# Child Development Department
# AUP for Academic Year 2025-2026
**October 2024**

# 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 preparing early childhood professionals for careers that foster the growth, development, and learning of young children. The program values equity and is responsive to the interests, aspirations, and capabilities of students. The AS-T Degree in Child Development prepares students for careers in child development, early care and education, psychology, human and social 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, as well as for teaching in Early Learning and Care programs licensed by the California Department of Social Services. (Child Development Advisory Committee 9/14/04, revised 10/25/12, revised Spring 2015, reviewed November 2019, revised April 2022)

# Report on Improvements Made and Gaps Identified in the Prior Year

## Student Equity

The 23-24 we continued to grow in several areas while also focusing on student retention and success.

- Success in CHDV C102 was very low and stood out when compared to other courses. The average success rate was 68.4%, whereas the average success rate for CHDV as a whole was 72.5. Class caps were experimentally lowered to 30, teaching strategies were reviewed and the final projects were revised (although not implemented until Su24).
  - Success for 23-24 (lower cap began in Sp24) is 77%. This is a significant increase!
- We offered our second Associate Teacher COA in Spanish cohort with 95% success.
- The Associate Teacher COA in Spanish has experienced significant growth and interest in the program. The department hired a bilingual adjunct to provide support for our Spanish courses beginning in 24-25.
- Continued partnership with the Santa Barbara County Office of Education, ECE Apprenticeship program.
- Began work on two ZTC Grants to fully move all our courses into OER/Zero Textbook Cost - beginning to explore OER options for CHDV C105, C205, and C251.
- Created Spanish Library Guide for CHDV C102.
- Representation on the First Generation CFIT.
- Continued to build partnership with EL-WIN to develop strategies for recruiting additional multi-lingual educators.
- Developed non-credit Family Childcare Program (to be offered in 2025).
- Professor Tyrone Ledford completed the Open for Antiracism (OFAR) Program. He will be sharing ideas and strategies with the department throughout 24-25.
- Representation on the statewide Early Childhood Education Curriculum Alignment Project (CAP) Credit for Prior Learning (CPL) grant project.

Data for this AUP is populated using the IR Dashboard.

The college's overall online completion is 88%.

- Child Development's overall online completion is 89% and 92% for CHDV majors only.

Success is 75% college wide.

- Child Development's overall online success is 77% and 80% for CHDV majors only.

The department's completion and success are both higher than the college's overall completion and success.

| Year | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| CHDV Completion | 89% | 90% | 84% | 86% | 89% |
| CHDV Success | 77% | 77% | 69% | 71% | 77% |
| CHDV Majors Success | 79% | 81% | 73% | 73% | 80% |

Our headcount continues to rebound from the dip in 2020-2022, although still only 71% from 2019-2020, there was a 200+ increase from 22-23 to 23-24.

| Year | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| Count | 2,565 | 1,688 | 1,364 | 1,619 | 1,839 |

Specific demographics the department has noted as areas to watch have all shown steady improvement, however, there is still work to be done to bring completion and success closer to the average for the department.

| Completion by demographic | % enrollment 23-24 | 21-22 Comp. | 22-23 Comp | 23-24 Comp. |
|---|---|---|---|---|
| Male | 5.5% | 72% | 79% | 87% |
| Female | 93% | 85% | 86% | 90% |
| African American | 7.1% | 75% | 71% | 84% |
| Hispanic/Latino | 53% | 86% | 87% | 90% |
| White | 29.3% | 83% | 86% | 88% |
| First Gen | 49.4% | 83% | 83% | 90% |
| Econ dis. | 41.7% | 82% | 82% | 88% |
| Not Econ dis. | 58.3% | 86% | 88% | 90% |
| Not DSPS | 98.5% | 84% | 86% | 89% |

| Success by demographic | % enrollment 23-24 | 21-22 Success | 22-23 Success | 23-24 Success |
|---|---|---|---|---|
| Male | 5.5% | 52% | 60% | 67% |
| Female | 93% | 70% | 72% | 77% |
| African American | 7.1% | 54% | 56% | 66% |
| Hispanic/Latino | 53% | 69% | 70% | 76% |
| White | 29.3% | 71% | 77% | 76% |
| First Gen | 49.4% | 66% | 69% | 76% |
| Econ dis. | 41.7% | 63% | 65% | 71% |
| Not Econ dis. | 58.3% | 73% | 76% | 81% |
| Not DSPS | 98.5% | 69% | 71% | 77% |

Gap Analysis - When comparing to college wide data, the few identified gaps are a 5% Gap- Not Significant, the N is too small, or performance is much better than college wide.

The department offered Dual Enrollment for the first time at California City High School.  Seventeen students were enrolled and all successfully completed the course. The department will continue to schedule and offer the Associate Teacher COA at this HS.

CHDV Awards continue to increase, with a large portion due to the Associate Teacher COA offered in Spanish.

| Award | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| AS-T | 13 | 14 | 23 | 15 | 17 |
| Assoc. T COA | 57 | 36 | 21 | 43 | 67 |
| Teacher COA | 25 | 32 | 12 | 13 | 17 |
| Mast. T COA | 5 | 8 | 2 | 3 | 8 |
| Site Sup. COA | 6 | 11 | 8 | 5 | 2 |

| | | | | | |
|---|---|---|---|---|---|
| Total | 93 | 87 | 58 | 82 | 111 |

*Of the 111 awards for 2023-2024, 93 of them are unique headcount.

## Outcomes Assessment: Loop-Back Improvements Made

### Actions taken in the prior academic year

As a result of success and retention data analyzed in our Program Review, along with SLO assessments for CHDV C102, the department requested the class cap size be lowered to 30. The request was granted with the caveat that success and retention data would be revisited in Fall 24. The department also discussed and adjusted teaching strategies and worked to revise the curriculum project (assessment assignment).

## Outcomes Assessment: Results of Last Year's Assessments

### Spring 2024

### CHDV C200

### Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.

**Target Met?**

No

### Spring 2024

### CHDV C200

### Complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum.

**Target Met?**

Yes

### Spring 2024

### CHDV C200

### Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

**Target Met?**

Yes

**Target Met?**

**Yes**

**Target Met?**

**Yes**

**Target Met?**

**Yes**

**Spring 2024**

**CHDV C141**

**Recognize various exceptionalities and conditions ofchildren and identify the best interventions for them basedon the developmental continuum.**

**Target Met?**

**Yes**

**Spring 2024**

**CHDV C141**

**Evaluate the role of history and society in shaping currentpolicies related to best practices of inclusion and servingchildren with special needs.**

**Target Met?**

**Yes**

**Spring 2024**

**CHDV C141**

**Collaborate with families and community members insupporting inclusion of children with special needs.**

**Target Met?**

**Yes**

**Spring 2024**

**CHDV C241**

**Evaluate program, educational, and professional policiesbased on special education laws and evidence-basedpractices.**

**Target Met?**

**Yes**

**Spring 2024**

**CHDV C241**

**Design and implement curriculum strategies based onchildren's individualized needs in inclusive and naturalenvironments.**

**Target Met?**

**Yes**

**Spring 2024**

**CHDV C241**

**Advocate for effective partnerships with families,interdisciplinary team members, and community resourcespecialists.**

**Target Met?**

**Yes**

**Spring 2024**

**CHDV C203**

**Design and implement curriculum and environments thatare developmentally and linguistically appropriate,engaging, and supportive of development and learningbased on foundations of early childhood education andknowledge of individual children.**

**Target Met?**

**Yes**

**Spring 2024**

**CHDV C203**

**Apply a variety of teaching strategies, manage theclassroom, monitor children's development and learning,guide behavior, and use reflection on teaching practice toguide future planning.**

**Target Met?**

**Yes**

**Spring 2024**

**CHDV C203**

**Demonstrate the skills of a professional teacher includingeffective communication, ethical practice, responsibilitiesto children and families, and commitment to ongoingprofessional development.**

**Target Met?**

**Yes**

## Outcomes Assessment: Missed Targets

**CHDV C200 Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.**

**Type:**

**SLO**

**Target Missed/Gap Detected:**

**SLO Performance 69.2 - Expected 70%**

**Type of Gap:**

**Need for revision to assessment method.**

**Analysis and Plan for Improvement:**

**While the target was almost met, the department will spend time reviewing instruction content and the assessment assignment will be reviewed and revised.**

**Anticipated Semester for Implementing Planned Improvements:**

**Anticipated Semester of Next Assessment:**

## Outcomes Assessment: Schedule of This Year's Assessments

**CHDV 105**

**CHDV C205**

**CHDV C121**

**CHDV C111**

**CHDV C149**

**CHDV C156**

**CHDV C256**

**CHDV C145**

## Program Review

### Child Development

**Year of Last Program Review:**

**Spring 2023**

**Actions Taken in the Prior Year to Address Strategies:**

**2 -Year Strategy: AS-T courses brought through POCR/OEI**

- **CHDV C100, C102, C104, C106, C125, and *C203 have all gone through the POCR process.**

**2 -Year Strategy: Market and build up CHDV Associate Teacher COA taught primarily in Spanish.**

- **This program has doubled in size since our first cohort in 22-23.  We have a bi-fold (English/Spanish) brochure. Flyers with course information, along with links for live application and enrollment support are updated annually.**

**2 -Year Strategy: Revise assessments for AS-T courses to reflect changes (pending C-ID update).**

- **CHDV C100, C102, C104 and C106 have all been reviewed and revised as needed.**

**5 -Year Strategy: Develop and bring the Specialization courses through the POCR/OEI process.**

- **CHDV C141, C241, C133 and C233 are in the POCR review process Fall 24.**

**5 -Year Strategy: Integration of OER across all CHDV Courses. (The goal is ZTC, whether using actual OER or other resources)**

- **CHDV C251 - the textbook is now available digitally through the library and is ZTC.**

**5 -Year Strategy: Actively participate in work of the state such as CTC Pilot  (TPE/TPA), P-3, changes to C-ID, and whatever else may come up in the next five years.**

- **Participated in the statewide CAP CPL Pilot.**


**Strategies Still to be Addressed:**

**Strategy: AS-T courses brought through POCR/OEI**

- **CHDV C203: Work continues on accessibility.**
- **CHDV C121 and C200 will go through POCR in Spring 25.**

**2 -Year Strategy: Market and build up CHDV Associate Teacher COA taught primarily in Spanish.**

- **Marketing for this program should not exceed resources.  We do not have enough bilingual faculty to support the current need/interest.**

**2 -Year Strategy: Revise assessments for AS-T courses to reflect changes (pending C-ID update).**

- **CHDV C121, C125, C200, and C203 will be reviewed and revised as needed during the 24-25 academic year.**

**5 -Year Strategy: Develop and bring the Specialization courses through the POCR/OEI process.**

- **CHDV C105, C107, C111, C145, C149, C205, and C207 will be scheduled over the next few years.**

**5 -Year Strategy: Integration of OER across all CHDV Courses.**

- **CHDV C105 and C205 -work began in Spring 23 (Eberhart, Edwards, Guevara) to review OERs available. This will continue through out the next year.**
- **CHDV C251 - work began in Spring 23 with participation in the ZTC Grant ECE Cohort. CHDV faculty (Baker/Faumuina) are collaborating with subgroup to remix and create new OER**

**5 -Year Strategy: Actively participate in work of the state such as CTC Pilot  (TPE/TPA), P-3, changes to C-ID, and whatever else may come up in the next five years.**

- **The department will review the CAP CPL suggested portfolios (and edit as needed) after determining which (if any) courses are good options for CPL at Cerro Coso.**

# Last Year's Initiatives

**Continued Participation in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant**

**The department continues to stay up to date on the changing landscape within the field of Early Childhood Education.  The Department Chair sits on and participates in several relevant committees such as: Kern County Superintendent of Schools (KCSOS) UPK Mixed Delivery Planning Workgroup and the Tulare County Office of Education - Early Childhood Education UPK Workgroup.**

**We participated in the statewide CAP CPL Pilot in 23-24 and have been invited to continue into Fall 24.**

**Build the CHDV Associate Teacher COA taught in Spanish**

- **Bilingual bi-fold brochure developed. Flyers are updated annually to include information for live application and enrollment support.**
  - **Marketing for this program should not exceed resources.  We do not have enough bilingual faculty to support the current need/interest.**

- **LibGuide for CHDV C102 developed and available to students.**
- **APA guide developed and available.**
- **The library now has two Bilingual adjuncts who are offering library workshops in Spanish.**
- **Added a part-time, temporary Teacher Assistant to support students enrolled in these courses.**
- **Added a part-time, temporary professional expert to provide application and enrollment support, as well as live translation support for students needing to connect with college services.**
- **Created a Teams folder for collaboration and sharing of support documents between CHDV Department, Counseling, Admissions and Records, and Financial Aid.**

# Reminder of Initiatives for the Current Year

## Reminder of Initiatives for the Current Year

**Department will have AS-T courses brought through POCR/OEI**

**Market and build up CHDV Associate Teacher COA taught primarily in Spanish**

**Revise assessments for AS-T courses to reflect changes (pending C-ID update).**

**Integration of OER across all CHDV Courses (currently remaining): CHDV C105, CHDV C205, CHDV C251, and CHDV C252.**

**Actively participate in work of the state such as CTC Pilot (TPE/TPA), P-3, changes to C-ID, and whatever else may come up in the next five years.**

# Plan Initiatives for Next Year

## Initiatives for Next Academic Year

**Develop and bring the Specialization courses through the POCR/OEI process.**

Is this part of a multiyear initiative?

**Yes**

Specific Action Steps to be Taken:

**CHDV C105, C107, C111, C145, C149, C205, and C207 will be scheduled over the next several semesters.  Faculty will be encouraged to work with the POCR Committee to familiarize themselves with the OEI Rubric and to begin working on the master shell they will use to submit to POCR.**

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

**Faculty will request a master shell and begin working to align their courses with the OEI rubric.**

Does the department request help developing these instruments?

**No**

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

**Courses will successfully be POCR badged by end of Spring 2026.**

Person Responsible:

**Full-time and adjunct faculty teaching the courses**

Unit gap or institutional goals addressed:

**It addresses a 2- or 5- year program review strategy**

**Integration of OER across all CHDV Courses (currently remaining): CHDV C105, CHDV C205, and CHDV C251.**

Is this part of a multiyear initiative?

Specific Action Steps to be Taken:

**CHDV C105 and C205 - faculty will review OERs available.**

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

**Faculty will identify OER options and begin a review, identifying any gaps between the course topical outline and content in the text.**

**The department may need support from library staff, particularly if the decision is made to remix, or edit an existing OER.**

**Does the department request help developing these instruments?**

**Yes**

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

**An OER will be chosen, or the decision will be made to purchase and digitize the current textbook.**

**Person Responsible:**

**Full-time and adjunct faculty teaching the courses**

**Unit gap or institutional goals addressed:**

**It addresses a 2- or 5- year program review strategy**

**Offer the Teacher COA in Spanish via Zoom**

**Is this part of a multiyear initiative?**

**Yes**

**Specific Action Steps to be Taken:**

**The department already offers CHDV C100, C102, C104, and C106 - the Associate Teacher COA in Spanish via Zoom.  We are working throughout this academic year to prepare to offer the remaining four courses: CHDV C121, C125, C200, and C203 - the Teacher COA in Spanish via Zoom.**

**The goal is to begin offering the full Teacher COA in Fall 2025. This will require additional bilingual faculty to be hired and a clear pathway to be developed for these students.**

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

**Additional bilingual faculty will be hired.**

**CHDV C121, C125, C200, and C203 will be added to the schedule to be taught in Spanish via Zoom.**

**Does the department request help developing these instruments?**

**No**

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

**The Teacher COA will be offered in Spanish via Zoom and students will begin to enroll and complete the COA.**

**Person Responsible:**

**Unit gap or institutional goals addressed:**

**It addresses a gap in student equity, It addresses a 2- or 5- year program review strategy**

# Evaluate Resource Needs

## Facilities

**The Child Development Center serves as a lab school. Students who observe and work in the program should be exposed to well-maintained materials and equipment. 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. In some areas the equipment and materials in the program are well over twenty years old and are showing extreme wear and need to be replaced. Funds may be needed to support replacing some of these items.**

**Professor Fuller requested an ergonomic study of her office, which was completed, however there have been no adjustments made to date. Funds are requested to address any needs identified as a result of the study.**

## Information Technology

**If we are successful in adding additional staffing to begin offering the Teacher COA in Spanish, we will need resources for the faculty and TA to effectively engage with students in Zoom. This will include: computer, speaker(s), web-camera, mic or a headset.**

## Marketing

**Child Development new brochures are 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: for our newer courses CHDV C156 , C256, C133 and C233 which are connected to the Master Teacher Certificate; for late-start courses; for our new Family ChildCare Program (non-credit); etc.**

**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.

Additionally, if funding is available it would be advantageous to support training of the Child Development Center lab school staff. There have been several program changes from the California Department of Education related to Dual Language Learners, Trauma Informed Care, and programming requirements such as implementing the Classroom Assessment Scoring System (CLASS). Our Child Development students who are employed or completing assignments in the lab school will directly benefit form the staff having additional training in these areas.

## Other Needs

**Library**

The Child Development Department regularly partners with the library. We are including a list of collaborations including some specific needs for bilingual librarian support:

- Zoom Workshops have been requested and well received by our CHDV students. Evening workshops meet the unique needs of the student population.
- Libguides / ancillary supports such as How To guides for doing research, citing in APA, etc (in Spanish)
- ebook support - reserve textbooks digitized
- Ongoing librarian support to maintain zero cost textbook courses (help with evaluating OER/course materials, create Libguides and course packs for faculty to embed into Canvas).
- Adjunct bi-lingual librarian to provide zoom workshops, APA, resource and research supports.
- Continued support building CHDV specific ebook resources, including Spanish resources
- Subscriptions to field specific journals, and video materials such as Journal of the Young Child and Edflicks

**Career Center Support**

The Child Development Program often relies on the Career Center to facilitate student workers in our Child Development Center lab schools. The Job Specialist position has been unfilled for

months, and while support staff have filled in gaps, there are many potential workforce collaborations that are simply not possible without a fully staff Career Center. Child Development is a CTE program and our community employers often request support in filling vacancies. Employers in our service area have expressed interest in hiring our students and exploring internship opportunities. The continued Career Center vacancy is a major deficit in providing meaningful employment services to our CTE students and industry partners.

**Admissions and Records Support**

Child Development is increasing the workload for Admissions and Records through our LEA agreement with SBCOE Apprenticeship as manual entry will be required to ensure proper coding in the system. Additionally the department is exploring a Credit for Prior Learning (CPL) pilot and if successful this could also increase the workload in A&R. *Note CPL and related additional workload is primarily CTE and not limited to Child Development.

# Staffing Requests

## 1000 Category - Certificated Positions

**Full-time Bi-lingual Child Development / Early Childhood Education (Spanish/English)**

Location:

**CC Online**

Justification:

**The CHDV Program is the fifth highest producer of FTES for the college.**

**The Child Development Associate Teacher COA courses taught in Spanish via zoom are expanding.**

**The CHDV Department currently offers the Associate Teacher COA in Spanish.  In Fall 2024 the program doubled and is now serving 45 students and in Spring 2025 an additional cohort will be added, bringing the total number of students to 70 per semester. *The Department plans to begin offering the Teacher COA in Spanish potentially in Fall 2025.  With this change, we anticipate a minimum semester enrollment of 100 students in those classes alone*.  This is largely dependent upon successfully building infrastructure, including filling this position.**

**There is sustained, high demand for all CHDV classes. CHDV continues to be one of the largest online programs at Cerro Coso because of the ability to market classes statewide through the Child Development Training Consortium and now CVC-OEI. According to the report provided to Chairs in August 2024, by VP Corey Marvin, the CHDV program as a whole has exhibited 28.6% growth, where the challenge was to grow 3%.**

**Specific areas of high demand include: courses taught in Spanish (including the Associate Teacher COA with requests for Teacher COA), infant/toddler courses, online (lecture portion) practicum/field experience, trauma-informed care, and administration/adult supervision courses.**

The vast majority of classes are full at First Day Enrollment.

The Associate Teacher COA offered in Spanish is capped at 25 to meet the unique needs of the students and to ensure a learning environment in zoom that is conducive to community building and effective learning. 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. 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.

The courses are not overscheduled.

Nearly all courses are offered online and in Zoom. Physical capacity is not an issue. Currently, we do not have the staff capacity to offer additional courses or programs, such as beginning to offer the CHDV Teacher COA in Spanish.

The Child Development Department annually partners with Kern County Superintendent of Schools, Mono-Alpine Quality Counts California (QCC)Workforce Pathways and the Inyo County, Quality Counts Inyo Consortium. The Department is also newly partnered with Santa Barbara County Office of Education to be the LEA providing Related Supplemental Instruction for their Early Childhood Educator Apprenticeship program. Additionally, we have been contacted by CAPSLO, Kern Early Stars, and similar groups requesting we offer more sections of our Associate Teacher COA in Spanish, and encouraging us to consider offering additional courses in a bilingual format. The Department is actively working on the ZTC Acceleration and Implementation grants and will continue working towards all AS-T courses having at least one section that is POCR ( CVC-OEI) approved.

The state's new PK-3 ECE Specialist Instruction Credential is now an active Credential. The PK-3 Early Childhood Education (ECE) Specialist Instruction Credential focuses on developmentally appropriate practices for young children in grades PK through 3. The approved PK-3 Early Childhood Education Specialist Instruction credential preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates may meet the subject matter competence requirement through one of the following two options:

a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies.

b) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

Our Early Childhood Education AS-T and Child Development Teacher COA both provide the instruction to meet the required subject matter competence.

The cost/lost revenue from gaps between student demand and course capacity:

**Annualized FTEF for 23-24 is 7.3. Full-time faculty teach 52.4% of the total workload, with an additional 13.1% in overload.  Two year average waitlist of 79 students per year, 54 hours per class = 4,266 hours.**

**a. First Day Waitlist**

**117**

**b. Department productivity, previous year**

**FTES to FTEF Ratio 13.9**

**c. Number of faculty currently in the department**

**There are four full-time faculty in the department.  One major area of growth is in offering CHDV courses in Spanish. Only one the four faculty is bilingual and able to teach courses in Spanish.**

**d. Number of adjunct faculty**

**There are six adjunct faculty in the department and one additional who only teaches dual enrollment.  Of the six, only one adjunct is bilingual and able to teach courses in Spanish.**

**e. Number of certificates awarded, previous year**

**Ninety-four (94) Certificates were awarded in 23-24. The majority of those were Associate Teacher COA sixty-seven (67), and of those approximately one third were students who completed the courses in Spanish.**

**f. Number of degrees awarded, previous year**

**Seventeen AS-T degrees were awarded in 23-24.**

**g. Core curriculum classes**

**The department offers all eight of the Core (AS-T/Teacher COA) courses every Spring and Fall. Additionally, we offer six of the eight courses in the summer.  There is demand for us to expand and teach all eight of the Core (Teacher COA) courses in Spanish.**

**h. CTE classes with workforce data (wage/high demand)**

***Kern's UPK workforce projections* through 2024 estimate needing 2,581 new educators across the mixed delivery system, representing 62% unmet need.**

**In a September 2024 report conducted by the Central Valley/Mother Lode Center of Excellence examines labor market demand, wages, skills, and postsecondary supply for Child Development, Early Childhood Education. Two occupations related to Child Development; Early Childhood Education were identified for Cerro Coso College:**

- **11-9031, Education and Childcare Administrators, Preschool and Daycare**

-        **39-9011, Childcare Workers**

**Key findings:**

-        **Occupational demand —** In 2022, there were 7,372 jobs for Child Development Workers in the SCV/SML subregion. Child Development Workers are projected to grow by one percent over the next five years and have projected annual openings of 1,617.

-        **Wages —** Child Development Workers earn an entry-level wage of $14.01 to $20.97 per hour, which is higher than the living wage in the SCV/SML subregion.

-        **Employers —** Employers in the SCV/SML subregion include Kern Community College District and Learning Experience. The most common job titles in job postings in the subregion are child care professionals, child care assistants, and child development assistants.

-        **Education —** A high school diploma or equivalent is typically required for Childcare Workers and a bachelor's degree is typically required for Education and Childcare Administrators, Preschool and Daycare .

**Supply and Demand Analysis — Based on 1,617 annual openings (i.e., demand), and 1,606 postsecondary degrees awarded in programs (i.e., supply), an analysis of supply and demand suggests there is a slight undersupply of workers in the SCV/SML subregion.**

**Recommendation: Based on a comparison of demand and supply, there is an undersupply of child development workers in the SCV/SML subregion. The Center of Excellence recommends that Cerro Coso College work with the regional directors, the college's advisory board, and local industry when discussing the expansion or modification of relevant programs.**

**It is imperative to note in addition to Childcare Workers and Education and Childcare Administrators, the ECE AS-T Program at Cerro Coso provides the prep foundation for additional careers not captured in this report, including: TK Assistant, TK teacher, State Preschool Teachers, etc..**

**According to a recent study of the *Central Valley IHE Capacity*, only two IHE in the region offer ECE coursework in Spanish, Cerro Coso and UC Merced. As the *only Community College to offer ECE courses in Spanish in this region*, Cerro Coso serves an important role in preparing the *UPK workforce – estimated to be 10,000 across the six EI-WIN Central Valley counties*.**

**i. Number of students at first day and census, previous year**

**First Day Enrollment 3,221**

**Census Enrollment 1,961**

**\*The Department was targeted by BOTs/fraud in the previous year, which largely accounts for the discrepancy between first day and census.**

# 2000 Category - Classified Staff

**Bilingual (English/Spanish) Department Assistant 1**

**Location:**

**CC Online**

**Salary Grade:**

**33**

**Number of Months:**

**12**

**Number of Hours per Week:**

**19 hours per week**

**Salary Amount:**

**17,170 annually**

**Justification:**

**The CHDV Department currently offers the Associate Teacher COA in Spanish.  In Fall 2024 the program doubled and is now serving 45 students and in Spring 2025 an additional cohort will be added, bringing the total number of students to 70 per semester. The Department plans to begin offering the Teacher COA in Spanish potentially in Fall 2025.  With this change, we anticipate a minimum semester enrollment of 100 students.  This is largely dependent upon successfully building infrastructure, including filling this position, along with the other requested positions.**

- **The DA will be available to provide information about the program (courses, structure (days/times in Zoom, etc), and to provide translation support as needed with other services (financial aid, A&R, counseling, etc).**
- **The DA will support students interested in this program through live and directed support with the application including completing the real-ID me process, and enrolling/registering for classes.**
- **The DA will work with the CHDV department and student services to provide seamless support to this population of students.**
- **The DA could provide additional bilingual support to student services, beyond CHDV students.**

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

**Location:**

**CC Online**

**Salary Grade:**

**41**

**Number of Months:**

**10**

**Number of Hours per Week:**

**40**

**Salary Amount:**

**4,348.84 monthly starting salary**

**Justification:**

**The CHDV Department currently offers the Associate Teacher COA in Spanish.  In Fall 2024 the program doubled and is now serving 45 students and in Spring 2025 an additional cohort will be added, bringing the total number of students to 70 per semester. The Department plans to begin offering the Teacher COA in Spanish potentially in Fall 2025.  With this change, we anticipate a minimum semester enrollment of 100 students.  This is largely dependent upon successfully building infrastructure, including filling this position, along with the other requested positions.**

**The courses taught in Spanish currently benefit by having an embedded student tutor (approximately 16 hours/week). This is working well and we want to continue with this model, however, in consultation with the Learning Assistance Center Coordinator and Frank Guevara (CHDV Bilingual Faculty) we have identified a need to provide continuity from year to year.**

**In addition to student tutors, we are requesting to hire a bi-lingual (English/Spanish) Teaching Assistant Child Development / Early Childhood Education.**

**We are requesting a Teaching Assistant with primary representative duty to "provide individual and group instructional services in a subject area; assist or tutor an individual or small groups of students in a specific subject area; distribute instructional materials; answer student questions regarding individual lessons." *This need cannot be met by a general tutor lead as the Teaching Assistant needs to have specific knowledge related to Child Development to successfully support CHDV students.***

**The Department considered a Teaching Aide, however, based on the job description, Teacher Aides may advise students regarding their academic development, but do not provide individual tutoring services.**

**This semester we were able to hire a temporary position.  The individual successfully meets via zoom each week with a number of students to provide one-on-one and group learning support, review the lectures/topic for the week and provide assistance with understanding homework/assignments. In these weekly sessions, thirty-four (34) of the forty-five (45) students enrolled in the Spanish cohort have attended.  Additionally, the students enrolled in these courses often need additional technology support with navigating Canvas to submit assignments, etc.**

| Fund | Org Description | Account Description | Program Title | Location | 2024 Adopted Budget | 2024 Actual Expenses | 2025 Adopted Budget | 2026 Request | Notes | Increase? | In planning document | Data? | Relevance? | Operational Efficiency? |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | If requesting increase of %5 or more | |
| GU001 | Child Dev Instructnl Dept | Non-Inst Supplies & Materials | Child Dev/Early Care & Education | CI | $ 250.00 | $ | $ 250.00 | $ 400.00 | | | | | | |

| | Type of request | 1 time or ongoing? | Requested amount | description/explanation | | In planning document | Data? | Relevance? | Operational Efficiency? |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Resouce Requests | | | | | |
| Other | | | | | | | | | |