools for the students and community	92.31% n=12	7.69% n=1	0.00%	0.00%	0.00%	N=13
Colleges/Districts not viewing lab schools comparably to other student laboratories on campus	92.31% n=12	7.69% n=1	0.00%	0.00%	0.00%	N=13
Lack of understanding about the need for lab schools that demonstrate best practices to ECE students and the community	91.67% n=12	8.33% n=1	0.00%	0.00%	0.00%	N=13
College/Districts viewing lab schools as "free child care for students" but failing to see the importance of lab schools for children, college students, and faculty research	84.62% n=11	15.38% n=2	0.00%	0.00%	0.00%	N=13
Colleges/Districts not supporting the ECE program	83.33% n=10	16.67% n=2	0.00%	0.00%	0.00%	N=12
Colleges/Districts not understanding the importance of ECE	76.92% n=10	23.08% n=3	0.00%	0.00%	0.00%	N=13
Infant/toddler programs too expensive to incorporate into the lab school	76.92% n=10	23.08% n=3	0.00%	0.00%	0.00%	N=13
Loss of financial support from campus/district	76.92% n=10	23.08% n=3	0.00%	0.00%	0.00%	N=13
Lack of secure funding	76.92% n=10	23.08% n=3	0.00%	0.00%	0.00%	N=13
Danger of losing the lab after severe cutbacks every year	76.92% n=10	23.08% n=3	0.00%	0.00%	0.00%	N=13
ECE programs being told we are not "in the business of providing child care" so the lab school is unnecessary for ECE program	69.23% n=9	30.77% n=4	0.00%	0.00%	0.00%	N=13
Higher costs associated in operating a high-quality lab school	69.23% n=9	30.77% n=4	0.00%	0.00%	0.00%	N=13

Lab schools as separate entities than academic programs (yearly plans and program reviews not supporting each other)	66.67% n=8	33.33% n=4	0.00%	0.00%	0.00%	N=12
If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher-training facilities	61.54% n=8	38.46% n=5	0.00%	0.00%	0.00%	N=13

*Note* 1=very important; 2=important; 3=neither important nor unimportant; 4=unimportant; and 5=very unimportant.

Seven items were rated as *very important and important* resulting in the cumulative total in the 90<sup>th</sup> percentile range (see the following Table 4).

Table 4

*Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 90<sup>th</sup> Percentile*

Issues, Problems & Barriers	(1) Very Imp	(2) Imp	(3) Neither Imp nor Unimp	(4) Unimp	(5) Very Unimp	Total Sample
Disconnect between ECE faculty and managerial staff at lab school	76.92% n=10	15.38% n=2	7.69% n=1	0.00%	0.00%	N=13
Limited infant/toddler lab school practicum opportunities	69.23% n=9	23.08% n=3	7.69% n=1	0.00%	0.00%	N=13
Low paying job market for ECE field	69.23% n=9	23.08% n=3	0.00%	7.69% n=1	0.00%	N=13
Lab school housed in separate college department from the ECE academic program/department resulting in different administrators not understanding the needs of the academic program and lab school	53.85% n=7	38.46% n=5	0.00%	7.69% n=1	0.00%	N=13
Lack of funds to provide a high-quality lab program	76.92% n=10	15.38% n=2	7.69% n=1	0.00%	0.00%	N=13
ECE faculty not having a role in the lab program regarding policies, procedures, practices, staffing, children classroom assignments, hiring, and student assignments	61.54% n=8	30.77% n=4	7.69% n=1	0.00%	0.00%	N=13
Inability to provide high-quality lab school based solely on parent/student fees	46.15% n=6	46.15% n=6	7.69% n=1	0.00%	0.00%	N=13

*Note* 1=very important; 2=important; 3=neither important nor unimportant; 4=unimportant; and 5=very unimportant.

Five items were rated as *very important and important* resulting in the cumulative total in the 80<sup>th</sup> percentile range (see Table 5).

Table 5

<i>Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 80<sup>th</sup> Percentile</i>						
Issues, Problems & Barriers	(1) Very Imp	(2) Imp	(3) Neither Imp nor Unimp	(4) Unimp	(5) Very Unimp	Total Sample
Lack of financial support to maintain high-quality teaching staff at master teacher level or above	61.54% n=8	23.08% n=3	7.69% n=1	7.69% n=1	0.00%	N=13
Lack of a clear understanding among administrators, campus faculty, and board of trustees of the critical importance of childcare to college student parents	76.92% n=10	7.69% n=1	7.69% n=1	7.69% n=1	0.00%	N=13
Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices	46.15% n=6	38.46% n=5	7.69% n=1	7.69% n=1	0.00%	N=13
No state funding formula from Chancellor's office to support ECE lab schools	69.23% n=9	15.38% n=2	15.38% n=2	0.00%	0.00%	N=13
Increase of transitional-kindergarten classrooms affecting the enrollment of 4-year olds in child development labs	33.33% n=4	50.00% n=6	15.38% n=2	8.44% n=1	0.00%	N=13

*Note* 1=very important; 2=important; 3=neither important nor unimportant; 4=unimportant; and 5=very unimportant.

Three items were rated as *very important and important* resulting in the cumulative total in the 70<sup>th</sup> percentile range (see Table 6).

Table 6

*Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 70<sup>th</sup> Percentile*

Issues, Problems & Barriers	(1) Very Imp	(2) Imp	(3) Neither Imp nor Unimp	(4) Unimp	(5) Very Unimp	Total Sample
Lab schools are not congruent with the early educational philosophies in the ECE/child development courses	46.15% n=6	30.77% n=4	7.69% n=1	15.38% n=2	0.00%	N=13
There are no official designation or requirements for lab schools, so colleges have to define them on their own	53.85% n=7	23.08% n=3	23.08% n=3	0.00%	0.00%	N=13
No “funded” designated time for teachers in lab classrooms to meet with ECE students	38.46% n=5	38.46% n=5	15.38% n=2	7.69% n=1	0.00%	N=13

*Note* 1=very important; 2=important; 3=neither important nor unimportant; 4=unimportant; and 5=very unimportant.

Nine items were rated as *very important and important* resulting in the cumulative total in the 60<sup>th</sup> percentile range (see Table 7).

Table 7

<i>Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 60<sup>th</sup> Percentile</i>						
Issues, Problems & Barriers	(1) Very Imp	(2) Imp	(3) Neither Imp nor Unimp	(4) Unimp	(5) Very Unimp	Total Sample
Lack of state standards for staffing and qualifications for director/manager	16.67% n=2	50.00% n=6	25.00% n=3	8.33% n=1	0.00%	N=12
Lack of definitions of what constitutes a quality environment and expectations of quality practices	41.67% n=5	25.00% n=3	25.00% n=3	8.33% n=1	0.00%	N=12
Lack of state standards for staffing of lab schools	25.00% n=3	41.67% n=5	16.67% n=2	16.67% n=2	0.00%	N=12
Lack of quality standards at the lab school	38.46% n=5	23.08% n=3	23.08% n=3	15.38% n=2	0.00%	N=13
Lab teachers are in the classified staff union requires higher pay, medical benefits, and other requirements affecting the lab school funding	30.77% n=4	30.77% n=4	30.77% n=4	7.69% n=1	0.00%	N=13
The blurring of lines between campus childcare and camp child development labs	38.46% n=5	23.08% n=3	38.46% n=4	0.00%	0.00%	N=13
Faculty are not on lab teacher hiring committees	38.46% n=5	23.08% n=3	30.77% n=4	0.00%	7.69% n=1	N=13
Lead teachers spending so much time with the DRDPs that the least qualified teachers are with the children	30.77% n=4	30.77% n=4	30.77% n=3	7.69% n=1	0.00%	N=13
High-turnover in staffing (serious concern for child attachment/bonding)	38.46% n=5	23.08% n=3	30.77% n=3	7.69% n=1	0.00%	N=13

*Note* 1=very important; 2=important; 3=neither important nor unimportant; 4=unimportant; and 5=very unimportant.

Two items were rated as *very important and important* resulting in the cumulative total in the 50<sup>th</sup> percentile range (see Table 8).



Table 8

*Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 50<sup>th</sup> Percentile*

Issues, Problems & Barriers	(1) Very Imp	(2) Imp	(3) Neither Imp nor Unimp	(4) Unimp	(5) Very Unimp	Total Sample
Lack of resources for new buildings	23.08% n=3	30.77% n=4	38.46% n=5	7.69% n=1	0.00%	N=13
Funding sources often require policies, curriculum, assessment tools that are not aligned with the philosophy of the CD lab or the CD department	25.00% n=3	33.33% n=4	41.67% n=5	0.00%	0.00%	N=12

*Note* 1=very important; 2=important; 3=neither important nor unimportant; 4=unimportant; and 5=very unimportant.

Two items were rated as *very important and important* resulting in the cumulative total in the 40<sup>th</sup> percentile range (see Table 9).

Table 9

<i>Round Two: Percentage Distribution of Highest Rated Issues, Problems and Barriers as Very Important + Important=Within 40<sup>th</sup> Percentile</i>						
Issues, Problems & Barriers	(1) Very Imp	(2) Imp	(3) Neither Imp nor Unimp	(4) Unimp	(5) Very Unimp	Total Sample
Lack of funds to offer lab services at varying hours for all students	23.08% n=3	23.08% n=3	38.46% n=5	15.38% n=2	0.00%	N=13
No state expectations requiring NAEYC accreditation status for all lab schools	15.38% n=2	30.77% n=4	30.77% n=4	23.08% n=3	0.00%	N=13

*Note* 1=very important; 2=important; 3=neither important nor unimportant; 4=unimportant; and 5=very unimportant.

In reviewing the mean scores of the ECE experts' most pressing issues, problems and barriers facing California child development laboratory schools, the mean scores fell into two categories: (a) a mean within the 1.08-1.92 of *very important*; and (b) a mean within the 2.00-2.62 of *important*. No item had a mean score in the range of 3.00-3.99 rated as both *neither important nor unimportant*; 4.00-4.99 rated as *unimportant*; or 5.00-5.99 rated as *very unimportant*.

The following table presents the descending mean ratings of twenty-eight *very important* issues, problems, and barriers and includes the median, mode, and interquartile range (see Table 10).

Table 10

*Round Two: Descending Mean Rating of Very Important (1) (Including Median, Mode, Interquartile Range)*

Mean	Issues, Problems, Barriers	Median	Mode	IQR	N
1.08	14. Colleges/Districts not seeing the value of ECE lab schools for the students and community	1	1	0	13
1.08	12. Colleges/Districts not viewing lab schools comparably to other student laboratories on campus. The Lab school not perceived as crucial to the child development/ECE student as a lab is to biology, chemistry, cosmetology, or language laboratories	1	1	0	13
1.15	38. Lack of understanding about the need for lab schools that demonstrate best practices to ECE students and the community	1	1	0	13
1.15	11. College/Districts viewing lab schools as "free child care for students" but failing to see the importance of lab schools for children, college students, and faculty research	1	1	0	13
1.15	13. Colleges/Districts not supporting the ECE program	1	1	0	12
1.23	16. Colleges/Districts not understanding the importance of ECE	1	1	0	13
1.23	19. Infant/toddler programs too expensive to incorporate into the lab school	1	1	0	13
1.23	21. Loss of financial support from campus/district	1	1	0	13
1.23	22. Lack of secure funding	1	1	0	13
1.23	31. Danger of losing the lab after severe cutbacks every year	1	1	0	13
1.31	6. Lack of funds to provide a high-quality lab program	1	1	0	13
1.31	30. ECE programs being told we are not "in the business of providing child care" so the lab school is unnecessary for ECE program	1	1	1	13
1.31	27. Higher costs associated in operating a high-quality lab school	1	1	1	13
1.32	2. Disconnect between ECE faculty and managerial staff at lab school	1	1	0	13
1.33	32. Lab schools as separate entities than academic programs (yearly plans and program reviews not supporting each other)	1	1	1	12
1.38	26. If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher-training facilities	1	1	1	13
1.38	18. Limited infant/toddler lab school practicum opportunities	1	1	1	13
1.45	15. Low paying job market for ECE field	1	1	1	13
1.46	1. ECE faculty not having a role in the lab program regarding policies, procedures, practices, staffing, children classroom assignments, hiring, and student assignments	1	1	1	13
1.46	20. No state funding formula from Chancellor's office to support ECE lab schools	1	1	1	13
1.46	23. Lack of a clear understanding among administrators, campus faculty, and board of trustees of the critical importance of childcare to college student parents	1	1	0	13
1.62	9. Lack of financial support to maintain high-quality teaching staff at master teacher level or above	1	1	1	13
1.62	33. Inability to provide high-quality lab school based solely on parent/student fees	2	1,2	1	13
1.62	34. Lab school housed in separate college department from the ECE academic program/department resulting in different administrators not understanding the needs of the academic	1	1	1	13

	program and lab school				
1.69	29. There are no official designation or requirements for lab schools, so colleges have to define them on their own	1	1	1	13
1.77	10. Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices	2	1	1	13
1.92	25. No “funded” designated time for teachers in lab classrooms to meet with ECE students	2	1,2	1	13
1.92	28. Lab schools are not congruent with the early educational philosophies in the ECE/child development courses	2	1	1	13

The following table presents the descending mean ratings of fourteen *important* issues, problems, and barriers and includes the median, mode, and interquartile range (see Table 11).

Table 11

*Round Two: Descending Mean Rating of Important (2) Issues, Problems, Barriers (Including Median, Mode, Interquartile Range)*

Mean	Issues, Problems, Barriers	Median	Mode	IQR	N
2	4. Lack of definitions of what constitutes a quality environment and expectations of quality practices	2	1	2	12
2	36. Increase of transitional-kindergarten classrooms affecting the enrollment of 4-year olds in child development labs	2	2	2	13
2	39. The blurring of lines between campus childcare and campus child development labs	2	1,3	2	13
2.08	42. High-turnover in staffing (serious concern for child attachment/bonding)	2	1	2	13
2.15	35. Lab teachers are in the classified staff union requiring higher pay, medical benefits, and other requirements affecting the lab school funding	2	1,2,3	2	13
2.15	24. Lack of quality standards at the lab school	2	1	2	13
2.15	40. Faculty are not on lab teacher hiring committees,	2	1	2	13
2.15	41. Lead teachers spending so much time with the DRDPs that the least qualified teachers are with the children	2	1,2,3	2	13
2.23	37. Funding sources often require policies, curriculum, assessment tools that are not aligned with the philosophy of the CD lab or the CD department	2	3	2	13
2.25	3. Lack of state standards for staffing of lab schools	2	2	2	12
2.25	5. Lack of state standards for staffing and qualifications for director/manager	2	2	1.5	12
2.32	17. Lack of resources for new buildings	2	2	2	13
2.46	8. Lack of funds to offer lab services at varying hours for all students	3	3	2	13
2.62	7. No state expectation requiring NAEYC accreditation status for all lab schools	3	2,3	1	13

### **Discussion and Interpretation of Round-Two Survey**

The Round Two survey extracted the ECE experts' ratings of the importance of the issues, problems, and barriers facing California community colleges child development laboratory schools. The data was converted into percentages of experts' ratings, mean, median, mode scores, and interquartile ranges. Totaling the sum of Likert score ratings and dividing by number of expert participants derived the mean scores. Although the mean scores are informative regarding the highest rated items, the mean scores do not give the full picture of experts' ratings since the items are averaged.

(Extreme scores by the experts distort the mean average.)

Consensus was achieved by the ECE panelists in reviewing the mode score listed, as it is the rating given by most of the ECE experts. In the two cases when more than one mode score was tabulated, the median score listed identifies the ECE experts' results of the top-rated issues, problems and barriers facing laboratory schools.

The interquartile range (IQR) was used to view the degree of the dispersion of responses from the ECE experts. IQR is the difference between the third and first quartiles and is another measure of consensus. IQR "indicates the dispersion among the middle half of the scores" (McMillan & Schumacher, 2010, p. 161). According to McMillan and Schumacher (2010) the smaller the interquartile range, the greater the consensus. In this study, when the IQR was noted as zero, there was no difference between the third and first quartiles. When the IQR was listed in this study as zero, one, or two, there was strong agreement on the expert ratings of the issues, problems, and barriers facing laboratory schools. All IQR scores were zero, one, or two indicating resounding agreement.

It is evident from the results that the ECE experts perceived that the issues problems and barriers listed in the first survey were considered *very important* or *important*. No item achieved consensus that was *neither important nor unimportant*. Very few experts rated issues, problems and barriers cited in the first round as *unimportant* or *very unimportant*.

The areas of greatest consistency in the findings were in the categories of college/districts not seeing the value of ECE lab schools, not viewing lab school comparably to other student laboratories on campus, not understanding the need for lab

schools to demonstrate best practices, not valuing the importance of ECE, and the lack of resources.

The items that were not highly rated in importance were lack of funds to offer lab services at varying hours and no state expectations requiring NAEYC accreditation status for all lab schools.

### **Research Question Three**

Research question three asked the ECE experts, “For the most highly rated issues, problems, and barriers identified in Research Question 2, what recommendations do you suggest are the most viable solutions to help California Child Development Labs maintain viability?”

Based on the ECE experts’ responses, the researcher coded and analyzed the common themes. Six themes emerged from the experts’ list of highly rated issues, problems and barriers. The themes that emerged are: (1) colleges/districts not understanding the importance of child development laboratory schools; (2) colleges/district system dysfunction; (3) lack of financial support; (4) low paying job market; (5) the challenge of offering infant/toddler programs; and (6) the increase of transitional-kindergarten classrooms affecting the enrollment of 4-year-olds in child development laboratories.

Round Three was the last and final round of data collection for this study. The third-round of the California Community College Child Development Laboratory survey was sent to the experts to solicit their recommendations on viable solutions related to each theme of issues, problems and barriers facing lab schools. The researcher presented

the themes to the ECE experts in an open-ended format to answer the third research question.

**Theme #1: Colleges/Districts Not Understanding the Importance of the Child Development Laboratory**

The issues, problems and barriers categorized into the theme of *colleges/districts not understanding the importance of child development laboratory schools*, included:

1. Colleges/Districts viewing lab schools as 'free child care for students' but failing to see the importance of lab schools for children, college students, and faculty research;
2. Colleges/Districts not viewing lab schools comparably to other student laboratories on campus. The Lab school not perceived as crucial to the child development/ECE student as a lab is to biology, chemistry, cosmetology, or language laboratories;
3. Colleges/Districts not supporting the ECE program;
4. Colleges/Districts not seeing the value of ECE lab schools for the students and community;
5. Lack of understanding about the need for lab schools that demonstrate best practices to ECE students and the community;
6. Colleges/Districts not understanding the importance of ECE;
7. ECE programs being told we are not “in the business of providing child care” so the lab school is unnecessary for ECE program; and
8. Lack of a clear understanding among administrators, campus faculty, and board of trustees of the critical importance of childcare to college student parents.



The experts offered solutions to promote lab school viability concerning the theme of *colleges/districts not understanding the importance of the child development laboratory*. One expert opined that colleges/districts not seeing the importance of ECE would lead to the lack of financial support on behalf of the laboratory schools. The expert argued that financial support is linked to the perception of ECE programs campus wide. “We need to continue building a strong relationship and educate the dean of the division on the importance of the child development laboratory school.”

Another expert suggested using effective strategies that have been implemented statewide. A formal model of successful lab school implementation could be used to educate administrators within the college, district, and at statewide meetings.

In order to promote viability to the lab, an expert noted that his/her program changed the name of the lab school from Child Development Center to Early Childhood Education Laboratory School to highlight the importance of lab school mission. “We are also involved on various committees on campus to educate faculty, staff, administrators, and board members on what we really do and how we are just not "child care."

An expert noted that it is important to highlight that laboratory schools are teacher-training sites, not just campus child care. Another expert cautioned that early childhood education would never be valued by the administration if our ECE programs are not high quality.

Other suggestions to promote lab school viability from ECE experts included developing a brochure outlining the benefits to students, connecting with student success committees at the colleges, obtaining testimonials from students, gathering support of employers who want a qualified workforce, and asking administrators to volunteer 10-15

hours per semester to validate the importance that child development laboratory schools offer.

Multiple experts commented on the lack of leadership at the California Community College Chancellor's Office (CCCCO). The CCCCCO needs to recognize child development laboratories as educational labs. "Having an official designation of lab school would help legitimize the programs as well as specific funding from the state to help colleges support these programs" quoted an ECE expert. Another expert stated "The Community College Chancellor and staff at the CCCCCO need to take some leadership and help college presidents, boards, and the ACCJC [Accrediting Commission for Community and Junior Colleges] understand the value of high quality lab experiences for the ECE workforce."

Future legislation and potential funding sources were cited as viable solution to promote lab school viability. The funding sources that were suggested include the CA Early Childhood Mentor Program, Child Development Training Consortium, and a stronger richer funding stream from the California Department of Education. "ECE programs would not be regarded with skepticism if laboratory schools were not dependent on district funding."

An expert mentioned that the proposed teaching credential to teach ages 0-8 could help with securing funding streams for laboratory schools. A task group has been appointed by the California Commission on Teacher Credentialing (CTC) to look at the revision of the California Child Development Permit primarily but to provide information and recommendations for the development an Early Childhood Education Credential (CTC Stakeholders and CTC-Appointed Task Group, 2013).

An ECE expert shared his/her experience that the president of his/her college and the dean that oversaw the academic program viewed the lab school as a valuable part of the entire ECE program. “The president of the college stated several years ago that the lab school is a lab component of the ECE program and is supported along with every other lab on campus.”

One expert offered a socio-cultural opinion stating “attitudes and understanding about Early Childhood are largely determined by how one is raised and the communicated value of parenting and children.”

## **Theme #2: Colleges/District Dysfunction**

The issues, problems and barriers categorized into the theme of *Colleges/Districts Dysfunction* was highly important rated as a pressing issue, problem and/or barrier including:

1. ECE faculty not having a role in the lab program regarding policies, procedures, practices, staffing, children classroom assignments, hiring, and student assignments;
2. Disconnect between ECE faculty and managerial staff at lab school;
3. Lab schools as separate entities than academic programs (yearly plans and program reviews not supporting each other); and
4. Lab school housed in separate college department from the ECE academic program/department resulting in different administrators not understanding the needs of the academic program and lab school.

Regarding the *theme of colleges/district system dysfunction*, the ECE experts recommended viable solutions to address college/district dysfunction. In conjunction

with educating colleges/districts on the importance of ECE, several experts stated it is critical to educate the policy-makers about the importance of the academic programs and lab school being interconnected. Dysfunction occurs when lab schools are not in sync with the academic programs. Continuing with advocacy efforts on the importance of the ECE with the lab school was recommended.

One ECE expert wrote that the “college ‘lab’ school needs to decide whether it is a student services program or a training program.” Another expert specified that the *key* is they must be under the academic program. The deans and vice presidents must see the components of laboratory school and academic program “as a team and work with them as a team.”

An ECE expert recommended that as with all other academic areas, lab schools and ECE programs need to be housed in the same division with the same dean to ensure administrative consistency. The expert stated,

Collaboration between the lab schools and the instructional programs should be codified in the faculty and the lab school job descriptions. Consistent meetings should be required between faculty with students in the lab school and the lab school staff.

An ECE expert stated that the best situation he/she has experienced is when the lab school staff has partial teaching loads as faculty members (e.g., lab school position is 40 percent and faculty position is 60 percent). “Then there is consistency between what the students are learning and doing/seeing.”

Regarding lab schools needing to be connected with the academic program, an expert wrote,

This is not an issue on our campus, but I can see it is a problem for others. About 15 years ago, we appointed a child development department faculty [member] to be a liaison between the center and department on campus. This liaison oversees the center director and works with the dean. This has been vital to the success of building a bridge between the center and the department. We are all working for the same goal.

Regarding the issue of college/district dysfunction, it was suggested by an ECE expert that a resolution at the state Academic Senate for California Community Colleges is needed. “I do believe that this is a top down issue—if we see the lab as an academic program then there should be standards in place at a statewide level.”

It was also advised by a panelist that a system-wide study and set of recommendations regarding standards, policies, structure, and staffing be commissioned by the state chancellor's office and implemented. “This was last done in the early 1980s and it had a significant impact, but clearly it needs to be done again.”

The experts would welcome legislation establishing standards and funding for child development laboratory schools. An expert cited,

I think it would also be good to convene a group, or start a CAP-like project that brought CD faculty and staff together to come up with their own set of recommendations, standards, structure, etc. I think once quality standards are defined for the lab schools they should be accredited (preferably, but not necessarily, by NAEYC [National Association for the Education of Young Children]) to assure that we provide the highest quality care and student learning experience.

Regarding lab schools and the academic programs connections, an expert wrote, “It is all about creating relationships.” There must a connection between both the lab school and the academic program. It “takes time and a commitment by both faculty and CDC [child development center] staff.” Another expert recommended to “not give up on relationship between the lab school and CD [child development] department.” Another panelist cited,

I have been in the field of ECE for 30+ years. If we are teaching children to negotiate, problem-solve, be respectful, learn to work together and work as a team, then the ECE community must ‘Walk their Talk.’ I am learning to be more proactive than reactive which is very hard to do.

### **Theme #3: Lack of Financial Support**

The issues, problems and barriers categorized into the theme of *Lack of Financial Support* highly rated as a pressing issue, problem and/or barrier including:

1. Lack of funds to provide a high-quality lab program;
2. Lack of financial support to maintain high-quality teaching staff at master teacher level or above;
3. Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices;
4. If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher-training facilities;
5. Higher costs associated in operating a high-quality lab school;
6. Danger of losing the lab after severe cutbacks every year;

7. Inability to provide high-quality lab school based solely on parent/student fees;  
and
8. No state funding formula from Chancellor's office to support ECE lab schools;  
Regarding the lack of funding, multiple ECE experts championed that the California Chancellor's office needs to show leadership recognizing child development laboratories schools as a "collegiate" laboratory so child development laboratory schools can receive lab status and funding. An expert suggested that using the recent data gathered by California Community College Early Childhood Educators and Child Development Training Consortium (The California Community Colleges Centers/Lab School Report (California Community College Early Childhood Educators and the Child Development Training Consortium [CCCECE and CDTC], 2014). "If the chancellor took the lead this would be less of an issue," quoted an ECE expert.

It was also recommended by an expert that the California Department of Education (CDE) Early Education and Support Division (EESD) also needs to recognize the work that lab schools do to prepare the ECE workforce. When programs are receiving funding from the CDE to provide childcare for disadvantaged children, the reimbursement rates should be increased for lab schools to cover the additional costs of mentoring college students. "The reimbursement rate from CDE needs to be adjusted to reflect the additional costs, responsibilities, and role of the lab schools in preparing the ECE workforce." Another expert wrote, "I think because of the extra demands that a lab school has there should be a special state designation for lab schools at colleges (all levels) that comes with increased funding for these programs."

One expert recommended pulling out of CDE state funding and changing the funding source of the lab school to a private program using college funding and parent tuition. The expert argued, “thus, not being committed to state regulated curriculum (inappropriate), and offering a true learning program for the students and children.”

Another expert furthered advocated for a change in funding,

We need to have a new funding model for lab schools who receive monies from the state. Also a piece of the expectations is that center staff receive adequate in-service training and education opportunities, perhaps at a statewide conference.

ECE experts suggested other funding sources for lab schools including First Five California, community college district board of trustees, and grants. One expert suggested that if the lab school staff was redefined as part of the classified staff union it would reduce costs and the union would protect them.

Regarding viable solutions funding sources, an expert wrote, “Our CDC [child development center] director has looked for a variety of funding sources.” The expert elaborated that the programs need to “continue looking for creative solutions as our field continues to change.”

An ECE expert advocated for more state legislation to establish standards and regulations for staffing and funding to augment the shortage of funds for lab schools. If the state legislature would add language to the education code requiring districts/colleges to fund the lab schools, it could be enforced legally.

A panelist promoted more active public relations (PR) to counteract for the lack of funding issue facing lab schools. Regarding promoting PR an ECE expert stated,



Lab schools and [ECE] departments must be a united front in working to educate and advocate for the lab school on campus. The research is out there to show how successful children can be if given high quality early childhood experiences.

There needs to be active public relations!

Another ECE expert summed up his/her thoughts regarding the lack of funding for child development laboratory schools: “This is the most pressing issue and it will continue to be so. I am not sure what the answer is. Until California sees Early Childhood Education as a workforce entity things are not going to change.”

#### **Theme #4: Low Paying Job Market**

The theme of *Low Paying Job Market for the ECE Field* was presented to the ECE experts as a highly rated as a pressing issue, problem and/or barrier. An expert stated that this issue needs “to start at the federal and state levels. It is really hard to provide a solution to this problem until society as a whole realizes how important ECE teachers are to the success of society as a whole.”

Another expert wrote,

With the recent 'push' for students to complete programs for higher-paying jobs (i.e., Salary Surfer), this is a particular challenge for our field right now. [Lab schools need to] utilize resources like Center for the Study of Child Care (U.C. Berkeley) to show [the] importance of a well-trained and well-paid ECE staff.

[Salary Surfer is hosted on the California Community College Chancellor’s Office website. It uses aggregated earnings of community college certificate and degree graduates and provides an estimate on the potential salaries to be earned after two years

and after five years completing a certificate or degree in a program of study (California Community College Chancellor's Office [CCCCO], 2014c).]

An ECE expert also advocated having a statewide standard pay scale. "With the state looking at an ECE credential (on the governor's desk), the salaries will rise, however, with the state funding will come the regulatory bodies including curriculum and assessment." [The researcher was unable to verify that the ECE credential has reached the governor's desk but the task group is making recommendations for the development of the credential (CTC Stakeholders and CTC-Appointed Task Group, 2013).]

Another expert wrote about raising the pay for early childhood practitioners by linking ECE with public education. "This will help solve that problem although it opens up a number of other potential (and likely) problems."

An ECE expert opined,

The key here is to acknowledge why we are low paying—no federal subsidy and the lack of understanding that ECE teachers do need higher education. The field is too disconnected on what the training needs to be—in CA they allow too many ways to be an ECE teacher—they go by the generalist piece with 'related fields' way too broad and that has gotten us into trouble. Pay is a complex problem until we have a federal funding formula like K-12 and continue to allow multiple ways to be qualified, we will struggle.

Several experts cited that they did not see low paying job market as a specific issue for laboratory schools but an issue for the ECE field. An expert panelist quoted,

I don't see this as an issue specifically for college lab schools; it is an issue for the field in general. I think we are continuing to make progress in this area as we

increase education, work together to support legislation, and demonstrate the professionalism of the field.

ECE experts again cited the need for state legislative support and leadership from the state chancellor's office to increase salaries. "Raise the educational requirements for preschool teachers. We cannot expect to be paid on par with K-12 teachers when ECE practitioners only need 12 units and K-12 are required to have bachelor degrees and credentials."

Public relation advocacy efforts were again proposed by some of the experts: "There needs to be a clear understanding that no economic and workforce development can move forward if there is no childcare for the workers," stated a panelist. The expert cited that "there also needs to be recognition of the role that early learning and care plays in the future workforce" and referred to the James J. Heckman analysis of *Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy* (Heckman, 2012).

Another approach offered by an ECE expert for public relation advocacy is to highlight the career ladder and how there are higher paying positions making \$60,000 to \$145,000. The expert also cautioned how current ECE practitioners are aging and will soon be retiring; we are looking at a workforce "shortage in our field in regards to ECE people with higher degrees."

An expert promoted the solution of surveying other lab schools and using the data collected to increase salaries for lab school staff. Another ECE panelist argued "if colleges supported centers financially, they could offer higher pay." More financial support is needed due to the low paying ECE field.

The complex issue of low pay in the ECE field was recast by an expert, “Pay is a complex problem until we have a federal funding formula like K-12 and continue to allow multiple ways to be qualified we will struggle.” An ECE expert wrote, the “ECE field needs a professionalism overhaul. ‘WE’ are still not articulate about what we do and how this contributes to the foundation of learning for life.”

#### **Theme #5: The Challenge of Offering Infant/Toddler Programs**

The issues, problems and barriers categorized into the theme of the *challenge of offering infant/toddler programs* was highly rated as a pressing issue, problem and/or barrier by experts including:

1. Infant/toddler programs are too expensive to incorporate into the lab school;  
and
2. Limited infant/toddler lab school practicum opportunities.

An ECE panelist suggested developing strategies to bring infant/toddler programs back into the labs by collaborating with local First Five California, county office of education resource and referral services, local planning councils, and seeking grants to assist with financing.

Another expert stated that the lack of infant/toddler programs is connected to lack of financial support from the state department of education, early education support division. “The CDE/EESD [California Department of Education Early Education Support Division] MUST reimburse infant/toddler care at the true cost of care.” Another expert wrote regarding state funding, “there needs to be a significant investment from the state in infant/toddler care and education. This means a realistic reimbursement rate for children of this age.” An ECE expert noted,

We want to add one [an infant/toddler program] in our restructuring but we need to look at the reimbursement rate versus our costs to see if we can afford [it].

They are more costly programs and need a different funding level.

A panelist wrote that his/her district supported the infant/toddler program as a part of the academic program: “Our center has expanded infant/toddler spaces due to demand. Again, financial support seems to be the issue.”

Multiple ECE experts mentioned state funding regarding offering infant/toddler programs. An ECE expert opined,

Infant/toddler programs should be available as part of (but separately identified and funded so programs still have choice) state guidelines for lab schools. With a state designation of lab school that includes increased funding for these programs quality infant/toddler programs would be more viable.

An expert also advocated that if the state chancellor’s office would designate the official status of child development laboratory schools, then lab schools would receive funding for infant/toddler programs.

A viable solution offered by an expert regarding the shortage of infant/toddler programs in the community was using infant/toddler programs in the community since not all college lab schools can afford to offer them. Another panelist shared regarding infant/toddler programs,

Fortunately I have a small infant/toddler program. This is the passion of my work.

Infant/Toddler care is the most important issue of professionalism (we are not sitting on babies "baby sitting"). I cannot believe this term is still used.

## **Theme #6: The Increase of Transitional-Kindergarten (TK) classrooms**

The theme of the *increase of transitional-kindergarten (TK) classrooms affecting the enrollment of four-year-olds in child development labs* was highly rated as a pressing issue, problem and/or barrier. The transitional-kindergarten classrooms are derived from the Kindergarten Readiness Act of 2010, when California Senate Bill (SB) 1381 amended the California Education Code to change the required birthday for admission to kindergarten and first grade and established a transition-to-kindergarten program for four-year-olds (California Department of Education [CDE], 2014). Most TK programs are being offered by the California K-12 public school district system, essentially a new grade level. Since a large part of enrollment at community college laboratory schools are pre-kindergarten four-year-olds, there is concern that the lab schools would lose the four-year-olds to the public schools with the result of destabilizing the lab school funding and decreasing enrollment.

Multiple experts championed the continuation of advocacy and education efforts to state policymakers as a solution for California TK. Once again, the ECE experts proposed the solution for laboratory schools to continue education and advocacy to state and local leaders throughout the state.

Some experts are concerned that putting four-year-olds in the public school system will result in inappropriate educational practices for young children. An expert suggested “working with local school districts to make sure that the TK programs that do exist are developmentally appropriate.” Advocacy for stricter, more appropriate regulations is important for the children participating in TK. “TK is a problem for ALL child care centers, not just lab schools. Everyone needs to unite and show how

inappropriate the school districts are handling TK and we need those children back,” stated an ECE expert.

One expert cautioned that not all four-year-old children are ready for TK. The panelist suggested working closely with TK programs in elementary schools to be sure that children who are not ready for TK “are urged to stay in early childhood/preschool programs.” In fact, an ECE expert indicated that many programs “are getting four-year-olds back when parents become unhappy with TK.”

Several ECE experts mentioned that community college lab schools should be treated as local education agencies (LEA) and receive the average daily attendance (ADA) by the California Department of Education. Since the TK regulations allow the designation of “local education agencies,” a possible solution to losing four-year-olds from laboratory schools would be to establish the community college lab school as a LEA. Legislation has designated that local education agencies may offer TK programs (CDE, 2014). An ECE expert wrote that “if community colleges could act as [a] LEA then they should be able to run their own transitional-kindergarten programs too.” Regulations may allow lab schools to serve as an LEA offering a TK classroom, but the program and teachers would need to meet the qualifications (CDE, 2013). The CDE has listed TK teacher education and experience as follows:

TK teachers are required to have at least one credential by the Commission on Teacher Credentialing (CTC); and by August 2020 have one of the following:  
24 units in early childhood education or child development, or both;  
professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education (as determined by an LEA); or

a child development permit issued by the CTC. While current TK teachers are "grandfathered in," any TK teachers hired after July 1, 2015, will have 5 years to meet the above-mentioned education requirements (Governor's State Advisory Council on Early Learning and Care, 2013, p. 7).

An expert offered that state preschools could serve the role as a site where early childhood education students (including TK teachers) can meet their "supervised field experience" requirement for the California Child Development Permit.

"Community Colleges should be identified as LEAs for the purpose of TK and be allowed to provide TK services for children and receive ADA for that work" stated a panelist. Another ECE expert indicated that Debra McMannis, the director of the California Department of Education, Early Education and Support Division, affirmed that community colleges are local education agencies. The process of how lab schools could apply to become a local education agency is listed on the CDE website (CDE, 2013).

An ECE expert is investigating having a TK classroom at his/her lab school and is looking to fund the program so the lab school could model an appropriate "constructivist approach." Another expert offered the solution that implementing partnerships with school districts for developing statewide charters for transitional-kindergarten would create opportunities at community college laboratory schools.

Several experts were not convinced that this area is a concern for lab schools. "I don't see this as an issue," stated an ECE expert. "There are plenty of children 0-4 who need care and plenty of parents who will not choose TK." Another expert stated,

I see this more as a transition in the field and not necessarily a main issue that can be addressed. Parents want free programs for their children as early as possible,



so college lab schools, as well as preschool programs throughout the state, will need to redefine the programs to some extent to adjust to this change in [the] population in the programs. There will still be 4-year-olds in the programs, just not as many. Perhaps this means we need an even stronger focus on infant/toddler care since now we have to prepare children to enter school at four instead of five.

Two ECE experts addressed the need for early education and care academic programs to incorporate coursework to meet the state TK focus and workforce potential for the ECE students.

Due to the statewide trend of losing laboratory schools, an expert wondered where would TK practica occur? Another expert advocated TK practicum course be offered at “lab programs not only from the college but also from off campus sites.”

An ECE expert’s solution in response to TK is to change the structure of his/her laboratory school. If four-year-old enrollment is being reduced, then the expert is researching starting a toddler program.

### **Discussion and Interpretation of Round-Three Survey**

The round three survey question attempted to ascertain the most viable solutions to help California child development laboratory schools maintain viability based on the most pressing issues, problems, and barriers. It is evident from the results that have emerged from this round that ECE experts have multiple recommendations for viable solutions to help California child development laboratory schools. Consistencies amongst the experts were initiating/continuing more advocacy efforts at the state and local levels. The panelists also recommended using public relation (PR) practices as promoting viability for the labs. Building strong relationships, working with local school

districts, and establishing the lab schools as local education agencies, would serve the lab school programs well according to the ECE experts.

There was less consistency with the experts on viable solutions regarding the low wages for the ECE field. There was not unanimity regarding solutions for lab schools when faced with California transitional-kindergarten.

### **Summary of the Study**

The exploration of the data consisted of both quantitative and qualitative analyses. The California Community College Child Development Laboratory survey attempted to ascertain the issues, problems and barriers facing California community college child development lab schools, rate the importance of the issues, problems and barriers, and offer solutions based on the issues, problems and barriers. Sixteen expert panelists were sent the first-round survey with the question, “According to a panel of experts, what are the most pressing issues, problems and barriers facing California community college child development labs?” Thirteen panel members responded with 48 responses. The issues, problems and barriers were itemized, removing duplicate answers, and 43 distinct responses were given.

In Round Two, thirteen ECE experts were sent the question, “How do the ECE experts rate the importance of the issues, problems, and barriers identified in Research Question 1?” The results of the ratings were tabulated, analyzed, and categorized into six themes. The six themes were: (1) colleges/districts not understanding the importance of child development laboratory schools; (2) colleges/district system dysfunction; (3) lack of financial support; (4) low paying job market; (5) the challenge of offering infant/toddler

programs; and (6) the increase of transitional-kindergarten classrooms affecting the enrollment of 4-year-olds in child development laboratories.

Thirteen panel members responded to the third-round survey asking the experts the question, “For the most highly rated issues, problems, and barriers identified in Research Question 2, what are the experts’ recommendations for the most viable solutions to help California Child Development Labs maintain viability? Responses were analyzed and written into a descriptive narrative. Trends were noted from the written experts’ responses to determine what relationship, if any, existed between the experts’ solutions offered.

Answers to the research questions were examined to determine if there was consensus among the experts about the issues, problems and barriers facing California community college child development lab schools, rate the importance of the issues, problems and barriers, and offer solutions based on the issues, problems and barriers.

Chapter V follows with a discussion of the findings of the California community colleges child development laboratory study, conclusions, and recommendations for future research.

## CHAPTER V

### Summary

The care and education of young children has been receiving renewed attention as ongoing research reveals that high-quality early childhood care and education (ECE) programs has a substantial impact on young children's development (Camilli et al., 2010; Yoshikawa et al., 2013). Researchers throughout the nation have asserted that investing in ECE, taxpayers receive a high average return in young children's cognitive and social skills, improved academic achievement, increased employment, and a reduction in crime (Barnett, 2003; Barnett 2013a; Calman & Tarr-Whelan, 2005; Levin & Schwartz, 2012; Reynolds et al., 2011; and Yoshikawa et al., 2013).

To achieve high-quality results, early care and education practitioners require training and specialized education in ECE (Whitebook; 2014). In California, 75 percent of ECE practitioners begin coursework in the California Community College system (Whitebook, Bellm, Lee, & Sakai, 2005). Many California community colleges early childhood care and education programs have laboratory schools where college students can "generate knowledge" regarding child development and best practices in early childhood care and education (McBride et al, 2012). Laboratory schools provide a rich setting for conducting observations, implementing activities, and developing responsive interactions to support young children's growth and development (American Institutes for Research (AIR), 2012).

Despite the valuable role that laboratory schools play in preparing ECE practitioners in California, community college lab schools in California are being threatened with lack of funding, classroom closures, downsized programs, and at some

colleges, unsupportive campus climates (California Community College Early Childhood Educators and Child Development Training Consortium [CCCECE and CDTC], 2014). The majority of lab schools throughout California have reduced their services to students and families. Over the last three years, 1,367 spaces for lab school children were cut at 83 community colleges laboratory schools and twelve ECE programs have been forced to close their lab schools (California Community College Early Childhood Education [CCCECE], 2014). Early childhood care and education programs at California community colleges are searching for survival strategies to contest the most pressing issues, problems and barriers facing the laboratory schools and seek viable solutions to ensure the sustainability of the community college child development laboratory programs.

### **Purpose Statement**

The purposes of this Delphi study were (a) to examine the most pressing issues, problems and barriers facing California community colleges child development labs programs; (b) rate the importance of the issues, problems, and barriers identified; and (c) elicit experts' recommendations for the most viable solutions to help California child development laboratory programs maintain viability.

### **Research Questions**

The following research questions were addressed in this study:

1. According to a panel of experts, what are the most pressing issues, problems and barriers facing California child development labs?
2. How do the experts rate the importance of the issues, problems, and barriers identified in Research Question 1?

3. For the most highly rated issues, problems, and barriers identified in Research Question 2, what are the experts' recommendations for the most viable solutions to help California Child Development Labs maintain viability?

### **Method**

A Delphi method was utilized enlisting a panel of ECE experts to identify and rate the most pressing issues, problems and barriers, and generate viable solutions for California child development laboratory schools' viability. The data collection process involved a series of survey rounds using the same panel of experts to answer the research questions. The Delphi method offers the advantages of using regional experts combined with anonymity, systematized questions, controlled feedback, and group responses forming statistical data for the experts' validation.

### **Population**

Based on the advantages of the Delphi method, subject matter experts were identified throughout California to participate in the study. Experts included ECE faculty, ECE administrators, state leaders serving on task forces or advisory groups, program directors, and site supervisors.

### **Sample**

Purposive (nonprobability) sampling was used to solicit ECE panelists based on their expertise with California child development lab schools and their region. Thirteen ECE experts participated in answering the California Community College Child Development Survey.

## **Survey**

To collect the data, online surveys were sent to subject-matter experts' deliberating on the research questions. The surveys were sent in three rounds to the ECE expert panelists to answer the research questions. Open-ended questions were sent to the panelists to solicit descriptive responses on the issues, problems and barriers facing California community college child development laboratory schools and the possible solutions for lab school viability.

## **Major Findings**

Corresponding to each research question in the order in which it was posed to the ECE experts, the following results emerged.

### **Research Question 1**

In conjunction with Research Question 1, the ECE experts generated forty-three separate issues, problems and barriers currently facing California community college child development lab schools including:

1. ECE faculty not having a role in the lab program regarding policies, procedures, practices, staffing, children classroom assignments, hiring, and student assignments;
2. Disconnect between ECE faculty and managerial staff at lab;
3. Lack of state standards for staffing of lab schools;
4. Lack of definitions of what constitutes a quality environment and expectations of quality practices;
5. Lack of state standards for staffing and qualifications for director/manager;
6. Lack of funds to provide a high-quality lab program;

7. No state expectation requiring NAEYC accreditation status for all lab schools;
8. Lack of funds to offer lab services at varying hours for all students;
9. Lack of financial support to maintain high-quality teaching staff at master teacher level or above;
10. Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices;
11. College/Districts viewing lab schools as "free child care for students" but failing to see the importance of lab schools for children, college students, and faculty research;
12. Colleges/Districts not viewing lab schools comparably to other student laboratories on campus;
13. Colleges/Districts not supporting the ECE program;
14. Colleges/Districts not seeing the value of ECE lab schools for the students and community;
15. Low paying job market for ECE field;
16. Colleges/Districts not understanding the importance of ECE;
17. Lack of resources for new buildings;
18. Limited infant/toddler lab school practicum opportunities;
19. Infant/toddler programs too expensive to incorporate into the lab school;
20. No state funding formula from Chancellor's office to support ECE lab schools;
21. Loss of financial support from campus/district;
22. Lack of secure funding;



23. Lack of a clear understanding among administrators, campus faculty, and board of trustees of the critical importance of childcare to college student parents;
24. Lack of quality standards at the lab school;
25. No “funded” designated time for teachers in lab classrooms to meet with ECE students;
26. If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher–training facilities;
27. Higher costs associated in operating a high-quality lab school;
28. Lab schools are not congruent with the early educational philosophies in the ECE/child development courses;
29. There are no official designation or requirements for lab schools, so colleges have to define them on their own;
30. ECE programs being told we are not “in the business of providing child care” so the lab school is unnecessary for ECE program;
31. Danger of losing the lab after severe cutbacks every year;
32. Lab schools as separate entities than academic programs (yearly plans and program reviews not supporting each other);
33. Inability to provide high-quality lab school based solely on parent/student fees;
34. Lab school housed in separate college department from the ECE academic program/department resulting in different administrators not understanding the needs of the academic program and lab school;

35. Lab teachers are in the classified staff union requiring higher pay, medical benefits, and other requirements affecting the lab school funding;
36. Increase of transitional-kindergarten classrooms affecting the enrollment of 4-year olds in child development labs;
37. Funding sources often require policies, curriculum, assessment tools that are not aligned with the philosophy of the CD lab or the CD department;
38. Lack of understanding about the need for lab schools that demonstrate best practices to ECE students and the community;
39. The blurring of lines between campus childcare and campus child development labs;
40. Since the lab is housed in student services, it is not set up systemically for the academic program or the students' convenience;
41. Faculty are not on lab teacher hiring committees;
42. Lead teachers spending much time with DRDPs that the least qualified teachers are with the children; and
43. High-turnover in staffing (serious concern for child attachment/bonding).

Consistent issues cited by most of the experts include colleges/districts not supporting or seeing the need, value, and importance of ECE lab schools. The experts also listed colleges/districts not viewing the lab schools comparable to other student laboratories on campus as very important. The panelists listed the lack of financial support for child development lab schools as an issue, problem and barrier. The issues of “disconnect” between lab school managers and ECE faculty and not being housed in the same college department were also listed as problem. The challenge of offering resource

intensive infant/toddler programs was cited as an issue, problem and barrier by the experts. Another concern was the emergence of California Transitional-Kindergarten being implemented in K-12 school districts.

### **Research Question 2**

For Research Question 2, the experts rated the items that were generated from the first round of the survey. The issues, problems and barriers rated as *very important* are as follows (in descending order of mean scores):

1. Colleges/Districts not seeing the value of ECE lab schools for the students and community;
2. Colleges/Districts not viewing lab schools comparably to other student laboratories on campus;
3. Lack of understanding about the need for lab schools that demonstrate best practices to ECE students and the community;
4. College/Districts viewing lab schools as "free child care for students" but failing to see the importance of lab schools for children, college students, and faculty research;
5. Colleges/Districts not supporting the ECE program;
6. Colleges/Districts not understanding the importance of ECE;
7. Infant/toddler programs too expensive to incorporate into the lab school;
8. Loss of financial support from campus/district;
9. Lack of secure funding;
10. Danger of losing the lab after severe cutbacks every year;
11. Lack of funds to provide a high-quality lab program;

12. ECE programs being told we are not “in the business of providing child care” so the lab school is unnecessary for ECE program;
13. Higher costs associated in operating a high-quality lab school;
14. Disconnect between ECE faculty and managerial staff at lab school;
15. Lab schools as separate entities than academic programs (yearly plans and program reviews not supporting each other);
16. If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher–training facilities;
17. Limited infant/toddler lab school practicum opportunities;
18. Low paying job market for ECE field;
19. ECE faculty not having a role in the lab program regarding policies, procedures, practices, staffing, children classroom assignments, hiring, and student assignments;
20. No state funding formula from Chancellor's office to support ECE lab schools;
21. Lack of a clear understanding among administrators, campus faculty, and board of trustees of the critical importance of childcare to college student parents;
22. Lack of financial support to maintain high-quality teaching staff at master teacher level or above;
23. Inability to provide high-quality lab school based solely on parent/student fees;
24. Lab school housed in separate college department from the ECE academic program/department resulting in different administrators not understanding the needs of the academic program and lab school;

25. There are no official designation or requirements for lab schools, so colleges have to define them on their own;
26. Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices;
27. No “funded” designated time for teachers in lab classrooms to meet with ECE students; and
28. Lab schools are not congruent with the early educational philosophies in the ECE/child development courses.

The issues, problems and barriers rated as *important* by the ECE experts are as follows (in descending order of mean scores):

1. Lack of definitions of what constitutes a quality environment and expectations of quality practices;
2. Increase of transitional-kindergarten classrooms affecting the enrollment of 4-year olds in child development labs;
3. The blurring of lines between campus childcare and campus child development labs;
4. High-turnover in staffing (serious concern for child attachment/bonding);
5. Lab teachers are in the classified staff union requiring higher pay, medical benefits, and other requirements affecting the lab school funding;
6. Lack of quality standards at the lab school;
7. Faculty are not on lab teacher hiring committees;
8. Lead teachers spending so much time with the DRDPs that the least qualified teachers are with the children;

9. Funding sources often require policies, curriculum, assessment tools that are not aligned with the philosophy of the CD lab or the CD department;
10. Lack of state standards for staffing of lab schools;
11. Lack of state standards for staffing and qualifications for director/manager
12. Lack of resources for new buildings;
13. Lack of funds to offer lab services at varying hours for all students; and
14. No state expectation requiring NAEYC accreditation status for all lab schools.

All issues, problems, and barriers received a mean score of (1) very important or (2) important by the expert panelists.

### **Research Question 3**

Research Question 3 asked the ECE experts to offer viable solutions in response to the issues, problems and barriers highly rated in round two. The highly rated issues, problems and barriers posed to the experts for their consideration were categorized into six themes encompassing: (a) colleges/districts not understanding the importance of CD lab schools; (b) college/district system dysfunction; (c) lack of financial support; (d) low paying job market for the ECE field; difficulty offering infant/toddler programs; and (e) the increase of transitional-kindergarten classrooms affecting the enrollment of 4-year-olds in child development labs.

#### **Colleges/Districts Not Understanding the Importance of CD lab schools**

Regarding the issue, problem and barrier of *colleges/districts not understanding the importance of CD lab schools*, the experts suggested:

1. Continue building strong relationships and educate administrators on the importance of child development laboratory schools;

2. Use effective strategies that have been implemented statewide;
3. Be involved on various committees on campus to educate faculty, staff, administrators, and board members;
4. Highlight that laboratory schools are teacher-training sites, not just campus child care;
5. Develop a brochure outlining the benefits to students;
6. Connect with student success committees at the colleges;
7. Obtain testimonials from students;
8. Gather support of employers who want a qualified workforce;
9. Ask administrators to volunteer 10-15 hours per semester to validate the importance that child development laboratory schools offer;
10. Promote an official designation of lab school by the California community college chancellor's office (CCCCO) as well as specific funding from the state to help colleges support these programs;
11. Obtain recognition by CCCCCO that child development laboratories are educational labs;
12. Garner leadership from college presidents, boards, and the ACCJC [Accrediting Commission for Community and Junior Colleges] for assistance to CD lab schools;
13. Secure future legislation;
14. Seek potential funding sources including the CA Early Childhood Mentor Program, Child Development Training Consortium, and California Department of Education; and

15. Secure funding streams for laboratory schools via proposed 0-8 teaching credential.

### **Colleges/District System Dysfunction**

Regarding the *theme of colleges/district system dysfunction*, the ECE experts' recommended viable solutions to address college/district dysfunction including:

1. Educate colleges/districts on the importance of ECE;
2. Educate the policy-makers about the importance of the academic programs and lab school being interconnected;
3. Continue with advocacy efforts on the importance of the ECE with the lab school;
4. Strive to present lab schools and the academic program as a team;
5. Advocate for the need to have lab schools and ECE programs housed in the same division with the same dean to ensure administrative consistency;
6. Develop a system-wide study and set of recommendations regarding standards, policies, structure, and staffing be commissioned by the state chancellor's office and implemented;
7. Campaign for legislation establishing standards and funding streams for child development laboratory schools;
8. Keep a connection between both the lab school and the academic program; and
9. Do not give up on relationship between the lab school and ECE department.

### **Lack of Financial Support**

Regarding the issues, problems and barriers categorized into the theme of *Lack of Financial Support* the ECE experts' recommended viable solutions including:



1. Advocate for the California Chancellor's office to show leadership recognizing child development laboratories schools as a "collegiate" laboratory so child development laboratory schools can receive lab status and funding;
2. Use the recent data gathered by California Community College Early Childhood Educators and Child Development Training Consortium (CCCECE and CDTC, 2014);
3. Seek recognition from the California Department of Education (CDE) Early Education and Support Division (EESD) for the work that lab schools do to prepare the ECE workforce;
4. Adjust the reimbursement rate from CDE needs to reflect the additional costs, responsibilities, and role of the lab schools in preparing the ECE workforce;
5. Obtain a special state lab school designation to increase lab school funding due to the extra demands of teacher training;
6. Pull out of CDE state funding and change the funding source of the lab school to a private program using college funding and parent tuition;
7. Develop a new funding model for lab schools who receive monies from the state including in-service training and education opportunities for lab school personnel;
8. Obtain funding sources for lab schools including First Five California, community college district board of trustees, and grants;
9. Redefine the lab school staff as part of the classified staff union;
10. Continue looking for creative funding solutions as our field continues to change;
11. Advocate for state legislation to establish standards and regulations for staffing and funding to augment the shortage of funds for lab schools; and

12. Continue active public relations (PR) to campaign for the lack of funding issue facing lab schools.

### **Low Paying Job Market for the ECE Field**

Regarding the issues, problems and barriers categorized into the theme of *Low Paying Job Market for the ECE Field*, the ECE experts' recommended viable solutions including:

1. Start at the federal and state levels;
2. Utilize resources like Center for the Study of Child Care (U.C. Berkeley) to show the importance of a well-trained and well-paid ECE staff;
3. Implement a statewide standard pay scale;
4. Raise the pay for early childhood practitioners by linking ECE with public education;
5. Acknowledge why ECE is low paying—no federal subsidy and the lack of understanding that ECE teachers do need higher education;
6. Implement a federal funding formula like K-12;
7. Obtain state legislative support and leadership from the state chancellor's office to increase salaries;
8. Raise the educational requirements for preschool teachers;
9. Continue public relations advocacy efforts;
10. Highlight the career ladder of higher paying positions making \$60,000 to \$145,000;
11. Emphasize how current ECE practitioners are aging and will soon be retiring creating a shortage in the field for ECE people with higher degrees;

12. Survey other lab schools and using the data collected to increase salaries for lab school staff;
13. Obtain college financial support to offer higher pay;
14. Implement federal funding formula like K-12; and
15. Become articulate about what ECE does and how ECE contributes to the foundation of learning for life.

### **The Challenge of Offering Infant/Toddler programs**

Regarding the issues, problems and barriers categorized into the theme of *the challenge of offering infant/toddler programs* the ECE experts' recommended viable solutions including:

1. Develop strategies to bring infant/toddler programs back into the labs by collaborating with local First Five California, county office of education resource and referral services, local planning councils, and seeking grants to assist with financing.
2. Promote the California Department of Education Early Education Support Division to reimburse infant/toddler care at the true cost of care;
3. Advocate for a significant investment from the state in infant/toddler care and education to make a realistic reimbursement rate for children of this age;
4. Expand infant/toddler spaces due to demand;
5. Establish state designation of lab schools and state guidelines for lab schools and infant/toddler programs to be funded; and
6. Use infant/toddler programs in the community since not all college lab schools can afford to offer them.

## **Increase of Transitional-Kindergarten (TK)**

Regarding the issues, problems and barriers categorized into the theme of *increase of transitional-kindergarten (TK) classrooms affecting the enrollment of four-year-olds in child development labs*, the ECE experts' recommended viable solutions including:

1. Continue advocacy and education efforts to state policymakers as a solution for California TK;
2. Work with local school districts to make sure that the TK programs that do exist are developmentally appropriate;
3. Advocate for stricter, more appropriate regulations for the children participating in TK;
4. Collaborate closely with TK programs in elementary schools to be sure that children who are not ready for TK “are urged to stay in early childhood/preschool programs;”
5. Use state preschools as a site where early childhood education students (including TK teachers) can meet their “supervised field experience” requirement for the California Child Development Permit.
6. Community colleges should be identified as Local Education Agencies for the purpose of TK and be allowed to provide TK services for children and receive ADA for that work;
7. Investigate having a TK classroom at the lab school;
8. Seek funding for the TK program so the lab school could model an appropriate “constructivist approach;”

9. Implement partnerships with school districts for developing statewide charters for transitional-kindergarten;
10. Incorporate coursework to meet the state TK focus and workforce potential for the ECE students;
11. Advocate TK practicum course be offered at lab and off campus sites; and
12. Change the structure of laboratory school by increasing enrollment in a toddler program.

### **Unexpected findings**

An unexpected finding from this study on California community colleges child development laboratory schools was the lack of leadership from the California Community College Chancellor's office. Multiple ECE experts mentioned how the CCCCCO needs to recognize the role that lab schools play toward the education of California community college students' pursuing a career in the field of ECE. The state chancellor's office could ease the issues, problems and barriers faced by the ECE laboratory school by legitimizing the important mission the lab school fulfills in hands-on teacher-training, studying, and researching young children.

### **Conclusions**

*"It is easy to be tolerant of the principles of other people if you have none of your own."  
-Herbert Samuel*

The following conclusions emerged from the findings of this investigation of California community colleges child development laboratory schools. The recognition and importance of high quality ECE has been affirmed throughout the literature (Camilli et al., 2010; Yoshikawa et al., 2013). The positive effects of high quality early childhood education and care programs have demonstrated increasing language, literacy, early math

skills, social outcomes, emotional outcomes, and improving health for young children (Barnett, 2013b). Metanalyses have estimated that taxpayers receive a return of seven dollars for every dollar spent investing in ECE (Heckman, 2012; Yoshikawa et al., 2013). There are increasing national and state expectancies placed on early childhood care and education programs for high quality ECE programs in order for the children to receive the positive effects. High quality is linked to specialized education in early childhood education and care (Whitebook, 2014).

California community colleges are the primary source for preparing the ECE workforce. The California child development lab schools' mission is to prepare ECE practitioners, provide a laboratory where college students can study and research child development/education, and offer a service to children and families (Cassidy and Sanders, 2001; McBride, 1996; McMullen & Lash, 2012). The lab schools' link theory-to-practice utilizing consistent pedagogy that reflects current research (Arnold-Grine, 2007; McMullen & Lash, 2012). The lab schools are also designed to accommodate college students without disrupting children's activities.

In reviewing the research literature, there are many benefits that are derived from laboratory schools to the college students, college parents, higher education institutions, lab school personnel, and the community.

The nationwide literature reveals that lab schools face barriers of lack of funding, competing missions, criticism of laboratory schools, marginalization of ECE profession, low education levels, low wages, high staff turnover, and long work hours. The ECE experts in this investigation affirmed the national trends are indeed experienced by California child development lab schools as well.

Survival strategies for laboratory schools offered in the literature included adherence to the tripartite mission, strong laboratory and academic department collaboration, flexibility with the changing times, and advocacy at the local, state, and national levels. The ECE experts cited these strategies as well as formulated strategies specific to California lab schools.

The California community child development lab schools have faced issues, problems and barriers resulting in the closures of classrooms and laboratory schools. It is ironic that child development lab schools are struggling to survive at the same time that the literature is rich with validation regarding the importance and value of ECE.

In this Delphi study, the ECE experts generated a list of multiple issues, problems and barriers facing California community child development laboratory schools. The experts rated the issues problems and barriers as *very important* or *important*. The ECE experts made recommendations of solutions for lab schools based on the highly rated issues, problems and barriers. The proposed solutions endorsed were intended to contest the issues, problems and barriers and promote viability.

In this investigation, the ideas generated by the experts offer California community colleges child development labs schools viability, strategies, and support tripartite mission of the ECE academic programs by continuing teacher preparation activities, studying and researching child development/education, and providing a service to children and families of the community.

There are five potential benefits for laboratory schools from the data gathered including: (1) providing rationale for policy construction regarding statewide community college lab programs; (2) deciphering the most pressing problems and barriers that

California community college child development laboratories are facing; (3) soliciting solutions to maintain viability for child development lab programs; (4) contributing to the development of statewide recognition and possibly legislation on funding sources for California community college child development laboratories; and (5) ensuring the survival of California community college child development laboratory schools.

### **Value and Importance of ECE Programs**

In looking for viable solutions for ECE programs, one expert offered a poignant socio-cultural opinion stating, “attitudes and understanding about Early Childhood are largely determined by how one is raised and the communicated value of parenting and children.” How administrators were raised and *socialized* to the needs of children could be an answer to why some programs receive more assistance than others from local leaders. Our society viewing early childhood with little or no value is still influential in making policy and funding choices (File, 2012; Whitebook, 2014). Although more attention is being paid to ECE, ECE has yet to fully realize the outcomes offered by high quality programs for young children.

The data revealed the higher rated problems were external factors and more challenging to control than the lower rated internal factors. ECE experts rated more highly barriers of factors *outside* the purview of ECE programs’ external control. The external factors of colleges/districts not understanding the *philosophical* value and importance of early care and education, not supporting the ECE programs and laboratory schools, not housing the academic program in the same administrative unit as the lab school, and not providing financial resources are external factors that are *outside* the control of the ECE leaders and therefore possibly more challenging to overcome.



Conversely, the experts rated lower in importance *internal* factors within the control of the local lab school programs. For example, lab schools needing to adjust operation hours or obtain NAEYC accreditation is *in* the control of the lab schools and rated lower in importance.

### **Assistance from California State Leaders**

The ECE experts recommended countering the philosophical external forces by suggesting the state chancellor's office assert more authority by recognizing child development laboratories as educational labs. "Having an official designation of lab school would help legitimize the programs as well as specific funding from the state to help colleges support these programs," according to one expert. The CCCCO recognition would combat the *philosophical* barriers that laboratory schools are not valuable or important to the ECE students, the college student body, and the community. Statewide legislation and local advocacy efforts were also widely championed by the experts as more ways to contest the lack of recognition, lack of resources, and lack of support for ECE programs.

### **More than Child Care**

A concern of the ECE experts was also raised that lab schools are being viewed exclusively as child care. College administrators and state policymakers will not understand the role lab schools serve on behalf of the academic program if considered "child care." Caring for young children—child care—is only a portion of the tripartite mission of ECE laboratory schools including (1) teacher preparation; (2) study and research of child development/education; and (3) service to children and families (Cassidy and Sanders, 2001; McBride, 1996; McMullen & Lash, 2012). ECE scholars

have warned that the three missions are indivisibly linked to one another (Clawson, 2003), and if separated, may fragment the purposes of the lab school (McBride, 1996; Wright, 2003). In some California community colleges, the lab schools three-part mission has not been supported resulting in the lack of understanding, lack of support, lack of financial assistance, and even the closure of classrooms and laboratory schools (CCCECE, 2014).

### **Implications for Action**

*“The time is always right to do what is right.” -Martin Luther King Jr.*

Based on this study, the implications for practice, decision-making, and action are as detailed for California community college child development lab schools.

### **Respond to Issues, Problems and Barriers**

California community college child development laboratory schools must continue flexibility in responding to recurring and new challenges. ECE programs on California community colleges should develop systematic statewide approaches that have been effective for successful lab schools. Statewide the child development labs could use well-established policies and standards to strengthen lab schools that are struggling against the burdens facing California community college child development lab schools.

### **Adherence to the Mission**

It’s important in times of economic scarcity to establish the value and role of child development laboratories rather than have the labs marginalized as a secondary service on campus as “only child care” (Myers, 2009). The three-part mission should inform the policies and procedures of the ECE program. The lab school needs to ensure that theory

and best practices that are taught in the college classroom are transferred to the best practices modeled for the community college students.

Lab schools must be more than “child care” programs and must be connected to the ECE academic program. If lab programs are housed outside of the academic program, its mission could be reduced to child-care-only standing and lose the opportunity of teacher-training, modeling best practices, and research into child development.

Programs not congruent with the academic program need college leadership to support the three-part mission of lab schools in full support of the college students. A hierarchal order establishing the ECE faculty’s authority would help to solidify that theory and best practices that are taught in the college classrooms are transferred to the lab to model for the college students.

### **Activism Campaign**

Advocacy efforts for ECE recognition and public resources are essential for laboratory schools to be viable. However, advocacy might not be sufficient given the low status that society places on the early education and care workforce. Perhaps increasing “advocacy” efforts to more intensive “activism” might provide traction for laboratory schools.

Presentations should be given to board of trustees, state bodies of policymakers, and local community college administrators to further explain the role of lab schools. More advocacy efforts include formulating brochures, publishing gray literature, producing videos enumerating the benefits of ECE would help a *public relations*

campaign. Outreach to decision makers must be ongoing to support the ECE workforce in California.

### **Long Term Secured Funding**

State leaders and early childhood educators need to identify federal, state, and local funding sources to provide resources to support the ECE laboratory schools. Long-term funding streams need to be secured for laboratory schools to meet the expectations of educating high quality ECE practitioners. Short-lived funding sources serve as *Band-Aids* for labs but do not provide the assurance needed for college administrators and ECE leaders to combat the ongoing issues, problems and barriers—many of which listed by the ECE are financially based. Statewide infrastructure components must be altered to secure funding sources from the public sector to address the financial need of lab schools. We can't strengthen early childhood profession development and effective teaching to improve child outcomes until the funding streams are secure.

ECE lab schools have higher costs due to the teacher-training component of the lab mission where students can study and research child development theory. Lab schools must have high quality staff (master teachers) and a model program that demonstrates best practices. If lab schools are not funded adequately, the lab will not achieve the tripartite mission of child development laboratory schools.

The California Department of Education is not reasonably funding the subsidized slots of the children attending community college laboratory schools. The laboratory school is the primary site where the regional ECE practitioners are being trained and yet are forced to operate on an inadequate reimbursement.

ECE college students need to study all ages of children yet the funding is not sufficient for lab programs offering infant/toddler classrooms. The lack of funding also funnels downward to inadequate support for in-service training and worthy wages for master teachers as they spend time coaching the practicum students. The right balance needs to be accommodated for ECE labs of offer infant/toddler programs. Due to the high costs of infant/toddler programs, subsidized spots from the California Department of Education needs to reimburse at a higher level.

With stabilized funding for the ECE laboratory schools, high staff turnover rates could be lessened and ECE practitioners could earn salaries commensurate with the complexity and specialized training required. Lab schools are the foremost teacher-training institutions so adequate funding must be allocated to support the laboratory schools.

### **Statewide Policy Construction**

Statewide policy needs to be constructed regarding California community college child development lab programs. The information obtained from this study could contribute to the development of statewide recognition from the California Community College Chancellor's office (CCCCO) and the California Department of Education (CDE). Possible legislation on funding sources for California community college child development laboratories need to be identified. ECE leaders need to garner support from funders and policymakers to build policies that secure high quality laboratory schools.

In contemplating the data obtained from this study, it is becoming more apparent that ECE leaders across the state need to collaborate together to address the serious issues, problems and barriers facing California community colleges child development

laboratory schools. The researcher suggests a California Accreditation of Community Colleges Child Development Laboratory Schools be instituted. Creating an accreditation body including policies and procedures would incorporate the findings of this investigation. The benefits of instituting an accreditation system include: (1) creating an impetus for State leadership (e.g. CCCCCO, CDE) to officially recognize child development lab schools; (2) a definition to quality lab school quality practices and environment; (3) motivation to align lab school practices with ECE department philosophy; (4) an opportunity lab schools to be recognized for the valuable role they play and worthy outcomes produced; (5) an occasion to receive accreditation status to be celebrated by college board of trustees, college administrators, and local regional leaders; (6) empowerment for lab schools to obtain local educational agency (LEA) status for TK programs; (7) a stimulus for funding by the CCCCCO, CDE, or local colleges; (8) leverage to establish state standards for staffing and qualifications; and (9) a California initiative instituted by ECE experts, state leaders, and faculty that institutes standards for developmentally appropriate practices, policies, and regulations for California community colleges child development laboratory schools.

### **Increase Wages**

The riptide undercurrent in ECE continues to be the poverty wages paid to ECE practitioners in the field. The practitioners will not obtain the recognition they deserve until their wages rise above poverty levels. With higher pressure and more responsibility placed on ECE teachers, the average wages do not commensurate with the responsibilities and educational requirements for practitioners. With the low paying field of ECE, the ECE program is easily dismissed as a viable career choice. The ECE

graduates are essentially invisible to college administrators who praise career and technology programs that have higher wages for graduates.

Comparing ECE graduates earning a two-year community college degree to registered nursing students' earning a two-year degree, nursing graduates earn a starting median salary of \$75,985 whereas ECE graduates earn \$21,844 (CCCCO, 2014c). The low wages serve as a deterrent to college administrators; college leaders are resistant to support programs that will not provide a sustainable income for graduates. The undertow of poverty wages serves as a daunting issue that is drowning many ECE practitioners who cannot provide for their families on the low wages they earn. The state has recognized the barrier of low wages and has instituted programs such as CARES Plus stipends and Child Development Training Consortium stipends for ECE practitioners to receive extra funds from the state, however, the additional stipends and programs are hidden to college administrators and prospective ECE practitioners and do not augment ECE salaries above poverty levels.

### **Update California Child Development Permit Matrix**

The ECE community needs to work toward a well-defined and aligned ECE career pathway. The current California Child Development Permit Matrix needs to be updated to incorporate higher levels of education. Competencies and credentials need to be incorporated into the proposed ECE credential to encompass California ECE workforce requirements.

The proposed ECE credential should not just promote further degree attainment as a strategy but give attention to students with the needed specialized education of skills to work effectively in the ECE settings.

### **Recommendations for Further Research**

1. An investigation could follow this research delving into the barrier of sexism in the field of early childhood care and education as a feminist inquiry. Further exploring the problems and barriers facing ECE not only as a child development laboratory issue, but also as an issue of subjugation facing women and children.
2. A study should be conducted on the ECE experts' recommendations and strategies in this study offered to promote viability if implemented by the California community colleges child development laboratory schools.
3. Research is needed to explore the components needed for policy construction to develop California Community College Child Development Laboratory Schools Accreditation including strategies, guidelines, procedures and implementation processes.
4. Follow up studies on student graduates that have entered the ECE field to ascertain the key role that the lab school played in the practitioners' experience and education would provide more empirical evidence to the importance of child development laboratory schools.
5. Now that California Transitional-Kindergarten is being funded by the CDE, a comparative study of teachers who possess multiple subject teaching credentials compared to teachers who have received specialized early childhood care education would be informative to the ECE field and K-12 school districts.



## Concluding Remarks and Reflections

*“Viability is the ability of a thing (a living organism, an artificial system, an idea, etc.) to maintain itself or recover its potentialities” (Wikipedia, 2014, p. 1).*

The lack of support, funding, and perception that lab schools are not as valuable or important as other labs on campuses has led to the closures of classrooms and lab schools throughout the state of California. Even if ECE programs are controlling for high-quality standards in their lab schools, meeting the college student learning outcomes, demonstrating a model program for the students and the community, ECE leaders are not able to control philosophical constructs of college administrators and state leaders. The influences of those “thoughts” have had a dangerous effect on the field of early care and education. The negative views on ECE that are politically and socially “philosophically-based ” have had an impact on child development lab school support and funding.

Reflecting on the issues, problems, and barriers generated by the ECE experts and incorporating the experts’ recommended solutions to promote lab school viability will hopefully result more understanding, more support, and more financial assistance for the lab schools. The tripartite mission for California community colleges child development laboratory schools could be fulfilled if ECE leaders can integrate the suggested strategies and solutions into their laboratory schools. One expert emailed the researcher avowing, “The stability of lab schools is crucial for the field.” It will take a comprehensive infrastructure approach of government, policymakers, and community college leaders to truly embrace the valuable role that California community college child development lab schools play in the preparing the ECE workforce in the critically important field of early care and education of young children.

Proposing a California Community College Child Development Laboratory  
School Accreditation system would be a bold strategy to support the worthy work that  
community colleges lab schools accomplish and increase the quality of care and  
education for young children in California.

## REFERENCES

## References

- AFT Early Childhood Educators. (2014). Worthy wage day 2014. Retrieved May 25, 2014, from <http://www.aft.org/yourwork/ece/wwdtoolkit/>
- Aigbavboa, C., & Thwala, W. (2012). An exploration of the use of Delphi methodology in housing satisfaction studies. *Laryea, S., Agyepong, S.A., Leiringer, R. and Hughes, W. (Eds) Procs 4th West Africa Built Environmental Research (WABER) Conference, 24-26 July 2012, Abuja, Nigeria.*
- American Institutes for Research (AIR). (2012). *Condition of children birth to age five and status of early childhood services in California* [Synthesis of Recent Research]. Retrieved from California Department of Education Child Development Division:  
<http://www.cde.ca.gov/sp/cd/ce/documents/airmetanalysis.pdf>
- Arnold-Grine, L. E. (2007). *Laboratory schools: A critical link in facilitating and enhancing preschool teacher education* (Doctoral dissertation). Retrieved from [https://etd.ohiolink.edu/ap:0:0:APPLICATION\\_PROCESS=DOWNLOAD\\_ETD\\_SUB\\_DOC\\_ACCNUM:::F1501\\_ID:osu1179509794,inline](https://etd.ohiolink.edu/ap:0:0:APPLICATION_PROCESS=DOWNLOAD_ETD_SUB_DOC_ACCNUM:::F1501_ID:osu1179509794,inline)
- Barbour, N. E. (2003). The early history of child development laboratory programs [Special issue]. *Bridging the Gap Between Theory, Research and Practice: The Role of Child Development Laboratory Programs in Early Childhood Education Advances in Early Education and Day Care, 12* [http://dx.doi.org/10.1016/S0270-4021\(03\)12001-0](http://dx.doi.org/10.1016/S0270-4021(03)12001-0)

- Barnett, S. W. (2003, March). Better teachers, better preschools: Student achievement linked to teacher qualifications. *National Institute for Early Education Research*, 2-13. Retrieved from <http://eric.ed.gov/?id=ED480818>
- Barnett, W. S. (2008). Preschool education and its lasting effects: Research and policy implications. Retrieved April 16, 2014, from <http://nieer.org/resources/research/PreschoolLastingEffects.pdf>
- Barnett, W. S. (2013a). *Expanding access to quality Pre-K is sound public policy* [Working Paper]. Retrieved from National Institute for Early Education Research: <http://nieer.org/sites/nieer/files/Why%20expanding%20quality%20PreK%20is%200a%20sound%20public%20policy.pdf>
- Barnett, W. S. (2013b). *Getting the facts right on Pre-K and the President's Pre-K proposal* [Policy report]. Retrieved from National Institute for Early Education Research: <http://www.nieer.org/sites/nieer/files/Getting%20the%20Facts%20Right%20on%20Pre-K.pdf>
- Barnett, W. S., Jung, K., Youn, M., & Frede, E. C. (2013, March 20). Abbott preschool program longitudinal effects study: Fifth grade follow-up. *National Institute for Early Education Research Rutgers--The State University of New Jersey*, 1-34. Retrieved from [www.nieer.org](http://www.nieer.org)
- Beck, J. M. (1978). Status of child development student instruction programs in California community colleges. *California Community College Chancellor's Office*, 1-67. <http://dx.doi.org/ED176843>

- Bellm, D., Whitebook, M., Cohen, A., & Stevenson, C. (2005). *Teacher credentialing in early care and education: Prospects for Universal Preschool in California, and lessons from other states*. Retrieved from Center for the Study of Child Care Employment: <http://www.irle.berkeley.edu/csce/2004/teacher-credentialing-in-early-care-and-education/>
- Berger, K. S. (2012). *The developing person: Through childhood and adolescence* (9th ed.). New York: Worth Publishers.
- Bersani, C., & Hutchins, P. (2003). Reconceptualizing the child development laboratory school [Special issue]. *Bridging the Gap Between Theory, Research and Practice: The Role of Child Development Laboratory Programs in Early Childhood Education Advances in Early Education and Day Care, 12*  
[http://dx.doi.org/10.1016/S0270-4021\(03\)12005-8](http://dx.doi.org/10.1016/S0270-4021(03)12005-8)
- Best, J., & Cohen, C. (2013). Policy brief: Funding early childhood education: The president's plan for the future and states' current actions. Retrieved from [http://www.mcrel.org/products-and-services/products/product-listing/100\\_199/product-115](http://www.mcrel.org/products-and-services/products/product-listing/100_199/product-115)
- Blakely, A. (2009). *Strategies and processes that promote sustainability of campus laboratory schools in the twenty-first century* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3392115)
- Bohn, S., Reyes, B., & Johnson, H. (2013). *The impact of budget cuts on California's community colleges*. Retrieved from Public Policy Institute of California: [http://www.ppic.org/content/pubs/report/R\\_313SBR.pdf](http://www.ppic.org/content/pubs/report/R_313SBR.pdf)

- Boressoff, T. (2012). *Tools for student parent success: Varieties of campus child care*. Retrieved from Institute for Women's Policy Research: <http://www.iwpr.org/publications/pubs/tools-for-student-parent-success-varieties-of-campus-child-care>
- Bowers, S. (2000). Are campus child development laboratories obsolete? *College Student Journal*, 34(1), 133-140.
- Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers* Washington DC: National Academy Press
- Brain development stages. (2012). Retrieved April 20, 2014, from <http://grey-matter.in/multiple-intelligence/brain-development-stages/>
- Branscomb, K. R., & McBride, B. A. (2005). Academics versus service: Balancing competing missions in laboratory schools offering full-day programming. *Journal of Early Childhood Teacher Education*, 25(2), 113-121. <http://dx.doi.org/10.1080/1090102050250204>
- Brown, B., Ramos, M., & Traill, S. (2008). *The economic impact of the early care and education industry in Los Angeles County*. Retrieved from Insight Center for Community Economic Development: <file:///Users/shariyates/Desktop/LA%20Economic%20Impact%20Report-Jan08.pdf>
- Brown, M. H., & Freeman, N. K. (2003). The children's center's survival brinkmanship, persistence and creativity. *Bridging the Gap Between Theory, Research and Practice: The Role of Child Development Laboratory Programs in Early Childhood Education*, 12 [http://dx.doi.org/10.1016/S0270-4021\(03\)12002-2](http://dx.doi.org/10.1016/S0270-4021(03)12002-2)

- Bueno, M., Darling-Hammond, L., & Gonzales, D. (2010). *A matter of degrees: Preparing teachers for the Pre-K classroom* [Report]. Retrieved from The PEW Center on the States:  
[http://www.pewstates.org/uploadedFiles/PCS\\_Assets/2010/A\\_Matter\\_of\\_Degrees.pdf](http://www.pewstates.org/uploadedFiles/PCS_Assets/2010/A_Matter_of_Degrees.pdf)
- Burchinal, M. R., & Cryer, D. (2003). diversity, child care quality, and developmental outcomes. *Early Childhood Research Quarterly*, 18, 401-426.  
<http://dx.doi.org/10.1016/j.ecresq.2003.09.003>
- Burton, C. B., & Boulton, P. J. (1991). Campus child care: Toward an expanded professional identity. *Early Childhood Research Quarterly*, 6, 29-35.
- Byington, T. A., & Tannock, M. T. (2011). Professional development needs and interests of early childhood education trainers. *Early Childhood Research & Practice*, 13(2). Retrieved from <http://ecrp.uiuc.edu/v13n2/byington.html>
- CCCECE Board. (2013, October 23). CCCECE Shoutout! News from the board [Electronic mailing list message]. Retrieved from <https://sites.google.com/site/ccceceducators/>
- CTC Stakeholders and CTC-Appointed Task Group. (2013). *Position statement for discussion at the CTC stakeholder meeting on ECE credentialing* [Position statement]. Retrieved from <http://www.ctc.ca.gov/educator-prep/early-care-files/2013-11-position.pdf>
- California Association for the Education of Young Children. (2012, June 18). *Letter to Governor Brown* [Public Policy Letter]. Folsom, CA: California Association for the Education of Young Children.



California Community College Early Childhood Education. (2014). A call for investment in the community college early education professional development centers.

Retrieved from <https://sites.google.com/site/ccceeducators/cccece-document-archives>

California Community College Early Childhood Educators. (2012). California community college lab school surveys. Retrieved from

<https://sites.google.com/site/ccceeducators/cccece-document-archives/2012-soutouts>

California Community College Early Childhood Educators (2012, November 11).

California Community College Lab School Surveys 2012 [CCCECE.org comment]. Retrieved from <https://sites.google.com/site/ccceeducators/cccece-document-archives/2012-soutouts>

California Community College Early Childhood Educators. (2013). CCCECE strategic plan 2013-2018: A dynamic voice for California community college early

childhood education. Retrieved from <https://76e48105-a-62cb3a1a-s-sites.googlegroups.com/site/ccceeducators/cccece-document-archives/regional-meetings-fall-2013/Strategic%20Plan%202013%20-%202018%20CCCECE.pdf>

California Community College Early Childhood Educators. (2013). Community Partnerships. Retrieved from

<https://sites.google.com/site/ccceeducators/partnerships>

California Community College Early Childhood Educators and Early Childhood Professional Development and Education Collaborative. (2012). The pre-eminence of California's community college early education workforce

instruction threatened by funding cuts. Retrieved from

<https://sites.google.com/site/ccceeducators/>

California Community College Early Childhood Educators and the Child Development Training Consortium. (2014). *2014 California community colleges center/lab school report*. Modesto, CA: Child Development Training Consortium.

California Community Colleges Chancellor's Office. (2010). *Accountability Reporting for the Community Colleges (or ARCC)*. Retrieved from

<http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202010,%20March%202010.pdf>

California Community Colleges Chancellor's Office. (2011). Community college

categorical programs: brief descriptions & funding levels 2011-12. Retrieved from

[http://extranet.cccco.edu/Portals/1/CFFP/Fiscal/Budget%20News/Overview\\_of\\_Categorical\\_Programs\\_11-12\\_GB.pdf](http://extranet.cccco.edu/Portals/1/CFFP/Fiscal/Budget%20News/Overview_of_Categorical_Programs_11-12_GB.pdf)

California Community Colleges Chancellor's Office. (2012a). Budget and accounting manual. Retrieved from

[http://extranet.cccco.edu/Portals/1/CFFP/Fiscal\\_Services/Standards/BAM/bam2012ed/CompleteBAM/Budget\\_and\\_Accounting\\_Manual\\_2012\\_Edition.pdf](http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Standards/BAM/bam2012ed/CompleteBAM/Budget_and_Accounting_Manual_2012_Edition.pdf)

California Community Colleges Chancellor's Office. (2012b). Early childhood education (ECE) Programs: Program Fact Sheet. Retrieved from

[http://extranet.cccco.edu/Divisions/StudentServices/Programs.aspxECE programs](http://extranet.cccco.edu/Divisions/StudentServices/Programs.aspxECE%20programs)

California Community Colleges Chancellor's Office. (2013). Degree/Certificate

category: Child development/early care and education (family and consumer

sciences). Retrieved from

<http://californiacommunitycolleges.cccco.edu/maps/map.asp?address=City%2C+Zip+or+Address&major=Child+Development%2FEarly+Care+and+Education+%28Family+and+Consumer+Sciences%29+&area=&x=38&y=4%3Cbr%20/%3E>

California Community Colleges Chancellor's Office. (2014a). Find a community college.

Retrieved February 6, 2014, from

<http://californiacommunitycolleges.cccco.edu/maps/map.asp?x=56&y=10&address=City%2C+Zip+or+Address&major=Child+Development%2FEarly+Care+and+Education+%28Family+and+Consumer+Sciences%29+&area=>

California Community Colleges Chancellor's Office. (2014b). Welcome to the California

community colleges chancellor's office. Retrieved February 6, 2014, from

<http://www.cccco.edu/>

California Community Colleges Chancellor's Office. (2014c). Salary Surfer. Retrieved

October 27, 2014, from <http://salarysurfer.cccco.edu/SalarySurfer.aspx>

California Comprehensive Early Learning Plan. (2014). About CCELP. Retrieved

February 6, 2014, from <http://glenpricegroup.com/ccelp/>

California Department of Education. (2013a, December 19). *Improving young children's*

*success: California's race to the top-early learning challenge* [Press release]. . .

California Department of Education. (2013b). LCFF frequently asked questions:

Frequently asked and answers regarding the Local Control Funding Formula.

Retrieved from <http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp>

- California Department of Education. (2014a). CDE transitional kindergarten FAQs: Frequently asked questions (FAQs) regarding California state law relating to kindergarten. Retrieved from <http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>
- California Department of Education. (2014b). *Child Care and Development Services Act §8200-8209*. Retrieved from <http://www.cde.ca.gov/re/lr/>
- California Department of Education. (2014c). Child care and development programs. Retrieved April 15, 2014, from <http://www.cde.ca.gov/sp/cd/op/cdprograms.asp>
- California Department of Education. (2014d). Funding. Retrieved April 15, 2014, from <http://www.cde.ca.gov/fg/fo/>
- California Department of Social Services. (2014). Online California code of regulations, title 22, division 12 only. Retrieved April 13, 2014, from <http://www.dss.cahwnet.gov/ord/PG587.htm>
- California Office of Administrative Law. (2014). Welcome to the online source for the California Code of Regulations. Retrieved April 13, 2014, from <http://www.calregs.com/linkedslice/default.asp?SP=CCR-1000&Action=Welcome>
- California Tax Data. (2014). What is Proposition 13? Retrieved April 16, 2014, from <http://www.californiataxdata.com/pdf/Prop13.pdf>
- Calman, L., & Tarr-Whelan, L. (2005). *Early childhood education for all: A wise investment*. Retrieved from Legal Momentum's Family Initiative: <http://web.mit.edu/workplacecenter/docs/Full%20Report.pdf>

- Camilli, G., Vargas, S., Ryan, S., & Barnett, S. (2010, March). Meta-analysis of the effects of early education interventions on cognitive and social development. *Teachers College Record*, 112(3), 579-620.
- Cardellichio, T. (1997). The lab school: A vehicle for curriculum change and professional development [Entire issue]. *Phi Delta Kappan*, 78(10).  
<http://dx.doi.org/503373030>
- Cassidy, J., & Sanders, J. (2001). A university lab school for the 21st century: The early childhood development center. Retrieved from <http://eric.ed.gov/?id=ED468858>
- Center for the Study of Child Care Employment. (2008). *Early childhood educator competencies: A literature review of current best practices, and a public input process on next steps for California*. Retrieved from  
[http://www.irl.berkeley.edu/cscce/wp-content/uploads/2008/01/competencies\\_report08.pdf](http://www.irl.berkeley.edu/cscce/wp-content/uploads/2008/01/competencies_report08.pdf)
- Chancellor's Task Force on Child Development Instruction and Services. (1983). *Guidelines for comprehensive child development instruction and services programs*. Retrieved from California Community Colleges Chancellor's Office:  
[http://extranet.cccco.edu/Portals/1/SSSP/FKCE/cd\\_guidelines\\_new.pdf](http://extranet.cccco.edu/Portals/1/SSSP/FKCE/cd_guidelines_new.pdf)
- Child Care Law Center. (2012). *Governor's Budget Proposal 2012-2013*. San Francisco, CA: Child Care Law Center.
- Child Development Training Consortium. (2013). College Programs. Retrieved from  
<http://www.childdevelopment.org/cs/cdtc/print/htdocs/24?region=all>

- Child Development Training Consortium. (2014a). California Child Development Permit Stipends. Retrieved May 24, 2014, from [https://www.childdevelopment.org/cs/cdtc/print/htdocs/services\\_permit.htm](https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm)
- Child Development Training Consortium. (2014b). Curriculum alignment project (CAP). Retrieved February 6, 2014, from [http://www.childdevelopment.org/cs/cdtc/print/htdocs/services\\_cap.htm](http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm)
- Children Now. (2014). *Leveraging the local control funding formula: Making the case for early learning and development in your school district*. Retrieved from [http://www.childrennow.org/uploads/documents/CN\\_ELD-LCFF-Primer\\_2014.pdf](http://www.childrennow.org/uploads/documents/CN_ELD-LCFF-Primer_2014.pdf)
- Clawson, M. A. (1999). Continuity between course content and lab school practice: Outcomes of a self-study of the lab school at Syracuse University [Entire issue]. *Journal of Early Childhood Teacher Education*, 20(1). <http://dx.doi.org/10.1080/0163638990200104>
- Clawson, M. A. (2003). The dilemma of linking theory and research with practice and innovation in child development laboratory programs [Entire issue]. *Bridging the Gap Between Theory, Research and Practice: The Role of Child Development Laboratory Programs in Early Childhood Education Advances in Early Education and Day Care*, 12 [http://dx.doi.org/10.1016/S0270-4021\(03\)12003-4](http://dx.doi.org/10.1016/S0270-4021(03)12003-4)
- Collins, G. (2014, January 29). How preschool got hot. *New York Times*, p. A27. Retrieved from [http://www.nytimes.com/2014/01/30/opinion/collins-how-preschool-got-hot.html?\\_r=0](http://www.nytimes.com/2014/01/30/opinion/collins-how-preschool-got-hot.html?_r=0)

- Commission on Teacher Credentialing. (2010). Child Development Permits. Retrieved from <http://www.ctc.ca.gov/credentials/leaflets/cl797.pdf>
- Covert, B. (2014, February 25). Help for families who can't afford childcare hits decade low. *Think Progress*.
- Creange, R. (1980, May). Campus child care: A challenge for the 80's. Field Evaluation Draft. *Office of Education (DHEW)*, 1-15. <http://dx.doi.org/ED 187 255>
- Crump, T. L. (2010). *Early childhood education students' perceptions of community college distance education courses* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3427787)
- Cutler, K., Bersani, C., Hutchins, P., Bowne, M., Lash, M., Kroeger, J., ... Black, F. (2012). Laboratory schools as places of inquiry: A collaborative journey for two laboratory schools [Entire issue]. *Early Education and Development*, 23 <http://dx.doi.org/10.1080/10409289.2012.647609>
- Dalkey, N., & Helmer, O. (1962). An experimental application of the Delphi method to the use of experts. *The RAND Corporation*, 458-467. Retrieved from <http://ehis.ebscohost.com.libproxy.chapman.edu/eds/pdfviewer/pdfviewer?sid=4add9885-de77-4295-b93e-8d79aa654829%40sessionmgr112&vid=3&hid=106>
- Davis, A. L. (2013). *The importance of workforce training in community colleges: A case study on the discourse and best practices during financial difficulty* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3574915)

- DeKryger, N. A. (2005). *Childhood perfectionism: measurement, phenomenology, and development* (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (3208805)
- DeLapp, T. (2013, March). Read the writing on the wall. In J. DeLapp (Chair), *Creating Messages that Resonate*. Symposium conducted at the California Higher Education Early Childhood Care and Education Colloquium, San Francisco, CA.
- Early Care and Education Consortium: The Voice for Child Care Providers. (2014). *The field's views on the early learning initiative*. Retrieved from <http://www.ececonsortium.org/wp-content/uploads/2014/02/ECEC-Exchange-Magazine-2013-Poll-Analysis.pdf>
- Early, D. M., Bryant, D. M., Pianta, R. C., Clifford, R. M., Burchinal, M. R., Ritchie, S., ... Barbarin, O. (2006). Are teachers' education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten? *Early Childhood Research Quarterly, 21*, 174-195.
- Early, D. M., & Winton, P. J. (2001). Preparing the workforce: Early childhood teacher preparation at 2- and 4-year institutions of higher education. *Early Childhood Research Quarterly, 16*, 285-306. Retrieved from <http://www.fpg.unc.edu/node/4656>
- Ed Central: Education News & Analysis from the New America Foundation. (2014). Edyclopedia. Retrieved April 13, 2014, from <http://www.edcentral.org/edcyclopedia-category/early-ed/>



- EdSource: Clarifying Complex Education Issues. (2005). *Quality. Access. Low Cost. Can California's community colleges do it all?* Retrieved from [http://www.edsource.org/pub\\_CommCollege3-05\\_report.html](http://www.edsource.org/pub_CommCollege3-05_report.html)
- Elicker, J., & Barbour, N. (2012). University laboratory preschools in the 21st century [Special issue]. *Early Education and Development*, 23(2). <http://dx.doi.org/10.1080/10409289.2012.649665>
- Farland, R., & Carey, D. (1982, September). Child development programs in California community colleges: Status report. *California Community College Chancellor's Office*, 1-19. <http://dx.doi.org/ED220161>
- Fenech, M., Waniganayake, M., & Fleet, A. (2009, February 4). More than a shortage of early childhood teachers: Looking beyond the recruitment of university qualified teachers to promote quality early childhood education and care. *Asia-Pacific Journal of Teacher Education*, 37(2), 199-213. <http://dx.doi.org/10.1080/13598660902804022>
- Fight Crime: Invest in Kids. (2013). *I'm the guy you pay later: National Early Childhood Campaign*. Retrieved from [http://cdn.fightcrime.org/wp-content/uploads/I'm\\_The\\_Guy\\_Report.pdf](http://cdn.fightcrime.org/wp-content/uploads/I'm_The_Guy_Report.pdf)
- File, N. (2001). Practitioner perspective: Response to preparing the workforce. *Early Childhood Research Quarterly*, 16, 307-311. Retrieved from <http://eric.ed.gov/?id=EJ637861>
- File, N. (2012). University laboratory preschool in the 21st century [Special issue]. *Early Education and Development*, 23(2). <http://dx.doi.org/10.1080/10409289.2012.619136>

- First Five Years Fund. (2013, December 6). *500+ State legislators urge congressional budget committee to invest in early learning* [Press release]. Retrieved from <http://www.ffyf.org/blog/state-legislators-early-learning-letter-congress>
- Fisher, P. V. (2010). *An investigation of leadership best practices and teacher morale in six community college child development centers in southern California* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3391473)
- Flory, B. (2012). *Quality early childhood education: A cost-effective intervention to student achievement* (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (3521771)
- Freeman, N. K. (2001). Early childhood education: Tools for becoming a profession [Entire issue]. *Dimensions of Early Childhood*.
- Freeman, N. K., & Brown, M. H. (1999, August 1, 2008). "How soon can you close the center?": A story of survival. *Journal of Early Childhood Teacher Education*, *10*(1), 49-58. <http://dx.doi.org/10.1080/0163638990200108>
- Freud, S. (1995). *The Freud reader*/edited by Peter Gay. New York: New York: Norton.
- Fukkink, R. G., & Lont, A. (2007, April 20). Does training matter? A meta-analysis and review of caregiver training studies. *Early Childhood Research Quarterly*, *22*, 294-311. <http://dx.doi.org/10.1016/j.jecresq.2007.04.005>
- Galinsky, E. (2006). *The economic benefits of high-quality early childhood programs: What makes the difference?* Retrieved from Families and Work Institute for the Committee for Economic Development: [http://sitemaker.umich.edu/carss\\_education/files/ced\\_economic\\_benefits.pdf](http://sitemaker.umich.edu/carss_education/files/ced_economic_benefits.pdf)

- Ghazvini, A., & Mullis, R. L. (2002). Center-based care for young children: Examining predictors of quality. *The Journal of Genetic Psychology, 163*(1), 112-125.  
Retrieved from  
<http://www.tandfonline.com/doi/abs/10.1080/00221320209597972#.UthWZGRdVjs>
- Gilbert, J. L. (1999). Campus early childhood laboratory schools: Partners in teacher education programs [Entire issue]. *Journal of Early Childhood Teacher Education, 20*(1). <http://dx.doi.org/10.1080/0163638990200110>
- Goffin, S. G., & Washington, V. (2007). *Ready or not: Leadership choices in early care and education*. Columbia University: Teachers College Press.
- Gordon, J. (2012). CCCECE ShoutOut! As the budget settles in. Retrieved from  
<https://sites.google.com/site/ccceceducators/cccece-document-archives/2012-soutouts>
- Governor Brown proposes drastic restructuring of child care and development system, taking 80,000 children out of early learning programs for no savings. (2012). Retrieved from <http://www.earlyedgecalifornia.org/our-issues/budget/>
- Governor's State Advisory Council on Early Learning and Care. (2013). *Transitional kindergarten implementation guide: A resource for California public school district administrators and teachers*. Retrieved from  
<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>
- Greene, E. (1985). Colleges hard pressed to meet demands for child care: Funds called inadequate. *The Chronicle of Higher Education*.

- Hamm, K. (2013). Five surprising facts about early childhood education. Retrieved from <http://thinkprogress.org/education/2013/06/05/2104771/five-surprising-facts-about-early-childhood-education/>
- Harms, T., & Tracy, R. (2006). Linking research to best practice: University laboratory schools in early childhood education [Entire issue]. *Young Children*.
- Hausfather, S. (2000, Fall). Laboratory schools to PDSs: The fall and rise of field experiences in teacher education. *The Educational Forum*, 31(1), 31-39.  
<http://dx.doi.org/10.1080/00131720008984460>
- Heckman, J. J. (2008). *Schools, skills, and synapses* [Working Paper 14064]. Retrieved from National Bureau of Economic Research:  
<http://www.nber.org/papers/w14064>
- Heckman, J. J. (2012). Invest in early childhood development: Reduce deficits, strengthen the economy. Retrieved from <http://heckmanequation.org/content/resource/invest-early-childhood-development-reduce-deficits-strengthen-economy>
- Helmer, O. (1967). Analysis of the future: The Delphi method. Retrieved from <http://www.rand.org/content/dam/rand/pubs/papers/2008/P3558.pdf>
- Hendrick, I. G. (1980, December 1). University controlled laboratory schools in historical perspective. *UCLA educator*, 21, 54-60.
- Horn, D., Hyson, M., & Winton, P. (2013). Research on early childhood teacher education: Evidence from three domains and recommendations for moving forward. *Journal of Early Childhood Teacher Education*, 34, 95-112.  
<http://dx.doi.org/10.1080/10901027.2013.758541>

- Horm, D. M., & Warford, S. D. (2003). Bridging the gap through community collaboration: An evolving role for child development laboratory programs [Special issue]. *Advances in Early Education and Day Care, 12*  
[http://dx.doi.org/10.1016/S0270-4021\(03\)12006-X](http://dx.doi.org/10.1016/S0270-4021(03)12006-X)
- Horm-Wingerd, D., & Hyson, M. (2000). *New teachers for a new century: The future of early childhood professional preparation*. Retrieved from National Institute on Early Childhood Development and Education: <http://eric.ed.gov/?id=ED438954>
- Horm-Wingerd, D. M., Warford, S. D., & Penhallow, P. C. (1999). Making the connection through staffing: mechanisms to increase consistency between university early childhood education courses and child development lab school practices. *Journal of Early Childhood Teacher Education, 20*, 29-39.  
<http://dx.doi.org/10.1080/0163638990200106>
- Hsu, C. C., & Sanford, B. A. (2007). The Delphi Technique: Making sense of consensus. *Practical Assessment, Research & Evaluation, 12*(10), 1-6. Retrieved from <http://pareonline.net/pdf/v12n10.pdf>
- Imel, S., Kerka, S., & Wonakott, M. (2002). *Qualitative research in adult, career, and career-technical education* (ERIC). Retrieved from Center on Education and Training on Employment: <http://www.eric.ed.gov/PDFS/ED472366.pdf>
- International Association of Laboratory Schools. (2014). Mission Statement. Retrieved from <http://www.laboratoryschools.org/>
- It's possible. Closing the achievement gap in academic performance. (2013). Retrieved from <http://www.ounceofprevention.org/news/pdfs/ClosingTheAchievementGap.pdf>

- Johnson, W. F. (2006). *The laboratory school: Yesterday, today, and tomorrow* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3232513)
- Kagan, S. L., & Reid, J. L. (2009, April). Invest in Early Childhood Education. *Phi Delta Kappan*, 572-576. Retrieved from [http://www.pdkmembers.org/members\\_online/publications/Archive/pdf/k0904kag.pdf](http://www.pdkmembers.org/members_online/publications/Archive/pdf/k0904kag.pdf)
- Karolak, E. (2014, January/February). Time for a strong start. *Exchange Magazine*, 28-31.
- Karoly, L. A. (2012). *A golden opportunity: Advancing California's early care and education workforce professional development system*. Retrieved from The RAND Corporation: <http://www.rand.org/pubs/monographs/MG1188.html>
- Karoly, L. A., & Bigelow, J. H. (2005). *The economics of investing in universal preschool education in California*. Santa Monica: CA: RAND Corporation.
- Karoly, L. A., & Zellman, G. L. (2012). *How would programs rate under California's proposed quality rating and improvement system?* Retrieved from RAND Corporation: [http://www.rand.org/content/dam/rand/pubs/documented\\_briefings/2012/RAND\\_DB647.pdf](http://www.rand.org/content/dam/rand/pubs/documented_briefings/2012/RAND_DB647.pdf)
- Karpilow, K. (1999). *Understanding child care: A primer for policy makers*. Retrieved from California Working Families Project website: <http://www.ccrwf.org/pdf/childcare.pdf>

- Kearns, J. (2012, July 24). Bernanke says childhood education is 'key' to growth. *Bloomberg Institute*. Retrieved from <http://www.bloomberg.com/news/2012-07-24/bernanke-says-childhood-education-is-key-to-growth.html>
- Kelley, K., Clark, B., Brown, V., & Sitzia, J. (2003). Good practice in the conduct and reporting of survey research. *International Journal for Quality in Health Care*, *15*(3), 261-266. <http://dx.doi.org/10.1093/intqhc/mzg031>
- Keyes, C. R. (1991, March 1). Campus children's centers: Two decades of ferment. *Early Childhood Research Quarterly*, *6*(1), 3-9.
- Kidsdata. (2012). Children ages 3-5 not enrolled in preschool or kindergarten. Retrieved April 14, 2014, from <http://www.kidsdata.org/topic/767/no-preschool65/bar#fmt=1172&loc=2,127,331,171,345,357,324,369,362,360,364,356,217,328,354,320,339,334,365,343,367,344,366,368,265,349,361,4,273,59,370,326,341,338,350,342,359,363,340,335&tf=67&sort=loc>
- Klampe, M. L., & Straehley, D. (2012, February 13). President Obama calls for universal preschool. *Press Enterprise*, pp. C1; C8.
- Lamy, C., Barnett, W. S., & Jung, K. (2005). *The effects of Oklahoma's early childhood four-year-old program on young children's school readiness*. Retrieved from National Institute for Early Education Research: <http://nieer.org/resources/research/multistate/ok.pdf>
- Las Positas College Child Development Center. (2014). Retrieved from <http://www.laspositascollege.edu/childdevelopmentcenter/>

- Lash, M., & McMullen, M. (2008). The child care trilemma: How moral orientations influence the field. *Contemporary Issues in Early Childhood*, 9(1), 36-48.  
<http://dx.doi.org/10.2304/ciec.2008.9.1.36>
- Levin, H. M., & Schwartz, H. L. (2012). Comparing costs of early childhood care and education programs: An international perspective. *Hacienda Pública Española/Review of Public Economics*, 201(2), 39-65. Retrieved from  
<http://ideas.repec.org/a/hpe/journal/y2012v201i2p39-65.html#cites>
- Levine, M. (2002). *A mind at a time: America's top learning expert shows how every child can succeed*. New York: Simon & Schuster.
- Levitt, S. D., & Dubner, S. J. (2005). *Freakonomics: A rogue economist explores the hidden side of everything*. New York: William Morrow.
- Lindauer, Y. L., & Austin, A. (1999). Redesigning a child development laboratory program to meet the changing needs of students, faculty, and parents. *Journal of Early Childhood Teacher Education*, 20, 59-65.  
<http://dx.doi.org/10.1080/0163638990200109>
- Linn, V. (2012). *Preparing future early childhood teachers: A mixed methods investigation of inquiry-based field experiences* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3541676)
- Linstone, H. A., & Turoff, M. (Eds.). (2002). *The Delphi Method: Techniques and applications*. New Jersey: New Jersey Institute of Technology.
- Lowry, R. (2013). In peddling preschool, Obama falsifies the research. Retrieved from  
[http://www.realclearpolitics.com/articles/2013/02/19/the\\_faux\\_empiricist\\_117070.html](http://www.realclearpolitics.com/articles/2013/02/19/the_faux_empiricist_117070.html)



- Ludwig, B. (1997). Predicting the future: Have you considered using the Delphi methodology? *Journal of Extension*, 35(5), 1-4. Retrieved from <http://www.joe.org/joe/1997october/tt2.php>
- MacGillvary, J., & Lucia, L. (2011). *Economic impacts of early care and education in California*. Retrieved from University of California, Berkeley: Center for Labor Research and Education: [http://laborcenter.berkeley.edu/research/child\\_care\\_report0811.pdf](http://laborcenter.berkeley.edu/research/child_care_report0811.pdf)
- Marchais-Roubelat, A., & Roubelat, F. (2011). The Delphi method as a ritual: Inquiring the Delphic Oracle. *Technological Forecasting and Social Change*, 78, 1491-1499. <http://dx.doi.org/10.1016/j.techfore.2011.04.012>
- McBride, B. A. (1996). University-based child development laboratory programs: Emerging issues and challenges. *Early Childhood Education Journal*, 24(1), 17-21.
- McBride, B. A. (1999). Teacher training and research: Does it make a difference in lab school program quality? *Journal of Early Childhood Teacher Education*, 20(1), 19-27. <http://dx.doi.org/10.1080/0163638990200105>
- McBride, B. A., & Barbour, N. B. (Eds.). (2003). The changing profile of teaching, research and outreach activities in lab school programs. *Bridging the gap between theory, research and practice: The role of child development laboratory programs in early childhood education*, pp. 181-200). New York: Elsevier Ltd.
- McBride, B. A., Groves, M., Barbour, N., Horm, D., Stremmel, A., Lash, M., ... Ratekin, C. (2012). Child development laboratory schools as generators of knowledge in

- early childhood education: New models and approaches. *Early Education and Development*, 23, 153-164. <http://dx.doi.org/10.1080/10409289.2012.651068>
- McBride, B., & Baumgartner, J. (2003). Bridging the Gap Between Theory, Research and Practice: The Role of Child Development Laboratory Programs in Early Childhood Education [Special issue]. *Advances in Early Education and Day Care*, 12 [http://dx.doi.org/10.1016/S0270-4021\(03\)12008-3](http://dx.doi.org/10.1016/S0270-4021(03)12008-3)
- McCarthy, J., Whitebook, M., & Ritchie, S. (2011). Early childhood education. *Issues in Science & Technology*, 27(2), 16-20. Retrieved from <http://eds.b.ebscohost.com.libproxy.chapman.edu/eds/pdfviewer/pdfviewer?sid=4703b771-e817-4200-80b6-b0e1bacf40b6%40sessionmgr198&vid=5&hid=115>
- McKinney, C., & Power, L. (2012). Childhood playtime, parenting, and psychopathology in emerging adults: Implications for research and play therapists. *International Journal of Play Therapy*, 21, 215-231. doi: 10.1037/a0029172
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Boston, MA: Pearson Education Inc.
- McMullen, M. B., & Lash, M. (2012). Babies on campus: Service to infants and families among competing priorities in university child care programs. *Early Childhood Research and Practice*, 14.
- Miller, K. (2012, September 20). Rise in inland residents out of work, on food stamps a 4-year trend now. *Press Enterprise*, pp. A1, A10.
- Milovich, J. M. (2010). *Understanding the early childhood practicum course in California community colleges* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3445780)

- Mongeau, L. (2013a). Head Start requirement boosts college degrees for early childhood educators. Retrieved from <http://edsources.org/2013/head-start-requirement-boosts-college-degrees-for-early-childhood-educators/25375#.U3qx41hdUmU>
- Mongeau, L. (2013b). Q & A: What do early childhood educators need to know? . Retrieved from [http://edsources.org/2013/qa-what-do-early-childhood-educators-need-to-know/26057#.U36\\_WZRdUmU](http://edsources.org/2013/qa-what-do-early-childhood-educators-need-to-know/26057#.U36_WZRdUmU)
- Monroe, L., & Horm, D. M. (2012). Using a logic model to evaluate undergraduate instruction in a laboratory preschool [Entire issue]. *Early Education and Development*, 23 <http://dx.doi.org/10.1080/1049289.2012.619135>
- Myers, K. A. (2009). *Child care centers on higher education campuses: Director perceptions of internal and external roles and director leadership* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3392152)
- NSECE (2013). *Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings from the National Survey of Early Care and Education (NSECE)* [Research brief]. Retrieved from <http://www.acf.hhs.gov/programs/opre/resource/number-and-characteristics-of-early-care-and-education-ece-teachers-and>
- Nakanishi, M. P. (2007). *The impact of a community college's early childhood education program from the perspectives of preschool teachers: A case study* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3264874)

- National Association for the Education of Young Children. (1995). *Quality, compensation, and affordability: A position statement of the National Association for the Education of Young Children*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/PSQCA98.PDF>
- National Association for the Education of Young Children. (2009). NAEYC standards for early childhood professional preparation programs. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>
- National Association for the Education of Young Children (NAEYC). (2012). Early childhood workforce systems initiative. Retrieved from <http://www.naeyc.org/policy/ecwsi>
- National Association of Early Childhood Teacher Educators. (2011). Position statement on early childhood certification for teachers of children 8 years old and younger in public school settings. Retrieved from <http://www.naecte.org/docs/ECE%20certification%20position%20statement.pdf>
- National Coalition for Campus Children's Centers. (2011). Campus child care bill (Child Care Access Means Parents in School Act, S. 1151 and H. R. 3926) Fact Sheet in support of S.1151. Retrieved from <http://campuschildren.org/policy/fact.html>
- National Council for Accreditation of Teacher Education (NCATE). (2010). Transforming teacher education through clinical practice: A national strategy to prepare effective teachers. Retrieved from <http://ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715>
- National Institute of Child Health and Human Development (NICHD) Early Child Care Research Network. (2002, May). Child-care structure>process>outcome: Direct

and indirect effects of child-care quality on young children's development.

*Psychological Science*, 13(3), 199-206. Retrieved from

<http://pss.sagepub.com/content/13/3/199.full.pdf+html>

National Institute of Child Health and Human Development (NICHD) Study of Early Child Care & G.J. Duncan. (2003, September/October). Modeling the impacts of child care quality on children's preschool cognitive development. *Child Development*, 74(5), 1454-1475. <http://dx.doi.org/10.1111/1467-8624.00617>

National Policy Blog. (2013, June 11). Retired military leaders support comprehensive early learning agenda [Blog post]. Retrieved from <http://policyblog.usa.childcareaware.org/2013/06/11/retired-military-leaders-support-comprehensive-early-learning-agenda/>

National Research Council Institute of Medicine. (2000). Promoting Healthy Development Through Intervention. In *From neurons to neighborhoods* (pp. 337-380). Washington, D.C.: National Academy Press.

National Survey of Early Care and Education Team. (2013). *Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings from the national survey of early care and education (NSECE)* [Research brief]. Washington DC: OPRE Report #2013-38, Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Neal, M. N. (2010). *An examination of teachers' perceptions: Ohio's early childhood teacher preparation programs* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3459360)

- New America. (2014). *Subprime learning: Early education in America since the great recession*. Retrieved from [http://newamerica.net/sites/newamerica.net/files/policydocs/NewAmerica\\_SubprimeLearning\\_Release.pdf](http://newamerica.net/sites/newamerica.net/files/policydocs/NewAmerica_SubprimeLearning_Release.pdf)
- Obama, B. (2013). 2013 State of the Union Address. Retrieved from <http://www.whitehouse.gov/the-press-office/2013/02/13/fact-sheet-president-obama-s-plan-early-education-all-americans>
- Obama, B. (2014, January 28). *2014 State of the Union Address* [Press release]. Retrieved from Whitehouse.gov: <http://www.whitehouse.gov/blog/2014/01/29/president-obamas-2014-state-union-address>
- Office of the Press Secretary. (2013, February 13). *Fact sheet: President Obama's plan for early education for all Americans* [Press release]. Retrieved from <http://www.whitehouse.gov/the-press-office/2013/02/13/fact-sheet-president-obama-s-plan-early-education-all-americans>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., & Yazejian, N. (1999). The children of the cost, quality, and outcomes study go to school. Retrieved from <http://www.fpg.unc.edu/node/2065>
- Reifel, S. (2003). Introduction to volume 12: Bridging the gap between theory, research and practice. In S. Reifel, *Bridging the gap between theory, research and practice: The role of child development laboratory programs in early childhood*

*education advances in early education and day care*, pp. 1-8). [e-book].

[http://dx.doi.org/10.1016/S0270-4021\(03\)12012-5](http://dx.doi.org/10.1016/S0270-4021(03)12012-5)

Reynolds, A. J., Temple, J. A., Ou, S.-R., Arteaga, I. A., & White, B. A. (2011). School-based early childhood education and age-28 well-being: Effects by timing, dosage, and subgroups [Entire issue]. *Science*, 333(6040).

<http://dx.doi.org/10.1126/science.1203618>.

Ritblatt, S. N., Garrity, S., Longstreth, S., Hokoda, A., & Potter, N. (2013). Early care and education: A conceptual model for early childhood teacher preparation integrating the key constructs of knowledge, reflection, and practice. *Journal of Early Childhood Teacher Education*, 34(1), 46-62.

<http://dx.doi.org/10.1080/10901027.2013.758537>

Roberts, C. M. (1996). *An evaluation of the application of child development theory to educational practice in the early childhood studies program at Riverside Community College* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (9705170)

Rust, F., & Burcham, J. G. (2013). From the guest editors: Early childhood teacher education: Why does it matter? How does it matter? [Entire issue]. *Journal of Early Childhood Teacher Education*, 34(1).

<http://dx.doi.org/10.1080/10901027.2013.758531>

Schiller, P. (2010, November/December). Early brain development research review and update. *Exchange*, 196, 26-30. Retrieved from

<http://r3.ccie.com/library/5019626.pdf>

- Sciaraffa, M. (2004). *Profiles of early childhood education administrators: Looking for patterns of leadership* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Database. (3182910)
- Sheridan, S. M., Marvin, C. A., & Knoche, L. L. (2009). Professional development in early childhood programs: Process issues and research needs. *Early Education and Development, 20*(3), 377-401. <http://dx.doi.org/10.1080/1040928802582795>
- Shirah, S. (1988, December). Campus child care: Meeting unique needs. *Journal of Instructional Psychology, 15*, 135-137.
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington CA: Committee on Integrating the Science of Early Child Development. Board on Children, Youth and Families, Commission on Behavioral and Social Sciences and Education, National Research Council and Institute of Medicine.
- Smith, M. D. (2009). *Striving and struggling: The phenomenology of the first-year teaching experience* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3420625)
- Steinberg, D. (2014, January 7). *Steinberg, Senate democrats introduce kindergarten readiness act* [Press release]. Retrieved from [http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140SB837&search\\_keywords=](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB837&search_keywords=)
- Stremmel, A. J., Hill, L. T., & Fu, V. R. (2003). An inside perspective of paradigm shifts in child development laboratory programs: Bridging theory and professional preparation. *Bridging the Gap Between Theory, Research and Practice: The Role*



*of Child Development Laboratory Programs in Early Childhood Education*  
*Advances in Early Education and Day Care*, 12, 89-111.

[http://dx.doi.org/10.1016/S0270-4021\(03\)12004-6](http://dx.doi.org/10.1016/S0270-4021(03)12004-6)

Thomas, J. A., Edlefsen, L., & Boulton, P. (2013). Shrinking budgets and shifting priorities on campus. Retrieved from  
<http://campuschildren.org/pubs/budcut/budcut.html>

Thompson, D. S. (1992). *A historical perspective of the training and education of early childhood teachers* (143). Retrieved from

Tokuhana-Espinosa, T. (2011). *Mind, brain, and education science*. New York: W.W. Norton & Company, Inc.

Townley, K. F., & Zeece, P. D. (1991, March 1). Managing the mission: The primary challenge to campus child care. *Early Childhood Research Quarterly*, 6, 19-27.

U. S. House of Representatives: Committee on Education and the Workforce Democrats. (2013, November). *Strong start for America's children act* [Press release]. Retrieved from <http://innovation.cms.gov/initiatives/Strong-Start/>

Whitebook, M. (2003). *Bachelor's degrees are best: Higher qualifications for pre-kindergarten teachers lead to better learning environments for children*. Retrieved from <http://www.trustforearlyed.org/>

Whitebook, M. (2012, May 3). *No single ingredient* [Audio file]. Retrieved from <http://www.irl.berkeley.edu/cscce/wp-content/uploads/2012/08/TEACH-Keynote-Publication.pdf>

Whitebook, M. (2014). *Building a skilled teacher workforce: Shared and divergent challenges in early care and education and in grades K-12*. Retrieved from

Center for the Study of Child Care Employment:

<http://www.irle.berkeley.edu/cscce/2014/building-a-skilled-teacher-workforce/>

Whitebook, M., Bellm, D., Lee, Y., & Sakai, L. (2005). *Time to revamp and expand: Early childhood teacher preparation programs in California's institutions of higher education*. Berkeley: Center for the Study of Child Care Employment.

Whitebook, M., Sakai, L., Kipnis, F., Lee, Y., Bellm, D., Almaraz, M., & Tran, P. (2006). *California early care and education workforce study: Licensed child care centers statewide 2006*. Retrieved from Center for the Study of Child Care Employment, Institute of Industrial Relations, University of California at Berkeley: [http://www.irle.berkeley.edu/cscce/wp-content/uploads/2006/01/statewide\\_centers.pdf](http://www.irle.berkeley.edu/cscce/wp-content/uploads/2006/01/statewide_centers.pdf)

Whitebook, M., Schaack, D., Kipnis, F., Austin, L., & Sakai, L. (2013). *From aspiration to attainment: Practices that support educational success, Los Angeles Universal Preschool's Child Development Workforce Initiative*. Retrieved from Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley: [http://www.irle.berkeley.edu/cscce/wp-content/uploads/2013/11/FromAspirationtoAttainment\\_CSCCE2013-Full-Report1.pdf](http://www.irle.berkeley.edu/cscce/wp-content/uploads/2013/11/FromAspirationtoAttainment_CSCCE2013-Full-Report1.pdf)

Wikipedia. (2014). Viability. Retrieved November 9, 2014, from <http://en.wikipedia.org/wiki/Viability>

Wilcox-Herzog, A. S., & McLaren, M. S. (2012, December 19). Lessons learned: Building a better laboratory school. *NALS Journal*, 4(1), 1-8. Retrieved from <http://digitalcommons.ric.edu/nals/vol4/iss1/3/>

- Wilson, M. (2013). Child care and the economy. Retrieved from [www.mchdata.com](http://www.mchdata.com)
- Woodruff, M. (2012, November 12). States where daycare costs more than a college education. *Business Insider*, 1-4. Retrieved from <http://www.businessinsider.com/where-childcare-costs-more-than-college-2012-11>
- Wright, C. A. (2003). Funding dilemmas: Toward sustainable and creative financing in child development laboratory programs [Special issue]. *Bridging the Gap Between Theory, Research and Practice: The Role of Child Development Laboratory Programs in Early Childhood Education Advances in Early Education and Day Care*, 12 [http://dx.doi.org/10.1016/S0270-4021\(03\)12007-1](http://dx.doi.org/10.1016/S0270-4021(03)12007-1)
- Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., ... Zaslow, M. J. (2013, October). Investing in our future: The evidence base on preschool education. *Society for Research in Child Development*, 1-21. Retrieved from [http://www.srcd.org/sites/default/files/documents/washington/mb\\_2013\\_10\\_16\\_investing\\_in\\_children.pdf](http://www.srcd.org/sites/default/files/documents/washington/mb_2013_10_16_investing_in_children.pdf)
- Zaslow, M., & Martinez-Beck, I. (Eds.). (2006). *Critical issues in early childhood professional development*. Baltimore, MD: Brookes Publishing.
- Zigler, E., Gilliam, W. S., & Jones, S. M. (2006). *A vision for universal preschool education*. New York: Cambridge University Press.

## APPENDICES

## Appendix A1

### Permission to Use Image

**From:** Nadiyah Taylor <[ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu)>  
**Date:** Tuesday, September 30, 2014 at 1:03 PM  
**To:** Shari Yates <[shari.yates@rcc.edu](mailto:shari.yates@rcc.edu)>  
**Subject:** [External Sender] Re: Permission to use picture on website

Hi Shari,

Thank you for asking and yes, please use the image. Good luck with your dissertation on this important topic.

Sincerely,

Nadiyah

Nadiyah Taylor  
Dept. Coordinator  
Early Childhood Development  
Las Positas College  
3000 Campus Hills Drive  
Livermore, CA 94551

*"It is easier to build strong children than to repair broken men" (Frederick Douglass).*

>>> On 9/29/2014 at 6:25 PM, in message <[516F39BA-AD17-41EA-82D0-F508045F02EC@rcc.edu](mailto:516F39BA-AD17-41EA-82D0-F508045F02EC@rcc.edu)>, <[Shari.Yates@rcc.edu](mailto:Shari.Yates@rcc.edu)> wrote:

Dear Nadiyah,

I am an ECE faculty member at Riverside City College. I am emailing to request permission to use the image on your website in my dissertation. See attached.

I am writing my dissertation on California Community Colleges child development laboratory schools. The picture on your site of two students observing in your lab school is perfect to convey how college students' study early childhood education in a lab setting. If you could allow me permission to use the picture, I would greatly appreciate it.

An email reply is sufficient. By the way, I will not profit from the use—I only want to enhance my dissertation with an image.

Thank you for your consideration.

All the best,

Shari Yates Department Chair,  
Early Childhood Education  
Riverside City College  
[shari.yates@rcc.edu](mailto:shari.yates@rcc.edu)  
951.222.8903

## Appendix A2

### Participant Request Letter

August 15, 2014

Dear Prospective Study Participant,

Early childhood care and education (ECE) programs on community colleges are increasingly pressured to respond to recurring and new challenges. In times of economic scarcity, external forces often question the value of child development laboratories. In recent regional and statewide meetings, ECE faculty have been searching for what solutions community college child development programs are undertaking to promote laboratory school viability.

I am conducting a Delphi study regarding California community college child development lab schools. In order to establish the issues, problems, barriers, and solutions, an expert panel of early childhood professionals will be asked three research questions:

1. According to a panel of experts, what are the most pressing issues, problems and barriers facing California child development labs?
2. How do the experts rate the importance of the issues, problems, and barriers identified in Research Question 1?
3. For the most highly rated issues, problems, and barriers identified in Research Question 2, what are the experts' recommendations for the most viable solutions to help California Child Development Labs maintain viability?

The answers to these questions will be important to early childhood faculty, community college leaders, ECE practitioners, ECE advocates, and the ECE community at large. The information from this study has four potential benefits: (1) the data could provide guidelines for policy construction regarding statewide community college lab programs; (2) the study could provide a systematic method for deciphering the most pressing problems and barriers that California community college child development laboratories are facing; (3) the results could provide solutions to maintain viability for child development lab programs; and (4) the information obtained from this study could contribute to the development of statewide recognition and possibly legislation on funding sources for California community college child development laboratories.

The Delphi method is selected for this study because of its advantages in enabling a group of expert participants to be consulted but who are dispersed geographically throughout the state of California. The Delphi method will also provide participants with anonymity, even standing, and equal opportunity to contribute.

Individual responses will remain confidential and results will be reported anonymously to protect the rights of the expert panelists. All correspondence between

the researcher and the experts will be done electronically through a secure web page and email. At the conclusion of the study the panelists will receive the results of the data gathered.

I am asking you to serve as an expert in this study on California community college child development laboratory schools. An expert may be defined as someone with extensive knowledge, skill, and ability to judge rightly and wisely in a particular area of study. In this study, prospective panelists are identified as experts by meeting at least one of the following criteria:

1. Five or more years in a leadership role in a California child development laboratory.
2. A senior faculty member at a California community college that has/had a child development laboratory within the last five years.
3. Researchers/authors identified as publishing two or more articles within the past five years regarding the field of early care and education.
4. ECE participants within the past five years in California organizations, industry committees, and/or panels.
5. All panelists must be willing to participate through the full study and commit to the Delphi research methodology.

Your expertise regarding California community college laboratory schools will provide valuable information for this study. There will be three rounds of questionnaires that will take place entirely on the Internet. For each round, specific instructions will be given to collect data.

Each round of the study will take up to one week for experts to submit their answers. The amount of time for completion of each round will vary between panelists but should range from approximately 30 to 45 minutes. There are no right and wrong answers to the questions; this research is seeking your expert opinion. Results will be made available to the expert panelists at the conclusion of the study.

The timeline of the study is as follows:

<b>Round</b>	<b>Start Date</b>	<b>End Date</b>
One	Friday, September 26, 2014	Friday, October 3, 2014
Two	Friday, October 3, 2014	Friday, October 10, 2014
Three	Friday, October 10, 2014	Friday, October 17, 2014

Enclosed are an Informed Consent Form Waiver and Research Participant Bill of Rights if you agree to participate in this study. No signature is required if you agree to participate in this study. If you consent to participating in this study, please reply with an email confirming your acceptance to contribute.

I sincerely hope you will consider sharing your expertise on California child development laboratory schools. If you have any questions, please e-mail:



[shari.yates@rcc.edu](mailto:shari.yates@rcc.edu) or call (951) 237-0619.

Respectfully,

Shari Yates, Doctoral Candidate

Appendix A3

**Brandman University Informed Consent Waiver**

BRANDMAN UNIVERSITY  
16355 LAGUNA CANYON ROAD  
IRVINE, CA 92618

**TITLE OF STUDY:** California Community Colleges Child Development Laboratory Schools

**RESPONSIBLE INVESTIGATOR:** Shari Yates, Doctoral Candidate

**PURPOSE OF STUDY:** The purpose of this study is to examine and rate the most pressing issues, problems and barriers facing California child development labs programs, and what the experts' recommendations are for the most viable solutions to help California child development laboratory programs maintain viability.

In participating in this study, I agree to participate as a Delphi study panel expert in three rounds of research questions. Each round of the study will take up to one week for the experts to submit their answers. The amount of time for completion of each round will vary between panelists but should range from approximately 30 to 45 minutes.

**In participating in this study I understand that:**

- a) There are no physical risks associated with participating in this study.
- b) There are no benefits of this study to me outside of serving as an expert panelist and possibly contributing to the field of early care and education.
- c) Any questions I have concerning my participation in this study will be answered by Shari Yates, Doctoral Candidate, at [yate4401@mail.brandman.edu](mailto:yate4401@mail.brandman.edu) or (951) 237-0619.
- d) I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also the investigator may stop the study at any time.
- e) I also understand that no information that identifies me will be released without my separate consent and that all identifiable information will be protected as the law allows.
- f) If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained.
- g) I understand that if I have any questions, comments, or concerns about the study, or the informed consent process, I may write or call the office of the Executive Vice-Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618, and/or call (949) 341-7641.

I acknowledge that I have received a copy of this form and the research participants Bill of Rights.

I have read the above and understand it and hereby consent to the procedures set forth.

\_\_\_\_\_  
Signature of Research Participant

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of Principal Investigator  
Brandman IRB August 2014

## Appendix A4

### Research Participant's Bill of Rights



#### BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

##### Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Appendix A5

Brandman University IRB Approval



BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

IRB Application Action – Approval

Date: 7/26/14

Name of Investigator/Researcher: Sharon Yates

Faculty or Student ID Number: B00052645

Title of Research Project:

California Community Colleges Child Development Laboratory Schools

Project Type: [X] New [ ] Continuation [ ] Resubmission

Category that applies to your research:

- [X] Doctoral Dissertation EdD
[ ] DNP Clinical Project
[ ] Masters' Thesis
[ ] Course Project
[ ] Faculty Professional/Academic Research
[ ] Other:

Funded: [X] No [ ] Yes (Funding Agency; Type of Funding; Grant Number)

Project Duration (cannot exceed 1 year): August-December 2014

Principal Investigator's Address: 19136 Zamora Way

Email Address: yate4401@mail.brandman.edu Telephone Number: 951-237-0619

Faculty Advisor/Sponsor/Chair Name: Dr. Jonathan Greenberg

Email Address: greenber@brandman.edu Telephone Number: 951-538-4320

Category of Review:

- [ ] Exempt Review [X] Expedited Review [ ] Standard Review

<input checked="" type="checkbox"/> I have completed the NIH Certification and included a copy with this proposal
<input type="checkbox"/> NIH Certificate currently on file in the office of the IRB Chair or Department Office

Signature of Principal Investigator: **Shari Yates** Digitally signed by Shari Yates  
DN: cn=Shari Yates, o. ou,  
email=shari.yates@roo.edu, c=US  
Date: 2014.07.25 17:42:16 -0700 Date: 7/26/14

Signature of Faculty Advisor/  
Sponsor/Dissertation Chair: **Dr. Jonathan  
Greenberg** Digitally signed by Dr. Jonathan Greenberg  
DN: cn=Dr. Jonathan Greenberg, ou=Perris Union  
High School District, ou=Office of the  
Superintendent, email=fori.ortell@puhsd.org, c=US  
Date: 2014.08.01 09:29:13 -0700 Date: 08/01/14

**BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD  
IRB APPLICATION ACTION – APPROVAL  
COMPLETED BY BUIRB**

**IRB ACTION/APPROVAL**

Name of Investigator/Researcher: Sharon Yates

- Returned without review. Insufficient detail to adequately assess risks, protections and benefits.
- Approved/Certified as Exempt form IRB Review.
- Approved as submitted.
- Approved, contingent on minor revisions (see attached)
- Requires significant modifications of the protocol before approval. Research must resubmit with modifications (see attached)
- Researcher must contact IRB member and discuss revisions to research proposal and protocol.

Level of Risk:     No Risk             Minimal Risk             More than Minimal Risk

IRB Comments:

Please provide written permissions of the researcher's access to the population - California Child Development Training Consortium, California Community College Early Childhood Educators, and California Chancellor's Office Child Development/Early Childhood Education Division. Generally, a letter from each organization providing permission to access the membership for the purpose of research will meet this requirement.

**IRB Contact**

Name: George Peraza-Smith

Telephone: 949-379-9712                      Email: gsmith@brandman.edu

IRB Certification Number: 08071401                      Date: 8/14/2014

Revised IRB Application



**Approved**



**Returned**

Name: Keith Larick

Digitally signed by Keith Larick  
DN: cn=Keith Larick, o=Ed.D, ou=SOE,  
email=larick@brandman.edu, c=US  
Date: 2014.09.10 16:23:35 -0700

Telephone: 916-421-2430                      Email: larick@brandman.edu                      Date: 9/10/14

## Appendix B1

### Round One Panelist Letter

Dear Expert Panelist,

Thank you so much for agreeing to be an expert panelist for my Delphi study. As an expert in the field of early childhood care and education, your opinions will strengthen this research on California community colleges child development laboratories. You will participate with 15 other experts to identify the most pressing issues, problems and barriers facing California child development labs programs, and what your recommendations are for the most viable solutions to help California child development laboratory programs maintain viability.

The Delphi method is selected for this study because of its advantages in enabling a group of expert participants to be consulted but who are dispersed geographically throughout the state of California. The Delphi method will also provide participants with anonymity, even standing, and equal opportunity to contribute. Individual responses will remain confidential and results will be reported anonymously to protect the rights of panelists. At the conclusion of the study the expert panelists will receive the results of the data gathered.

There will be three rounds of questionnaires regarding the research questions. The experts' commitment to finish all three rounds is important to the success of this research. The projected timeline and approximate time of each round is:

Round One (September 26, 2014-October 3, 2014); Identifying the most pressing issues, problems and barriers facing California child development labs programs (10-30 minutes)

Round Two (October 3, 2014-October 10, 2014); Rating of the most pressing issues, problems and barriers facing California child development labs programs (10-20 minutes)

Round Three (October 10, 2014-October 17, 2014); For the most highly-rated issues, problems, and barriers identified in Round Two, what recommendations do you suggest are the most viable solutions to help California Child Development Labs maintain viability? (10-45 minutes)

Respecting the busy schedule of the expert panelists, each round allows the experts one week to complete the questionnaire. If you have any questions or need clarification, please do not hesitate to email me at [shari.yates@rcc.edu](mailto:shari.yates@rcc.edu) or call (951) 222-237-0619.

Here is a link to the Round One survey:

[https://surveymonkey.com/s.aspx?sm=VAwQNe0GAqbmW3gjerItwg\\_3d\\_3d](https://surveymonkey.com/s.aspx?sm=VAwQNe0GAqbmW3gjerItwg_3d_3d)

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thank you again for your participation.

Respectfully,

Shari Yates  
Doctoral Candidate  
Brandman University  
(951) 237-0619

Please note: If you do not wish to receive further emails from me, please click the link below, and you will be automatically removed from my mailing list.

[https://surveymonkey.com/optout.aspx?sm=VAwQNe0GAqbmW3gjerItwg\\_3d\\_3d](https://surveymonkey.com/optout.aspx?sm=VAwQNe0GAqbmW3gjerItwg_3d_3d)



Appendix B2  
Round One Survey

**Round One Survey**

**\* 1. I agree to participate in the dissertation study on California community colleges child development laboratory schools.**

Yes, I agree

## Round One Survey

**\*2. In the space provided below, what are the most pressing issues, problems and barriers facing California child development labs?**

## Appendix B3

### Round One Reminder Letter

Dear Expert Panelist,

Please don't forget to take the survey on CA Community Colleges Child Dev Lab Schools. If you have already completed the Round one survey, thank you for your input and please disregard this message.

This is just a reminder that the deadline for Round One is approaching (October 3rd). I am resending the email dated September 26th which includes the link to the survey and necessary information for answering the Round One research question.

Thanks again for your participation in Round One. The Round Two survey will be followed on October 3rd after Round One.

Here is a link to the survey:

[https://surveymonkey.com/s.aspx?sm=VAwQNe0GAqbmW3gjerItwg\\_3d\\_3d](https://surveymonkey.com/s.aspx?sm=VAwQNe0GAqbmW3gjerItwg_3d_3d)

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

Shari Yates

[Email that was previously sent:]

Dear Expert Panelist,

Thank you so much for agreeing to be an expert panelist for my Delphi study. As an expert in the field of early childhood care and education, your opinion will strengthen this research on California community colleges child development laboratories. You will participate with 15 other experts to identify the most pressing issues, problems and barriers facing California child development labs programs, and what your recommendations are for the most viable solutions to help California child development laboratory programs maintain viability.

The Delphi method is selected for this study because of its advantages in enabling a group of expert participants to be consulted but who are dispersed geographically throughout the state of California. The Delphi method will also provide participants with anonymity, even standing, and equal opportunity to contribute. Individual responses will remain confidential and results will be reported anonymously to protect the rights of panelists. At the conclusion of the study the expert panelists will receive the results of the data gathered.

There will be three rounds of questionnaires regarding the research questions. The experts' commitment to finish all three rounds is important to the success of this research. The projected timeline and approximate time of each round is:

Round One (September 26, 2014-October 3, 2014); Identifying the most pressing issues, problems and barriers facing California child development labs programs (10-30 minutes)

Round Two (October 3, 2014-October 10, 2014); Rating of the most pressing issues, problems and barriers facing California child development labs programs (10-20 minutes)

Round Three (October 10, 2014-October 17, 2014); For the most highly-rated issues, problems, and barriers identified in Round Two, what recommendations do you suggest are the most viable solutions to help California Child Development Labs maintain viability? (10-45 minutes)

Respecting the busy schedule of the expert panelists, each round allows the experts one week to complete the questionnaire. If you have any questions or need clarification, please do not hesitate to email me at [shari.yates@rcc.edu](mailto:shari.yates@rcc.edu) or call (951) 222-8903 or (951) 237-0619.

Thank you again for your participation.

Respectfully,

Shari Yates  
Doctoral Candidate  
Brandman University  
(951) 237-0619

Please note: If you do not wish to receive further emails from me, please click the link below, and you will be automatically removed from my mailing list.

[https://surveymonkey.com/optout.aspx?sm=VAwQNe0GAqbmW3gjerItwg\\_3d\\_3d](https://surveymonkey.com/optout.aspx?sm=VAwQNe0GAqbmW3gjerItwg_3d_3d)

## Appendix B4

### Round One ECE Expert Responses

1. Lack of funding.
2. Lack of understanding about the need for lab schools which demonstrate best practices. The blurring of lines between campus child care and campus child development labs
3. Funding, including loss of financial support from the campus/district as well as state funding.
4. With the cost of I/T programs so much higher, many colleges have had to close programs for these younger children. This limits the lab opportunities for our students.
5. Money for new buildings. Barriers colleges and districts not understanding the importance of young children in a low paying field
6. Budget, funding and support.
7. The colleges not seeing us as labs and not funding us as that.
8. Cost and lack of funding formula from the Chancellor's office to support these labs.
9. The most pressing issues for California Child Development Lab Schools are: College Administration viewing them as "free child care for students" thus not being outwardly supportive of programs for children or students using them for their own studies, or faculty research projects.
10. Lack of financial support to maintain quality teaching staff at master teacher level or above,
11. Lack of funding to provide support in-service training to staff working with adult learners, to build overall mentoring skills, reflective practice knowledge, to keep up on current trends, quality practices.
12. Lack of funds to offer services at varying hours for all students, to offer infant care, and to provide for a quality program overall.
13. Lack of a state expectation, plan and support of need for NAEYC Accreditation status for all lab schools.
14. Lack of state standards for staffing of lab schools, definitions of what constitutes a Quality environment and expectations of quality practices, staffing and qualifications for director/manager.
15. Finally there is sometimes a disconnect between faculty and managerial staff at lab school- it seems as if there are competing goals one side is supportive of students completing practicum, the other supportive of children- where both should be in support of both goals. Perhaps there is a model where the director is faculty instead of a manager- so that all ECE faculty have a say in program policies and procedures, orientation practices, staffing and child classroom assignments, hiring practices, student assignments, etc.
16. Lack of an adequate, stable funding mechanism.
17. A clear understanding among administrators, faculty and boards of the critical importance of childcare to student parents.

18. An understanding among administrators that the "lab" school is as central to the study of child development/ECE as a lab is to biology, chemistry, or language classes is to those disciplines.
19. Quality standards at the lab school.
20. Lack of secure funding. One of the results of the funding challenges is that there is no designated time for teachers in lab classrooms to meet with ECE students
21. Funding for lab schools.
22. If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers.
23. Lab schools are teacher-training facilities. We do our best to have the best of the best at these sites. It costs more to run a center on a college campus.
24. Another issue is that the general college campus doesn't always see the value in having a lab school.
25. There are high costs in operating a high quality lab school, and not all colleges see the value in this for the students and community.
26. The Labs affiliated with the Community Colleges are not congruent with the early educational philosophies in the Child Development courses.
27. Status - there is no official designation for lab schools, nor requirements so colleges have to define them on their own.
28. We were told by the chancellor that we are not in the business of child care so the lab school was unnecessary for our program.
29. It has been cut significantly and every year is at risk of being closed.
30. Connection to academic programs - since the lab schools operate as separate entities in my college/district we develop our yearly plans and program reviews separately which means we are not able to support each other. We do not have a way to support the lab school in our own reports since we are separate entities.
31. Funding - because of the previous concerns, our center does not receive general funds from the college/district and is required to fund itself based on parent/student fees.
32. We had to close the infant program because it was too expensive and didn't pay for itself. For our small, rural community this was a huge loss since infant care is limited in our communities.
33. Administration - the CDC at our college/district does not seem to 'fit' anywhere and is currently under the counseling department - again, separated from the academic program/department. This means we have different administrators in charge of our programs and neither understands the demands of the other. The CDC is a bit of a 'step child' in that we aren't able to get it to be identified as fitting with our program - especially since it is also administered on a district level and has a district coordinator located in Bakersfield - 2 hours away from our site and unfamiliar with the concerns of small, rural programs.
34. Instead of having a program director at the center, the director position is at the district level and we have a 'program manager'.

35. Staff pay/union - since our staff are labeled as classified staff, they are unionized which requires higher pay, medical benefits, and other requirements. While it is great that the staff are paid better than average in the field, it also affects the funding of the program and the change to being unionized increased the expenses of the program so that we can only support 4 teachers now.
36. How will the increase of TK classrooms effect the enrollment of 4 year olds in child development labs?
37. The commitment of college administration towards the importance of child development labs and their connection to child development departments.
38. Our center has been waiting for over 15 years for the state to allocate funds to build a permanent center on our campus.
39. Funding sources often require policies, curriculum, assessment tools that are not aligned with the philosophy of the CD lab or the CD department.
40. Since the lab is housed in student services, it is not set up systemically for the academic program or the students' convenience.
41. Faculty are not on lab teacher hiring committees
42. Lead teachers spending much time with DRDPs that the least qualified teachers are with the children
43. High-turnover in staffing (serious concern for child attachment/bonding)

## Appendix C1

### Round Two Panelist Letter

Dear Expert Panelist,

In the first round you answered the question of “What are the most pressing issues, problems and barriers facing California community colleges child development laboratories?”

In the Round Two survey, experts are asked to rate the importance of the Round One cumulative responses on a 5-point Likert scale. The range of rating the items on the Likert scale will be from 1 to 5. The experts will rate the most pressing issues, problems and barriers with the following criteria: very important =1; important = 2; neither important nor unimportant= 3; unimportant = 4; and very unimportant =5.

The researcher will then analyze and rate the degree of importance of the identified pressing issues, problems and barriers facing California child development laboratory schools.

With respect to your demanding schedule, you will have up to one week to complete the survey. Please respond before October 10, 2014. If you have any difficulty in completing the survey, please feel free to contact me immediately at (951) 237-0619 (cell); (951) 222-8903 (work); or email me at: [shari.yates@rcc.edu](mailto:shari.yates@rcc.edu).

Here is a link to the survey:

[https://surveymonkey.com/s.aspx?sm=pLV6wWRI5FxQo0DDhEJoRA\\_3d\\_3d](https://surveymonkey.com/s.aspx?sm=pLV6wWRI5FxQo0DDhEJoRA_3d_3d)

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

Respectfully,

Shari Yates, Doctoral Candidate

Please note: If you do not wish to receive further emails from me, please click the link below, and you will be automatically removed from my mailing list.

[https://surveymonkey.com/optout.aspx?sm=pLV6wWRI5FxQo0DDhEJoRA\\_3d\\_3d](https://surveymonkey.com/optout.aspx?sm=pLV6wWRI5FxQo0DDhEJoRA_3d_3d)



## Appendix C2

### Round Two Survey

Round Two Survey					
<p><b>1. In the Round Two survey, experts are asked to rate the importance of the Round One cumulative responses on a 5-point Likert scale. The range of rating the items on the Likert scale will be from 1 to 5. The experts will rate the most pressing issues, problems and barriers with the following criteria: very important =1; important = 2; neither important nor unimportant= 3; unimportant = 4; and very unimportant =5.</b></p>					
	very important	important	neither important nor unimportant	unimportant	very unimportant
ECE faculty not having a role in the lab program regarding policies, procedures, practices, staffing, children classroom assignments, hiring, and student assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disconnect between ECE faculty and managerial staff at lab school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of state standards for staffing of lab schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of definitions of what constitutes a quality environment and expectations of quality practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of state standards for staffing and qualifications for director/manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of funds to provide a high-quality lab program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No state expectation requiring NAEYC accreditation status for all lab schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of funds to offer lab services at varying hours for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of financial support to maintain high-quality teaching staff at master teacher level or above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/Districts viewing lab schools as "free child care for students" but failing to see the importance of lab schools for children,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

college students, and faculty research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges/Districts not viewing lab schools comparably to other student laboratories on campus. The Lab school not perceived as crucial to the child development/ECE student as a lab is to biology, chemistry, cosmetology, or language laboratories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges/Districts not supporting the ECE program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges/Districts not seeing the value of ECE lab schools for the students and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low paying job market for ECE field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges/Districts not understanding the importance of ECE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of resources for new buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited infant/toddler lab school practicum opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infant/toddler programs too expensive to incorporate into the lab school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No state funding formula from Chancellor's office to support ECE lab schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of financial support from campus/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of secure funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of a clear understanding among administrators, campus faculty, and board of trustees of the critical importance of childcare to college student parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of quality standards at the lab school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No "funded" designated time for teachers in lab classrooms to meet with ECE students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If the lab school is state funded, the state of CA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher-training facilities					
Higher costs associated in operating a high-quality lab school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab schools are not congruent with the early educational philosophies in the ECE/child development courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are no official designation or requirements for lab schools, so colleges have to define them on their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ECE programs being told we are not "in the business of providing child care" so the lab school is unnecessary for ECE program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Danger of losing the lab after severe cutbacks every year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab schools as separate entities than academic programs (yearly plans and program reviews not supporting each other)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inability to provide high-quality lab school based solely on parent/student fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab school housed in separate college department from the ECE academic program/department resulting in different administrators not understanding the needs of the academic program and lab school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab teachers are in the classified staff union requiring higher pay, medical benefits, and other requirements affecting the lab school funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase of transitional-kindergarten classrooms affecting the enrollment of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4-year olds in child development labs

Funding sources often require policies, curriculum, assessment tools that are not aligned with the philosophy of the CD lab or the CD department

Lack of understanding about the need for lab schools that demonstrate best practices to ECE students and the community

The blurring of lines between campus childcare and campus child development labs

Faculty are not on lab teacher hiring committees

Lead teachers spending so much time with the DRDPs that the least qualified teachers are with the children

High-turnover in staffing (serious concern for child attachment/bonding)

Other (please specify)

Appendix C3  
Round Two Reminder

Dear Expert Panelist,

Reminder to please complete the survey regarding CA Community Colleges Child Development Lab Schools. If you have already taken the survey, please disregard this message.

Email previously sent:

In the first round you answered the question of “What are the most pressing issues, problems and barriers facing California community colleges child development laboratories?”

In the Round Two survey, experts are asked to rate the importance of the Round One cumulative responses on a 5-point Likert scale. The range of rating the items on the Likert scale will be from 1 to 5. The experts will rate the most pressing issues, problems and barriers with the following criteria: very important =1; important = 2; neither important nor unimportant= 3; unimportant = 4; and very unimportant =5.

The researcher will then analyze and rate the degree of importance of the identified pressing issues, problems and barriers facing California child development laboratory schools.

With respect to your demanding schedule, you will have up to one week to complete the survey. Please respond before October 10, 2014. If you have any difficulty in completing the survey, please feel free to contact me immediately at (951) 237-0619 (cell); (951) 222-8903 (work); or email me at: [shari.yates@rcc.edu](mailto:shari.yates@rcc.edu).

Here is a link to the survey:

[https://surveymonkey.com/s.aspx?sm=pLV6wWRI5FxQo0DDhEJoRA\\_3d\\_3d](https://surveymonkey.com/s.aspx?sm=pLV6wWRI5FxQo0DDhEJoRA_3d_3d)

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

Respectfully,

Shari Yates, Doctoral Candidate

Please note: If you do not wish to receive further emails from me, please click the link below, and you will be automatically removed from my mailing list.

[https://surveymonkey.com/optout.aspx?sm=pLV6wWRI5FxQo0DDhEJoRA\\_3d\\_3d](https://surveymonkey.com/optout.aspx?sm=pLV6wWRI5FxQo0DDhEJoRA_3d_3d)

# Appendix C4

## Round Two Responses

Round Two CA Community Colleges Child Develop Lab Survey

SurveyMonkey

**Q1 In the Round Two survey, experts are asked to rate the importance of the Round One cumulative responses on a 5-point Likert scale. The range of rating the items on the Likert scale will be from 1 to 5. The experts will rate the most pressing issues, problems and barriers with the following criteria: very important =1; important = 2; neither important nor unimportant= 3; unimportant = 4; and very unimportant =5.**

Answered: 13 Skipped: 0

	very important	important	neither important nor unimportant	unimportant	very unimportant	Total
ECE faculty not having a role in the lab program regarding policies, procedures, practices, staffing, children classroom assignments, hiring, and student assignments	61.54% 8	30.77% 4	7.69% 1	0.00% 0	0.00% 0	13
Disconnect between ECE faculty and managerial staff at lab school	76.92% 10	15.38% 2	7.69% 1	0.00% 0	0.00% 0	13
Lack of state standards for staffing of lab schools	25.00% 3	41.67% 5	16.67% 2	16.67% 2	0.00% 0	12
Lack of definitions of what constitutes a quality environment and expectations of quality practices	41.67% 5	25.00% 3	25.00% 3	8.33% 1	0.00% 0	12
Lack of state standards for staffing and qualifications for director/manager	16.67% 2	50.00% 6	25.00% 3	8.33% 1	0.00% 0	12
Lack of funds to provide a high-quality lab program	76.92% 10	15.38% 2	7.69% 1	0.00% 0	0.00% 0	13
No state expectation requiring NAEYC accreditation status for all lab schools	15.38% 2	30.77% 4	30.77% 4	23.08% 3	0.00% 0	13
Lack of funds to offer lab services at varying hours for all students	23.08% 3	23.08% 3	38.46% 5	15.38% 2	0.00% 0	13
Lack of financial support to maintain high-quality teaching staff at master teacher level or above	61.54% 8	23.08% 3	7.69% 1	7.69% 1	0.00% 0	13
Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices	46.15% 6	38.46% 5	7.69% 1	7.69% 1	0.00% 0	13
College/Districts viewing lab schools as "free child care for students" but failing to see the importance of lab schools for children, college students, and faculty research	84.62% 11	15.38% 2	0.00% 0	0.00% 0	0.00% 0	13
Colleges/Districts not viewing lab schools comparably to other student laboratories on campus. The Lab school not perceived as crucial to the child development/ECE student as a lab is to biology, chemistry, cosmetology, or language laboratories	92.31% 12	7.69% 1	0.00% 0	0.00% 0	0.00% 0	13
Colleges/Districts not supporting the ECE program	83.33% 10	16.67% 2	0.00% 0	0.00% 0	0.00% 0	12

Round Two CA Community Colleges Child Develop Lab Survey

SurveyMonkey

Colleges/Districts not seeing the value of ECE lab schools for the students and community	92.31% 12	7.69% 1	0.00% 0	0.00% 0	0.00% 0	13
Low paying job market for ECE field	69.23% 9	23.08% 3	0.00% 0	7.69% 1	0.00% 0	13
Colleges/Districts not understanding the importance of ECE	76.92% 10	23.08% 3	0.00% 0	0.00% 0	0.00% 0	13
Lack of resources for new buildings	23.08% 3	30.77% 4	38.46% 5	7.69% 1	0.00% 0	13
Limited infant/toddler lab school practicum opportunities	69.23% 9	23.08% 3	7.69% 1	0.00% 0	0.00% 0	13
Infant/toddler programs too expensive to incorporate into the lab school	76.92% 10	23.08% 3	0.00% 0	0.00% 0	0.00% 0	13
No state funding formula from Chancellor's office to support ECE lab schools	69.23% 9	15.38% 2	15.38% 2	0.00% 0	0.00% 0	13
Loss of financial support from campus/district	76.92% 10	23.08% 3	0.00% 0	0.00% 0	0.00% 0	13
Lack of secure funding	76.92% 10	23.08% 3	0.00% 0	0.00% 0	0.00% 0	13
Lack of a clear understanding among administrators, campus faculty, and board of trustees of the critical importance of childcare to college student parents	76.92% 10	7.69% 1	7.69% 1	7.69% 1	0.00% 0	13
Lack of quality standards at the lab school	38.46% 5	23.08% 3	23.08% 3	15.38% 2	0.00% 0	13
No "funded" designated time for teachers in lab classrooms to meet with ECE students	38.46% 5	38.46% 5	15.38% 2	7.69% 1	0.00% 0	13
If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher-training facilities	61.54% 8	38.46% 5	0.00% 0	0.00% 0	0.00% 0	13
Higher costs associated in operating a high-quality lab school	69.23% 9	30.77% 4	0.00% 0	0.00% 0	0.00% 0	13
Lab schools are not congruent with the early educational philosophies in the ECE/child development courses	46.15% 6	30.77% 4	7.69% 1	15.38% 2	0.00% 0	13
There are no official designation or requirements for lab schools, so colleges have to define them on their own	53.85% 7	23.08% 3	23.08% 3	0.00% 0	0.00% 0	13
ECE programs being told we are not "in the business of providing child care" so the lab school is unnecessary for ECE program	69.23% 9	30.77% 4	0.00% 0	0.00% 0	0.00% 0	13
Danger of losing the lab after severe cutbacks every year	76.92% 10	23.08% 3	0.00% 0	0.00% 0	0.00% 0	13
Lab schools as separate entities than academic programs (yearly plans and program reviews not supporting each other)	66.67% 8	33.33% 4	0.00% 0	0.00% 0	0.00% 0	12
Inability to provide high-quality lab school based solely on parent/student fees	46.15% 6	46.15% 6	7.69% 1	0.00% 0	0.00% 0	13
Lab school housed in separate college department from the ECE academic program/department resulting in different administrators not understanding the needs of the academic program and lab school	53.85% 7	38.46% 5	0.00% 0	7.69% 1	0.00% 0	13
Lab teachers are in the classified staff union requiring higher pay, medical benefits, and other requirements affecting the lab school funding	30.77% 4	30.77% 4	30.77% 4	7.69% 1	0.00% 0	13

Round Two CA Community Colleges Child Develop Lab Survey

SurveyMonkey

Increase of transitional-kindergarten classrooms affecting the enrollment of 4-year olds in child development labs	<b>30.77%</b> 4	<b>46.15%</b> 6	<b>15.38%</b> 2	<b>7.69%</b> 1	<b>0.00%</b> 0	13
Funding sources often require policies, curriculum, assessment tools that are not aligned with the philosophy of the CD lab or the CD department	<b>23.08%</b> 3	<b>30.77%</b> 4	<b>46.15%</b> 6	<b>0.00%</b> 0	<b>0.00%</b> 0	13
Lack of understanding about the need for lab schools that demonstrate best practices to ECE students and the community	<b>84.62%</b> 11	<b>15.38%</b> 2	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>0.00%</b> 0	13
The blurring of lines between campus childcare and campus child development labs	<b>38.46%</b> 5	<b>23.08%</b> 3	<b>38.46%</b> 5	<b>0.00%</b> 0	<b>0.00%</b> 0	13
Faculty are not on lab teacher hiring committees	<b>38.46%</b> 5	<b>23.08%</b> 3	<b>30.77%</b> 4	<b>0.00%</b> 0	<b>7.69%</b> 1	13
Lead teachers spending so much time with the DRDPs that the least qualified teachers are with the children	<b>30.77%</b> 4	<b>30.77%</b> 4	<b>30.77%</b> 4	<b>7.69%</b> 1	<b>0.00%</b> 0	13
High-turnover in staffing (serious concern for child attachment/bonding)	<b>38.46%</b> 5	<b>23.08%</b> 3	<b>30.77%</b> 4	<b>7.69%</b> 1	<b>0.00%</b> 0	13



## Appendix D1

### Round Three Panelist Letter

Dear Expert Panelist,

For Round Three survey, based on the most highly rated issues, problems, and barriers identified in Round Two, what recommendations do you suggest are the most viable solutions to help California Community Colleges Child Development Labs maintain viability?

Your input will be valuable to the programs across California seeking solutions for child development lab schools.

The Round Three survey is attached. Please respond before October 17th.

After completing the Round Three survey, your role in this research study is fulfilled. Thank you once again for your participation and input. You will receive a full summary of the research when completed. Please feel free to contact me, Shari Yates, with any questions or concerns by calling (951) 222-8903 or (951) 237-0619 and/or emailing [shari.yates@rcc.edu](mailto:shari.yates@rcc.edu).

Here is a link to the survey:

[https://surveymonkey.com/s.aspx?sm=2mh1yrNsGZpRXjUsqLQIQQ\\_3d\\_3d](https://surveymonkey.com/s.aspx?sm=2mh1yrNsGZpRXjUsqLQIQQ_3d_3d)

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Respectfully and gratefully,

Shari Yates

Thanks for your participation!

Please note: If you do not wish to receive further emails from me, please click the link below, and you will be automatically removed from my mailing list.

[https://surveymonkey.com/optout.aspx?sm=2mh1yrNsGZpRXjUsqLQIQQ\\_3d\\_3d](https://surveymonkey.com/optout.aspx?sm=2mh1yrNsGZpRXjUsqLQIQQ_3d_3d)

## Appendix D2

### Round Three Survey

#### Round Three Survey

##### Round Three Survey Instructions

For the last round of this survey, based on the most highly rated issues, problems, and barriers identified in Round Two, what recommendations do you suggest are the most viable solutions to help California Community Colleges Child Development Labs maintain viability?

I have sorted the highest rated responses into six primary themes that emerged from the ECE experts. Please indicate your thoughts within the open-ended text box under each theme listing issues, problems, and barriers facing CA community colleges child development laboratory schools generated by the ECE experts.

After completing the Round Three survey, your role in this research study is fulfilled. Thank you once again for your participation and input. You will receive a full summary of the research when completed. Please feel free to contact me, Shari Yates, with any questions or concerns by calling (951) 222-8903 or (951) 237-0619 and/or emailing [shari.yates@rcc.edu](mailto:shari.yates@rcc.edu).

**3. The THEME of Lack of Financial Support was highly rated as a pressing issue, problem and/or barrier:**

**"Lack of funds to provide a high-quality lab program"**

**"Lack of financial support to maintain high-quality teaching staff at master teacher level or above"**

**"Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices"**

**"If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher-training facilities"**

**"Higher costs associated in operating a high-quality lab school"**

**"Danger of losing the lab after severe cutbacks every year"**

**"Inability to provide high-quality lab school based solely on parent/student fees"**

**"No state funding formula from Chancellor's office to support ECE lab schools"**

**Based on the issues, problems, and barriers listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools maintain viability?**

**4. The THEME of**

**"Low Paying Job Market for the ECE Field"**

**was highly rated as a pressing issue, problem and/or barrier:**

**Based on the issue, problem, and barrier listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools maintain viability?**

**5. The THEME of Infant/Toddler Programs was highly rated as a pressing issue, problem and/or barrier:**

**"Infant/toddler programs too expensive to incorporate into the lab school"**

**"Limited infant/toddler lab school practicum opportunities"**

**Based on the issues, problems, and barriers listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools maintain viability?**

**6. The THEME of the**

**"Increase of Transitional-Kindergarten classrooms Affecting the Enrollment of 4-year-olds in Child Development Labs"**

**was highly rated as a pressing issue, problem and/or barrier:**

**Based on the issue, problem, and barrier listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools maintain viability?**

## Appendix D3

### Round Three Reminder

Dear ECE Expert Panelist,

Please don't forget to take the last survey on CA Community Colleges Child Dev Lab Schools. If you have already completed the Round Three of the survey, thank you for your input and please disregard this message.

This is just a reminder that the deadline for Round Three is approaching (Friday, October 17th). I am resending the email dated October 3rd which includes the link to the survey and necessary information for answering the Round Three research question.

Thanks again for your participation in this study of CA lab schools.

Here is a copy of the email previously sent:

Dear Expert Panelist,

For Round Three survey, based on the most highly rated issues, problems, and barriers identified in Round Two, what recommendations do you suggest are the most viable solutions to help California Community Colleges Child Development Labs maintain viability?

Your input will be valuable to the programs across California seeking solutions for child development lab schools.

After completing the Round Three survey, your role in this research study is fulfilled. Thank you once again for your participation and input. You will receive a full summary of the research when completed. Please feel free to contact me, Shari Yates, with any questions or concerns by calling (951) 222-8903 or (951) 237-0619 and/or emailing [shari.yates@rcc.edu](mailto:shari.yates@rcc.edu).

Here is a link to the survey:

<https://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Respectfully and gratefully,

Shari Yates

Thanks again for your participation!

Please note: If you do not wish to receive further emails from me, please click the link below, and you will be automatically removed from my mailing list.

<https://www.surveymonkey.com/optout.aspx>

## Appendix D4

### Round Three Survey Responses

Round Three-CA Community Colleges Child Development Laboratory Schools

SurveyMonkey

**Q1 The THEME of Colleges/Districts Not Understanding the Importance of Child Development Laboratory Schools was highly rated as a pressing issue, problem and/or barrier: "Colleges/Districts viewing lab schools as 'free child care for students' but failing to see the importance of lab schools for children, college students, and faculty research" "Colleges/Districts not viewing lab schools comparably to other student laboratories on campus. The Lab school not perceived as crucial to the child development/ECE student as a lab is to biology, chemistry, cosmetology, or language laboratories" "Colleges/Districts not supporting the ECE program" "Colleges/Districts not seeing the value of ECE lab schools for the students and community" "Lack of understanding about the need for lab schools that demonstrate best practices to ECE students and the community" "Colleges/Districts not understanding the importance of ECE" "ECE programs being told we are not "in the business of providing child care" so the lab school is unnecessary for ECE program" "Lack of a clear understanding among administrators, campus faculty, and board of trustees of the critical importance of childcare to college student parents"**

**Based on the issues, problems, and barriers listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools (California community colleges child development laboratory schools) maintain viability?**

Answered: 13 Skipped: 0

#	Responses	Date
---	-----------	------

Round Three-CA Community Colleges Child Development Laboratory Schools

SurveyMonkey

1	We definitely have to continue to educate our campus administrators about the importance of the campus lab/early childhood programs. Presentations to boards perhaps? Develop a brochure outlining the benefits to students; connect to student success. (Get testimonials from students who may not have finished a degree/program without the child care, or a student who may not have got a job and/or permit without the units/lab)	10/17/2014 7:16 PM
2	Several colleges have been successful at educating their administration and their board- we need to use their successful strategies statewide, at each college and at the statewide meetings of administrators. Also we need to get support of employers who want a qualified workforce.	10/16/2014 11:39 PM
3	Need a designated funding source from Chancellor's office for ECED labs. We also should look at being proactive and suggesting some. I see the CA Early Childhood Mentor program as one possible funding source. It is used by institutions without labs but many with labs do not use it so why not use some of that money for lab schools to use. Our Lab school teaching staff on campus cannot earn mentor \$ as it is part of their job description so why not get a designated stream of money from that program to help support lab teachers salaries. That is one possibility. The other would be to look at the CDTC and its grants as a possible one that could be used for lab schools---these are state funded. I still think that the Chancellor's office also needs to come up with a dedicated stream as we are dual purpose--student service and academic lab. Here is a link to some national information on greatest barrier to single parents college success: <a href="http://www.iwpr.org/initiatives/student-parent-success-initiative/resources-publications">http://www.iwpr.org/initiatives/student-parent-success-initiative/resources-publications</a> this site talks about the need for campus child care and how there is only 1 slot for every 10 students in need and quality consistent care is one need for single parents to be successful--it is a great statement and stats to use to educate.	10/15/2014 1:23 PM
4	I think all of these are correct but in a nutshell, colleges/districts not seeing the importance of ECE and the lab schools which lends itself to no financial support. They are all connected but it starts with a perception of ECE/CD that is campus wide.	10/15/2014 12:56 PM
5	Having an official designation of Lab School would help legitimize the programs as well as specific funding from the state to help colleges support these programs. I think it would also be helpful if there was a formal model of successful implementation for lab schools that addresses issues like faculty relationships with the lab school. It seems that each college is having to reinvent the wheel with each lab school since there aren't any guidelines for what having a lab school means in terms of administration, relationships between programs, and the mission of providing quality care programs for children and CC students.	10/15/2014 12:05 PM
6	I would like to see some leadership from the Chancellor's office endorsing the central role of child development departments and the lab schools to the our entire educational system. Additionally I think CDE needs to step up and take a position with the Chancellor's office that the lab schools (and CD departments) are essential to the training and education of early childhood workforce. I also think if the labs had a stronger, richer funding stream from CDE and weren't as dependent on district funding then they would not be regarded with skepticism by some college administrators. I think that the proposed 0-8 teaching credential could help this. So would stronger licensing standards regarding teacher qualifications.	10/14/2014 5:11 PM
7	The Community College Chancellor and the staff at the CCCC need to take some leadership and help college presidents, boards, and the ACCJC understand the value of high quality lab experiences for the ECE workforce.	10/14/2014 1:37 PM
8	I think CD departments and CD lab schools need to work together to educate the campus community on the role the lab school plays on the campus. For instance, we are changing the name from Child Development Center to Early Childhood Education Lab School. We are also involved on various committees on campus to educate faculty, staff, administrators, and board members on what we really do and how we are just not "child care".	10/14/2014 12:38 PM
9	The Chancellor's office to recognize Child Development Laboratories as educational labs and attach FTES component to lab from students using lab. Student services needs to also show Labs as part of equity plan at Chancellor's level.	10/13/2014 11:07 AM
10	Attitudes and understanding about Early Childhood are largely determined by how one is raised and the communicated value of parenting and children. In order to develop a better understanding it would be beneficial for administrators to participate in lab schools, possibly volunteerin 10-15 hours per semester.	10/13/2014 10:30 AM
11	Legislation of some sort establishing standards for lab schools as academic programs. We will never be valued by administration if our programs are not high quality, and if we continue to talk about providing child care. Lab schools are teacher training sites, not campus child care	10/12/2014 8:21 AM



Round Three-CA Community Colleges Child Development Laboratory Schools

SurveyMonkey

12	I am in a fortunate situation. The President of our college, the Dean that oversees this program and the other managers that I work with on campus see our lab school as a valuable part of the community. The President stated several years ago (we were on the verge of being closed) that the lab school is a lab component of the ECE program and is supported along with every other lab on campus. I have been the director here for 8 years and this program has become much more visible on campus. Also, in order to sustain this program it was necessary to enroll full cost families which provides a rich diverse environment for children, families and students.	10/11/2014 8:27 AM
13	Continue building a strong relationship between Child Development Laboratory School and Child Development Department. Continue to educate Dean of the Division for both the CD Department and the CD laboratory school.	10/11/2014 1:40 AM

**Q2 The THEME of College/District System Dysfunction emerged as highly rated as a pressing issue, problem and/or barrier: "ECE faculty not having a role in the lab program regarding policies, procedures, practices, staffing, children classroom assignments, hiring, and student assignments" "Disconnect between ECE faculty and managerial staff at lab school" "Lab schools as separate entities than academic programs (yearly plans and program reviews not supporting each other)" "Lab school housed in separate college department from the ECE academic program/department resulting in different administrators not understanding the needs of the academic program and lab school" Based on the issues, problems, and barriers listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools maintain viability?**

Answered: 13 Skipped: 0

#	Responses	Date
1	Similar as #1. It's critical to 'educate' the policy-makers on our campuses/in our districts about the importance of these programs. Continue to advocate on the importance of the ECE dept working with/collaborating with the centers.	10/17/2014 7:16 PM
2	I wonder if this is an academic senate issue which could become a resolution at the state level. I do believe that this is a top down issue- if we see the lab as an academic program then there should be standards in place at a statewide level.	10/16/2014 11:39 PM
3	Key is they must be under the academic program and the Deans and VP's must see them as a team and work with them as a team. This is not the typical case. Also some ECE faculty have an arrogance about this too and it hurts programs.	10/15/2014 1:23 PM
4	Yes! ECE programs are separate from the lab school/center. The best situation that I have experienced is when center staff have partial loads (ex. center 40%/teaching 60%). Then, there is consistency between what the students are learning an doing/seeing.	10/15/2014 12:56 PM
5	The same as above - both of my solutions for one would also address these concerns.	10/15/2014 12:05 PM
6	I would suggest a system-wide study and set of recommendations regarding standards, policies, structure, and staffing be commissioned (by the Chancellor's office) and implemented. This was last done in the early 1980s and it had a significant impact, but clearly it needs to be done again. I think it would also be good to convene a group, or start a CAP-like project that brought CD faculty and staff together to come up with their own set of recommendations, standards, structure, etc. I think once quality standards are defined for the lab schools they should be accredited (preferably but not necessarily by NAEYC) to assure that we provide the highest quality care and student learning experience.	10/14/2014 5:11 PM

Round Three-CA Community Colleges Child Development Laboratory Schools

SurveyMonkey

7	As with all other academic areas, Lab schools and ECE/CD Programs need to be housed in the same division with the same dean to ensure administrative consistency. Collaboration between the lab schools and the instructional programs should be codified in the faculty and the lab school job descriptions at the Director and Teacher levels. Consistent meeting should be required between faculty with students in the lab school and center staff.	10/14/2014 1:37 PM
8	This is not an issue on our campus, but I can see it is a problem on others. About 15 years ago, we appointed a Child Development Department faculty to be a liaison between the Center and Department on campus. This liaison oversees the Center director and works with the dean. This has been vital to the success of building a bridge between the Center and the Department. We are all working for the same goal.	10/14/2014 12:38 PM
9	The Administrator or Chair of the Child Development program should oversee the supervisor of the lab.	10/13/2014 11:07 AM
10	The college "lab" school needs to decide whether it is a student services program or a training program. If the "lab" school falls under an academic program, managerial staff must have worked a minimum of 3 years in a lab school.	10/13/2014 10:30 AM
11	See above. Legislation establishing standards	10/12/2014 8:21 AM
12	It is all about creating relationships. I have been in the field of ECE for 30+ years. If we are teaching children to negotiate, problem solve, be respectful, learn to work together and work as a team then the ECE community must "Walk their Talk". I am learning to be more proactive that reactive which is very hard to do.	10/11/2014 8:27 AM
13	Do not give up on relationship between the lab school and CD Department. Must continue to work on that relationship. There must between a connect between both, this takes time and a commitment by both faculty and CDC staff.	10/11/2014 1:40 AM

**Q3 The THEME of Lack of Financial Support was highly rated as a pressing issue, problem and/or barrier: "Lack of funds to provide a high-quality lab program""Lack of financial support to maintain high-quality teaching staff at master teacher level or above" "Lack of funding for in-service staff training regarding mentoring, reflective practice, current trends, and best practices" "If the lab school is state funded, the state of CA reimburses the center the same as it does for ALL funded centers not taking into consideration that lab schools are teacher-training facilities" "Higher costs associated in operating a high-quality lab school" "Danger of losing the lab after severe cutbacks every year" "Inability to provide high-quality lab school based solely on parent/student fees" "No state funding formula from Chancellor's office to support ECE lab schools"Based on the issues, problems, and barriers listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools maintain viability?**

Answered: 13 Skipped: 0

#	Responses	Date
1	Using the recent pamphlet describing the CA CC/CD lab schools done by CCCECE and CDTC to show data. Work with Chancellor's office and district boards to review costs AND benefits.	10/17/2014 7:16 PM
2	We need to have a new funding model for lab schools who receive monies from the state. Also a piece of the expectations is that center staff receive adequate inservice training and education opportunities, perhaps at a statewide conference. Also in many cases we are not utilizing partners such as Head Start, special education programs or other grants.	10/16/2014 11:39 PM
3	See comment on # 1 for this.	10/15/2014 1:23 PM
4	Financial support and district funds used for the center.	10/15/2014 12:56 PM
5	Having a clear set of guidelines that include funding - for example, redefining CDC staff as classified staff so they are protected by the union - would help the funding within the college. I think because of the extra demands that a lab school has there should be a special state designation for lab schools at colleges (all levels) that comes with increased funding for these programs.	10/15/2014 12:05 PM
6	The reimbursement rate from CDE needs to be adjusted to reflect the additional costs, responsibilities, and role of the lab schools in preparing the ECE workforce. I also believe that First Five needs to make a long-term commitment to lab schools.	10/14/2014 5:11 PM

Round Three-CA Community Colleges Child Development Laboratory Schools

SurveyMonkey

7	If the chancellor took the lead this would be less of an issue (see #1 above). The California Dept of Ed EESD also needs to recognize the work that lab schools do to prepare the workforce and increase reimbursement rates for lab school to cover the additional costs of mentoring college students.	10/14/2014 1:37 PM
8	Again, lab schools and departments must be a united front in working to educate and advocate for the lab school on campus. The research is out there to show how successful children can be if given high quality early childhood experiences. There needs to be active public relations!	10/14/2014 12:38 PM
9	Recognition at Chancellor level as a lab.	10/13/2014 11:07 AM
10	Pull out of state funding and support a private program through college funding and parent tuition. Thus, not being committed to state regulated curriculum (inappropriate), and offering a true learning program for oth students and children.	10/13/2014 10:30 AM
11	Legislation or regulations establishing standards including staffing and funding	10/12/2014 8:21 AM
12	This is the most pressing issue and it will continue to be so. I am not sure what the answer is. As I stated previously enrolling full cost faculty and staff of your college contributes to visibility on campus. Until California sees Early Childhood Education as a workforce entity things are not going to change.	10/11/2014 8:27 AM
13	Our CDC director has looked for a variety of funding sources. Continue looking for creative solutions as our field continue to changes.	10/11/2014 1:40 AM

**Q4 The THEME of "Low Paying Job Market for the ECE Field" was highly rated as a pressing issue, problem and/or barrier: Based on the issue, problem, and barrier listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools maintain viability?**

Answered: 13 Skipped: 0

#	Responses	Date
1	With the recent 'push' for students to complete programs for higher-paying jobs (i.e., Salary Surfer), this is a particular challenge for our field right now. Utilize resources like Center for the Study of Child Care (U.C. Berkeley) to show importance of a well-trained and well-paid ECE staff.	10/17/2014 7:16 PM
2	The lab schools could set the standard for a pay scale- perhaps by having intern positions which are paid at a lower rate, we could raise the pay rates of center staff.	10/16/2014 11:39 PM
3	Key here is to acknowledge why we are low paying--no federal subsidy and the lack of understanding that ECE teachers do need high education. The field is disconnected on what the training needs to be--in CA they allow too many ways to be an ECE teacher--they go by the generalist piece with related fields way too broad and that has gotten us into trouble. We also need to show them the career ladder and how there are higher paying jobs with some of the higher levels overseeing multiple sites and agencies making 60,000 to 145,000 and how "old" our field is in regards to ECE people with higher degrees. In CA used to be that 34 was the average age of ECE teachers (not sure now this is a few years old) but if you then looked at ECE teachers with BA's and MA's the age went to 50 and 55 years old--which was also true nationally as the last big group to keep going with degrees did so in the 80's. We will have a shortage soon and this is going to be an issue. Pay is a complex problem until we have a federal funding formula like K12 and continue to allow multiple ways to be qualified we will struggle.	10/15/2014 1:23 PM
4	This is a state issue but if colleges supported centers financially, they could offer higher pay. TC (Taft College) pays better than most centers in Kern County.	10/15/2014 12:56 PM
5	I don't see this as an issue specifically for college lab schools, it is an issue for the field in general. I think we are continuing to make progress in this area as we increase education, work together to support legislation, and demonstrate the professionalism of the field.	10/15/2014 12:05 PM
6	This is a very complicated question. At this point I think the best hope we have of raising the pay is to have early childhood education be associated with public education. This will help solve that problem although it opens up a number of other potential (and likely) problems.	10/14/2014 5:11 PM
7	Again - leadership from the CCCCCO would help. There needs to be a clear understanding that no economic and workforce development can move forward if there is no child care for the workers. There also needs to be recognition of the role that early learning and care plays in the future work force (refer the Heckman work).	10/14/2014 1:37 PM
8	This one needs to start at the federal and state levels. It is really hard to provide a solution to this problem until society as a whole realizes how important ECE teachers are to the success of society as a whole.	10/14/2014 12:38 PM
9	Support legislative moves to increase salaries. Credential for Preschool through third.	10/13/2014 11:07 AM
10	With the state looking at an ECE credential (on the gov's desk), the salaries will rise, however, with the state funding will come the regulatory bodies including curriculum and assessment.	10/13/2014 10:30 AM
11	Raise the educational requirements for preschool teachers. We cannot expect to be paid on par with K-12 teachers when we have 12 units and they have credentials. This issue is not related to lab schools though	10/12/2014 8:21 AM
12	ECE field needs a professionalism overhaul. WE are still not articulate about what we do and how this contributes to the foundation of learning for life.	10/11/2014 8:27 AM
13	Some years ago, we surveyed other lab schools and used this information to increase salaries for lab school staff.	10/11/2014 1:40 AM

**Q5 The THEME of Infant/Toddler Programs was highly rated as a pressing issue, problem and/or barrier: "Infant/toddler programs too expensive to incorporate into the labschool""Limited infant/toddler lab school practicum opportunities" Based on the issues, problems, and barriers listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools maintain viability?**

Answered: 12 Skipped: 1

#	Responses	Date
1	Develop strategies to bring I/T programs back into the labs (grants??) Collaborate with Local First 5, county R & R's, LPC's for these grants.	10/17/2014 7:16 PM
2	This is again connected to money- state support is necessary.	10/16/2014 11:39 PM
3	we want to add one in our restructuring but need to look at the reimbursement rate versus our cost to see if we can afford. They are more costly programs and need a different funding level.	10/15/2014 1:23 PM
4	Our center has expanded infant/toddler spaces due to demand. Again, financial support seems to be the issue. So, support from district funds as the centers are part of instruction.	10/15/2014 12:56 PM
5	Infant/toddler programs should be available as part of (but separately identified and funded so programs still have choice) state guidelines for lab schools. With a state designation of lab school that includes increased funding for these programs quality infant/toddler programs would be more viable.	10/15/2014 12:05 PM
6	There needs to be a significant investment from the state in infant/toddler care and education. This means a realistic reimbursement rate for children of this age.	10/14/2014 5:11 PM
7	The CDE/EESD MUST reimburse infant-toddler care at the true cost of care.	10/14/2014 1:37 PM
8	This can be done as with my answers to 1 and 2 above.	10/14/2014 12:38 PM
9	SShould be seen as a lab at Chancellor level	10/13/2014 11:07 AM
10	I use Infant/Toddler programs in my community since our college doesn't offer them. There should not be Infant/Toddler programs. We should have parent training programs.	10/13/2014 10:30 AM
11	Fortunately I have a small infant/toddler program. This is the passion of my work. Infant/Toddler care is the most important issue of professionalism (we are not sitting on babies "baby sitting"). I cannot believe this term is still used. This I do not know how to become more viable.	10/11/2014 8:27 AM
12	Again looking for funding sources, focused on infant/toddler care.	10/11/2014 1:40 AM

**Q6 The THEME of the "Increase of Transitional-Kindergarten classrooms Affecting the Enrollment of 4-year-olds in Child Development Labs" was highly rated as a pressing issue, problem and/or barrier: Based on the issue, problem, and barrier listed above, what recommendations do you suggest are the most viable solutions to help CA CC CD lab schools maintain viability?**

Answered: 13 Skipped: 0

#	Responses	Date
1	Work with local school districts to make sure that the TK programs that do exist are developmentally appropriate. Continue to advocate/educate state policy makers on the role of state preschools to serve 4 year olds and the need for a site where students (including TK teachers) can get their 'supervised field experience'. If our CD labs close, where will this practicum occur?	10/17/2014 7:16 PM
2	If community colleges could act as LEA then they should be able to run their own Transitional Kindergarten programs too. Perhaps partnerships with school districts or developing a statewide charter for transitional kindergarten opportunities at community colleges.	10/16/2014 11:39 PM
3	We have not seen this yet. Also LEA's can allow us to be TK classrooms but there our teachers will need to meet the qualifications. Again education is key.	10/15/2014 1:23 PM
4	Working closely with TK/Elementary schools to be sure that children not ready for TK are urged to stay in early childhood/preschool programs. Advocacy for stricter, more appropriate regulations.	10/15/2014 12:56 PM
5	I see this more as a transition in the field and not necessarily a main issue that can be addressed. Parents want free programs for their children as early as possible, so college lab schools, as well as preschool programs throughout the state, will need to redefine the programs to some extent to adjust to this change in population in the programs. There will still be 4 year-olds in the programs, just not as many. Perhaps this means we need an even stronger focus on infant/toddler care since now we have to prepare children to enter school at 4 instead of 5.	10/15/2014 12:05 PM
6	The lab schools (and community colleges) should be treated as an LEA.	10/14/2014 5:11 PM
7	Community College should be identified as LEAs for the purpose of T-K and be allowed to provide T-K services for children and receive ADA for that work.	10/14/2014 1:37 PM
8	TK is a problem for ALL child care centers, not just lab schools. Everyone needs to unite and show how inappropriate the school districts are handling TK and we need those children back.	10/14/2014 12:38 PM
9	Create a strand of courses to meet TK needs (would include current courses) Colleges are LEA according to Debra McMannis Many are getting 4 year olds back when parents become unhappy with TK	10/13/2014 11:07 AM
10	Offer lab programs not only from the college but also from off campus sites.	10/13/2014 10:30 AM
11	I don't see this as an issue. There are plenty of children 0-4 who need care and plenty of parents who will not choose TK	10/12/2014 8:21 AM
12	In this community the TK program has not severely affected our lab school.	10/11/2014 8:27 AM
13	Looking at starting a toddler program! Working with local school districts in the area, having a TK classroom in the lab school (look for a way to fund this), modeling a constructivist approach.	10/11/2014 1:40 AM



## Appendix D5

### Round Three Thank You Email

Dear \_\_\_\_\_,

I want to thank you for participating in my study on lab schools. I really appreciate the time you took and the feedback you have given.

I have to admit it has been scary to send out the survey and wondering if anyone will respond. Not only has it been a wonderful experience receiving the experts' judgments regarding lab schools but also it has been awesome benefitting from the tremendous kindness shown to me from my ECE colleagues from other colleges.

I will forward the results of the study as soon as possible. I just want you to know you have my deepest thanks and appreciation.

Thank you again,

Shari

Shari Yates  
Associate Professor, Early Childhood Studies  
Department Chair, Early Childhood/Teacher Education  
Faculty Association Secretary  
ECS Discipline Facilitator  
Riverside City College  
4800 Magnolia Avenue, Riverside, CA 92506  
(951) 222-8903