Santa Rosa Junior College
Program Resource Planning Process

Child Development 2019

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

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

Faculty have designed special strategies some include the following:

1. Offering early education and core content classes in Spanish,

2. Offering Spanish classes to support the non-English speakers,

3. Linking English 100 and Child 10 to create a learning community, and

4. Focusing on student achievement and completion as noted in the CARES+ program.

During the 2014-15 academic year, funds from grants and contracts are expected to continue, some examples of the programs follows:

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

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

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

Child Development classes for Spanish speakers --- Child Development classes that are taught in Spanish to bi-lingual and Spanish speaking students. We regularly offer four sections. These classes allow Spanish speaking students to earn both department certificates and the Child Development Associate Teacher Permit. These classes support students in child development and to develop their English skills so they can transition into required General Education classes.

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

Expedited Child Development Permit Processing--- The department is one of 10 in the state authorized by the Commission on Teacher Credentialing (CTC) to provide expedited processing of required Child Development Permits. The process requires a review of student applications prior to forwarding them to Sacramento. Applications approved are routinely issued within 3-5 weeks. Students applying directly to CTC receive their permits in approximately 11-12 months. The process here are SRJC/CD

&TE reduces the time for processing, allows for the issuance of permits sooner, and facilitate the application for employment and/or advancement with a permit.

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

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

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

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

Teaching Fellowship Program---The Spring 2013 semester was the beginning of the new Teaching Fellowship Program. This Program was made possible by a large anonymous donation to the district. The goal is to identify promising students who are interested in the education professions and provide a mentor college instructor. In partnership, the faculty and the fellow develop activities and projects that allow the student to gain a better understanding of the field of education, participate in group activities that exposes them to new content knowledge and also promote leadership opportunities.

1.1d Hours of Office Operation and Service by Location

The instructional office is open from 8 a.m. to 4 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. The hours were shorten by thirty minutes Monday-Thursday in response to state 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. It operates the campus Children's Center which serves 100 children of students while their parents take classes and serves as the lab school and practicum site for training ECE professionals. We operate with a large number of grants on both the Children's Center and Instruction. These were described in section 1.1c. The diversity of services gives us many opportunities to support the children and families enrolled in the center and provide various supports for students and ECE professionals enrolled in classes.

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

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

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

- In Sonoma County, early education is a $123.8 million annual industry. This spending creates an additional $90.2 million in the local economy. .
- The $123.8 million supports 3,507 jobs countywide.
- For every direct job in childcare, an extra 26 jobs are created in the local economy.
- The data from the Economic Census found the child care industry in Sonoma County generates more gross economic activity than the food manufacturing industry, HVC industry, sports industry, waste collection, personal care services, advertising and public relations, and software publishers.
- Of the 116 industrial sectors in the county, child care places in the middle.
- There are an estimated 21,150 licensed child care spaces in Sonoma County.

2.1a Budget Needs

- 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
0001	Santa Rosa	08	07	$5,500.00	Graphics, Copy Center and Copy machine usage
0002	Santa Rosa	02	01	$3,100.00	Supplies, Instructional and Other
0003	Santa Rosa	08	06	$300.00	Dues and memberships for ECE community in ECE community
0004	Santa Rosa	02	04	$350.00	Staff travel for professional development
0005	Santa Rosa	02	01	$300.00	Periodicals, magazines and journals for student learning and professional development

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Asst. II-Child Center	40.00	12.00	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. Department	40.00	12.00	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	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	36.25	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	36.25	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	32.50	10.00	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program.
Childcare Teacher	22.50	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	25.00	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	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 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	31.25	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	33.75	10.00	Assists the Child Care Teacher in providing care and supervision to children enrolled in the Child Care Program
Childcare Associate Teacher	20.00	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	Position effective July 1, 2018. Director is responsible for the overall administration, supervision and coordination of the Child Development Center, Instructional program and associated categorical programs.
Co - Department Chair	10.00	10.00	Provides planning for the instructional components of the department and supports the faculty
Co - Department Chair	10.00	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 subsitutes who fill in for absent child care teachers and assistants
Student Workers (Students)	245.00	10.00	Approximately 20 student workers are used to provide housekeeping and support to teachers in the children's center.
Student Employee	5.00	11.00	Assists Administrative Assistant II 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.

- Critical need vacant positions (with date needing to be filled):

- 2 Child Care Associate Teachers currently vacant. Needed for child-to-adult ratio requirements to maintain child care in children's center and earn days of enrollment to meet California Department of Education contracts. – (Needs to be filled by 8/8/19)

- Critical need ERI replacements (with date needing to be filled):

  - 1 Child Care Associate Teachers. Needed for child-to-adult ratio requirement to maintain child care in children's center and earn days of enrollment to meet California Department of Education contrasts.- needs to be filled 1/1/20
  - AAIII Child Development and Teacher Education –The Administrative Assistant III (AA III) position is essential to the smooth operation of the Child Development instructional department. The AA III supports the Director, all instructional faculty (both full time and adjunct), provides support to students, and plays a critical role in such areas as curriculum revision and budget management. Current AA III will retire in December 2019, leaving position vacant. (Needs to be filled by 1/1/20)

- 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):

  - 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.) 1/1/20
  - Family Services Worker to support student parents with resources on campus and for timely degree and certificate completion. This position is contingent on receiving a CCAMPIS grant - pending start October 2019.
  - 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	08	07	Admimnistrative Assistant III	same	Classified
0002	Santa Rosa	01	02	Associate Teacher	same	Classified
0003	Santa Rosa	01	02	Admisitrative Assistant I	same	Classified
0004	Santa Rosa	01	02	Family Services Worker	same	Classified
0005	Santa Rosa	02	02	Student Employee	same	Classified

2.3a Current Contract Faculty Positions

Position	Description
Paul Moosman	Generalist. Teaches online, face to face courses. Serves as department Co-Chair, shares in the Department duties such as scheduling, textbook ordering and oversight of department facilities. Planned retirement in December 2019.
Alice Hampton	Generalist. Teaches a variety of classes including online, and the lab/practicum course.
Jeanie Harmon	Generalist. Serves as Department Co-Chair (department chair of record), lead for department curriculum comittee and oversees faculty and adjunct evaluations. Planned retirement June 1, 2019.
Linda Maloney	Generalisyt. Teaches a variety of classes. Hired as temp contract faculty for 2018-19, hired as permananent FT faculty to begin in fall 2019.
Jennifer Perez	Generalist. Will teach a variety of classes. Start date will be fall 2019.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Child Development	4.0000	44.0000	16.0000	56.0000	One FT faculty position was vacant for 2018-19 academic year; one FT Faculty position on reduced load for 2018-19 year.

2.3c Faculty Within Retirement Range

Four full time faculty members include 3 that are of retirement age, 1 that is not.   This includes our temporary one year hire who has now successfully completed Year 1 of the tenure process. One full time faculty member who is of retirement age is planning to retire in June 2019. A different FT faculty member is planning to reitre in December 2019. This will leave 2 FT faculty positons needing to be filled.

The majority of adjunct faculty are of retirement age. One adjunct will leave in June, 2019; one will retire in August 2019.   We currently have nineteen active adjunct; all but seven are over the age of 55.

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

The Child Development & Teacher Education Department is requesting to hire 2 full time faculty positions, in order to replace scheduled retirements.

As of spring 2019, we currently have 4 full time faculty:

- One has 20% release time as a department co-chair,
- One has 19% release time as a department co-chair, and is on reduced load, and
- One full time faculty member is temporary for 2018-19 academic year.

In fall 2019, we will have 4 full time faculty:

- 2 FT faculty are tenured. Each with release time for shared department co-chair position; 1 of these FT faculty will retire in December 2019,
- 2 FT faculty will be newly hired tenure track, and
- 2 positions created by retirement will need to be replaced.

Under our current configuration, adjuncts teach the majority of classes in this department. Therefore, it is important to replace the full time faculty positions so that there are adequate faculty to meet both the instructional and non-instructional duties in this department.

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 suppport families and to contribute to the early childhood community.
0002	Santa Rosa	02	01	Generalist in Child Development	Full time facultty are essential to prepare a diverse population of students to educate and care for young children, to support families and to contribute tio 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 Facilities equipment and facilities needs, generated in conference with faculty and staff and a careful consideration of priorities. Some of these requests have been included in the PRPP for over three years, indicated by an asterix *. It is anticipated that they will be considered before the equipment breaks and there is a loss of state funds for lack of operation. The conversations have resulted in the following recommendations:

Non Instructional Equipment and Minor Facility Requests:

*1) The child sized sinks in the Children's Center need to have the faucets replaced with automatic ones. Because of the nature of young children, the faucets often get left on, sending gallons of water down the drain. Estimated cost $20,000 (We have had Facilities Operations come evaluate the situation)

2) We need security cameras that are connected to the District Police system and record images for a set period of time. We currently have two cameras that project their images in the Children's Center office, to a desk that no one sits at regularly, and their is no recording capability. THIS IS A SECURITY ISSUE! There have been conversations with the District Police, Facilities, IT, and others, regarding this for over THREE years, without any action. THIS IS A SAFETY ISSUE! Please make it happen. Est. $6,000

3) ITG funded request--The Conference room, #3867 in the Call Child Development Center is used regularly by our staff, faculty, and students for various reasons, some of which include: Department meetings, Scheduluing committee meetings, student teacher conferences/meetings, Mentor Selection committee meetings, formal interviews, etc. Also, the Call Child Development Center is located in an isolated part of campus. A Zoom enabled conference room would allow us to more effectively and efficiently conduct the business of the Child Development and Teacher Education department.

*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 acutal cost is difficult to ascertain)

*5) The range in the Children's Center kitchen is old and needs replacement. Estimated cost: $15,000

Instructional Equipment

The window blinds in the instructional classrooms (# 3862) 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: $800.00

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	00	00		0	$0.00	$0.00			
0001	Santa Rosa	04	07	Replace window shades/blinds in classroom # 3862	2	$400.00	$800.00	Maleese Warner	3862	Paul Moosman

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	05	03	Automatic faucets on child sinks to save water	26	$770.00	$20,000.00	Maleese Warner	Children's Center classrooms	Maleese Warner
0002	Santa Rosa	04	07	Security cameras that record to district police	3	$2,000.00	$6,000.00	Maleese Warner	Call Child Development Center	Maleese Warner
0003	Santa Rosa	04	07	ITG-Zoom enable conference room (# 3867)	1	$7,000.00	$7,000.00	Maleese Warner	3857 Call Child Development Center	Maleese Warner
0004	Santa Rosa	04	06	Cabinet and countertop replacements	1	$30,000.00	$30,000.00	Maleese Warner	Children's Center classrooms	Maleese Warner
0005	Santa Rosa	04	07	Replace range in Children's Center kitchen	1	$18,000.00	$18,000.00	Maleese Warner	Children's Center kitchen	Maleese Warner

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	06	Urgent	Call Children's Center	Children's Center classrooms	$20,000.00	Automatic faucets on child sinks to save water
0002	Santa Rosa	04	07	Urgent	Call Children's Center	Children's Center classrooms	$20,000.00	Remove carpet, and replace with laminate flooring in the Children's Center classrooms
0003	Santa Rosa	04	06	Urgent	Call Child Development Center	The majority of the Call Center building	$20,000.00	Painting of the interior and exterior of the building
0004	Santa Rosa	04	06	Urgent	Call Children's Center	Children's Center classrooms	$30,000.00	Replace countertops and cabinet fronts in Children's Center classrooms
0005	Santa Rosa	04	06	1 Year	Call Child Develement Center	dual pane windows	$10,000.00	Replace dual pane windows that have mositure in between the panes
0006	Santa Rosa	04	07	1 Year	Call Child Development Building	Roof of Call Center Building	$3,000.00	Remove moss on the Call Building Roof

2.5b Analysis of Existing Facilities

*1) The child sized sinks in the Children's Center need to have the faucets replaced with automatic ones. Because of the nature of young children, the faucets often get left on, sending gallons of water down the drain.   Estimated cost $20,000 (We have had Facilities Operations come evaluate the situation)

*2)The carpeting in the Children's' Center needs to be replaced due to its age. This is a health issue. Estimated cost: $20,000 (the actual cost is difficult to ascertain)

*3)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.

-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.
  Estimated costs: $ 20,000

*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) 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 Raspberry Preschool room, (#3819) that have leaking seals. Estimated cost: $10,000

6) All north facing corners of the roof are growing moss, up to three inches in depth. Remediation is necessary. Estimated cost: $3,000

3.1 Develop Financial Resources

Currently there are two early education contracts with California Department of Education Early Learning and Care Division, a grant with Program for Infant and Toddler Care through West Ed, 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 supports tuition reimbursement, the costs of books and parking fees which all contribute to student retention. Local priorities with community partners via the Child Development Advisory Board on a biannual basis and take into consideration the results of an annual survey of professional development needs for early educators.

3.2 Serve our Diverse Communities

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 Preschool and Infant/toddler teachers who are Spanish/English bi-lingual, and we have one bi-lingual Mandarin/English teacher.

The Children's Center enrollment in Spring 2018 was 62% Latinx This percentage was 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 two are male.

3.3 Cultivate a Healthy Organization

- When financially feasible, support is provided for faculty to take classes, or participate in professional development activities that will increase their professional skills and knowledge. Several faculty have attended various regional workshops held by the California Community College Eary 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 offered 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 Early Education Support Division, California Department of Education (EESD/CDE). 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 since the source is from the EESD/CDE.

3.4 Safety and Emergency Preparedness

- The Director of Early Childhood Education is the Building Safety Coordinator. The Administrative Assistant III in the Child Development Department and the Site Supervisor of the Children's Center are the designated Area Safety Coordinators. The Child Development faculty, staff and manager work together to support strong safety and emergency procedures. Earthquake and Fire drills are practiced in the Call Building with designated escape routes.

- District Police worked closely with staff and faulty to address the need of students in the classrooms and the over 100 young children on site. Annual active shooter trainings have been held with full staff and faculty, as well as a debrief after the Shelter in Place incident on campus.

3.5 Establish a Culture of Sustainability

In 2014, the building's water supply and safety was comprised by a major water line break as a result of the Napa County earthquake. The event caused disruption in child and family services. The state deemed the event a natural disaster, thereby not reducing funding levels. Also, critical was the quality of the water in all parts of the building resulting in a need to replace two water heaters. Given these experiences, it is critical to acknowledge that large equipment and systems are now at the "end of life". It will be necessary to ensure that the quality of the building and surrounding external environmnet is maintained and sustained, therefore we will need to continue to monitor all operations and collaborate with appropriate departments.

The faculty infuse sustainability practices in as much as it is feasible and reasonable. It is clear that they have a commitment to recycle instructional materials and do so when appropriate.

There is a culture of sustainabilty, social justice and equity within the department and in the Childrens' Center, which attests to the respect and value of these principles for the communities served.

A goal is to try to lease or better use the facilty as two children's rooms remain open and empty and community programs have a need to serve children that have been displaced by the loss of classrooms on elementary campuses. This approach can represent the leveraging of other public funds for our student population and communities.

 In the current year of 2014-15, 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.

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 Department 6-Year Cycle SLO Assessment Plan

Course	SLO #'s -- Completed	SLO # 's - - still need assessment	Semester Completed	Complete Next Assessment no later than	Comments
CHLD 10	3, 4, 5	1, 2	2017 – 18	2022	3 = Spring '17; 4 & 5 = Spring '18
CHLD 51		1,2 3	Spring '14	2019	
CHLD 53A	1,2,3,4		Fall '18	2023	
CHLD 53B		1,2,3		2019	Class being offered in Fall 2019
CHLD 55.2		1,2,3	Fall '15	2020	
CHLD 55.5	1,2,3,4		Fall '15	2020	
CHLD 55.6	1,2,3		Spring '17	2021	1 = Fall '16; 2 & 3 = Spring '17
CHLD 55.7		1,2,3,4	Fall ' 14	2020	
CHLD 66		1,2,3,4,5	Spring '14	2020	
CHLD 66.1		1,2,3	Spring '14	2020	

CHLD 66.2		1,2,3	Spring'14	2020	
CHLD 68	1,2,3,4		2017-19	2023	1 = Spr. '19; 2 & 3 = Spr. '17; 4 = Spr. '18
CHLD 79.1	1,2	3	2017-19	2021	1 = Spring '19; 2 = Spring '17
CHLD 79.2	1,2	3	2016-17	2021	1 = Spring '17; 2 = Spring '16
CHLD 79.4	1,2	3	2016-19	2022	1 = Spring '19; 2 = Fall '16
CHLD 90.1	3,4,5	1,2	2018	2022	3 & 5 = Sp.'18; 4 = Fall '18
CHLD 90.2	1	2,3,4,5	2014-2019	2020	1 = Spring '19
CHLD 90.3	1,2,3		Spring '19	2024	
CHLD 90.4	1,2,4	3	2018-19	2022	1 & 2 = Sp. '19; 4 = Sp. '18
CHLD 95	4	1,2,3	2017	2022	4 = Sp.'17; 1,2,3 – being completed Spring 2019
CHLD 96		1,2,3	Fall '14	2020	
CHLD 110.1					Not offered at SRJC: active for high school articulation exam only
CHLD 110.2					Not offered at SRJC: active for high school articulation exam only
CHLD 111A	1,2,3,4		Spring '19	2024	
CHLD 150		1,2	2014	2020	Has not fully enrolled
CHLD 160.1		1,2,3	2012	2019	
CHLD 185.1	1,2	3	Spring '17	2022	
CHLD 185.2		1,2			
CHLD 185.3					
CHLD 185.4				Not offered since Fall'11	INACTIVATED COURSE
CHLD 186	1,2,3		Fall 2014	2020	SLO assessments being completed in Spring 2019
CHLD 217.1	1,2,3		Fall 2016	2021	
CHLD 217.2		1,2	Spring '14	2019	
CHLD 220	1,2,3,4		Spring '14	2019	
EDUC 55	1,2,3		Spring '17	2022	

Majors & Certificates	ASSESSED	YEAR OF NEXT ASSESSMENT
Child Development Major	Fall 2014	Fall 2020
Early Childhood Education	Fall 2014	Fall 2020
Associate Teacher Certificate	Spring 2014	Spring 2020
Teacher Certificate	Spring 2014	Spring 2020

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 (CAP). In the last few years, eight core-curriculum classes were revised to align with other community colleges. 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.

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 two majors in this department....the Child Development Major, and the Early Childhood Education Major (TMC). 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 asessment.

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 2013	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
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		
Child 51 Intro to EC			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	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 and 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 diversity, respect for differences and the identification of assets 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 Department has played an active role in a statewide effort by community college educators to implement the Curriculum Alignment Projec (CAP). The goal of the project was 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. Transfer students can move from one community college to another (or a 4 year institution) without losing child development units. Additionally, SRJC continues to work 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 administrators participate in numerous ECE county events and 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
- Early Learners 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
- California Community College Early Childhood Educators
- Cradle to Career

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 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 enrollent 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

S2016	X2016	F2016	S2017	X2017	F2017	S2018
90.3%	75.9%	97.8%	87.7%	76.7%	98.3%	90.1%

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	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017
ALL Disciplines	22.6	27.4	25.8	22.8	28.8	26.0	23.0	29.5

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	S2014

FTES	159.22	151.22	155.34	148.55	139.97	139.85			13.72
FTEF	10.24	11.17	9.92	9.62	8.82	9.23	10.64	12.05	10.78
Ratio	15.55	13.54	15.66	15.45	15.86	15.15	15.19	16.77	12.96

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 adjunct faculty.

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; th**ese 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

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

Retention	S2010	F 2010	S2011	F2011	S2012	F2012	S 2013	F2013	S2014

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	77.3	76.4	

Completion	S 2010	F 2010	S2011	F2011	S2012	F2012	S13	F2013	S2014
Child Dev.	79.3	76.4	79.53	77.04	78.8	78.2	78.37	84.7	7
District	72.5	71.6	73	73.2	74	72.1	72.8	72.0	7

GPA	S 2010	F 2010	S 2011	F2011	S2012	F2012	S2013	F2013	S201
Child Dev	2.91	3.0	3.086	2.958	2.85	2.82	2.91	3.30	2
District	2.56	2.56	2.6	2.63	2.65	2.63	2.63	2.62	2

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 skillls.

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

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 available for students 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 face to face classes at a variety of times, days and locations so that students will have access to a full compliment of core courses each semester or at minium, 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 prefered 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 adjunct 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 Develpment 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 ecomony. 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 committment 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 articultation 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 committe 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 suport 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 contiuous 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	07	07	Bring greater financial efficiency to the operations	Reduce the district's financial contribution for operations	2018-2019	Planning time to develop a strategic five year plan
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 continutiy for the Connections program, integrate services with Student Services and Academic Affairs	2018-20	Continued support of the VPs of Student Services and Academic Affairs to integrate successful practices
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	2018- 20	Dedicated planning time for faculty, mentoring of new faculty

6.2b PRPP Editor Feedback - Optional

–

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	07	07	Bring greater financial efficiency to the operations	Reduce the district's financial contribution for operations	2018-2019	Planning time to develop a strategic five year plan
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 continutiy for the Connections program, integrate services with Student Services and Academic Affairs	2018-20	Continued support of the VPs of Student Services and Academic Affairs to integrate successful practices
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	2018- 20	Dedicated planning time for faculty, mentoring of new faculty