

Santa Rosa Junior College

Program Resource Planning Process

Child Development 2014

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 foster care 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 early education and development.
- 2) A child development program for SRJC student parents that also provides a model demonstration site for students studying child development and those involved in a guided practicum experience with infants, toddlers and preschool age children.
- 3) A Teaching Fellows program awards promising students interested in the education professions and provides a mentor college instructor. The mentor partnership is based on 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 promotes leadership opportunities and develops skills.
- 4) A foster care program that provides training for foster parents and independent living skills for college age students; and in regional partnership with other service organizations provides a support network for students completing college and transferring to BA programs.

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 foster students and parents, and those interested in the various and allied 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, foster students, 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 Call Children's 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. It 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.

The department has created SLO's for all classes. The program SLO's have already been approved.

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 60 sections are offered each semester support students in 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 revealed 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 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: Child Development 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. The curriculum of the program reflects best practices in early education.

Also, the department's continued innovative approaches to support student success. As a result, faculty have designed special strategies some include the following:

1. Offering early education and core content classes in Spanish,
2. Ongoing operation of VESL classes (with the ESL department) to support the non-English speakers to create a learning community for this specific group,
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 revisions noted below.

During the 2014-15 academic year, funds from approximately 15 different grants and contracts in partnership with outside agencies is expected to continue, some examples of the programs follows:

Child Development Training Consortium (CDTC) --- This statewide initiative focuses on improving the quality of services in Sonoma County. Students employed in 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. Through the years over \$23,000 worth of child development text books were placed in the reserve library. These books are lent out to participating students.

Typically students are enrolled in required units that contribute towards their Child Development Permits. In past years, the CDTC program has served all sectors of the field, including family child care sites, school age sites, and state funded and private sites. This program also pays for the processing fees associated with acquisition of the Child Development Permits (\$145). Funding came from the Department of Education, Child Development Division. For more information go to: www.childdevelopment.org.

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. Those meetings are held in Santa Rosa and Petaluma. The mentors receive an honorarium stipend for their work. Funding received is from the Department of Education, Child Development Division. For more information go to: www.ecementor.org.

Child Development classes for Spanish speakers --- For the last ten years, the Department has offered several Child Development classes that are taught to bi-lingual and Spanish speaking students. We regularly offer four sections with strong enrollment, approximately 125 students. These classes allow Spanish speaking residents in our community to earn both department certificates and the Child Development Associate Teacher Permit. We now require 5 Vocational ESL classes that are paired with Child Development classes. These VESL classes are linked to the core courses. We anticipate that this will assist students in learning child development and developing their English skills so they can transition into full course offerings including their 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. Students receive between \$750-2,500 each year that they take units moving them towards their permit. Since the implementation 7 years ago, the program has contributed more than \$2.5 million to students taking classes. These funds do not appear in any of our budgets, although the support to

students has a profoundly positive affect on the college enrollment. Additionally, CARES funds purchased \$6,000 of text books which were put on reserve in the library and are available for the semester length on loan to students. This year, 2013-14 another \$6,000 of texts for students were purchased.

Changes in state requirements, the focus of the program 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

Funding for Language and Literacy Classes--- Recognizing the changing demographics of young children in California and Sonoma County. Foundations of Language and Literacy (CHLD 55.5) program was expanded. First Five Sonoma and the SCCPC agreed to offer \$300 stipends to all students who successfully complete the course. It is anticipated that this will continue in 2014-15.

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 families. 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: Child Development 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. The curriculum of the program reflects best practices in early education.

Child Nutrition Grant--- Each year, more than 30,000 meals and snacks are served to children and prepared on site. These meals meet stringent nutrition 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 a state-of-the-art methodology and pedagogy for the care of infants in group settings. It was developed by WestEd's Center for the Study of Children and Families, and promoted by the Child Development Division, State Department of Education.

The funds have helped improve the quality of services and supports extensive staff professional development with coaching and materials. Additionally, we receive visitors from many programs and institutions of higher education who want to see the program in practice. 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. The mentor/mentees in partnership 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 instructional office is open from 8 a.m. to 5 p.m. M-F in Santa Rosa. Classes are offered in the evenings until 10 p.m. at both the Santa Rosa and Petaluma sites. Several daytime sections are also offered in Petaluma.

The Children's Center operates 8:30-4:30 M-Th and 8:30-3 on Fridays during the academic year. Last year we shortened our hours by thirty minutes Monday-Thursday in response to budget cuts. 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. First, 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. Second we operate with a large number of grants on both the Children's Center and Instruction. These were described in section 1.1c. This year the department receives 15 different grants, some are funded federally (CTEA), however most come from the California Department of Education (CDE), Sonoma County Office of Education (SCOE), First Five Sonoma or other local government sources. Occasionally, these funds come from private foundations. The diversity of services gives us many opportunities, not always available to other departments, 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 works to address lies in the changing demographics of Sonoma County. Sonoma County has 16,025 children under 5 years old of which 6,036 are Latino (45%). Currently the K-12 enrollment is 45% Latino. Yet, overall Sonoma county's total Latino population is only 20.2% of the population. Our department is working to address the needs of the large immigrant population here (noted that not all Latinos are immigrants).

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 looked to ECE as part of it's educational system and see's the field as an effective approach to addressing the educational achievement gap.

- California may be on the verge of raising educational standards of the early childhood workforce and revising quality standards. HeadStart currently requires half of it's teachers to have a baccalaureate and assistants to hold an AA degree.
- Locally, it has become more challenging for licensed family child care providers and center programs to operate given the overall county wide reduction in the work force. Many parents are now at home at least part time and are finding it more difficult to afford care and education for their young children. As a result, we have seen a shrinking number of licensed child care/pre-school facilities.
- This past fall, the Sonoma State University, School of Education should begin a new baccalaureate program in Early Childhood Studies. This will allow local residents to articulate to a local program for the first time.

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 this is a \$123.8 million industry (annually). This spending creates an additional \$90.2 million in the local economy. Thus the total measureable economic impact is \$214 million. This measurement does not include the economic impact the industry has on other industries, i.e. without adequate childcare much of the county workforce would be unable to work at all.
- 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.
- These jobs, in turn support employment in other sectors, principally food services and drinking places as well as securities, commodity contracts, investments, and related activities.
- According to data from the Economic Census, 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

Overall the budget has been used efficiently and there have never been cost overruns in either the instructional or the child care areas. The instructional department's expenditures in the 4 & 5000's are relatively minor in comparison to the personnel costs. While regular replenishment of consumables is necessary, the instructional department has not made significant high cost equipment requests through the years; therefore there are urgently needed requests in 2.4.c. this year.

Both instructional and child development areas have significant funds coming in from grants and are not reflected in the data in PRPP. When combined, these grants mitigate the district's actual costs per year. Additionally, not shown in any budget material are the funds generated in FTES income by students enrolled in the Children's Center who would not otherwise be attending SRJC.

2.1b Budget Requests

Expenditure Category	Amount	% Change from 2012-13	District Total	% of District Total
Total Expenditures	\$2,182,232	1.16%	\$109,755,802	1.99
Total Faculty	\$625,686	1.87%	\$37,642,229	1.66
Total Class. Payroll	\$689,368	3.04%	\$17,914,388	3.85
Total Mgmt. Payroll	\$204,681	1.69%	\$9,033,595	2.27
Total Salary/Benefits	\$2,098,939	2.35%	\$83,300,150	2.52
Total Non-Personnel Costs	\$74,429	20.52%	\$13,951,538	.53

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale
0001	63	1330	1110	Santa Rosa	01	01	\$137,674.00	There are five faculty positions with full loads, however one person has recently resigned (April 2014). There are 14 new sections with one new course. On-line courses have increased over the last few years, twelve sections are now being offered, and therefore 2 new faculty positions are needed in addition to the replacement position.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Asst. II-Childr	40	12	Responsible for office management of the children's center including family and child records, customer service, file and grant organization, certain budget processes.
Admin. Asst. III- Child Dev. De	40	12	Responsible for general instructional office management, customer service, file and grant organization, certain budget processes.
Cook	25	10	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	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	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	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	38.75	10	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.

Childcare Teacher	36.25	10	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	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	36.25	10	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	30	10	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	22.5	10	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	25	10	Provides care and supervision to children enrolled; implements age appropriate curriculum for children; establishes and maintains supportive relationships with children and parents.
Childcare Teacher	28.75	10	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	10	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	31.25	10	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	38.75	10	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	25	10	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	33.75	10	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	20	10	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Child Care Site Supervisor	40	11	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
Dean II, Child Development and Teacher Education	40	12	Responsible for the overall administration, supervision and coordination of the Child Development Center, Instructional program and associated categorical programs. Supervises Teacher Academy, Teaching Fellows Program, Foster and Kinship Care and Education
Program Spvsr, Children's Ctr	40	12	Manages Child Care/Lab School Operations in the Infant, Toddler, Pre-School classrooms; assists integration of lab school and child care components; and supports student teacher's on-site experience in conjunction with instructional faculty.
Program Manager FKCE	40	12	Manage grants related to the training of foster parents and the support of foster youth transitioning into independent living and attending college

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Employee	20	10	Assists Administrative Assistant III in instructional

			office work.
Intern	23	10	Assists teacher and assistant in implementing curriculum and supervision of children.
Substitute Teachers (STNC)	110	10	We use approximately 10 different substitutes who fill in for absent child care teachers and assistants
Student Workers (Students)	276	10	Approximately 20 student workers at any given time are used to provide housekeeping and support to teachers in the children's center.
Student Employee	20	11	Assists Administrative Assistant II in Children's Center office work.
Intern	22.5	10	Assists teacher and assistant in implementing curriculum and supervision of children.
Intern	22.5	10	Assists teacher and assistant in implementing curriculum and supervision of children.

2.2d Adequacy and Effectiveness of Staffing

Instruction

The Child Development and Teacher Education Department uses its staff resources efficiently and effectively. We generate enough FTES income to cover faculty costs. We have one FTE Administrative Assistant III who is supported by a 25 hour per week student assistant. We recommend that the department continue to be supported by the student position because of the expanding amount of work that has come from department growth, new grants, and the need for student supports.

The Teaching Fellows Program is currently experiencing an increase in numbers of student applicants; follow up is needed with faculty to ensure that there is continuity of engagement, and the preparation and implementation of programmatic elements which will require greater administrative support. It is recommended that a part time Administrative Assistant II at 30 hours be added for a 10 month work year calendar.

Additionally, the Child Care Master Teachers' hours need to be increased to adequately support students in the practicum course, work with the instructor, and provide required supervision for the children to meet the California Child Development Division staff and child ratios. This request is to increase 5 hours for each of the two positions to bring them up to 38.75 hours for 33.75 a week. It is important to note that the Children's Center must meet Title 22 and Title 5 staffing requirements for adult/child and teacher/child ratios.

2.2e Classified, STNC, Management Staffing Requests

Rank	RS	ACTV	Location	SP	M	Current Title	Proposed Title	Hrly	Type	Salary Increase	Benefits Increase	Total Increase
0001	63	6920	Santa Rosa	00	00	Child Care Master Teacher	same	\$26.19	Classified	\$13,030.00	\$6,239.00	\$19,269.00
0002	63	6920	Santa Rosa	00	00	Student Assistant (Instruct)	same	\$8.00	Student	\$5,600.00	\$1,006.00	\$6,606.00
0003	63	6920	Santa Rosa	00	00	Child Development Interns	same	\$10.00	STNC	\$5,688.00	\$525.00	\$6,213.00

2.3a Current Contract Faculty Positions

Position	Description
Laura Vallejo	Generalist. Teaches in Spanish and English and works with many English Language Learner Students.
Paul Moosman	Generalist. Teaches online, face to face courses, shares in the department duties such as scheduling, with supplies and textbook ordering.
Jeanie Harmon	Generalist and will serve as Department Chair
Alice Hampton	Generalist. Teaches a variety of classes including online, and is now responsible for the practicum course.
One full time faculty position.	There is one faculty open due to late spring 2014 resignation.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Child Development	0.0000	0.0000	0.0000	40.0000	There are six adjunct faculty teaching two courses of 3 units each
Child Development	0.0000	0.0000	0.0000	20.0000	There are five adjunct teaching one class
Child Development	0.0000	0.0000	0.0000	60.0000	There are two adjunct faculty that are teaching three 3 unit courses.
Child development	0.0000	0.0000	0.0000	53.3000	There is one adjunct faculty that is teaching two 3 unit classes and one 2 unit class
Child development	0.0000	0.0000	0.0000	60.6700	There is one adjunct faculty that is teaching three 3 unit classes and one 1 unit class
Child development	0.0000	0.0000	0.0000	66.6700	There is one adjunct faculty that is teaching three 3 unit classes and one 1 unit class
Child development	4.0000	100.0000	0.0000	0.0000	There are currently four full time faculty with 100 % work load. In the spring 2014, one instructor resigned, leaving a larger number of courses to be picked up by adjuncts. There are 18 adjuncts teaching 12 courses with a varying number of units. .
Child Development	0.0000	0.0000	1.0000	0.6700	There is one adjunct teaching a one unit course at .6667% time

2.3c Faculty Within Retirement Range

Three of five current regular faculty members and Program Supervisor are in retirement range; however none have yet determined their date of retirement. One full time faculty member (who is of retirement age) resigned this spring, therefore leaving only 4 full time faculty (two of whom are of retirement age). It is necessary to develop a plan for recruitment of faculty this next year to establish continuity of instruction and stability for the department.

Also, the majority of adjunct are of retirement age and may not serve as an adequate pool for recruitment.

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

This fall 14 new classes have been added to both Santa Rosa and Petaluma campuses for the Child Development Department offerings.

There was an unanticipated late spring, 2014 resignation of a full time faculty member at the Santa Rosa Campus; therefore the request is to **replace** this key position as soon as possible.

Two additional full time faculty positions are requested for growth since the adjunct faculty pool may not be sufficient to cover the additional classes (see section 2.3.c). **The total request is for three full time faculty positions.**

2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale
0001	63	0000	ALL	01	01	Child Development 10 online and other core courses	There is high demand for core courses that represent Child Development Permit requirements
0001	00	0000	ALL	01	01	Child Development core courses taught in Spanish	Classes taught in Spanish have a high enrollement and retention and draw sectors from the labor market not often targeted for services.
0001	00	0000	Santa Rosa	01	01	Education/GE	The Edu 55 is a key course that offers transfer opportunities to the students interested in education. It has a foundation in general education requirements. It is important to recruit into this position a faculty member that has k-12 experience. it is important to consider this experience in the future as a preferred criteria.

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

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

Non Instructional Equipment Requests:

Repair and upgrade of the existing security system is needed to ensure the safety and security of the staff, faculty and students, particularly at night. The equipment was originally installed in 1995, which places it at two decades old. Currently, there are two cameras in the courtyard with only one operating (not in a full capacity), and the display monitor in the Children's Center office only shows one quadrant of the screen. Discussions about the system have been held with the Campus Chief of Police, Matthew McCaffrey and Director of Facilities, Operations, Paul Bielen.

It has been recognized that the security camera serves to deter potential vandalism on weekends, and gives a level of safety in the evenings; however it is also acknowledged that an informed and well trained staff is best to ensure the safety of the children and other adults in the facility. This has been a request in the PRPP since 2008. It is not acceptable to allow this equipment to stay in this condition; it is time to make this a priority. We are waiting for a cost estimate for the repair and upgrade of the various components to determine what the costs will be from the original installer (Pacific Technology CCTV). We think this estimate will come in at about \$10,000.

The fence of the Children's Center needs to be replaced as the posts have lost their integrity. The fence has been replaced in the past few year; however now the posts cannot bear more weight. This is a licensing requirement for the operation of children's services by the Department of Social Services, Community Care Licensing. We believe that our campus facilities team can do this work; however materials will need to be purchased. The estimate for fence replacement is \$10,000.

Instructional Equipment Requests:

The Child Observation Rooms in the Children's Center act to serve as teaching opportunities for many core classes such as the Practicum (capstone), Observation and Assessment, and Child Development. Also, hundreds of students from other departments use the rooms to enrich their learning in different disciplines. Some examples include: nursing, psychology, and other health related fields. Hundreds of individuals use and benefit from the observation rooms. The rooms are equipped with microphones and headphones to enable students to listen and watch children in the normal course of their day. This equipment is also the original installed in 1995. Today, with better technology, cameras and better sound systems can alleviate the number of individuals using the observation rooms. For example, live streaming can be used. The technology needs to be upgraded to enable faculty and students to use the viewing of children in natural settings in the least disruptive manner. No estimate is yet available; however it should not cost more than \$12,000.

There are two projectors in the instructional classrooms that need to be replaced, as they do not operate consistently. They are used 3 times a day for morning, afternoon and evening classes and the heavy use has compromised their operation. It is estimated that replacement cost for both may be in the range of \$2,000.

This total request is estimated at \$34,000.

2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	63	6920	Santa Rosa	01	01	Repair/upgrade existing systems for observation	1	\$10,000.00	\$10,000.00	Yolanda Garcia	Children's Center	Yolanda Garcia
0002	63	1330	Santa Rosa	01	01	Document Projectors in classrooms	2	\$1,000.00	\$2,000.00	Yolanda Garcia	3864 and 3865	Yolanda Garcia

2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	63	6920	Santa Rosa	01	01	Security System Repair and Upgrade	1	\$10,000.00	\$10,000.00	Yolanda Garcia	1st Floor, Call Building	Yolanda Garcia

2.4e Safety, Utility, and ADA Impacts

Repair and upgrade of the existing security system is needed to ensure the safety and security of the staff, faculty and students, particularly at night. The equipment was originally installed in 1995, which places it at two decades old. Currently, there are two cameras in the courtyard with only one operating (not in a full capacity), and the display monitor in the Children's Center office only shows one quadrant of the screen. Discussions about the system have been held with the Campus Chief of Police, Matthew McCaffrey and Director of Facilities, Operations, Paul Bielen.

It has been recognized that the security camera serves to deter potential vandalism on weekends, and gives a level of safety in the evenings; however it is also acknowledged that an informed and well trained staff is best to ensure the safety of the children and other adults in the facility. This has been a request in the PRPP since 2008. It is not acceptable to allow this equipment to stay in this condition; it is time to make this a priority. We are waiting for a cost estimate for the repair and upgrade of the various components to determine what the costs will be from the original installer (Pacific Technology CCTV). We think this estimate will come in at about \$10,000.

The fence of the Children's Center needs to be replaced as the posts have lost their integrity. The fence has been replaced in the past few years; however now the posts cannot bear more weight. This is a licensing requirement for the operation of children's services by the Department of Social Services, Community Care Licensing. We believe that our campus facilities team can do this work; however materials will need to be purchased. The estimate for fence replacement is \$10,000.

2.5a Minor Facilities Requests

Rank	RS	ACTV	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	00	0000	ALL	00	00	Urgent	Call Children's Center	Children's Center	\$10,000.00	The original fence has been replaced numerous times over the years. The poles have lost their integrity and the entire fence needs replacement, this is a licensing requirement. We need the fence replacement as soon as possible.
0002	00	0000	ALL	00	00	1 Year	Call Children's Center	Interior of classrooms & exterior doors	\$10,000.00	The children's classrooms need a paint job to refresh and keep them clean. The entire center is a high traffic area with more than 100 adults and childrens entering and exiting several times a day. In addition, we receive thousands of observers from other departments and outside of the college. In order to maintain the exemplary status of the operation, at minimally we need to keep the center clean and fresh

2.5b Analysis of Existing Facilities

The Call Children's Center continues to be a good environment for teaching child development classes and serves an essential service for instruction as the students can compliment their knowledge by observing children in their natural environment; however the three classrooms for college students at the Santa Rosa Campus are highly impacted and classes have been scheduled in other locations. The Children's Center continues to be a model in the state. Overall the building is almost two decades old (built in 1995) and is showing serious signs of wear. It needs refurbishment - especially exterior doors need paint, and classrooms need refreshing paint and modernizing of the observation equipment.

In the coming year, increased security in the Children's Center and instructional classrooms is a priority. All avenues will be explored internally with the college such as partnerships with current safety and facilities committees, the campus police department, in collaboration with the SRJC Foundation and other sources both private and public.

3.1 Diversify Funding - Grants/Contracts

Diversity funding is limited; however currently there are two outside grants from the Early Education Support Services, California Department of Education, namely the Teacher Mentor Program and the Child Development Consortia that support SRJC's efforts and strategic goals for student learning and success. The Teacher Mentor program supports quality initiatives in community and serves to bridge the instruction to practices in early education services. The Child Development Consortia serves to recruit students and provide input to the content of courses and ensure appropriate representation of the student population. Local priorities are set by faculty and staff and are communicated to the funding source.

3.2 Cultural Competency

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. We currently have two FT faculty who can teach bi-lingually and another three PT faculty who are able to teach bi-lingually. Each of our Infant/toddler rooms has a Spanish/English bi-lingual teacher, and we have one bi-lingual Mandarin/English teacher.

The Children's Center enrollment in Spring 2013 is over 40% Latino. This percentage was derived as self reported by families when making application for services. We believe that these numbers represent a window on the future enrollment demographics of the district. As demographics continue to change, we will need to monitor the representation of staff and faculty.

The student population in our department is approximately 90% female and reflects the composition of the workforce in early education (both statewide and nationally). Of the sixty regular, adjunct and STNC employees in the department only three, two regular faculty

members, and the cook are male. The three males who work in the Child Development instructional area comprise a state record for child development departments.

3.3 Professional Development

In the instructional area, faculty are encouraged to use the Staff Resource Center. Additionally, support is provided for faculty to take classes that will increase their professional skills and knowledge. Several faculty have attended various regional workshops held by the California Community College Early Childhood Educators (CCCECE). Also some faculty have attended a variety of professional workshops throughout the Bay region. This year, one faculty member attended the California Association for the Education of Young Children.

The serious need is to bring up the skills of adjunct faculty to ensure that they are current with the knowledge and latest research in brain development, assessment tools, use of technology, and understanding of diverse family needs to name a few examples. It has been raised as a concern by both students and full time faculty that adjunct faculty need to participate in professional development activities that will ensure that we maintain the most current and best practices in instruction.

Bi-annual training on pediatric first aid and CPR are provided to the Children's Center staff to maintain certification; additionally they are given training on how to deal with blood-borne pathogens. They receive annual trainings in regards to food program regulations to ensure that all nutritional standards and documentation requirements are met.

Children's Center staff also take classes and attend workshops. The individual personnel evaluation may also be used to identify areas for development. The ability of the Child Development Department to continue to provide ongoing training to Children's Center staff has been seriously compromised with reductions of state contracts from the Child Development Division, Department of Education. It is now much more difficult to find the time to train staff appropriately. We continue to receive outside development support from the Program for Infant Toddler Care, WestEd; however this source has also been decreased.

3.4 Safety and Emergency Preparedness

The Administrative Assistant III in Instructional (not yet hired) and Kari Poulsen (Children's Center) are designated area safety supervisors. The Dean is deemed the Building Coordinator. The on-line safety procedure training has been completed and all safety procedure documents have been sent to the Campus Safety Coordinator to be updated.

3.5 Sustainable Practices

In 2012, the Center had an extensive air quality assessment done; this was in response to a request to ensure there were not inordinate amounts of cancer causing substances in the air. The results showed we had safe air using OSHA standards. However, they also showed that in the one children's room tested there were high levels of specific VOCs. Following the review of results, staff completed an extensive review of cleaning products, and in 2013, the custodial staff started to use a new HEPA vacuum cleaner.

Tighter controls with the use of cleaning products have lowered VOCs and greater care in the use of potentially harmful chemicals has been implemented.

In the current year of 2013-14, recycling continues both in the Call Children's Center and instructional classrooms. There are also efforts to maintain the equipment in the classrooms to ensure that energy efficient practices are in place. The air conditioning and heating system has been fixed to ensure adequate heat and air for example. For the past few years, there has been a significant reduction in costs associated with supplies and equipment to meet budgetary requirements and also to make the most efficient use of limited resources.

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. Regular faculty and adjunct faculty are working together to complete assessments, dialogue in regard to changes and monitor changes/improvements as they are implemented.

Child Development Assessment Plan

Child Development Department 6-Year Cycle SLO Assessment Plan

Course	SLO #s	Participating Faculty	Semester Initiated or to Be Initiated	Semester Completed	Comments	Year of Next Assessment
CHLD 10	#3-4	Harmon	2011-2012, 2013-2014	Spring 2014		2020
CHLD 51	#1-5	Vallejo, Hampton, Dalton	2013-2014	Spring 2014		2020
CHLD	# 1-4	Bell	Fall 2014	Fall 2014		2020

53						
CHLD 55.2	#3	Moore	2013- 2014	Spring 2013		2019
CHLD 55.5	#1,3	Vallejo	2009- 2010	Spring 2010		2016
CHLD 55.6	# 1	Hampton	Fall1 2013	Fall 2014		2020
CHLD 55.7	# 1-5	Moore	2013- 2014	Fall 2014		2020
CHLD 66	#1-5	Eberly	2013- 2014	Spring 2014		2020
CHLD 66.1	#1-3	Eberly	2013- 2014	Spring 2014		2020
CHLD 66.2	#1-3	Eberly	2013- 2014	Spring 2014		2020
CHLD 68	#1, 3	Hampton, Hunter	2013- 2014	Spring 2014		2020
CHLD 79.1	#1,2, 4	Danneberg	2013- 2014	Spring 2014		2019
CHLD 79.2	#1, 4	Danneberg	2014- 2015	Spring 2014		2020
CHLD 79.4	#2, 3	Hampton	2014- 2015	Spring 2014		2020
CHLD 90.1	#1-5	Harmon, Beery, Wieser	2013- 2014	Fall 2014		2020
CHLD 90.2	#1-5	Beery/Eberly	2012- 2013	Spring 2013		2019
CHLD 90.3	#1-5	Chuckrow/Gordon	2013- 2014	Spring 2014		2020
CHLD 90.4	#1-4	Moosman	2011-12, 2013-14, 2013-14	Spring 2014		2020
CHLD 96	# 1, 4, 5	Beery	Fall 2014	Fall 2014	New class, Fall 2014	2020
CHLD 110.1					Not offered: active for high school articulation exam	
CHLD 110.2					not offered for 5+ years	
CHLD 110.4					Not offered 5+ years	
CHLD 111A	#3-4	Dalton	2013- 2014	Spring 2014		2020
CHLD 112		INACTIVE FALL - 2014			not offered: inactive as of fall 2014	2019
CHLD 120		Wellman	TBI: 2014- 2015			
CHLD 130		INACTIVE - FALL 2014			not offered for 3 years: inactive as of Fall 14	
CHLD 150			TBI: 2014-15		has not fully enrolled	
CHLD	#1,2	Eberly	2011-12			2017

160.1						
CHLD 185.1	#1,2,3	Moore/Harmon	Fall, 2013	Spring 2014		2020
CHLD 185.2	# 2	Hampton	2013-14	Spring 2014		2020
CHLD 185.3	# 3	Wellman, Varco	Spring 2014	Fall 2014		2020
CHLD 185.4					Not offered since Fall 2011	
CHLD 186	# 3	Turner, Vallejo	2012- 2013	Fall 2014	Not offered since Fall 2011	
CHLD 190.1	#4-5	Harmon	2012- 2013, 2013-14	Fall 2013		2019
CHLD 217.1		Doherty	2014- 2015	Fall 2014		2020
CHLD 217.2	#1,2	Doherty/Eberly	Fall, 2013	Spring 2014		2020
CHLD 220	#1	Varco/Wellman	2014- 2015	Fall 2014		2020
CHLD 254	#2	Moore/Harmon	2013- 2014	Spring 2014		2019
EDUC						
EDUC 55	#2	Eberly	2012- 2013	Spring 2014		2019
Foster Care						
CHLD 711	# 1	Lawrence/Garcia	Fall 2014	Fall 2014	first offered Fall 2014 as non-credit	2020
CHLD 712	#2	Garcia/Travis/LaMentia	Fall 2014	Fall 2014	first offered Fall 2014 as non-credit	2020
CHLD 713			Spring 2015		will be first offered Spring 2015 as non- credit	
CHLD 714	# 4	Garcia/Begin	Fall 2014	Fall 2014	first offered Fall 2014 as non-credit	2020
CHLD 715			Spring 2015		will be first offered Spring 2015 as non- credit	

Majors & Certificates	ASSESSED	ANALYZED
YEAR OF NEXT ASSESSMENT		

Child Development Major 2020	Fall 2014	Fall 2014
Early Childhood Education 2020	Fall 2014	Fall 2014
Elementary Teacher Ed for Transfer 2020	Fall 2014	Fall 2014

Associate Teacher Certificate 2020	Spring 2014	Spring 2014
Teacher Certificate 2020	Spring 2014	Spring 2014
Children in the Justice System Cert. 2020	Fall 2014	Fall 2014

4.1b Program Student Learning Outcomes Assessment

As described in 4.1a Program Level Outcomes and course SLOs have been identified.

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. In the last few years, eight core-curriculum classes were revised to align with other community colleges. Currently, 77 colleges are aligned or are awaiting review and approval. One hundred of the community colleges have committed to alignment. This alignment allows students to transfer to other 2 and 4 year colleges without a loss of units. It also is providing the foundation for the Child Development Transfer degree that is in the C-ID system..

In the 2013-14 year, the new AS-T in Child Development was implemented based on the CAP alignment work.

There are three certificates that students can complete in the Child Development Department..... Associate Teacher, Teacher, and Children in the Justice System (shared with the Administration of Justice Department). Each of these certificates has been fully assessed as of Fall 2014. Ongoing assessment will be completed within the next 6 years.

Students can complete three majors in this department....the Child Development Major, the ECE Major (TMC), and the Elementary Teacher Education for Transfer Major. Assessment for each of these majors has been completed as of Fall 2014. Ongoing assessment of individual courses and majors as a whole will continue within the next 6 years.

Assessments for certificates and majors are dependent on individual course assessment. See section 4.1.a for the plan for individual course assessment.

4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course		N/A	N/A	N/A	N/A	N/A	N/A
Course	10-Child Growth & Dev	N/A	N/A	N/A	Fall 2013	Spring 2014	Fall 2014
Course	110.1 -Dev Trends Infant Tod *	Fall 2008	Spring 2009	N/A	N/A	N/A	N/A
Course	110.2- Dev Trends Preschool *	Fall 2008	Spring 2009	N/A	N/A	N/A	N/A
Course	110.4- Dev Trends Adolec*	Spring 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	111A-Grp Care Children Under 3	Fall 2008	Fall 2009	N/A	Fall 2013	Spring 2014	Spring 2015
Course	120-Touchpoints *	Spring 2009	Spring 2010	N/A	N/A	N/A	N/A
Course	160.1-Beginning Practicum	Fall 2009	Spring 2010	N/A	Fall 2011	Spring 2012	Spring 2012
Course	185.1-Creative Indoor Envnmts	Spring 2010	Fall 2010	N/A	Fall 2013	Spring 2014	Spring 2014
Course	185.2 Outdoor Environments	Fall 2008	Fall 2009	N/A	Spring 2014	Spring 2014	Spring 2015
Course	185.3-Guid/Discipline Presch	Spring 2010	Fall 2010	N/A	Fall 2014	Fall 2014	Spring 2015
Course	185.4-Guid/DisciplineSchl *	Spring 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	186 Spanish Language Arts*	Fall 2008	Spring 2009	N/A	N/A	N/A	N/A
Course	190.1-Home, School, Community,	N/A	N/A	N/A	Fall 2013	Fall 2013	Spring 2014
Course	217.1- Constructive Play	Spring 2010	Summer 2010	N/A	Fall 2014	Fall 2014	Fall 2015
Course	217.2- Dramatic Play & Games	Fall 2008	Summer 2009	N/A	Fall 2013	Spring 2014	Spring 2014
Course	220-EffChildDiscipline	Spring 2010	Fall 2010	N/A	Spring 2014	Fall 2014	Spring 2015
Course	254-Working w/ Parents	Spring 2010	Fall 2010	N/A	Fall 2013	Spring 2014	Fall 2014
Course	51-Intro to ECE	Fall 2008	Fall 2009	N/A	Spring 2014	Spring 2014	Fall 2014
Course	53-Special Needs	Spring 2010	Fall 2010	N/A	Fall 2014	Fall 2014	Fall 2015
Course	55.2-Explorations&Discoveries	Spring 2010	Fall 2010	N/A	Fall 2013	Spring 2014	Fall 2015
Course	55.5-Language and Literature	Spring 2010	Fall 2010	Spring 2010	Fall 2010	Spring 2011	Spring 2011
Course	55.6-Art for young children	Fall 2008	Spring 2009	N/A	Fall 2013	Spring 2014	Spring 2015
Course	55.7 Music and Movement	Fall 2009	Summer 2010	N/A	Fall 2013	Spring 2014	Fall 2015
Course	66- Early Care & Ed Practicum	Fall 2009	Spring 2010	N/A	Fall 2013	Spring 2014	Spring 2014
Course	66.1 ADV Pract: Cur Assessment	Fall 2009	Spring 2010	N/A	Fall 2013	Spring 2014	Spring 2014
Course	66.1 ADV Pract: Cur Assessment	Fall 2009	Spring 2010	N/A	Fall 2013	Spring 2014	Spring 2014
Course	68- Issues in Diversity	Fall 2009	Spring 2010	N/A	Fall 2013	Spring 2014	Fall 2014
Course	711 Pre service Foster Parent	N/A	N/A	N/A	Fall 2014	Fall 2014	Fall 2015
Course	712 Beg. Ind. Living	N/A	N/A	N/A	Fall 2014	Fall 2014	Fall 2015
Course	713 Adv. Liv Pt. 1	N/A	N/A	N/A	N/A	N/A	N/A
Course	714 Beg Ind Living Pt 11	N/A	N/A	N/A	Fall 2014	Fall 2014	Fall 2015
Course	715- Adv indpt. skills PT11	N/A	N/A	N/A	N/A	N/A	N/A
Course	79.1-Mgmt of ECPrgm	Spring 2010	Fall 2010	N/A	Fall 2013	Spring 2014	Fall 2015
Course	79.2 - Leadership Skills Adm.	Spring 2008	Fall 2008	N/A	Fall 2014	Spring 2014	Fall 2014
Course	90.1- Child, Family, Community	Fall 2008	Spring 2009	N/A	Fall 2012	Spring 2013	Spring 2013
Course	90.2---Observ. & Assessment	Fall 2009	Spring 2010	N/A	Fall 2012	Spring 2013	Spring 2013
Course	90.3 Health & Safety	Fall 2009	Spring 2010	N/A	Fall 2014	Fall 2014	Spring 2015
Course	90.4 Intro to Curriculum	Fall 2009	Fall 2010	N/A	Fall 2011	Spring 2014	Spring 2014
Course	96. Child and Family Stress	Fall 2009	Fall 2010	N/A	Fall 2014	Fall 2014	Fall 2015
Course	Educ 55	Fall 2009	Fall 2010	N/A	Fall 2012	Fall 2013	Spring 2014

Certificate/Major	Child Dev. Asst. Teacher Cert	N/A	N/A	N/A	Fall 2013	Spring 2014	Spring 2014
Certificate/Major	Child Development Major	N/A	N/A	N/A	Fall 2014	Fall 2014	Spring 2015
Certificate/Major	Child Development: Teacher	N/A	N/A	N/A	Fall 2013	Spring 2014	Spring 2014
Certificate/Major	Children In Justice Syst Cert	N/A	N/A	N/A	Fall 2014	Fall 2014	Spring 2015
Certificate/Major	ECE Major (TMC)	N/A	N/A	N/A	Fall 2014	Fall 2014	Spring 2015
Certificate/Major	Elementary Teacher Ed-Transfer	N/A	N/A	N/A	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 &			X	X				X	X	X	X	X	X	X		
Child 51 Intro to EC			X			X		X	X	X	X	X		X		X
Child 60 Methods/Pra			X	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
Child 90.1 Child, Fa			X	X		X		X	X	X	X	X	X	X	X	X
Child 90.2 Observation and Assessment			X							X	X	X		X		X
Child 90.3 Health and Safety								X	X	X	X	X				X
Child 90.4 Intro to Curriculum			X	X				X	X	X	X	X	X	X		X

4.2b Narrative (Optional)

The department addresses the district's institutional goals in several ways, including:

1. An emphasis on active learning. Faculty incorporates teaching learning methodology in all classes, which requires students to actively engage with their peers by discussing, presenting opinions and materials to others. (1c,2a,2b,3a,3b, 4a,6b)
2. A commitment to embed the diversity, respect for differences and the identification of assests of diverse children and families through all our courses. (4a,4b 5,6a, 6b, 6c, 7)
3. Promoting advocacy for children on the part of our students (7)

It is notable that SRJC's Child Development and Teacher Education has played an active role in a statewide effort by community college educators to implement the Curriculum Alignment Project. The goal of the project is to develop a 24-unit core of classes among all the community college child development departments that have both common program outcomes and student learning outcomes for each of the eight designated classes. Students that work on transfer can move from one community college to the other. Additionally, SRJC is working with the CSU system to have the whole package of 24 units fully transferable.

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 admiistrators participate in numerous ECE county events, advisory boards. Most prominent among these are:

- CARES Advisory Board
- Sonoma County Child Care Planning Council
- Child Care Coordinating Council of Sonoma County
- Evening of Honor
- Quality Improvement Conference
- SSU Early Childhood Education Advisory Committee
- California Community College Early Childhood Educators
- Sonoma County Association for the Education of Young Children
- First Five Sonoma
- Curriculum Alignment Project
- Transitional Kindergarten Workgroup (SCOE)

- California Community College Early Childhood Educators
- Aiming High

Especially revealing is the 2009-2010 Early Childhood Workforce study funded by First Five Sonoma, 4Cs, and the Sonoma County Childcare Planning Council.

It found that 81% of the county's center-based teachers and administrators have come to SRJC for classes. Additionally, 75% of the family childcare providers have come for classes. This is especially notable since family childcare providers are not required to take any classes by licensing. Overall these statistics show that the community has a great deal of confidence in the Child Development program and the courses offered. <http://www.scoe.org/files/provider-survey-110509.pdf>

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

The department offers approximately 60 different sections and 30 courses each semester. Core and transfer level courses are offered in Petaluma and Santa Rosa,. Additionally, on weekends one and two unit courses are offered at both campuses.

While the department had a small online presence for several years beginning in 2008, there is more 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, and they have also been popular with the students. Several sections are offered online each semester. As a result of the success of these online classes, enrollment increased by 25% in spring 2009 to 1830. However because of budget cuts, the number of students enrolled at 1st census dropped to 1,539 in Fall 2011. In Fall 2012 the FTES was 142. Monitoring of student enrollment will continue annually to determine the demand for specific courses each semester.

The offerings in Petaluma continue to grow incrementally as there is enough student demand and available faculty. The core courses generally do well; however the electives generally have lower enrollments. It is also possible to expand offerings to English language learners (including VESL) and determine whether there is enough demand. Monitoring of student enrollment will continue and offerings will be made based on enrollment and retention to build services in Petaluma.

There was a slight decline in total enrollment as a result of the economic situation in the past few years. More sections of classes including Child 10, Child 90.1, and other core classes will be considered for addition and growth; ultimately enrollment and retention will determine the sustainability of courses.

This fall 2014, the Faculty Scheduling Committee is adding a few sections of Child 10 and sections of Child 90.1. Additionally, there has been a reduction of weekend stand alone classes. These are generally one-unit short classes that focus on different aspects of professional development. We used to offer two or three of these every weekend to provide for the requirements of the Child Development Permit for inservice training hours as professional growth; however other agencies in the community offer them and unit credit is not needed.

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.

EFFICIENCY

Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
103%	100%	104%	92.3%	100%	107.8%

Petaluma numbers also reflect an even higher level of efficiency in our scheduling. In The Fall of 2013 the enrollment efficiency at Petaluma was 102%.

The drop during Fall 2012 was primarily due to the Foster Kinship Care Education classes which were challenging as they work to meet requirements for the enrollment procedures. Those classes were eliminated from the schedule and now are being offered as non-credit. As a department, we continue to consider options for offering foster parent training, independent life skills to students and ultimately, how best to support their success in SRJC. As a department, we will continue to develop strategies to support the Foster Kinship Care Education program and determine how best to integrate the services.

5.2b Average Class Size

Child Development Average Class Size

S 2010	F 2010	S2011	F2011	S2012	F 2012	S 2013	F 2013
30	27.8	30.7	30.3	28.3	27.5	26.9	32,3

The above numbers show that classes are generally full. The slight upturn in the most recent semesters is indicative of the retention on the part of the students. The numbers are comparable in both Santa Rosa and Petaluma Campuses.

All classes in the department are listed as 30 slots with a wait list of 3 except for first aid classes (maximum 20/3) and combination or linked classes (30 w/ no wait list). The Health and Safety class eliminated the CPR component as it is offered in other formats in different locations and represented a duplication of effort. The current class is more content specific.

5.3 Instructional Productivity

Our overall numbers are as follows:

Child Development instructional Productivity

	S 2010	F 2010	S2011	F2011	S2012	F 2012	S2013	F2013
FTES	159.22	151.22	155.34	148.55	139.97	139.85		
FTEF	10.24	11.17	9.92	9.62	8.82	9.23	10.64	12.05
Ratio	15.55	13.54	15.66	15.45	15.86	15.15	15.19	16.77

The department's overall productivity has ranged about 15.5 between S 2010 and F2012 (exclusive of summer which is higher). Since our efficiency is high (generally between 85-

100+%) overall the lower productivity number is most likely due to the cap of 30/3 on class size. Productivity in Petaluma is roughly equal with the department's Santa Rosa numbers.

5.4 Curriculum Currency

We have a regular 6 year review cycle. All classes are current. A full time faculty curriculum committee is responsible for this review and the department chair is the lead for this work.

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 certificates are required to work at different levels in the state-subsidized programs. The department also offers assistance to expedite applications to CTC and cover their costs for processing. 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 progress of students in their academic pursuits.

5.6 Student Success

Overall retention has consistently been better than the district figures. District retention rate was taken from the Fact Book

Retention	S2010	F 2010	S2011	F2011	S2012	F2012	S 2013	F2013
Child Dev.	83	81	81	80.2	81.3	82.4	81.5	85.7
District	77	76.4	77.3	77.9	78.6	76.9		

Completion	S 2010	F 2010	S2011	F2011	S2012	F2012	S13	F2013
Child Dev.	79.3	76.4	79.53	77.04	78.8	78.2	78.37	84.7
District	72.5	71.6	73	73.2	74	72.1		

GPA	S 2010	F 2010	S 2011	F2011	S2012	F2012	S2013	F2013
Child Dev	2.91	3.0	3.086	2.958	2.85	2.82	2.91	3.30
District	2.56	2.56	2.6	2.63	2.65	2.63		

Overall the above statistics show that students are retained at high rates and significantly better than in the district in previous years. More of them 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.

The sample of Filipinos (7) and Pacific Islanders (6) were significantly higher but the sample is too small to be statistically significant. Completion rates don't vary significantly by income group, disability, college status 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.

5.7 Student Access

Ethnic Composition of Student Population	
Asian	3.0%
Black	1.7%
Hispanic/Latino	37.2%
White.....	49.2%
Unknown.....	3.0%

As noted in previous years, the Child Development department has a significantly higher population of Latinos than the district overall. The Child Development and Teacher Education Department has successfully created classes that meet the specific needs of the Latino and Spanish speaking early educators. Core courses are offered in Spanish. Outreach is continuous through word of mouth, brochures in Spanish, and a flyer is mailed to the database of students every semester outlining classes to be offered, academic pathways and other important information. Additionally, the department sponsors a listserv for all program directors in the county where they share information and classes can be promoted. This outreach is made possible by the Mentor Teacher Program funded by the California Department of Education, Early Education Support Division.

Also, the student population is predominately female (approximately 84.3%); this is consistent with the field of early education nationally. The source of the data above is from the Fact Book 2013.

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 classes at a variety of times and days so that students will have access to a full compliment of core courses each semester or at minium,

on a rotational semester basis. This will become more challenging as one full time faculty has resigned for the fall 2014 and a replacement is not yet approved; a rotational plan has been developed, and adjunct will have to take the overload. Scheduling will continue to present a challenge to offer needed courses when students(most work full time) can take them.

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 is difficult to schedule.

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 the industry plus full time and adjunct faculty attend. Attendance is consistent. Additionally, the Spanish language classes and the attached VESL classes are in direct response to the changing demographics of childhood in Sonoma County. Also, at the request of the advisory group, a number of one-unit classes are offered each semester that cover workforce topics of immediate need.

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

The last few years of work with the high schools on articulation has continued. Following numerous meeting with the ROP/ tech prep instructors and the administrators from SCOE articulation, credit by exam procedures are now in place and being implemented. Last year, "Counselors' Guide to the Child Development Department" was distributed to all the Sonoma County high school counselors. This year, 2013-14, three high schools have toured the Children's Center and the instructional facilities. One faculty member analyzed student data from the high schools and may contact Institutional Research to consider what the data is showing. Work to build the relationships with the high schools will continue in 2014-15.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

In the past, the department has had 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. The transition of the new Dean will provide an opportunity for both institutions to 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. 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. The accreditation process will provide an opportunity to

consider active and non active classes and how they contribute to transferability of students to other institutions. 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 have experienced high quality childhood education are more likely to have increased behavioral and academic readiness, which can lead to 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 through the lowering of criminal justice costs and the reduction of welfare use. Investing in children at an early age generates life-long benefits for children and society as a whole (Sonoma County Office of Education, Local Planning Council Needs Assessment, 2011) ".

Despite the need for child care, salaries are still low and there are not 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 overall, 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 faced by both students and faculty. Since 2008, there is evidence in the evolution of group work that numerous steps have been taken to support faculty and staff for continuous improvement in the area of academic success; some examples include:

- Workshops on writing and grading
- Creation of six learning communities including five VESL classes
- Creation of a faculty curriculum committee to review course content
- Recommendations for syllabi improvement and necessary revisions
- Classes in Spanish for monolingual and English Language Learners
- Creation of a vocational writing class
- Establishment of the CARES + program with the Child Care Planning Council
- Development of a process for review of Student Learning Objectives

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	08	06	Plan and implement a smooth transition to a new department administrator and chair	Effective department operations and integration of adjunct faculty	June-December	Planning orientation for new adjuncts, organization of faculty work room, and revising and update faculty manual.
0002	Santa Rosa	07	07	Maintain the service level for the Children's Center and seek new funding opportunities	1. Incorporate more full fee families into funding stream. 2. Seek new grant funding	July-June	Engagement with the Sonoma County Child Care Council
0003	Santa Rosa	02	01	Stay current on CAP alignment	Update course outlines for CAP alignment in Special Needs, and Infant/Toddlers	January 2014-July	Faculty curriculum committee has a plan in place to review and rewrite classes

6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
Petaluma	Continue program services and instruction in Petaluma to stabilize services.
Santa Rosa	Continue to offer comprehensive child development services. Seek new funding sources to expand services to more children fully utilizing the empty classrooms

6.2b PRPP Editor Feedback - Optional

The department has been successful in meeting its obligations and goals; however there is a need to modernize the use of technology, stabilize the administrative support unit and ensure that faculty has the support needed to properly function by electing a department chair and program coordinator.

New responsibilities have been added to the department which require much support and structure that did not exist since these are new programs and include high profile and community visible elements. The Teaching Fellows program needs structure, protocols and formal systems. In addition, the Foster Kinship Program continues to shift and change as a result of decreased funding, thereby jeopardizing the level of service and quality.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	01	01	Increase the number of students who complete degree and certificate programs	<ol style="list-style-type: none"> 1. Review the current course rotation to ensure that students can follow course offerings using a clear educational path. 2. Evaluate and renew outreach strategies to ensure that students are benefiting from all available resources such as the permit processing, CDTC tuition reimbursement, mentoring opportunities, and or scholarship support. 	June to July	Time for planning between and amongst faculty, adjuncts, and staff of the Call Children's Center.
0002	Santa Rosa	07	02	Investigate and secure funding options for the child development services.	<ol style="list-style-type: none"> 1. Incorporate more full fee families into funding stream. 2. Seek new grant funding 3. Consider integration opportunities with foster care, EOPS, CAL Works etc 	July-June	Planning with the various sectors to consider integration, streamlining of services, and identifying new funding options
0003	Santa Rosa	01	01	Stay current on Curriculum Alignment Project course revisions, review the new assesment tool COMPStat and CA Competencies for integration into course content.	<ol style="list-style-type: none"> 1. Update course outlines as needed, review the new state on line resources such as competency content areas. 2. Stay current of all Early Education Support Division, CA Department of Education requirements 	June to July	Time for faculty to review and write course SLOs consistent with new CA Department of Education resources and requirements.