Child Development Department
AUP for Academic Year 2022-2023
October 2021

Describe Department/Unit

Connection to College Mission

The mission of the Child Development Program at Cerro Coso Community College is to provide a comprehensive educational program rooted in quality and excellence. The program is responsive to the interests, aspirations and capabilities of students. The AS-T Degree in Child Development prepares students for life work in areas of child development, education (early childhood, elementary, and secondary), psychology, human services, administration of programs for children, and related human development fields. Students completing this major fulfill the educational requirements to apply for a California Child Development Permit. This major fulfills requirements for teaching in private child development settings licensed by the California State Department of Social Services. (Child Development Advisory Committee 9/14/04, revised 10/25/12, revised Spring 2015, reviewed November 2019)

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Actions Taken Last Year

During the 2020-2021 academic year we made continued success in closing retention and success gaps.

• Added CHDV C141 and CHDV C241 to the list of courses to be taught with an OER. Fourteen out of twenty CHDV classes are now OER. There were some issues with the OER resources not being available in a printed version. Access to an optional printed version was somewhat addressed during the 2020-2021 year, specifically for our AS-T courses. Some students have requested print versions be available, and we are hopeful the availability will help support their success in future courses. There are some issues to work out with how the bookstore lists the course, ensuring students understand they do not have to purchase the text, but can if they prefer a physical copy.

• The following tools were shared with all CHDV faculty: syllabus checker from CSU Equity Tools, Equity Rubric for Online Instruction, and various accessibility resources. The Department Canvas page is populated with a variety of equity resources to support all CHDV faculty in reflective practice, as well as course content.

• Discussion of attention to the images shared in our courses, insuring they represent diverse populations. To support efforts, several resources, including Cerro Coso's Libguide were provided to faculty throughout the year.

• Department wide discussion of student success factors with specific efforts on directed, focused, and engaged. Some specific strategies implemented include: welcome letters with important course information sent out at least two weeks prior to the first day of class, regular check-in/journals between the student and instructor, syllabus with clear course expectations and student code of conduct, course announcements about Certificate of Achievement requirements and how to contact counseling, courses designed with active engagement as an integral strategy in building community, and a semester schedule broken down into weekly modules.

• The ECE field (and therefore many of our students) were especially impacted by the pandemic. The CHDV

Department was responsive to students, adjusting assignments as appropriate to accommodate the various safety guidelines, and extending due dates to support students during this extraordinary time. Additionally, as students experienced increased health and wellness needs, the department kept the college's institution wide strategies front and center, often providing direct links from our Canvas courses to resources such as "Wellness Central".

• Materials specifically related to equity and diversity were purchased for our CDC Lab School. This provides a best practice model for our CHDV students, and provides another avenue of representation for our students and community.

Gaps to be Addressed

Data for this AUP is populated using the static sheets provided by the Office of Instruction. Data does not always match up with previous AUPs primarily because the previous numbers focused on students who are CHDV majors vs. the static sheets which report all CHDV Programs. We believe this includes students who are not CHDV majors, but who take the four GE courses, or other courses as electives.

Not all the data is directly considered an active gap, however, the data below represents the prominently disaggregated metrics the department is actively analyzing and tracking.

Men

The success gap for men is gradually closing, with significant movement in the last year. In 2020-2021 men account for 6%, of the CHDV student population vs 49% of the college wide counts.

	CHDV 2019-20	CHDV 2020-21	College Wide
Completion Men	79%	89%	90%
Success Men	58%	67%	80%
Completion Women	85%	89%	88%
Success Women	74%	77%	78%

17 to 24 years

Success for the 17-19 age groups has increased. 17-24 completion has increased, but still falls below college wide.

Success for 20-24 group dropped significantly from 2019-2020, however, that 2019-2020 is the outlier with other years being more consistently in the 60-63 range. The previous high in 2018-2019 was 63%.

Completion by age	CHDV 2019-2020	CHDV 2020-2021	College Wide
17	82%	92%	96%
18-19	80%	87%	88%
20-24	83%	84%	87%

Success by age	CHDV 2019-2020	CHDV 2020-2021	College Wide
17	58%	83%	90%
18-19	54%	56%	72%
20-24	71%	64%	71%

Socioeconomic Status: Economically Disadvantaged

*Numbers taken from KCCD Dashboard -static sheets did not specifically include this demographic

There is a significant drop in success for the 2020-2021 academic year from 2019-20, however 67% is only 1% less than

2018-19 (68%) and identical to 2017-18. Success was 60% in 2016-17, while the success percent has increased since then, outside of 2019-20, it has stubbornly persisted below 70%. We will continue to closely monitor this group. Our Core AS-T courses are all being offered with OER/no cost textbooks. The student success module may also provide timely resources to help address the unique challenges this group encounters.

Completion	CHDV 2019-2020	CHDV 2020-2021
Economically Disadvantaged	90.9%	90%
Not Economically Disadvantaged	88.7%	93%
Success	CHDV 2019-2020	CHDV 2020-2021
Economically Disadvantaged	74%	67%
Not Economically Disadvantaged	77%	87%

Hispanic / Latino

This demographic was previously an identified gap. This group makes up 43% of our enrollment. The Department will continue to monitor to ensure continued improvement in both completion and success.

Hispanic / Latino	CHDV 2019-2020	CHDV 2020-2021	College Wide
Completion	84%	88%	89%
Success	71%	72%	77%

First Generation

This group makes up 42.8% of CHDV students. Positive improvement has been made over the past two years. Student completion and success in CHDV now matches college wide. The Department will continue to monitor to ensure sustained improvement in both completion and success.

First Generation	CHDV 2019-2020	CHDV 2020-2021	College Wide
Completion	86%	89%	88%
Success	72%	75%	75%

African American

Both completion and success increased significantly. This group represents 7.2% of CHDV students. In 2020-2021, the number of degrees awarded reached a new five year high of six: four COAs and two AS-T.

African American	CHDV 2019-2020	CHDV 2020-2021	College Wide
Completion	66%	78%	86%
Success	40%	56%	69%

Two or More Races – not discussed in previous AUPs

Academic year 2020-2021 shows a precipitous drop of 23% from 2019-2020, and is also significantly less when looking at previous years. Previous data: 2016-2017 (63%), 2017-2018 (63%), 2018-2019 (65%).

Two or More Races	CHDV 2019-2020	CHDV 2020-2021	College Wide
Completion	87%	87%	88%
Success	72%	49%	72%

Degrees awarded:

Increase in AS-T awards in the past two years 2019-2020 (14 AS-T) and 2020-2021 (20 AS-T). Slight increase in COAs awarded between the two years, increasing from 74 to 78. Groups not listed below have not been routinely tracked in AUPs. We expect some fluctuation from year to year, particularly for those groups that represent a small percentage of overall enrollments in the program.

Demographic	student population	Awards 2019-20	student population	Awards 2020
Male	142/2184	6	102/1508	0
American Indian	31/2184	2	32/1508	1
Hispanic/Latino	1177/2184	45	741/1508	32
White	895/2184	36	567/1508	38
African American	156/2184	0	123/1508	6

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

Several SLO Assessments were temporarily revised due to observation components and limited/no access to programs as a result of COVID closures and restrictions.

In CHDV C111, C141, C241 and C106 one or more SLO Assessments were revised to complete the departments work to have all assessments structured as authentic based summative projects.

Outcomes Assessment: Results of Last Year's Assessments

All SLOs were assessed in each of the following courses: CHDV C104 (3 SLOs), C121 (3 SLOs), 141 (3 SLOs), C241 (3 SLOs), C251 (3 SLOs), C252 (3 SLOs), C281 (4 SLOs). A total of 22 SLOs were assessed in the 2020-2021 academic year.

Target Met?

Yes

Outcomes Assessment: Missed Targets

Outcomes Assessment: Schedule of This Year's Assessments

CHDV C104

CHDV C106

CHDV C121

PLO:

Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.

PLO:

Identify one's own values, experiences, and philosophies and how they guide and inform practice.

PLO:

Integrate understandings of children's development and needs to maintain healthy, safe, supportive, and challenging learning environments that demonstrate culturally relevant, inclusive, age-appropriate, and anti-bias approaches respectful of children, families, and early learning professionals.

PLO: Develop professional expertise in a specialized area of knowledge.

PLO: Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.

Program Review

Child Development

Year of Last Program Review:

2018

Actions Taken in the Prior Year to Address Strategies:

Investigate online education resources (OERs) for the core 8 courses of the program.

All core 8 courses have moved to zero cost / OERs as of spring 2021.

Revamp summative assessments to reflect the project orientation of our courses to assist with theory to practice in the core 8 courses of the program.

One SLO assessment in CHDV C106 remained an exam. The SLO assessment was revised during spring 2021 and will be included in all CHDV C106 course sections in fall 2021.

Explore developing and recording our own videos at the Child Development Center to support learning concepts in the online environment.

The CHDV Department along with the Child Development Center are piloting Swivl in the CDC classrooms. We have successfully used Swivl to support practicum students in CHDV C203.

Investigate OER for the remaining courses in the program.

Faculty have actively been working to address the remaining courses, with the eventual goal of all CHDV courses using no cost/ OER texts. In 2020-2021 work began to prepare CHDV C141, C241, and C149 to be offered in 2021-2022.

Revamp the summative assessments for the remaining courses in the program.

CHDV C141 and C241 assessments were revised in Spring 2021 and will be used for the first time in Fall 2021 and Spring 2022.

Strategies Still to be Addressed:

Explore developing and recording our own videos at the Child Development Center to support learning concepts in the online environment.

While Swivl is actively being used in the CHDV C203 course, due to ongoing COVID restrictions in materials that can be present in the early childhood classroom, we are not keeping the video for repeated use in our CHDV courses. Once COVID restrictions are lifted and the early childhood classrooms can be set up to demonstrate best practice (soft spaces, dolls, dress up clothes, etc), we will begin to intentionally record for use in our courses.

Investigate OER for the remaining courses in the program.

The Department has gone beyond investigating, and is actively converting courses to OER / no cost texts. CHDV C141 and C149 are being taught in Fall 2021 for the first time with OER/ no cost. CHDV C241 will be taught for the first time in Spring 2022 with OER / no cost. The two new courses CHDV C156 and C256 were developed with OER / no cost in mind and will be taught in 2022-2023.

CHDV C105, C205, C251 and C252 are the only remaining courses to be converted. Work on these courses will carry over into the next Program Review.

Revamp the summative assessments for the remaining courses in the program.

Review and revision of summative assessments for the last two remaining courses CHDV C251 and C252 will occur in 2021-2022 to be used in Fall 2022 courses.

Last Year's Initiatives

All Online Course Materials Accessible

Faculty have been working with the Office of Distance Education to use accessibility checking tools in online courses such as UDOIT and Blackboard ALLY. Individual faculty identified and reported the support they needed to the Department Chair. Accessibility has been a continuous discussion topic in department meetings. Faculty are completing the process in Fall 2021 either by self-certifying or going through the college's POCR process.

OER and /or Zero cost for textbooks

As of Spring 2021, the core 8 courses are all using OER/zero cost textbooks. This initiative is marked as

in progress because the department continues to work towards the goal of all CHDV courses using OER/zero cost. Our librarians are a tremendous support to the department. Faculty also occasionally attend the ECE OER webinars and information is shared throughout the department on trainings, webinars, resources, and support.

Student Success Module

The department developed a student success module that includes resources related to college skills (online readiness, study skills, writing support, etc) and life skills (finance, time management, career planning, etc). The module idea was shared in SSSP and discussion with the librarians to developed the module into a libguide. The module was not deployed to all CHDV courses in Fall 2021, however we plan to have it available for any CHDV faculty who wish to embed it in their Spring 2022 course.

Reminder of Initiatives for the Current Year

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Participate in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Participate in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The Department is participating in the California Commission on Teacher Credentialing (CTC) Pilots for Early Childhood Education Teaching Performance Expectations and the Program Guidelines. The overall purpose of the pilots is to enable our department to move towards implementing the state's Learning to Teach competency-based preparation system with candidates for the Teacher level of the Child Development Permit over the next two years. "Implementation" within the context of the pilots means that our Department will be addressing the state-adopted ECE Teaching Performance Expectations (TPEs) within curriculum, instruction, and assessment practices so that all candidates for the Teacher level of the permit will have the opportunity to learn, practice, and be assessed on the TPEs.

Early Observational Data, or "Lead" Measure(s):

Revision of AS-T, Core 8 courses to reflect and include revisions made to the CAP 8 including new objectives, and topics in the course outline.   Mapping of key assignments and content for TPEs in each of the Cap 8 courses.

Participating in the pilot will require some data reporting, however the CTC has not yet defined what data they will collect. We will likely need IR support for this reporting.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Participating in the pilot(s) will help our program to assess readiness to implement competency-based preparation for the ECE workforce within our institution, and also to reorient curriculum, instruction, and assessment practices as appropriate to help candidates learn, practice, and be assessed on the adopted ECE TPEs.

Person Responsible:

Vivian Baker, Department Chair is the lead. All full time faculty, and when appropriate adjunct faculty, will be involved.

Unit gap or institutional goals addressed:

Other. Explain below

There are many changes coming for the ECE field. Participating in this pilot ensures we remain aligned and current for our students. It addressed: Goal 1: Maximize Student Success, Goal 3: Ensure Student Access

Diverse representation included in course content

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Intentional effort applied to the images shared in our courses, insuring they represent diverse populations. Expansion of the racial and gender representation of historical and present-day influential individuals in the field of Early Childhood Education.

Early Observational Data, or "Lead" Measure(s):

Student survey data. The CHDV Department will be writing Program Review in 2022-2023. A student survey in late Fall 2021 or Spring 2022 is appropriate and could include questions related to this specific strategy.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Student success data and strategies suggests greater inclusion and representation of diverse populations correlates to increase in affinity and therefore completion of courses and programs.

Person Responsible:

Vivian Baker, Department Chair is the lead. All full-time faculty, and when appropriate adjunct faculty, will be involved.

Unit gap or institutional goals addressed:

It addresses a gap in student equity

Evaluate Resource Needs

Facilities

While the Child Development Center located at the Ridgecrest campus has been updated, there is still an issue of security at the front door and the front office being hidden from the lobby. There needs to be staff at the front desk or some other locking mechanism that allows only those who are supposed to be at the center in the center when children are present. This is of special concern if CHDV is to hold any daytime on ground courses in the adult classroom located in the center.

The CHDV Department faculty use the CDC as a model. In our online classes we use images from the CDC to demonstrate and model early learning environments and activities.

Information Technology

The subscription to Ed.flicks is important in providing quality videos, especially as we move away from textbooks. Currently videos are not able to be embedded into our Canvas shell. This creates a process where students have to click through several links outside of their class to view the videos. This continues to be a challenge for faculty and students. If there is a way to be able to embed them the videos will be used even more often, and would be of great value to our online course content.

The Child Development Center classrooms need to continue to have secure storage for the Swivl and iPads when not in use.

Marketing

Child Development new brochure is developed. Copies need to be maintained in the CTE office, the Career Center, and campus locations.

Online marketing – continual need for online marketing of the CHDV program. We will need marketing for our two new courses CHDV C156 and C256 which are connected to the Master Teacher Certificate, and will be offered for the first time in Fall 2022 / Spring 2023.

Career Days, Orientations, and Community Presentations - CHDV uses many manipulatives to support these types of events which are currently being paid for out of Child Development Center budget. We request the manipulatives and other supplies for these events be paid for out of VTEA or other CTE funding sources. Outreach supplies might include (materials for making and distributing playdough, pens, memo pads, USB drives, etc).

In the past the CHDV program has co-sponsored early childhood educator events in the communities within our service area. Covid, among other challenges in the past have kept us from doing so in recent years. We would like to initiate ECE focused events in the coming academic year.

Professional Development

Child Development faculty, both full-time and adjunct, need to attend conferences throughout the year to stay connected with the political changes happening at the state and federal level. There are several major changes occurring throughout the state related to Early Childhood Education and some of these changes have the potential to directly impact our CHDV program and course offerings. We request ongoing funding for all faculty to attend conferences.

Other Needs

At the end of the CTC Pilot, depending on how extensive identified changes are for the CHDV Department, it's possible we will seek re-assigned time to allow for expedient changes to be made to the program to avoid any shortfalls that could adversely impact students.

The California Early Childhood Mentor Program is undergoing drastic changes, and during this time Cerro Coso will not receive funding. These funds were used to pay a stipend to Master Teacher's in other communities who agreed to work with our CHDV C203 practicum students. We are no longer able to offer this stipend, which may result in some student's having a more difficult time finding a Mentor Teacher willing to work with them. Several Community College programs throughout the state pay all their supervising teachers a stipend. Cerro Coso has not explored this option in the past, however, it is becoming increasingly difficult to place students.   Additionally, with potential changes to the Early Childhood Education Child Development Permit and Program Guidelines we anticipate we may need funds to cover travel costs for the practicum instructor to visit practicum placement classrooms, and when that's not possible due to distance, to pay an ECE Professional Expert in the area.

One of the suggested changes that we are learning about in the Pilot is the requirement for practicum students to video themselves during practicum experiences. We need to explore how we can support students who are unable to access a device (such as an iPad /tablet) to be able to meet this, if it becomes a requirement by CTC.

The department will need help from IR to gather data required for reporting as part of the pilot initiative. The data reporting has not yet been defined; however, we anticipate the first reports to be due as early as Spring 2022, and as late as Fall 2022. Additionally, the department will need IR support during 2022-2023 as we write our Program Review.

The department requests funding to support purchasing of ebooks, subscription to Ed.Flicks, Exhange, Eric, and other associated library resources to support online CHDV students.

Staffing Requests

1000 Category - Certificated Positions

Child Development / Early Childhood Education (Bi-lingual in Spanish/English)

Location:

CC Online

Justification:

1.   Are there too few or too many students enrolling for particular classes or majors? There is sustained, high demand for CHDV classes. CHDV continues to be the largest online program at Cerro Coso because of the ability to market classes state-wide through the Child Development Training Consortium. Specific areas of high demand are infant/toddler courses, online

practicum/field experience, and administration/adult supervision courses. We anticipate our two new Dual Language Learner courses (beginning Fall 2022) to be fully enrolled. The first DLL course, CHDV C156 has been approved to meet CSU transferability, as well as Cerro Coso's GE requirements: Area 6, 2.1 and D.7 (pending).

2.   Are there too many courses or programs that are under capacity? T No, there are not too many courses that are under capacity. CHDV C203 Practicum/Field Experience is intentionally scheduled with only 20 students because of the demands of the course. On ground courses are usually under capacity if offered. The vast majority of online courses offered are at or exceed capacity on the first day of the semester. Some specialization courses are slightly under capacity, as expected due to the nature of the course. The Department has identified lower enrollment in one particular Master Teacher Specialization (CHDV C111 and CHDV C145 or C149). We will cease offering these courses during the summer and see if that helps with enrollment.

3.   Are courses "core mission"? All of the CHDV courses are "core mission". The CHDV program is aligned state-wide through CAP and all courses lead to a certificate or degree

4.   Are courses overscheduled? No, courses are not over scheduled. *The Department has identified lower enrollment in one particular Master Teacher Specialization (CHDV C111 and CHDV C145 or C149). We will cease offering these courses during the summer and see if that helps with enrollment.

5.   Is there capacity to offer courses or programs at different times and/or locations? CHDV offers more than 90% of our courses online. There is capacity to offer more online courses. With new state wide community college initiatives to support credentialed teachers there are programs that have the potential to increase demand for CHDV courses. The Department is working towards all AS-T courses having at least one section that is CVC-OEI approved.

6.   Is there a workforce shortage in the service area or region? CHDV is consistently on the top ten list of jobs with the greatest number of openings and fastest growing occupations in the Cerro Coso labor market area (EMSI). CHDV at Cerro Coso is a unique program because we are aligned state-wide and our online courses serve the needs of the entire state as well as our local service area. While CHDV is the largest online program at the college, it does have the smallest percentage of students from Cerro Coso's service area. The department faculty consistently work to make sure the program is aligned with state-wide guidelines following the Commission on Teacher Credentialing's Permit Matrix as well as the Curriculum Alignment Project (CAP). While C-ID has been assisting programs in aligning state-wide in the last few years, the CHDV program has been aligned with the Permit Matrix since its inception in the late 1990s and was part of the first wave of colleges to be CAP aligned in 2009. As part of the state-wide programs, we have been able to market throughout the state because of our association with the Child Development Training Consortium (CDTC) and California Early Childhood Mentor Program (CECMP). The full-time faculty have been diligent in making sure our curriculum and programs have the rigor to address state-wide requirements and changes over time. This is important for our local students for two reasons. First, this means our local students, even those in small rural communities, are able to benefit from what has been identified as best practices for early education professionals. They are able to meet the Permit and licensing requirements while maintaining their employment in early learning environments. In our small, rural communities it can be difficult to find qualified employees that meet the state requirements. Second, many of the early learning programs throughout our service area are geographically and socially isolated. This means that often there is a lack of depth in the experiences the early learning professionals have when it comes to teaching young children. By having online courses that include a wide variety of professionals from around the state we are able to expose these more isolated students to different ways of thinking and being with young children. It is our goal to assist the early learning professionals in our communities in developing as reflective practitioners and we can only do this by helping them to experience many different ways of being teachers and helping them to see there is no one right way to teach young children.

7.   What are the costs and/or lost revenue from gaps between student demand and course or program capacity? Annualized FTEF for 2020-21 is 7.7. Full-time faculty teach 37.5% of the total workload, with an additional 12.5% in overload.   Three year average waitlist of 83 students per year, 54 hours per class = 4482 hours.

8.   In support of your proposal, provide the following data:

a.   Size of wait lists in the discipline: For 2019-2020 the waitlist was 124. For 2020-2021 the waitlist was 12. Students in CHDV / ECE are often in the workforce and the field was especially hit hard as a result of COVID shut-downs and ongoing restrictions. We feel the lower number is likely an anomaly since it is not congruent with previous years of continued waitlist growth. Previously 2019-2020 was 124, and 2018-2019 was 113.

b.   Department productivity, previous year 12.1

c.   Number of faculty currently in the department 3

d.   Number of adjunct faculty 9

e.   Number of certificates awarded, previous year 74, up from 59 in 2019-2020.

f.   Number of degrees awarded, previous year 14, up from 13 in 2019-2020

g.   Core curriculum classes include 8 courses: C100, C102, C104, C106, C121, C125, C200, C203 for a total of 24 units. The CHDV program is AS-T and CAP aligned (all 8 are C-ID) so it meets transfer requirements for CSUs.

h.   CTE classes with workforce data (wage/high demand) CHDV is consistently on the top ten list of jobs with the greatest number of openings and fastest growing occupations in the Cerro Coso labor market area (EMSI). CHDV is also being sought by TK/K Teachers needing to complete mandatory units in Early Childhood. CHDV is in high demand. Throughout California, there is an urgent goal of creating multiple, accessible pathways to prepare high quality teachers working with 3- to 5-year-olds. The state is developing a P-3 "base" credential. Center for the Study of Childcare Employment and points out that 49% of preschool teachers in CA have a baccalaureate degree, 58% of which are baccalaureates in Early Childhood/Child Development. According to 2018 Occupational Employment Statistics sourced from the U.S. Department of Labor, Bureau of Labor Statistics (BLS) [salary data accessed April 2019] https://www.bls.gov/oes/current/oes_ca.htm#25-0000, Jobs among California's childcare workers are projected to rise by 6.8% through 2026. Employment among child, family, and school social workers in California is expected to increase by 12.9% through 2026. Kindergarten teacher jobs in California are projected to increase by 7.7% through 2026. Preschool teacher jobs in California are projected to increase by 9.7% through 2026. According to the National Survey of Early Care and Education (NSECE), Center-based teaching staff in California in 2012 who held an associate degree earned approximately $3.40 per hour more than those who did not have a college degree.

i.   Number of students at first day (2057) and census (1698), previous year

2000 Category - Classified Staff

N/A

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: