

# **Santa Rosa Junior College**

## **Program Resource Planning Process**

### ***Child Development 2024***

#### **1.1a Mission**

Mission:

- prepare a diverse population of students to educate and care for young children, support families and contribute to the early childhood and teacher education community; and
- provide a high quality campus child care development program that supports the needs of children and families, the ongoing professional development of staff and students, particularly those interested in pursuing a career in education.

Purpose

Santa Rosa Junior College Child Development and Teacher Education Department consists of four major strategic priorities:

1) A program that prepares students through coursework and practical work with young children and their families in a variety of roles and settings; and provides coursework to meet certificate, state permit and Child Development major requirements and/ or for students pursuing a variety of educational pathways including certificates, AA and BA degrees, as well as career advancement in the field of child development, early education and teacher education.

2) A child development program for SRJC student parents that also provides a model lab school for students studying child development and those involved in a guided practicum experience with infants, toddlers and preschool age children.

#### **1.1b Mission Alignment**

The Child Development and Teacher Education Department is consistent with the district's mission and initiatives by being responsive to community by providing both transfer level and vocational courses for the early childhood education, teacher education and those interested in related fields in Sonoma County. As the primary workforce development and educational institution in the

county, we offer students a broad range of classes that are known for relevance and currency. We work closely with, and receive support from many community agencies in Sonoma County to ensure that their workforce has the necessary education and tools to provide optimal learning environments for young children and their families.

Our student population is among the most culturally diverse departments in the district. Additionally, we prepare students to be contributing citizens in the community as they affect the lives of young children and their families.

The Robert Call Child Development Center provides an exemplary learning environment for college students whether enrolled in the practicum class or taking one of the numerous courses requiring observation of a children's learning environment. The SRJC Children's Center also supports hundreds of student parents who are able to fulfill their educational goals. The families who enroll their children in the center are not able attend college without this critical service.

## **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 (Child Development Permits).

The classes offered each semester support students with their educational endeavors. 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 department offers three degree programs: AA in Child Development, AST in Early Childhood Education, and AST in Elementary Education. We also have two certificates: Associate Teacher and Teacher. We offer all of the courses in our Associate Teacher certificate in both English and Spanish to support our county's bilingual workforce.

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 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 of the California Department of Education (CDE), California Department of Social Services (CDSS) Child Care and Development Division, Child Food and Nutrition Services

(CACFP), Sonoma County Fire Marshall, WestEd, and others. The Children's Center also serves as the primary practicum site for students enrolled in Child Development classes. Students from other programs including Nursing, English, and Psychology also use the center as an observation site. Thousands of child observations are conducted each year in support of college class assignments.

**Child Care Access Means Parents in School (CCAMPIS) grant** - The CCAMPIS grant is administered by the United States Department of Education to support student with childcare while they attend classes. Sonoma County Junior College District was awarded four years of funding 2023- 2027. The funding is used to support paid work experience interns and apprenticeship teachers training to be childcare teachers and a Family Service Worker to support student with navigating their enrolment and goals at SRJC.

**Mentor Teacher Program** --- 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 Child Development Block Grant.

**Child Development classes for Spanish speakers** --- Child Development classes are taught in Spanish for bi-lingual Spanish speaking students. We offer the 4 Associate Teacher certificate courses in Spanish. These classes allow Spanish speaking students to earn both department certificates and the Child Development Associate Teacher Permit.

**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 have a longer wait time.

**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 California Title 5 and 22 regulations and requirements. Extensive self-evaluations of program quality and documentation of children's developmental profiles are completed annually.

**Child Nutrition Program**--- 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 was one of the original 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. PITC curriculum philosophy is used throughout the center.

**CAI grant:** In 2023, the CD and TE department supported implementing the Sonoma County Early Childhood Education Apprenticeship. We were awarded a CAI grant for \$500,000 over 4 years to launch the program. Apprentices work for one of 5 employers in the county while completing one of our two certificates in Child Development. We are currently launching our third cohort and have 40 registered apprentices.

## **1.1d Hours of Office Operation and Service by Location**

The instructional office is open from 8:30 a.m. to 3:30 p.m. M-F in Santa Rosa. Classes are offered in the evenings until 9 p.m. at both the Santa Rosa. Several sections are also offered in Petaluma.

The Children's Center operates 8:30-3:15 M-Th and 8:30-12:30 on Fridays during the academic year. The Children's Center is open during the academic year.

## **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 early education 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.

First 5 Sonoma found that “between the years 2020-2029, approximately 4,700-5,000 babies will be born each year in Sonoma County. Demographic projections indicate a continuing, declining birthrate. In 2018, one out of every 3 Sonoma County babies were born into 15 of the County’s 99 census tracts. Most of these 15 tracts are distinguished by their high family poverty rates, fewer neighborhood resources, and a higher percentage of people of color, each an indicator of systems’ disinvestment.

In addition, early data on the effects of COVID-19 and the local Shelter-in-Place (SIP) order on health and financial security in spring 2020 demonstrate an outsized impact on Spanish-speaking Sonoma County families, and people with traditionally lower wage occupations. A survey conducted by First 5 Sonoma County of almost 300 families revealed that 65% of Spanish-speaking households lost or reduced income compared to 35% of English-speaking households in roughly the first month of SIP.”

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 Latinx. Currently the K-12 enrollment is 43% Latinx. While the overall Sonoma county's total Latinx population of the 2021 Population estimate is 27.3%. Our department is working to address the needs of the Latinx 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%.
- Transitional Kindergarten (TK) is for all 4 year old's is being implemented in element schools in California. TK Teachers now need to have 24 ECE to teach in the TK classroom.
- A Preschool through third grade (P-3) credential is being created that will require ECE units to teach PreK- 3<sup>rd</sup> grade.
- The federally funded Head Start program requires half of its teachers to have a baccalaureate and assistants to hold an AA degree.
- The Sonoma State University, School of Education has a BA in Early Childhood Studies and a Master's program in Early Childhood.

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.

In 2023, the CD and TE department supported implementing the Sonoma County Early Childhood Education Apprenticeship. We were awarded a CAI grant for \$500,000 over 4 years to launch the program. Apprentices work for one of 5 employers in the county while completing one of our two certificates in Child Development. We are currently launching our third cohort and have 40 registered apprentices.

## **2.1a Budget Needs**

- Graphics and Copy Machine Lease - used for operation of Child Development instructional/academic department
- Supplies, Instructional & Other -- used for student learning and office operations
- Dues and Memberships -- used to support connection with Early Childhood Education community organizations
- Staff Travel -- used for professional development
- Magazines, Periodicals and Journal -- for student learning and professional development



## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
------	----------	----	---	--------	-----------------

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Admin. Asst. II- Child Dev. Department	35.00	11.00	Responsible for general instructional office management, customer service, file and grant organization, certain budget processes.
Cook	25.00	10.00	Oversees operations of the food program, including hygiene, meal planning and preparation, food distribution, record keeping and all kitchen operations.
Childcare Master Teacher	33.75	10.00	Assists instructor in guiding students in the practice of teaching young children; is a co-teacher in the classroom; designs curriculum; confers with parents. This position needs to be increased 5 hours a week to meet the CA requirements for licensing.
Childcare Master Teacher	33.75	10.00	Assists instructor in guiding students in the practicum; is a co-teacher on the classroom; designs curriculum; confers with parents. This position needs to be increased 5 hours a week to meet the teacher/child ratios for CA licensing requirements.
Childcare Teacher	38.75	10.00	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	35.00	10.00	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	35.00	10.00	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	35.00	10.00	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	33.75	10.00	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Associate Teacher	25.00	10.00	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program.
Childcare Teacher	31.25	10.00	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	31.25	10.00	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	31.25	10.00	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.



Position	Hr/Wk	Mo/Yr	Job Duties
Childcare Associate Teacher	25.00	10.00	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	25.00	10.00	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	38.75	10.00	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	25.00	10.00	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	25.00	10.00	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	25.00	10.00	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Child Care Site Supervisor	40.00	11.00	Assist in the coordination of the daily operations and support of child care center and maintains licensing and state regulations.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director, Child Development and Teacher Education	40.00	12.00	Director is responsible for the overall administration, supervision and coordination of the Call Child Development Center, Instructional program and associated categorical programs.
Department Chair	12.00	10.00	Provides planning for the instructional components of the department and supports the faculty
CE coordinator	4.00	10.00	Provides planning for the instructional components of the department and supports the faculty

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Substitute Teachers (STNC)	110.00	10.00	We use approximately 10 different substitutes who fill in for absent child care teachers and assistants
Student Employees	200.00	10.00	Approximately 8 students working weekly in the child care classrooms learning to be teachers.
Student Employee	200.00	11.00	Assists Site Supervisor in Children's Center office work.
Intern	150.00	10.00	6 interns assist teachers in classroom with children and curriculum activities

## 2.2d Adequacy and Effectiveness of Staffing

Child Development and Children's Center requests for vacant positions and wish list.

- Non-critical vacant positions: None
- Non-critical vacant positions you hope to reorganize or combine to gain efficiencies:
  - As positions open through retirements and resignation, there will be planning to reconfigure the staffing of classrooms in the Robert Call Children's Center. The goal is to standardize staffing while keeping the child-to-adult ratios compliant with licensing requirements and consistent with quality standards. This plan is essential for improved efficiency, not only in terms of use of staff, but also for financial stability. Additionally, the plan will provide a clear schedule for staff and parents.
- Positions you do not currently have, but would consider critical in the future (wish list):
  - Program Supervisor needed. The Children's Center needs a Classified Manager. The Classified Manager position was originally the Program Supervisor position that supported the large operations of running the Children's Center Lab School and the classified employees. The position was eliminated along with the Dean of Child Development and Teacher Education to save money and all duty's taken over from both position are done by the Director of Early Childhood Education position. There is currently not a Management position that oversee the SRJC Children's Center in the job description. This position would be Categorically funded by the Children's Center Contracts.
  - AAI Children's Center and Child Development to support operations and high volume of student interactions (i.e., phone calls, face-to-face contact, appointments, etc.)
  - Child Development Permit specialist ( Looking for funds through CDE workforce development grants)
- Positions in your area that could be made available to another department: None

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	01	Program Supervisor	Program Supervisor	Management
0002	Santa Rosa	01	02	Administrative Assistant I	same	Classified

## 2.3a Current Contract Faculty Positions

Position	Description
Alice Hampton	Generalist. Serves as Department Chair (department chair of record), lead for department curriculum committee and oversees faculty and adjunct evaluations. Teaches a variety of classes including online, in-person and hybrid classes.
Linda Maloney	Generalist. Teaches a variety of classes including online, in-person and hybrid classes.
Jennifer Perez	Generalist. Teaches a variety of classes including online, in-person and hybrid classes.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Child Development	2.8000	43.0000	3.7300	57.0000	Have been in hiring process for FT faculty member since a tenure-track instructor left in spring 2022; hiring completed March 2024.

### **2.3c Faculty Within Retirement Range**

One full-time faculty member in retirement range.

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

As of spring 2024, we have 3 full time faculty and have hired a 4th starting fall 2024:

- One 39% release time as a department chair, 5% release time as CE coordinator, and 10% release time as DCC co-chair
- 3 FT Faculty - tenured

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	Generalist in Child Development	Full time faculty are essential to prepare a diverse population of students to educate and care for young children, to support families and to contribute to the early childhood community.

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

This is a review of the current status of both the Children's Center and Child Development and Teacher Education Instructional needs, generated in conference with faculty and staff and a careful consideration of priorities. The conversations have resulted in the following recommendations:

### Instructional Equipment

2) The window blinds in the instructional classrooms need to be replaced with window solar shades. The glare from the sun on the whiteboards prevents the current blinds from being open during classes, creating a cave-like environment. This is not very conducive to learning. Solar shades could be closed, cutting down on the glare, while also allowing some light into the room. Shades are also needed in the Children's Center office so that the office can be "shut down" visually, in case of an emergency. Estimated cost: \$4800.00

3) New windows in all classrooms. They have no way to open (even a little) in the classrooms during instruction for air flow.

4) The cabinet doors and countertops in the Children's Center are showing signs of wear. Also, in order to create a more natural and home-like environment, an important component of quality early childhood practice, we request that they be replaced with natural wood looking materials. Estimated cost: \$30,000 (the actual cost is difficult to ascertain)

5) New sheds for infant toddler yard. The rats have been eating away the sheds and they are patched by facilities yearly. They need to be disinfected when the rats get into them and then supplies need to be thrown out. It is cost effective to replace the sheds and not continue to patch them. Estimated cost: \$80,000

## 2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	01	solar shades/blinds in classroom # 3862, 3865, 3864, 3867	12	\$400.00	\$4,800.00	Maleese Warner	3865, 3864, 3862, 3867	Maleese Warner
0002	Santa Rosa	02	06	New windows in classrooms	12	\$5,000.00	\$51,000.00	Maleese Warner	3865, 3864, 3862, 3867	
0003	Santa Rosa	02	06	Cabinet and countertop replacements	1	\$30,000.00	\$30,000.00	Maleese Warner	Children's Center Lab	Maleese Warner
0004	Santa Rosa	02	06	New sheds for infant toddler yard	2	\$2,500.00	\$5,000.00	Maleese Warner	Children's Center Lab	Maleese Warner

## 2.4d Non-Instructional Equipment and Technology Requests

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



## 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
0001	Santa Rosa	04	06	1 Year	Call Child Development Center	dual pane windows	\$10,000.00	Replace dual pane windows that have moisture/condensation in between the panes
0002	Santa Rosa	04	04	Urgent	Call Child Development Center	The majority of the Call Center building	\$80,000.00	Paint the exterior of building and stairs
0003	Santa Rosa	04	06	Urgent	Call Children's Center	Children's Center classrooms	\$50,000.00	Replace countertops and cabinet fronts in Children's Center classrooms
0004	Santa Rosa	04	06	Urgent	Call Children's Center	Children's Center Kitchen	\$80,000.00	Resurfacing of the counters, fix broken drawers, new butcher block, update sink and add disposal for kitchen dishwashing area.
0005	Santa Rosa	04	06	Urgent	Call Child Development Center	The majority of the Call Center building	\$80,000.00	Painting of the interior
0006	Santa Rosa	04	04	1 Year	Call Child Development Center	Roof of Call Center Building	\$3,000.00	Remove moss on the Call Building Roof

## **2.5b Analysis of Existing Facilities**

The majority of the Call Child Development Center needs new paint to refresh and keep it looking clean, as well as to maintain the integrity of the materials. The entire building is a high traffic area with more than 150 adults and children entering and exiting the Children's Center several times a day, as well as approximately 350 adult students per day who take classes in the building. In addition, we receive hundreds of observers from other departments and outside of the college.

Lack of paint maintenance is causing deeper damage to the building. On average there are 400 people in the building a day.

The most important is the exterior staircase is in dire need of a paint job. Rust is forming and the integrity of the metal is deteriorating.

Eleven interior metal doors and frames upstairs need paint. -All exterior doors show signs of fading and a "sheen" due to age.

The Kitchen needs repair. Up to 200 meals a day are cooked in the Kitchen and the drawers and surfaces of the kitchen have not been updated or fixed since it was built in 1996. The areas that are most important are resurfacing of the counters, fix broken drawers, new butcher block, update sink and add disposal for kitchen dishwashing area.

The cabinet doors and countertops in the Children's Center are showing signs of wear. Also, in order to create a more natural and home-like environment, an important component of quality early childhood practice, we request that they be replaced with natural wood looking materials.

Two windows in #3866, two windows in #3865, 1 window in #3867, and 3 windows in the interior stairway of the building have lost their seals. There is moisture that collects in between the window panes. There is potential for the moisture to move into the structural part of the windows and the building. There are also two windows in the Children's Center office, (#3800), as well as the Preschool room, (#3819) that have leaking seals.

All north facing corners of the roof are growing moss, up to three inches in depth. Remediation is necessary.

## **3.1 Academic Quality**

The Child Development and Teacher Education Department promotes academic quality through a comprehensive academic and career education program in child development and early childhood education. We have also created pathways to elementary education careers through our reinstatement of the Elementary Education for Transfer major at SRJC and our alignment with California's new Preschool- 3rd grade credential. Our program is one of several in community college system to offer a lab school program where students can learn through observation of young children and practice in a teaching environment.

Faculty in the department are involved in multiple state-wide initiatives and organizations that promote the well-being of children and families, including Napa Infant Fellowship, West Ed's Program for Infant Toddler Caregivers and Infant Mental Health initiative, our Local Child Care Planning Council, California's Association for the

Education of Young Children, Cradle to Career, Early Care and Education Pathways to Success (ECEPTS), and Teach for the Bay.

We partner with academic counseling, Work Experience, and Sonoma State's Early Childhood Studies department to provide information about various career and education pathways related to our majors and certificates.

Over the last two years, the instructional department and the Children's Center have partnered to model important trends in our field by integrate outdoor play and nature connections into our curriculum and our lab school environment.

### **3.2 Student Success and Support**

The Child Development Department is committed to hiring a diverse faculty and staff. In an effort to reach a broad audience we have advertised in statewide e-newsletters that are sent to child development programs. Additionally, bilingualism is one of the screening criteria and listed as a preferred skill for faculty and staff job announcements when appropriate.

We currently have multiple teachers in our Children's Center who are Spanish/English bi-lingual, and we have one bi-lingual Mandarin/English teacher. We offer our 12-unit Associate Teacher certificate (comprised of classes that are also the first level of our major) entirely in Spanish.

Both faculty and staff regularly attend professional development (at SRJC and state-wide) that focuses on cultural competency, inclusion, and equity. Individuals in our department participate in Latinx Faculty and Staff Association, Native American Faculty and Staff Association, Courageous Leaders Academy, and EEOC.

Our Children's Center supports SRJC student parents by providing subsidized child care while parents attend school and complete homework.

### **3.3 Responsiveness to Our Community**

The Child Development Department offers a program of study that is both vocational and academic. We meet biannually with our Career Education Advisory Committee to share information and listen for trends and employer concerns in our local early childhood field. Our program is built on the requirements of Community Care Licensing, CA Health and Human Services, CA Department of Education, and the Commission for Teacher Credentialing, all of which dictate specific requirements for teaching and child care in California. We are one of several colleges in the state to offer a Verification of Completion program for Child Development Permits, and we serve as the primary source of information and support for permit completion in Sonoma County. In school year 2023- 2024, we helped over 25 former students and local teachers obtain their Child Development Permits from the Commission for Teacher Credentialing.

We have multiple connection points with our local vocational field and larger community. Through a grant from the California Early Childhood Mentor Program (a state Quality Improvement initiative), we facilitate monthly meetings for local teachers, program directors and family child care owners in Sonoma County at sites throughout the county. Faculty in the department participate in our county's Child Care Planning Council, Cradle to Career initiative, Evening of Honor event for early childhood professionals, First 5 Commission, and Quality Counts initiative. We partner with several organizations to offer the Early Learners Conference for local ECE and elementary teachers at SRJC yearly.

### **3.4 Campus Climate and Culture**

Child Development faculty and staff have actively participated in campus DEIA initiatives consistently over time. We have prioritized DEIA training in both staff and faculty professional development, including regular training days for Children's Center staff and attendance at statewide professional development opportunities. Staff and faculty participate in several college-wide DEIA programs, including Corageous Leaders, Creating an Ecosystem of Belonging, Latino Faculty and Staff Association, Native American Faculty and Staff Association, and EEOP.

Our department has encouraged connections throughout the college by hosting PDA events at the Children's Center (2020), presenting on DEIA topics at PDA, inviting administrators to visit our Children's Center and participate in activities with the children, and presenting a yearly Week of the Young Child children's art display at Doyle Library.

### **3.5 Establish a Culture of Sustainability**

Child Development regularly promotes sustainability in our work with children, families, and college students. Our faculty incorporate principles of sustainability throughout our curriculum. This includes teaching about the use of sustainable materials for young children, incorporating nature education and ecological awareness in our curriculum courses, and using and sharing literature that focuses on the importance of ecological principles at all levels of education. We promote the use of OER texts in our classes.

Our Children's Center practices sustainability by preparing meals on site for all of our children and prioritizing reusable tableware and curriculum supplies whenever possible.

In our physical plant, we've incorporated motion-sensing sinks in most bathrooms to conserve water, and have all lights on motion sensors.

## 4.1a Course Student Learning Outcomes Assessment

Every course has the required SLOs. All active courses have a plan for assessment of all SLOs. Several courses show completed assessments with changes implemented or not needed.

Assessments completed as of Fall 2023:

Child Development (CHLD)		103	81	78.64%	
		CHLD 217.2	2	0	0.00%
100.00%		CHLD 220	4	4	
100.00%		CHLD 53A	4	4	
	CHLD 217.1	3	3	100.00%	
	CHLD 79.2	3	3	100.00%	
100.00%		CHLD 55.5	4	4	
100.00%		CHLD 55.7	4	4	
	CHLD 150	2	2	100.00%	
		CHLD 185.3	3	0	0.00%
66.67%		CHLD 185.1	3	2	
	CHLD 185.2	2	0	0.00%	
80.00%		CHLD 66	5	4	
	CHLD 110.1	3	3	100.00%	
100.00%		CHLD 110.2	3	3	
100.00%		CHLD 55.6	3	3	
	CHLD 79.4	3	3	100.00%	
	CHLD 90.1	4	4	100.00%	
		CHLD 183	3	0	0.00%
100.00%		CHLD 82	3	3	
100.00%		CHLD 90.3	4	4	
	CHLD 111A	3	1	33.33%	
		CHLD 96	3	0	0.00%
100.00%		CHLD 186	3	3	
	CHLD 53B	3	0	0.00%	
100.00%		CHLD 79.1	3	3	
100.00%		CHLD 51	3	3	

100.00%	CHLD 10	4	4
100.00%	CHLD 160.1	1	1
100.00%	CHLD 90.2	3	3
100.00%	CHLD 68	3	3
100.00%	CHLD 90.4	3	3
100.00%	CHLD 95	3	3
	CHLD 55.2	3	3
	Education (EDUC)	2	1
			100.00%
			50.00%

## 4.1b Program Student Learning Outcomes Assessment

Faculty take seriously their responsibility to support student learning. This is done in several ways; one of the key activities is related to a statewide initiative and described below:

The Child Development Department program is aligned with the California Early Childhood Curriculum Alignment Project (CAP). Prior to 2010, eight core-curriculum classes were identified and aligned across 90+ California community colleges. This alignment allows students to transfer to other 2 and 4 year colleges without a loss of units, and also clarifies which courses are equivalent between CAP- aligned colleges. SLO's are identified, though not identical, for each CAP- aligned course.

CAP alignment provided the foundation for the AST Early Childhood degree that is in the C-ID system, and which we offer at SRJC.

There are two certificates that students can complete in the Child Development Department - Associate Teacher, and Teacher. Each of these certificates has been fully assessed as of Fall 2020. Ongoing assessment will be completed within the next 6 years.

## **4.1c Student Learning Outcomes Reporting**

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course		N/A	N/A	N/A
Course	10-Child Growth & Dev	Fall 2013	Spring 2014	Fall 2014
Course	110.1 -Dev Trends Infant Tod *	N/A	N/A	N/A
Course	110.2- Dev Trends Preschool *	N/A	N/A	N/A
Course	110.4- Dev Trends Adolesc*	N/A	N/A	N/A
Course	111A-Grp Care Children Under 3	Fall 2013	Spring 2014	Spring 2015
Course	120-Touchpoints *	N/A	N/A	N/A
Course	160.1-Beginning Practicum	Fall 2011	Spring 2012	Spring 2012
Course	185.1-Creative Indoor Envnmts	Fall 2013	Spring 2014	Spring 2014
Course	185.2 Outdoor Environments	Spring 2014	Spring 2014	Spring 2015
Course	185.3-Guid/Discipline Presch	Fall 2014	Fall 2014	Spring 2015
Course	185.4-Guid/DisciplineSchl *	N/A	N/A	N/A
Course	186 Spanish Language Arts	Fall 2013	Fall 2014	Fall 2014
Course	190.1-Home, School, Community,	Fall 2013	Fall 2013	Spring 2014
Course	217.1- Constructive Play	Fall 2014	Fall 2014	Fall 2015
Course	217.2- Dramatic Play & Games	Fall 2013	Spring 2014	Spring 2014
Course	220-EffChildDiscipline	Spring 2014	Fall 2014	Spring 2015
Course	254-Working w/ Parents	Fall 2013	Spring 2014	Fall 2014
Course	51-Intro to ECE	Spring 2014	Spring 2014	Fall 2014
Course	53-Special Needs	Fall 2014	Fall 2014	Fall 2015
Course	55.2-Explorations&Discoveries	Fall 2013	Spring 2014	Fall 2015
Course	55.5-Language and Literature	Fall 2015	Fall 2015	Spring 2016
Course	55.6-Art for young children	Fall 2013	Spring 2014	Spring 2015
Course	55.7 Music and Movement	Fall 2013	Spring 2014	Fall 2015
Course	66- Early Care & Ed Practicum	Fall 2013	Spring 2014	Spring 2014
Course	66.1 ADV Pract: Cur Assessment	Fall 2013	Spring 2014	Spring 2014
Course	66.1 ADV Pract: Cur Assessment	Fall 2013	Spring 2014	Spring 2014



Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	68- Issues in Diversity	Fall 2013	Spring 2014	Fall 2014
Course	711 Pre service Foster Parent	Fall 2014	Fall 2014	Fall 2015
Course	712 Beg. Ind. Living	Fall 2014	Fall 2014	Fall 2015
Course	713 Adv. Liv Pt. 1	N/A	N/A	N/A
Course	714 Beg Ind Living Pt 11	Fall 2014	Fall 2014	Fall 2015
Course	715- Adv indpt. skills PT11	N/A	N/A	N/A
Course	79.1-Mgmt of ECPrgm	Fall 2013	Spring 2014	Fall 2015
Course	79.2 - Leadership Skills Adm.	Fall 2014	Spring 2014	Fall 2014
Course	90.1- Child, Family, Community	Fall 2012	Spring 2013	Spring 2013
Course	90.2---Observ. & Assessment	Fall 2012	Spring 2013	Spring 2013
Course	90.3 Health & Safety	Fall 2014	Fall 2014	Spring 2015
Course	90.4 Intro to Curriculum	Fall 2011	Spring 2014	Spring 2014
Course	96. Child and Family Stress	Fall 2014	Fall 2014	Fall 2015
Course	Educ 55	Fall 2012	Fall 2013	Spring 2014
Certificate/Major	Child Dev. Asst. Teacher Cert	Fall 2013	Spring 2014	Spring 2014
Certificate/Major	Child Development Major	Fall 2014	Fall 2014	Spring 2015
Certificate/Major	Child Development: Teacher	Fall 2013	Spring 2014	Spring 2014
Certificate/Major	Children In Justice Syst Cert	Fall 2014	Fall 2014	Spring 2015
Certificate/Major	ECE Major (TMC)	Fall 2014	Fall 2014	Spring 2015
Certificate/Major	Elementary Teacher Ed-Transfer	Fall 2014	Fall 2014	Spring 2015

## 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
Child 10 Growth and Development		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Child 51 Intro to EC			X	X	X		X	X	X	X	X	X	X	X		X
Child 66 Methods/Pra			X	X	X		X	X	X	X	X	X	X	X		X
Child 68/Diversity I			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Child 90.1 Child, Fa		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Child 90.2 Observation and Assessment		X	X	X	X		X	X	X	X	X	X	X	X		
Child 90.3 Health and Safety		X	X	X	X	X	X	X	X	X	X	X	X	X		X
Child 90.4 Intro to Curriculum			X	X	X		X	X	X	X	X	X	X	X		

## 4.2b Narrative (Optional)

## 5.0 Performance Measures

The Child Development department has clearly been established as the central provider of professional development in Sonoma County's early childhood community. Staff, faculty and administrators participate in numerous ECE county events and advisory boards. Most prominent among these are:

- Sonoma County Child Care Planning Council
- Evening of Honor
- Early Learners Conference
- SSU Early Childhood Education Advisory Committee
- California Community College Early Childhood Educators
- First Five Sonoma QRIS advisory
- Cradle to Career

The Child Development Department is the primary advisor for students and professionals in Sonoma County's ECE community to obtain Child Development Permits through the Commission for Teacher Credentialing. Three of our staff are authorized to verify completion of

permit requirements for CTC. We field numerous calls and meet with students monthly to help them complete the permit application process. In the 2023- 2024 academic year, we advised over 40 students and signed 21 VOC permits.

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

The department offers approximately 40 different sections and 10 courses each semester. Core and transfer level courses are offered in Petaluma and Santa Rosa. Additionally, summer classes as well as one and two unit courses are offered at both campuses.

There is a continued demand for core courses. These core courses are required to operate a licensed children's facility; additionally, many of these courses are certificate and degree applicable, not only in this department, but in others as well. Several sections are offered each semester at both campuses, during the day, in the evening and online. Monitoring of student enrollment will continue annually to determine the demand for specific courses each semester.

The offerings in Petaluma continue to grow incrementally, predicated on student demand and available faculty. The core courses generally do well; however the electives generally have lower enrollments. Monitoring of student enrollment will continue and offerings will be made based on enrollment and retention to build services in Petaluma.

## **5.2a Enrollment Efficiency**

Overall our efficiency numbers are excellent. The last three years reflect a consistent high level of efficiency for both Petaluma and Santa Rosa Campuses; however the decline in full enrollments may reflect a slow growth in the profession as a result of reduced levels for publicly funded children's programs.

Overall efficiency

<b>S2019</b>	<b>X2019</b>	<b>F2019</b>	<b>S2020</b>	<b>X2020</b>	<b>F2020</b>	<b>S2021</b>
<b>91.1%</b>	<b>94.2%</b>	<b>97.9%</b>	<b>93.2%</b>	<b>114.2%</b>	<b>99.9%</b>	<b>98.9%</b>

## 5.2b Average Class Size

The numbers indicate that classes are generally full. All classes in the department are listed as 30 slots with a wait list of 3 for face to face, and 30 and 5 for online classes.

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020
ALL Disciplines	26.4	28.1	26.6	28.3	28.6	27.20	34.3	30.0

## 5.3 Instructional Productivity

Classes in the Child Development Department are capped at 30 with a wait list of 3; large size lecture classes are not in keeping with our educational pedagogy. One FT faculty has responsibility for our practicum students. Approximately 25 students enroll each semester, and this accounts for 80% of this faculty member's load, thereby decreasing the overall faculty to student ratio. Productivity in Petaluma is roughly equal with the department's Santa Rosa numbers.

Our recommendation: as the college allows, sections/classes can be added and assigned to associate faculty.

ALL Locations (Combined totals from ALL locations in the District)

### Child Development

	X2018	F2018	S2019	X2019	F2019	S2020	X2020
F2020	13.35	112.98	99.08	11.50	105.69	99.97	13.70
S2021	110.77	113.20	12.30	100.83	1.04	8.04	6.98
2021	7.80	7.50	0.83	7.18	0.83	7.57	7.26
F2021	14.20	15.09	14.77	14.05	12.82	14.04	14.20
FTES							
FTEF							
Ratio							

### Education

	X2018	F2018	S2019	X2019	F2019	S2020	X2020
F2020	0.00	1.81	1.71	0.00	0.00	0.00	0.00
S2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00
X2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F2021	0.00	9.07	8.53	0.00	0.00	0.00	0.00
FTES							
FTEF							
Ratio							

## 5.4 Curriculum Currency

Course #	Course Description (Short)	Last Full Review	Next Review Due
CHLD 10	Child Growth and Development	1/28/2019	2024-25
CHLD 110.1	Developmental Trends of Children Under 3	5/14/2018	2023-24
CHLD 110.2	Developmental Trends Child Age 3-5 Years	1/28/2019	2024-25
CHLD 111A	Care & Education of Child- Birth to 3 Years	10/12/2020	2026-27
CHLD 160.1	Beginning Early Childhood Practicum	2/14/2022	2027-28
CHLD 183	Screen Media and Child Development	12/9/2019	2025-26
CHLD 185.1	Creative Indoor Environ for Children	1/28/2019	2024-25
CHLD 185.2	Creative Outdoor Environ for Children	1/28/2019	2024-25
CHLD 186	Spanish Language Arts for Young Children	2/22/2021	2026-27
CHLD 217.1	Constructive Play	10/10/2016	2022-23
CHLD 220	Effective Guidance and Discipline	2/13/2023	2028-29
CHLD 51	Principles Practices of Early Childhood Edu	1/23/2023	2028-29
CHLD 53A	Intro to Children with Special Needs	2/13/2023	2028-29
CHLD 53B	Children w/ Special Needs in Childhood	2/13/2023	2028-29
CHLD 55.2	Exploring Science and Math with Children	9/26/2022	2028-29
CHLD 55.5	Foundations of Language and Literacy	4/10/2023	2028-29
CHLD 55.6	Art for the Young Child	1/28/2019	2024-25
CHLD 55.7	Music and Movement for Children	2/13/2023	2028-29
CHLD 66	Early Childhood Care Education Practicum	12/11/2017	2023-24
CHLD 68	Working W/Children & Fam Diverse Society	5/9/2022	2027-28
CHLD 79.1	Admin of Early Childhood Edu Programs	2/13/2023	2028-29
CHLD 79.2	Leaders & Personnel Skills Early Child Admin	2/13/2023	2028-29
CHLD 79.4	Adult Supervision and Mentoring	2/13/2023	2028-29
CHLD 82	Family Engagement in Early Care & Edu	12/9/2019	2025-26
CHLD 90.1	Child, Family, Community Interrelationships	2/10/2020	2025-26
CHLD 90.2	Observation & Assessmt of Young Children	2/28/2022	2027-28
CHLD 90.3	Health, Safety & Nutrition for Young Child	2/10/2020	2025-26
CHLD 90.4	Introduction to Curriculum	2/28/2022	2027-28
CHLD 95	Developing Social Competence Early Child	10/10/2022	2028-29
CHLD 96	Stress & Loss With Children and Families	10/12/2020	2026-27

## 5.5 Successful Program Completion

Between 2009 and 2013, a total of 575 certificates were awarded, **including 362 Associate Teacher Certificates, 87 Teacher Certificates, and 126 Children in the Justice System**

**certificates jointly offered by Administration of Justice Department;** these figures are based on the SRJC FACT Book 2013. Additionally, the 2011 ARCC report from the Chancellor's office lists child development as the discipline with the most certificates and second highest among all unit based awards in the state. A high proportion of those certificates were earned at the 12 unit Associate Teacher level by Latino students.

Permits issued by the California Commission on Teacher Credentialing (CTC) are important as they are required to work at different levels in publically funded and private programs. The Child Development department offers assistance to expedite applications to CTC. Additionally, in conjunction with the CARES program, workshops are provided to students on how to fill out the application for a child development permit. The Child Development Training Consortium program, Mentor Teacher Program and CARES all support the continued academic progress of students.

## 5.6 Student Success

<b>Retention</b>	X 2018	F 2018	S2019	X 2019	F 2019	S 2020	X 2020	F 2020	S2021
Child Dev.	93.9%	80.7%	80.4%	83.9%	70%	76.9%	92%	76.8%	79.9%
EDUC	0	76.6%	75%	0	0	0	0	0	
<b>Completion</b>	X 2018	F 2018	S2019	X 2019	F 2019	S 2020	X 2020	F 2020	S2021
Child Dev.	93.9%	80.7%	80.4%	83.9%	79%	76.9%	92%	76.8%	79.9%
EDUC	0	70.6%	75%	0	0	0	0	0	
<b>GPA</b>	X 2018	F 2018	S2019	X 2019	F 2019	S 2020	X 2020	F 2020	S2021
Child Dev	3.58	2.89	2.88	3.53	2.78	3.09	3.51	2.97	3.00
EDUC	0	3.00	3.38	0	0	0	0	0	0

Overall the above statistics show that students are retained at higher rates and significantly better than students in the district from 2010 to 2014. More students in child development successfully complete their coursework. Spring courses seem to retain students at higher rates than in the fall.

Retention is good for all ethnicities except for African-American students who drop at a rate almost 35% more than other groups. The retention rate between genders is also roughly equal. Students age 31 to 60 have a significantly higher retention rate than younger students and those over 60.

Completion rates don't vary significantly by income group, disability, or college assessment of basic skills.

Students between 31 and 60 had the highest GPAs. It is notable that the basic skills ESL students had a commendable GPA average of 3.147 in 2012. The students seem to do well in classes and maintain a consistently high GPA average.

## 5.7 Student Access

ALL Locations (Combined totals from ALL locations in the District)

Ethnicity	2018-19	Percent	2019-20	Percent	2020-21	Percent
2021-22	Percent					
White	674	34.8%	566	30.3%	678	34.2%
577 34.1%						
Asian	52	2.7%	65	3.5%	49	2.5%
1.7%						29
Black	47	2.4%	52	2.8%	37	1.9%
1.5%						25
Hispanic	978	50.5%	966	51.7%	975	49.1%
874 51.7%						
Native American	13	0.7%	10	0.5%	15	0.8%
0.1%						2
Pacific Islander	5	0.3%	2	0.1%	3	0.2%
0.1%						2
Filipino	12	0.6%	5	0.3%	8	.4%
0.2%						3
Other Non-White	71	3.7%	73	3.9%	86	4.3%
4.4%						74
Decline to state	86	4.4%	130	7.0%	133	6.7%
104 6.2%						
ALL Ethnicities	1938	100.0%	1869	100.0%	1984	100.0%
1690 100.0%						

## 5.8 Curriculum Offered Within Reasonable Time Frame

The Child Development and Teacher Education Department scheduling committee thoughtfully plans each semester's offerings ensuring that all necessary permit/certificate classes are offered every semester. Every effort is made to offer face to face classes at a variety of times, days and locations so that students will have access to a full complement of core courses each semester or at minimum, on a rotational semester basis. Additionally, we continue to expand our online course offerings.

A rotational plan for certificate completion is in place. The class offerings are evaluated each semester when the scheduling committee meets for planning purposes. The committee also tries to vary the certificate/permit courses rotated through Petaluma; however dedicated classroom space continues to be difficult to schedule.

In addition, the Scheduling Committee reviews a county wide assessment of professional development needs and interests of the child development community. The assessment aggregates data on preferred days and times that are most attractive for early educators as work/family issues dominate their decisions about professional development opportunities. The assessment is completed by the Child Care Council of Sonoma County.

## **5.9a Curriculum Responsiveness**

The department has a diverse and representative advisory group that meets twice a year and reviews the curriculum, course offerings, and reflects and ensures that the needs of the community are met. The committee is made up of about 30 representatives from industry plus full time and associate faculty. Attendance is consistent.

Additionally, the Spanish language classes and the attached VESL classes are in direct response to the changing demographics of children in Sonoma County.

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

The work with the high schools on articulation has continued. Following numerous meeting with the ROP/ tech prep instructors and administrators from Sonoma County Office Education articulation; credit by exam procedures are now in place and being implemented. "Counselors' Guide to the Child Development Department" was distributed to all the Sonoma County high school counselors. Annually, high schools tour the Children's Center and the instructional facilities. Student data from the high schools is analyzed, and work to build the relationships with the high schools will continue in 2015-16. Two high school partnership meetings have been held at SRJC and attendance by the department continues, as a means of relationship building with high school representatives and the SRJC programs/representatives charged with outreach and recruitment.

## **5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)**

The department has good relations with the faculty in the School of Education, Sonoma State University and First Five Sonoma to create a baccalaureate pathway in Early Childhood Studies that articulates with the Curriculum Alignment Project classes. The new AS-T in Child Development has been completed. Students can now pursue a clearly articulated pathway



between these two programs. Both institutions will review and renew current agreements and consider how best to strengthen the relationship to best serve transfer students.

As noted previously, the core courses in Child Development were approved with the ECE Curriculum Alignment Project (CAP). As one of the first departments in the state approved for alignment, a report was required to be filed with the Early Education Support Unit, California Department of Education. This year we reported that only minor adjustments were made with regards to the use of textbooks. A plan has been developed to expand our aligned courses in conjunction with CAP's current recommendations.

The accreditation process provided an opportunity to update active and non-active classes. Continuous improvement will be ongoing with the systems of review and monitoring.

## **5.11a Labor Market Demand (Occupational Programs ONLY)**

One of the most revealing studies of the business of childcare is the 2009 Child Care Needs Assessment for Sonoma County conducted by SCOE/Child Care Planning Council <http://www.scoe.org/files/needs-assessment-2009.pdf>.

In addition to the direct benefits for children, the child care industry positively impacts the economy of Sonoma County indirectly, it is a secondary support to other industries. There are numerous economic benefits from early childhood education. Children who receive a high quality childhood education are more likely to have increased behavioral and academic readiness, greater success in grades K-12, including higher test scores and graduation rates, lower public dollars spent on remedial education, and a more prepared workforce to support the local economy. Early childhood education can also decrease the amount of public spending by lowering criminal justice costs and the reduction of welfare use. Investing in children at an early age generates life-long benefits for children and society(Sonoma County Office of Education, Local Planning Council Needs Assessment, 2011).

Salaries for early educators remain low and there are few incentives to continue education and stay in the field; this is a long term and national problem. The commitment to increase professional development and educational opportunities is also a state wide imperative. This year 2013-14, 17 counties applied to pilot quality improvement initiatives with federal funds through Race to the Top/Early Learning Challenge Grants. Sonoma County did not apply; however SRJC is well ahead of most colleges/counties in the provision of articulation and transfer arrangements. In a report from the Center of Industrial Relations, Center for Child Care Employment, UC Berkeley worked with a special governor appointed committee which resulted in the passage of SB 1440 (Padilla) to create a clear pathway for community college students transferring to the California State University System.

The primary challenge is to develop a support system for an experienced workforce that is ethnically diverse and reflects the children that are served in group settings (Whitebook, 2009). Over the next 10 years, the County's population of children will increase, and children as a percent of the total population will increase from approximately 18.5% to 20.1% by 2019, according to a study by the Department of Finance. The labor and market demands for more services and increased quality will only reinforce the need for care and service to young children. The real key to effectiveness and quality in early education is professional development. SRJC is in a unique position to ensure that the content presented to current and future early educators is relevant and based on the latest research.

## **5.11b Academic Standards**

The staff and faculty have numerous planning and work sessions on student academic success and barriers and challenges. There have been numerous opportunities to support faculty and staff for continuous improvement in the area of academic success. Some examples include:

- Ongoing workshops for full time and adjunct faculty on writing and grading
- Continuation of a faculty curriculum committee to review course content
- Recommendations for syllabi improvement and necessary revisions
- Establishment of the CARES + program with the Child Care Planning Council
- Extensive review and assessment of Student Learning Objectives
- Development of 6 year plan for ongoing SLO assessment

We have chosen to use PDA work sessions to review, assess and plan for academic needs in this department. This allows full time and adjunct faculty to work together to maintain academic standards.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	03	06	Continue staff development programs in anti-racism practices with an emphasis on providing a model anti-racist curriculum for toddlers and preschool.	Build a model early childhood program focused on providing an inclusive, anti-racist program as a model for Sonoma County.	2020-21	Fall 2023 trainings to support Caring Campus initiative; Academic year 2023- 2024 monthly reflective practice session with consultant.
0003	ALL	03	06	Strengthen the application of research based strategies for Latino and low income students to bring greater effectiveness to the college	Continue to support the cohort model, provide continuity for the Connections program, integrate services with Student Services and Academic Affairs	2020-21	Inclusion of Child Development courses in Lanzamiento support programs, 2021- 2023; Launched Apprenticeship courses fall 2023.
0004	ALL	02	06	Ensure that the Child Development Instructional Department maintains a level of quality and an array of course offerings consistent with the needs of the field	Support the integration of new faculty	2019-2022	Ongoing professional development for all faculty; participation in Courageous Leaders academy (one faculty member, one classified staff member).

## 6.2b PRPP Editor Feedback - Optional

—

## 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	03	06	Provide support for our diverse early childhood workforce to educate children in a variety of settings	Provide pathways through the apprenticeship model, continuing and expanding bilingual Spanish certificate course offerings, dual enrollment courses on high school campuses.	2024- 2027	Continued support of the VPs of Student Services and Academic Affairs to integrate successful practices
0002	ALL	01	02	Review our curriculum and provide staff development to incorporate research and vocational trends in our career education field to inspire students and ensure they are prepared to be effective workers.	Review curriculum to ensure DEIA principles are embedded in our coursework. Ensure that coursework reflects emerging research-based changes in our career education field.	2024- 2026	Dedicated planning time for faculty, professional development funds for faculty and staff.
0003	ALL	02	03	Continue staff development programs to support student-centered and culturally responsive practices in our Children's Center.	Build a model early childhood program focused on providing an inclusive, anti-racist program as a model for Sonoma County.	2024-2026	Planning and professional development time to develop a strategic five year plan
0004	ALL	01	02	Prepare students for California's new Preschool- 3rd grade credential with clear information about how our coursework aligns with credential pathway.	Create student-facing information highlighting the Preschool-3rd credential and how our courses and major fit the educational pathway to the credential.	2024- 2025	Faculty and staff time, graphics support, copy budget
0005	ALL	03	05	Work with SCOE and other local educational organizations to provide vocational classes to high school students and early childhood professionals.	Dual Enrollment and articulation at local high schools; support for child development pathways at local schools.	2024-2026	