

Application for Sustainable Mini-grant Program
Department of Early Childhood, Education & Human Services
Dr. Judy B. Lindamood, Chair

Introduction.

The Department of Early Childhood, Education and Human Services is a small department with only two full time faculty and nine adjunct faculty. We have been very successful in developing resources for use throughout the department's coursework using a model where one or more faculty does the research work to design a set of resources, materials, and/or course modules, assignments, or assessment plans. This model is shared with others at a training meeting and then provided freely to all faculty for use throughout the coursework in the department. This has been a particularly useful model in the Early Childhood Development Program where the adjunct faculty are plentiful and very active in coursework and assessment. An example of this model at work is our virtual presence in the Early Childhood Resource Center on the Library website where multiple resources for use by faculty are found (<http://www.noblenet.org/bhcc/ecrc.htm#trc>).

The above model will be employed to share resources with early childhood faculty to further an understanding of sustainability concepts for young children and their families. Multiple faculty will use the resources following a training meeting where sustainability resources and curriculum ideas are showcased, shared, and discussed. Details of the plan follow.

Applicant and Roles at BHCC with the Project Name.

Project Name: INCLUDING EARLY CARE AND EDUCATION IN SUSTAINABILITY EDUCATION—A KEY TO THE FUTURE

Applicant: Dr. Judy B. Lindamood

Role at BHCC: Department Chair and Faculty

Project Abstract.

INCLUDING EARLY CARE AND EDUCATION IN
SUSTAINABILITY EDUCATION—A KEY TO THE FUTURE

The project will focus on the development of resources for use by faculty in the Early Childhood Development Program by showing how sustainability is connected to early care and education and the children and families served. Because young children are often deemed to be too young to understand the complexities of sustaining the future, we usually do not consider how they might be an essential ingredient of sustainability and our future.

Children are very open to learning and becoming involved in those issues important to adults. Leaving children and their caregivers out of the movement to keep our environment healthy and strong will result in a dubious future. As children come of age but do not understand the need for and value of sustainability, the current movement will be at risk for failure. Already, examples of these concerns are easily found. Environmentalists have recently begun to voice alarm about the future of the environmental movement as they see serious lessening of exposure to the out-of-doors by young children and their families. Projects throughout the country are focusing on this need and have resulted in a national movement, "No Child Left Inside" to help move children to interest, awareness, and appreciation of our natural resources. Recent concerns over childhood obesity have connected to this issue helping to

educate young children and their families about the need for healthy growth and development through active, outdoor play while providing an awareness of protecting the environment.

By providing resources, faculty will be able to further their instructing of early child development teachers as to their role in exposing children and their families to the sustainability movement. Specifically, five sets of resources will be developed:

- A power point presentation highlighting research connecting children and their families to sustainability;
- A list of adult hard-copy library materials and children's literature for addition to the BHCC Library;
- A list of virtual resources (connected to specific early childhood coursework) for the Early Childhood Resource Center (ECRC) web area on the Library website;
- An outline of possible modules to be added to eight (8) courses in the Early Childhood program;
- An actual module developed for ECE 110-Science Concepts and Learning for Young Children (to be taught Spring 2011 semester).

These will all be shared with discussion and feedback at a Department workshop for faculty in late spring.

Project Significance.

By including early childhood educators in the quest for greater knowledge and skill development in the sustainability movement, generations of the future will be committed and aware of the need to continue with behaviors that enhance the future of the planet.

Project Plan.

This project will develop five sets of resources. Each is detailed below.

1. Power Point of research findings for use by faculty.
A power point highlighting research connecting children and their families to sustainability will be developed from information gained after researching current literature on this topic pertaining to young children and their families.
2. Library materials and children's literature (for addition to the Library).
Using the research noted above, a list of materials for both adults and young children will be developed to add to the BHCC Library collection. These materials will be connected to the modules developed for coursework to be used by both faculty and students in coursework activities and assignments.
3. Virtual resources for the Early Childhood Resource Center.
Using the research noted above, a list of virtual resources connected to the eight courses outlined below will be added to the ECRC on the Library website. These materials will be connected to the outlines and modules developed for coursework to be used by both faculty and students in coursework activities and assignments.
4. Outline of possible modules to be added to eight (8) courses in the program.
(See appendix for list of courses and the possible focus for each course).
5. An actual module developed for ECE 110-Science Concepts and Learning.
This module will be taught in ECE 110 during the spring 2011 semester and evaluated.

Once these materials are developed they will be shared at a faculty workshop in late spring.

Dr. Judy Lindamood will be responsible for researching the topics and gathering the resources to develop the materials above. She will also be responsible for planning and carrying out the faculty workshop in late spring. The number of faculty involved in this training would be a maximum of 10 and the number of students potentially exposed to the resources would be approximately 180 annually (matriculated and non-matriculated students in the ECE program). These students would in turn use the learning and skill development from the resources to teach the children and families in their community programs about sustainability.

Enhancement of Student Outcomes.

The project plan closely follows the college goal to “raise individual awareness of and commitment to the responsible use of natural resources” (BHCC 2010-2011 College Catalog). It also follows the Department’s learning outcomes in Early Childhood Development to “design and implement developmentally appropriate learning experiences using methods and materials which promote growth and development” while working with “parents, families, and community leaders to support the growth and development of children by engaging children in meaningful experiences” (Department SLOAP materials). Several courses in the Early Childhood Development Program will be targeted to incorporate these resources for use with multiple students.

Assessment Plan.

Assessment will be completed in three ways.

- Faculty will be asked to give feedback on the use of and need for additions and/or revision of the resources during the faculty training session;
- Faculty will be asked again after one semester and then after one year as to the usefulness of the materials. As is the current practice, resources are updated with faculty input regularly on the virtual Library site and assignments using these Library resources are often chosen for assessment through the SLOAP program.
- Presentation and/or publication of the project and its outcomes are possible in any number of early childhood journals or conferences around the country.

Budget.

Work to research and compile information will be completed by Dr. Judy Lindamood and take approximately 40 hours @ \$35/hour for a total of \$1400. Additional funds are needed to pay faculty for workshop attendance and to provide funds for Library resource acquisition (\$810 total for both). Areas are broken out below for greater detail regarding each area of work.

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| 1. Research and preparation of Power Point of findings | \$500 (to J. Lindamood) |
| 2. Library materials and children’s literature for Library | \$250 (to Library budget) |
| 3. Virtual resources for the ECRC on Library website | \$125 (to J. Lindamood) |
| 4. Outline of resources for modules for eight (8) courses | \$125 (to J. Lindamood) |
| 5. Detailed module for ECE 110-Science Concepts ECE | \$500 (to J. Lindamood) |
| 6. Faculty workshop to share and discuss resources | \$710 |
| a. \$560 (to 8 full/adjunct faculty for 2 hr workshop attendance @ \$70/each) | |
| b. \$150 (to J. Lindamood for workshop preparation and implementation) | |

Total cost of project: \$2210

APPENDIX

Possible focus in each course module

ECE 102: Sustainability in other countries and its effect on children and their lives

ECE 103: Obesity and the No Child Left Inside Movement

ECE 104: Conservation concepts for preschool children

ECE 106: Space and greening of child care program environments

ECE 109: Calculation of carbon footprints in child care programs (as math activity)

ECE 110: Conserving with young children (as science activity)

ECE 112: Teaching sustainability to children and parents of diverse families

ECE 113: Greening of child care programs and administrative responsibilities