Santa Rosa Junior College

Program Resource Planning Process

Dean Child Development and Teacher Education 2023

1.1a Mission

The mission of the Child Development and Teacher Education Department is to serve as a premier education institution in child development and teacher education, and support foster care youth and Latino students by preparing them for careers and to further their education after SRJC.

1.1b Mission Alignment

The mission of the department is aligned to the college district's mission. The vision and values statements are clear about our aspirations to be an inclusive, diverse and sustainable learning community that engages the whole person. The varied programs in the department include:

1) A state demonstration child development center supporting the families of student parents, serving their children from infants to preschool age,
2) An instructional child development department,
3) A foster parent training program based on community wide collaboration,
4) foster youth mentoring and academic support,
5) A special campus wide teaching fellows program for promising students interested in the education profession, and
6) A national demonstration program primarilarly (for Latino students) and faculty inquiry groups that are engaged to make the necessary and appropriate institutional improvements to better serve the growing population of Latino students.

The Child Development and Teacher Education Department's programs and services are inclusive and diverse. The collaborative relationships with community organizations that are engaged in the foster parent training are an effective means to maintain a level of sustainability. In addition, this department receives state and federal grants to maintain services.

1.1c Description

The Child Development and Teacher Education (CD&TE) Department serves a diverse group of students. Hundreds of students are enrolled in transfer level courses that fulfill requirements for CSU and UC. Additionally, the CD&TE Department serves as the primary education/training resource for ECE professionals in Sonoma County seeking to meet the educational requirements of Community Care Licensing and the Commission   on Teacher Credentialing.

In addition, over 50 sections are offered each semester to support students with their educational endeavors. Over 3,000 students are served annually. Additionally, the Sonoma County Child Care Workforce study conducted by First Five Sonoma and the Sonoma County Child Care Planning Council found that 81% of the ECE workforce in Sonoma has taken classes and recognize the department as the primary source for professional development in the field of early education and development.

The Children's Center serves approximately 100 children each year and provides a full developmental program. The funding is tied to a complex set of CaliforniaTitle 5 and 22 regulations and requirements. Extensive self-evaluations of program quality and documentation of children's developmental profiles are completed annually. Additionally, the program is monitored and evaluated by a number of outside agencies including: Early Education Support Division of the CA Department of Education (CDE), Child Food and Nutrition Services, Sonoma County Fire Marshall, WestEd, and others. The Children's Center also serves as the primary practicum site for students enrolled in classes. Students from other programs including nursing, English, psychology also use the center as an observation site. Thousands of child observations are conducted each year in support of college class assignments. The curriculum of the program reflects best practices in early education.

Faculty have designed special strategies some include the following:
1. Offering early education and core content classes in Spanish,
2. Offering Spanish classes to support the non-English speakers,
3. Linking English 100 and Child 10 to create a learning community, and
4. Focusing on student achievement and completion as noted in the CARES+ program.

Child Development Training Consortium (CDTC) --- Students employed in child development programs are issued stipends to cover the costs of tuition, books, parking, and health fees for classes that will help them complete courses to qualify them for Child Development Permits. Child development text books were placed in the reserve library. These books are lent out to participating students.

The CDTC program has served all sectors of the field, including family child care, school age, and state funded and private sites. This program also pays for the processing fees associated with acquisition of the Child Development Permits ($145). Funding is from the CA Department of Education, Early Education Support Division.

Mentor Teacher Program --- Also a statewide network, this program recognizes individual teachers and directors in child care settings who have the talent and experience to mentor others in the field. A network of mentors throughout Sonoma County is established. Mentors take specific classes and then must apply to a committee for their designation as such. Mentor sites are used for practicum placement. Additionally, monthly seminars and/or meetings are held with a representative group of child development directors. The mentors receive an honorarium stipend for their work. Funding comes from the Department of Education, Early Education Support Division.

Child Development classes for Spanish speakers --- Child Development classes that are taught in Spanish to bi-lingual and Spanish speaking students. We regularly offer four sections. These

classes allow Spanish speaking students to earn both department certificates and the Child Development Associate Teacher Permit. These classes support students in child development and to develop their English skills so they can transition into required General Education classes.

CARES+--- This program, is funded by First Five Sonoma and operated by the Child Care Planning Council out of the Sonoma County Child Care Planning Council (SCCCPC). It provides stipends to students pursuing their Child Development Permits. These funds do not appear in any of our budgets, although the support to students has a positive affect on the college enrollment. The focus of the program is on degree attainment and completion of degrees resulted in a revision to the CARES+ program. The program now requires all participants to meet twice per year with an academic counselor and take math/English/ESL placement tests. Students receive a $100 stipend for each child development unit and $200 for each GE unit. They also have the opportunity to participate in cohort groups, including one specifically for Spanish speakers

Expedited Child Development Permit Processing--- The department is one of 10 in the state authorized by the Commission on Teacher Credentialing (CTC) to provide expedited processing of required Child Development Permits. The process requires a review of student applications prior to forwarding them to Sacramento. Applications approved are routinely issued within 3-5 weeks. Students applying directly to CTC receive their permits in approximately 11-12 months. The process here are SRJC/CD &TE reduces the time for processing, allows for the issuance of permits sooner, and facilitate the application for employment and/or advancement with a permit.

General Child Development Funds ---This is the primary funding source for the provision of Child Development services to student parents. The Children's Center serves approximately 100 children each year and provides a full developmental program to all enrolled. The funding is tied to a complex set of California Title 5 and 22 regulations and requirements. Extensive self-evaluations of program quality and documentation of children's developmental profiles are completed annually. Additionally, the program is monitored and evaluated by a number of outside agencies including: Early Education Support Division (CDE), Child Food and Nutrition Services, Sonoma County Fire Marshall, WestEd, and others. The Children's Center also serves as the primary practicum site for students enrolled in classes. Students from other programs including nursing, English, psychology also use the center as an observation site. Thousands of child observations are conducted each year in support of college class assignments.

Child Nutrition Grant--- Each year, more than 30,000 meals and snacks are served to children and prepared on site. These meals meet stringent nutritional guidelines set by the state. In order to receive the funds, extensive documentation is kept on every meal served, the income level of the family of the child receiving the food, and every component of the meal, including the weight. Approximately $50,000 is received annually and determined on the numbers of meals served to children.

Program for Infant Toddler Care (WestEd) --- The Children's Center has been one of four programs in the state designated as a demonstration site for the Program for Infant Toddler Care (PITC). PITC is evidence based pedagogy for the care of infants and toddlers in group settings. It was developed by WestEd's Center for the Study of Children and Families, and funded by the Early Education Support Division, State Department of Education.

The funds have helped improve the quality of services and supports professional development with coaching and materials. Although there have been reductions of funding in the past few years as with all other state early childhood programs; we anticipate continued support in 2014-15.

Teaching Fellowship Program---The Spring 2013 semester was the beginning of the new Teaching Fellowship Program. This Program was made possible by a large anonymous donation to the district.

The goal is to identify promising students who are interested in the education professions and provide a mentor college instructor. In partnership, the faculty and the fellow develop activities and projects that allow the student to gain a better understanding of the field of education, participate in group activities that exposes them to new content knowledge and also promote leadership opportunities

1.1d Hours of Office Operation and Service by Location

The hours of operation are from 8:30 to 4:30 year round, except in the summer when the college closes on Fridays. The operation of the Child Development and Teacher Education Department is location at the Robert Call Building at the Santa Rosa Campus.

1.2 Program/Unit Context and Environmental Scan

The Child Development Department is unique for several reasons. It operates the campus Children's Center which serves 100 children of students while their parents take classes and serves as the lab school and practicum site for training ECE professionals. We operate with a large number of grants on both the Children's Center and Instruction. These were described in section 1.1c. The diversity of services gives us many opportunities to support the children and families enrolled in the center and provide various supports for students and ECE professionals enrolled in classes.

A particular challenge that the department addresses is the changing demographics of Sonoma County. While the children under 5 years old population is 5.4%, a growing number are Latino Currently the K-12 enrollment is 43% Latino.Overall Sonoma county's total Latino population is 20.2% of the population. Our department is working to address the needs of the Latino community, including the large immigrant population.

Other trends affecting the ECE workforce include:
- California has more than 40% of the nation's immigrant children.
- By the year 2025, California's children's population will have grown by 55%. Nationally, the children's population will have grown by only 14%.
- The K-12 public education system has integrated ECE as part it's services and now is considered an effective approach to addressing the educational achievement gap.
- The federally funded HeadStart program requires half of it's teachers to have a baccalaureate and assistants to hold an AA degree.
- The Sonoma State University, School of Education has begun a new baccalaureate program in Early Childhood Studies. This will allow ease of transfer for majors in early education.

The 2012 Child Care Economic Impact Analysis for Sonoma County prepared for the Child Care Planning Council of Sonoma County revealed the following about the licensed industry (there is also a very significant unlicensed sector of the industry)for which we prepare the workforce:

- In Sonoma County, early education is a $123.8 million annual industry. This spending creates an additional $90.2 million in the local economy. .
- The $123.8 million supports 3,507 jobs countywide.
- For every direct job in childcare, an extra 26 jobs are created in the local economy.

- The data from the Economic Census found the child care industry in Sonoma County generates more gross economic activity than the food manufacturing industry, HVC industry, sports industry, waste collection, personal care services, advertising and public relations, and software publishers.
- Of the 116 industrial sectors in the county, child care places in the middle.

There are an estimated 21,150 licensed child care spaces in Sonoma County

2.1a Budget Needs

The department's budget management processes and needs are fully described in the Child Development PRPP. The Foster Care Program has a PPRPP, and this year, we have a separate PRPP for META4. The Teaching Fellows Program and META 4 (Hispanic Serving Institution) will be included in the sections herein. They both are significant programs and are mentioned, however not in detail.

META 4 (HSI)

The program is federally funded by the U.S. Department of Education for a five year period. It was originally funded in October 2104, therefore it has been in operation less than a year. The funding level is consistent and the fiscal challenge will be to maintain costs (which are mostly personnel) for the five years. The main goal is to integrate services into ongoing services for institutional and continuous improvement.The funds support a director, a coordinator, an administrative assistant, and includes reasign time of faculty in the English, History and English as Second Language departments. Two major contributions made to the program are coming from the Student Equity program - a 60% dedicated counselor and funds for student books and print cards.

Teaching Fellows Programs

The program does not have a budget. All scholarship funds for the student Fellows are managed by the SRJC Foundation. The Steering Committee, which is comprised of faculty, works on a volunteer basis. The participating mentor faculty have the option of professional growth hours (those eligible). This year, faculty have requested reassigned time or stipends. A request has been submitted to the President (as this is a special project) for stipends for faculty, administrative support, and supplies for monthly sessions. The President designated $2,000 2015-16 for supplies for monthly sessions. Also, I have investigated the options of work experience and independent studies for faculty, however they do not seem to be feasible options.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant III	40.00	12.00	This position is a generalist in this classification with the added skills of bilingual, and biliteracy as much of the interaction with students and community members is executed in Spanish

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director	40.00	12.00	This position is charged with the overall development and management of the services described in the grant application. Critically important is the monitoring of the progress made by students and the college related to the grant application funded. The overall relationship, communication and reporting responsibility is to the U.S. Department of Education.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student worker	25.00	12.00	

2.2d Adequacy and Effectiveness of Staffing

META 4

The program is adequately staffed for the work described in the grant proposal; however, the Student Services department has contributed Student Equity Funds to ensure the success of the implementation process by supporting a 60% counselor. In the next year, as the program grows and adds activities, an integration plan will need to be developed to ensure that after the five year funding period, the strategies and practices are fully instituted into a continuous improvement for the college systems.

Teaching Fellows
The program is currently only funded for student fellows stipends and does not have any administrative support. Currently, only a dean is charged to support this program, and there are many tasks that are administrative assistant tasks. It has been requested that a part time (30 hours/week) administrative assistant be hired. In order to ensure the integrity of the program, a real infrastructure is needed to support the program inclusive of financial support for participating faculty.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	06	position currently does not exist - yet	Administrative Assistant II	Classified
0001	Santa Rosa	02	02	position currently does not exist- yet	Administrative Assistant I	Classified

2.3a Current Contract Faculty Positions

Position	Description
	Not applicable

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
	0.0000	0.0000	0.0000	0.0000	Not applicable

2.3c Faculty Within Retirement Range

0 at this time

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Not applicable

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	07	Child Devlopment and Teacher Education	Not applicable

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Not applicable

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	00	00	Not applicable	0	$0.00	$0.00			

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	00	00	Not applicable	0	$0.00	$0.00			

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0000	ALL	00	00	Urgent			$0.00	Not applicable

2.5b Analysis of Existing Facilities

The exsisting facility for the Title V META 4 is inadequate and on the Proposition H 2030 plan to be replaced. The staff of this program has been tremendously resourceful and flexible and work in different locations with students. It is with great anticipation that we await the final decision to develop the Multicultural Center for Academic Student Achievement (MiCASA).

In addition, the offices assigned for FKCE and the Foster Youth Success Program in Bertolini are also inadequate, however the location is appropriate for the students. The ideal situation is to place FKCE in another location and keep the Foster Youth Success Program in this location. The reason it is currently inadequate is that it holds both programs and typically house four to six STNCs and a part time administrative assistant when two small offices should house only two people.

3.1 Academic Quality

At this time, the funding available is adequate for the proposes of the two programs. The challenge with the Teaching Fellows is to develop a thoughtful and effective support system with current funding. The META 4 program is adequately funded, however the funding will stay level and with cost of living increases, the activities may need to be altered to ensure that we meet all fiscal obligations.

Teaching Fellows

Currently, no operational funds have been allocated. Faculty have requested stipends or reassigned time as the requirements for participation in the program far exceed the original expectations. Tasks involved in the process of maintaining an effective and successful program should not be carried out by a Dean. A smarter approach is to fund an administrative assistant II to support the program.

META 4

The challenge with META 4 is to plan carefully to integrate the learning from the five years of federal funding into the regular operations of the college. The integration of the operations and strategies are meant to be carried forward by the college, therefore plans for that support will need to be completed by year three (2017) of the initiative.

3.2 Student Success and Support

META 4
The very purpose of the initiative is to serve the growing and diverse student population. The proposal that was funded is based on the latest research related to innovative approaches and strategies, such as collaborative relationships amongst and between departments. The students participating in META 4 are the first cohort to participate in an assessment and educational planning process. In addition, outreach to community has been strengthened and an emphasis is placed on Latino students and their families. All of these strategies exemplify the Goal C.

Teaching Fellows
Students and faculty apply from throughout the college, therefore the cohorts are representative of a variety of the disciplines of the college. The students and faculty are representative of our ethnic diversity as well.

3.3 Responsiveness to Our Community

META 4
The initiative is funded to support and promote collaborative relationships amongst and between departments to form faculty inquiry groups (FIG). Also, this initiative bridges Academic Affairs and Student Services with the complex process of faculty and staff groups meeting to plan and execute strategies beyond FIGs. There exists a Steering Committee comprised of a Dean, Vice President of Student Services, an adjunct faculty and the Director of the initiative. In addition, a Task Force that is open to all interested and engaged faculty and staff has been formed to provide feedback on progress with implementation.

All of these strategies foster collegiality and respect amongst staff and faculty as together we grapple with the best approaches to serve students, provide outreach into communities and determine how to redefine and refresh our practices.

Teahcing Fellows
A Steering Committee has guided the work of selection of the student/faculty teams, planned the content of the monthly session with faculty and has ensured that the planned activities promote the growth, engagement and collegiality of faculty. In addition, working with the SRJC Foundation has enabled the program to have consistency with the student financial support and also a system of feedback that is used for program planning and continuous improvement.

3.4 Campus Climate and Culture

The staff participate in safety and preparedness training as is offered by the college to meet all requirements. The Teaching Fellows program has no staff and operates from the Child Development Department.

4.1a Course Student Learning Outcomes Assessment

This section is not applicable to the department as the courses for META 4 are offered by other departments, and we do not need to duplicate information. The META 4 will develop specific student learning outcomes assessment and an evaluation plan will be developed in partnership with our Institutional Research Department.

The Teaching Fellows Program does not offer courses.

4.1b Program Student Learning Outcomes Assessment

Not applicable

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	not applicable	N/A	N/A	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Not applicable																

4.2b Narrative (Optional)

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5.0 Performance Measures

Trend data is not available for META 4 or Teaching Fellows. META 4 has four institutional goals that must be reported on to the US Department of Education, however data is not yet available.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Not applicable

5.2a Enrollment Efficiency

Not applicable

5.2b Average Class Size

Not applicable

5.3 Instructional Productivity

Not applicable

5.4 Curriculum Currency

Not applicable

5.5 Successful Program Completion

Not applicable

5.6 Student Success

Not applicable

5.7 Student Access

Not applicable

5.8 Curriculum Offered Within Reasonable Time Frame

Not applicable

5.9a Curriculum Responsiveness

Not applicable

5.9b Alignment with High Schools (Tech-Prep ONLY)

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5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Not applicable

5.11a Labor Market Demand (Occupational Programs ONLY)

Not applicable

5.11b Academic Standards

Not applicable

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	ALL	00	00	Not applicable			

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	00	00	Not applicable			