Child Development for 2026-2027

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

Actions Taken

24-25 proved to be a record-breaking year for the Child Development Department. As we continue to grow, our focus is on student experience, completion, and success.

·	Success in CHDV C102 continues to increase from 64% (22-23), 77% (23-24) to 84% (24-25).

·	Overall completion increased from 89% to 92%. Notably higher than the college-wide online completion of 88%.

·   Overall success increased from 76% to 79%. Notably higher than the college-wide online success of 75%

·   Offerings and enrollment in the Associate Teacher COA in Spanish significantly grew. Total enrollments increased from 932 (23-24) to 1160 (24-25).

·   CHDV FTES increased by 33.7%.

·   As noted by the IR report shared during the CTE Workforce Retreat on May 25, CHDV had the biggest leap in student major count, +107, and the biggest jump in course enrollment, +545.

·   Strong partnerships with various organizations, including Santa Barbara County Office of Education (ECE Apprenticeship Program), Kern County Superintendent of Schools, Compass Family Services, EL-WIN, and Inyo County Office of Education.

·   Continued work on the ZTC Grant. Faculty have been working to move CHDV C105, C205, and C251 to OER with a launch goal of Spring 2026.

·   Collaboration with the Library department, including embedded librarians in several courses, and offering workshops via Zoom in Spanish.

Gaps Identified

This AUP is populated using data provided by the Office of Institutional Research.

The college's overall online completion is 90%.

·   Child Development's overall online completion is 92% and 93% for CHDV Majors.

The college's overall online success is 77%.

·   Child Development's overall online success is 78% and 81% for CHDV Majors.

The department continues to analyze and reflect on teaching strategies and supports to continually improving student completion and success.

Year	22-23	23-24	24-25
CHDV Completion	88%	89%	92%
CHDV Success	71%	77%	79%
CHDV Major Success	73%	80%	81%

Our headcount, as noted above, has significantly increased over the past two years.

Year	22-23	23-24	24-25
Count	1,619	1,839	2,497

Analysis of specific characteristics based on the current Strategic Goals and Student Equity Plan. As noted in the tables below, completion and success has increased for all groups with the following exceptions:

·   Completion and success rates of both economically disadvantaged and not economically disadvantaged students dropped back to 22-23 percent rates. ECE students are disproportionately economically disadvantaged because they often come from and are preparing to work within an underpaid, care-based profession. Many are working adults, parents, or caregivers who balance employment in early learning settings—typically low-wage positions—with their college coursework. As a result, ECE students frequently face financial insecurity, limited access to reliable transportation, childcare, and technology, and must often attend part-time to manage work and family responsibilities. Anecdotally, students have reported increased financial strain, having been impacted by environmental factors such as recent California wildfires, flooding, increased cost of food and other staples, etc. These economic barriers and challenges can delay

completion and limit persistence, underscoring the importance of providing robust basic needs and financial aid support to promote equity and student success.

Completion by characteristic	% enrollment 24-25	22-23	23-24	24-25
Male	6%	79%	87%	88%
Female	92%	86%	90%	92%
African American	6.2%	71%	84%	89%
Hispanic/ Latino	54.8%	87%	90%	92%
White	28.6%	86%	88%	92%
First Gen	47.9%	83%	90%	91%
Econ dis.	45.3%	82%	88%	82%
Not Econ dis.	54.7%	88%	90%	88%
Not DSPS	97.7%	86%	89%	92%

Success by characteristic	% enrollment 24-25	22-23	23-24	24-25
Male	6%	60%	67%	67%
Female	92%	72%	77%	80%
African American	6.2%	56%	66%	71%
Hispanic/ Latino	54.8%	70%	76%	78%
White	28.6%	77%	76%	80%

First Gen	47.9%	69%	76%	77%
Econ dis.	45.3%	65%	71%	64%
Not Econ dis.	54.7%	76%	81%	83%
Not DSPS	97.7%	71%	77%	92%

Gap analysis – The Child Development program is completely offered online; as a result, comparison to college-wide data is somewhat problematic. Overall, when comparing to college-wide data, the few identified gaps are a 5% Gap- Not Significant, the N is too small, or performance is generally much better than college-wide.

CHDV Awards Conferred (single students may be double-counted)

Award	22-23	23-24	24-25
ECE AS-T	18	17	12
Associate Teacher COA	53	71	81
Teacher COA	17	18	15
Master Teacher COA	4	9	7
Site Supervisor COA	5	2	8
Total	97	117	123

Of the 123 awards conferred, there were 98 unique award recipients (funding formula only accounts for the highest award in a year).

Outcomes Assessment

Loop-Back Improvements Made

The request to lower the class cap size to 30 was submitted to the Office of Instruction in Fall of 23. The request was granted with the caveat that success and retention data would be revisited in Fall 24.

The department revised the curriculum project assessment assignment and adjusted teaching strategies. The department continues to analyze completion and success data specifically related to CHDV C102. As a result of these efforts, completion and success continues to significantly rise.

	2022-23	2023-24	2024-35
Completion	81%	91%	95%
Success	64%	77%	84%

SLO Assessment Assignments were reviewed for all courses. Minor revisions were identified and planned.

·	CHDV C105/205- remove group work from assessment assignments. Rubrics need to be evaluated to determine if they point to the SLO. Final assessment review and revision will occur after OER Process (Spring 26).

·	CHDV C104 – May need to build up the community resource assignment. *Priority-scheduled to be assessed in Fall 25.

·	CHDV C106 – Child observation is limited and would benefit from additional observations/comparison. Piaget task (SLO 1&3) needs to be adjusted. *Priority- scheduled to be assessed in Fall 25.

·	CHDV C121 – Center Safety Assignment needs to be reviewed and updated.

·	CHDV C200 – Child assessment/portfolio should be reviewed (not directly linked but includes related work). The other two assignments: Child Portfolio and Curriculum do not connect to SLO 2 or 3 and need to be reviewed.

·	CHDV C251 – Title 22/5 comparison could use revision. No assessment in Canvas for "Implement effective practices…". Faculty Plan assignment is good. *Priority – scheduled to be assessed in Fall 25.

·	CHDV C252 – Final paper needs review. *Priority – scheduled to be assessed in Fall 25.

Schedule of Assessments

CHDV C100 Principles and Practices of Teaching Young Children (Effective Fall 2022)
Not Due to Be Assessed This Year or Last Year

CHDV C102 Introduction to Materials and Curriculum (Effective Fall 2022)
Not Due to Be Assessed This Year or Last Year

CHDV C104 Child, Family, and Community (Effective Fall 2022)
Will Assess This Year

CHDV C105 Infant and Toddler Development (Effective Fall 2025)
Assessed Last Year

CHDV C106 Child Growth and Development (Effective Fall 2022)
Will Assess This Year

CHDV C107 School Age Development (Effective Fall 2024)
Assessed Last Year

CHDV C111 Principles of Child Guidance (Effective Fall 2024)
Assessed Last Year

CHDV C121 Health, Safety, and Nutrition (Effective Fall 2022)
Assessed Last Year

CHDV C125 Diversity in Education (Effective Fall 2022)
Not Due to Be Assessed This Year or Last Year

CHDV C133 Trauma and Early Childhood Development (Effective Fall 2023)
Will Assess This Year

CHDV C141 Introduction to Children with Disabilities and Delays (Effective Fall 2024)
Not Due to Be Assessed This Year or Last Year

CHDV C145 Language and Literature (Effective Fall 2024)
Assessed Last Year

CHDV C149 Play and Meaning (Effective Spring 2025)
Assessed Last Year

CHDV C156 Introduction to Multi-Language Learners in Early Childhood (Effective Fall 2024)
Will Assess This Year

CHDV C200 Observation and Assessment (Effective Fall 2022)
Not Due to Be Assessed This Year or Last Year

CHDV C203 Practicum - Field Experience (Effective Fall 2022)
Not Due to Be Assessed This Year or Last Year

CHDV C205 Care and Education for Infants and Toddlers (Effective Fall 2025)
Will Assess This Year

CHDV C207 School-age Curriculum (Effective Fall 2024)
Assessed Last Year

CHDV C233 Trauma-informed Care in Early Childhood Education (Effective Fall 2023)
Will Assess This Year

CHDV C241 Curriculum and Strategies for Children with Disabilities and Delays (Effective Fall 2024)
Not Due to Be Assessed This Year or Last Year

CHDV C251 Administration I: Programs in Early Childhood Education (Effective Fall 2025)
Will Assess This Year

CHDV C252 Administration II: Personnel and Leadership in Early Childhood Education (Effective Fall 2025)
Will Assess This Year

CHDV C256 Strategies and Curriculum for Multilingual Learners in Early Childhood (Effective Fall 2024)
Assessed Last Year

CHDV C281 Adult Supervision and Mentoring in Early Care and Education (Effective Fall 2024)
Will Assess This Year

CHDV C893 Opening a Family Childcare Program (Effective Spring 2025)
Not Due to Be Assessed This Year or Last Year

CHDV C894 Setting up the Family Childcare Environment (Effective Spring 2025)
Not Due to Be Assessed This Year or Last Year

CHDV C895 Understanding Children's Development and Learning (Effective Spring 2025)
Not Due to Be Assessed This Year or Last Year

CHDV C896 Family Childcare Curriculum and Planning (Effective Spring 2025)
Not Due to Be Assessed This Year or Last Year

CHDV C897 Collaborating with Families as a Family Childcare Practitioner (Effective Spring 2025)
Not Due to Be Assessed This Year or Last Year

CHDV C898 Caring for Children in a Family Childcare Program (Effective Spring 2025)
Not Due to Be Assessed This Year or Last Year

Outcomes Assessment: Results of Last Year's Assessments

SLO for course CHDV C105 Infant and Toddler Development (Effective Fall 2025) — 1 Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social, and emotional domains.
Passed

SLO for course CHDV C105 Infant and Toddler Development (Effective Fall 2025) — 2 Describe biological and environmental factors that influence pre-conception and prenatal health and development.
Passed

SLO for course CHDV C105 Infant and Toddler Development (Effective Fall 2025) — 3 Identify the multiple contextual influences on infant and toddler development, including diverse family practices and environments.
Passed

SLO for course CHDV C107 School Age Development (Effective Fall 2024) — None Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
Passed

SLO for course CHDV C107 School Age Development (Effective Fall 2024) — None Describe major developmental milestones for children from middle childhood through adolescence in the areas of physical, psychosocial, cognitive, and language development.
Passed

SLO for course CHDV C107 School Age Development (Effective Fall 2024) — None Evaluate out-of-school programs and how they meet the developmental needs of children in middle-childhood and adolescence.
Passed

SLO for course CHDV C111 Principles of Child Guidance (Effective Fall 2024) — 1 Use positive guidance in speech and action when working with young children, including I-messages, reflective listening, and social problem-solving.
Passed

SLO for course CHDV C111 Principles of Child Guidance (Effective Fall 2024) — 2 Describe effective discipline strategies as they relate to the major theories of development.
Passed

SLO for course CHDV C111 Principles of Child Guidance (Effective Fall 2024) — 3 Observe and analyze childcare environments for impacts on children's behavior.
Passed

SLO for course CHDV C121 Health, Safety, and Nutrition (Effective Fall 2022) — None Describe strategies used to promote health, safety, and nutrition of children and adults in care and education settings.
Passed

SLO for course CHDV C121 Health, Safety, and Nutrition (Effective Fall 2022) — None Evaluate environments for both positive and negative impacts on children's and adults' health and safety.
Passed

SLO for course CHDV C121 Health, Safety, and Nutrition (Effective Fall 2022) — None Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in care and education settings.
Passed

SLO for course CHDV C145 Language and Literature (Effective Fall 2024) — 1 Analyze children's literature for qualities associated with language and literacy development.
Passed

SLO for course CHDV C145 Language and Literature (Effective Fall 2024) — 2 Incorporate a variety of early literacy strategies into the curriculum to support the development of language and literacy skills.
Passed

SLO for course CHDV C145 Language and Literature (Effective Fall 2024) — 3 Plan, implement, and evaluate literacy curriculum that enhances reading and writing skills for all young children, including English-language learners.
Passed

SLO for course CHDV C149 Play and Meaning (Effective Spring 2025) — 1 Discuss how play influences children's physical, cognitive, and socio-emotional development.
Passed

SLO for course CHDV C149 Play and Meaning (Effective Spring 2025) — 2 Analyze various developmental theories in terms of play and how to extend and enrich children's development of meaning.
Passed

SLO for course CHDV C149 Play and Meaning (Effective Spring 2025) — 3 Use play as an instructional strategy to enhance development by planning, implementing, and evaluating play-based curriculum and environments.
Passed

SLO for course CHDV C207 School-age Curriculum (Effective Fall 2024) — 1 Evaluate the teacher's role in providing best practices in out-of-school programs.
Passed

SLO for course CHDV C207 School-age Curriculum (Effective Fall 2024) — 2 Apply developmentally appropriate principles and teaching strategies to positively influence school-aged children's development and learning in out-of-school programs.
Passed

SLO for course CHDV C207 School-age Curriculum (Effective Fall 2024) — 3 Plan, implement, and evaluate age-appropriate curriculum, schedules, and routines for out-of-school programs.
Passed

SLO for course CHDV C256 Strategies and Curriculum for Multilingual Learners in Early Childhood (Effective Fall 2024) — 1 Examine principles of culturally and linguistically responsive teaching, including building strong connections with families.
Passed

SLO for course CHDV C256 Strategies and Curriculum for Multilingual Learners in Early Childhood (Effective Fall 2024) — 2 Apply developmentally, culturally, and linguistically appropriate strategies to effectively support multilingual learners (MLLs).
Passed

SLO for course CHDV C256 Strategies and Curriculum for Multilingual Learners in Early Childhood (Effective Fall 2024) — 3 Plan curriculum that supports multilingual learners (MLLs) in an early childhood setting.
Passed

Outcomes Assessment: Missed Targets

Program Review

Name: 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 C121 was submitted to POCR in Spring 2025.

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

- CHDV C121, C125, C200, and C203 have all been reviewed and revised as needed.

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

- CHDV C156, C256, C251, and C145 were all submitted to POCR in Spring 2025

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

- Through the ZTC grant, faculty collaborated on pulling resources into a consolidated OER for CHDV C251 (Baker/Faumuina).
- Faculty reviewed and began to break the large Infant Toddler OER into two separate OERs for CHDV C105 and C205 (Eberhart, Edwards, Guevara).

5-Year Strategy: Actively participate in the work of the state.

- Faculty responded to surveys related to Common Course Numbering for CHDV courses.

Strategies Still to be Addressed

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

- CHDV C121 accessibility review continues into Fall 2025.
- CHDV C200 will be submitted to POCR in Fall 2025.

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

- The following courses will be submitted to POCR in Fall 2025: CHDV C149, C252, C107, C207, C111, C105, and C205.

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

- Work continues on the OER for CHDV C251.
- Work continues on the OERs for CHDV C105 and C205.

5-Year Strategy: Actively participate in the work of the state.

- Submit CHDV C106 to CIC in Spring 2026 (Phase II).
- Prepare for Phase III (CHDV C100, C102, C104, C121, C125, C200, C203).

Last Year's Initiatives

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

Action Plan

Lead Measure of Success

CHDV C100 – Vivian (completed)

CHDV C102 – Mark (completed)

CHDV C104 – Tyrone (approved by Fall 2023)

CHDV C106 – Mark (completed)

CHDV C121 – Vivian (approved by Fall 2024)

CHDV C125 – Lisa (approved by Spring 2025)

CHDV C200 – Michelle (approved by Spring 2024)

CHDV C203 – Lisa (approved by Spring 2025)

Lag Measure of Success

All AS-T courses will have at least one section approved through Cerro Coso's POCR.

Initiative Status

In Progress

Summarize actions taken on this initiative

CHDV C100 – Vivian (completed)

CHDV C102 – Mark (completed)

CHDV C104 – Tyrone (completed)

CHDV C106 – Mark (completed)

CHDV C121 – Vivian (submitted Spring 25, continuing accessibility review into Fall 25)

CHDV C125 – Lisa (approved)

CHDV C200 – Frank (submit Fall 2025)

CHDV C203 – Lisa (approved)

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

Action Plan

Develop marketing to build up the courses. Explore and develop sustainability strategies to accommodate growth (anticipated need for additional courses due to enrollment interest).

Lead Measure of Success

Lag Measure of Success

Initiative Status

Not Attempted

Summarize actions taken on this initiative

Marketing efforts have been small and very intentional for this program to avoid exceeding resources. Recruitment for a new, full-time bilingual faculty member was successful end of Spring 2025. A new full-time Teaching Assistant position was approved, but has not yet been filled.

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

Action Plan

Review and redesign of the summative assessments for CHDV C100, C102, C104, C106, C121, C125, C200, C203.

Lead Measure of Success

Lag Measure of Success

Initiative Status

In Progress

Summarize actions taken on this initiative

Summative assessments for CHDV C100, C102, C104, C106, CHDV C121, C125, C200, and C203 were reviewed. Revised assessments for

CHDV C104 and C106 will be approved by the department in Fall 2025 and implemented in Spring 2026.

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

Action Plan

Department faculty will identify free online education resources and integrate them into the remaining courses. Priority will be on CHDV C105 and C251 as they have the most expensive textbooks.

Lead Measure of Success

Lag Measure of Success

Initiative Status

In Progress

Summarize actions taken on this initiative

Professors Eberhart, Edwards, Guevara have been actively reviewing the large OER material and dividing it into two logical OERS for CHDV C105 and C205. They are working now to remix the OERs in Libretext and plan to use them in Spring 2026. Professor Faumuina is working with the statewide cohort on an OER for CHDV C251.

Name: 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.

Action Plan

CAP courses will be up to date with revisions to C-ID. Department participation in webinars, pilot activities, and other appropriate activities identified for the agency.

Participate in the CAP PILOT for Credit for Prior Learning Opportunities for the Early Childhood Workforce.

Lead Measure of Success

CHDV will participate in exploring (and later establishing) and providing feedback on the logistics for implementing Credit for Prior Learning, as well as reviewing and providing feedback on the draft

portfolios (structure, rigor, organization, user-friendliness). Further down the road, participation will include assisting students through the process.

Lag Measure of Success

Eventual CHDV CPL model to be implemented at Cerro Coso.

Initiative Status

Not Attempted

Summarize actions taken on this initiative

CPL continues to be something the department would like to explore; however, this has not been further discussed due to the ZTC grant work and the explosive expansion of sections offered.

Initiatives for Next Academic Year

Inclusive Marketing for Bilingual Course Offerings

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

To support access and equity, the department will expand marketing efforts to reflect and promote our commitment to serving students in both English and Spanish. This includes:

- **Webpage Development** – Update our department webpage to ensure it is welcoming, inclusive, and reflective of bilingual course offerings. Information will be available in both English and Spanish, highlighting opportunities for students to complete coursework in either language.

- **Program Flyers** – Create one-page flyers (in English and Spanish) for both the **Associate Teacher Certificate of Achievement (COA)** and the **Teacher Certificate of Achievement (COA)**. Flyers will provide clear program information, pathways, and benefits to support outreach and engagement with diverse student populations.

- **Student Support in Spanish** – Highlight available bilingual resources, such as support from bilingual librarians and Child

Development (CHDV) teaching assistant and student tutors, to ensure students taking courses in Spanish have access to guidance, tutoring, and academic support in their preferred language.

This initiative emphasizes our dedication to inclusive communication, ensuring all students and families can easily access and understand opportunities in our programs.

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

Program flyers are developed and easily downloadable from our CHDV Department page.

Webpage redesign reflecting our current course offerings in both English and Spanish.

Do you request help developing these instruments? Y

Institutional Performance Data, or "Lag" Measure(s

Increased enrollment, retention and success in our courses.

Person Responsible

Vivian Baker, Department Chair in collaboration with full-time and adjunct faculty.

What unit gap or institutional goal does this address?

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

Highlighting Basic Needs

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

The CHDV Department will ensure all our students receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via communication methodologies (e.g., syllabus, Announcements in Canvas, Pop-up messages) at the start of each semester. This is especially important for our online

CHDV students, as they may experience disproportionate isolation and be unaware of services available to them.

- Pre-class welcome letters will include information on how to access resources such as Basic Needs and Financial Aid.
- Syllabus will include information on Basic Needs Support Services available at Cerro Coso.
- Collaborate with the Basic Needs Office on a campaign early in the semester to highlight available services.
- Collaborate with Financial Aid on a campaign to highlight available resources.

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

Growth in financial aid participation, increased engagement with basic needs services, and reduced equity gaps in academic outcomes.

Do you request help developing these instruments? N

Institutional Performance Data, or "Lag" Measure(s

Increase in persistence, completion, and course success rates among students identified as economically disadvantaged, as evidenced by term-to-term enrollment and degree/certificate attainment data.

Person Responsible

Vivian Baker, Department Chair in collaboration with full-time and adjunct faculty.

What unit gap or institutional goal does this address?

It addresses a gap in student equity

Requested Resources

#28 Facilities: CDC Lab School Materials and Equipment

Is this a one-time request or an on-going request? Ongoing

Amount Requested Variable

Is this request supported in your initiatives or elsewhere? No

All of our CHDV courses require students to complete observations. The Child Development Center serves as a lab school.

Description/Explanation

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.

Supporting Facts/Data

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.

Impact on the Department/Unit

High-quality, well-maintained materials are essential to the effectiveness of a child development lab school because they directly support both children's learning and college students' professional preparation. For college students, the materials serve as the foundation for observation, analysis, and practice in implementing developmentally appropriate curriculum.

Impact on Operational Efficiency

Maintaining high-quality materials provides a model of professional standards and ethical responsibility in early childhood education. It demonstrates the importance of providing children with respectful, intentional environments, reinforcing what students are being taught about quality, equity, and safety in the field.

#34 Marketing: CHDV Brochures

Is this a one-time request or an on-going request? Ongoing

Amount Requested Variable

Is this request supported in your initiatives or elsewhere? Yes

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

Description/Explanation

We have a bi-fold (English/Spanish) brochure. Flyers with course information, along with links for live application and enrollment support, are updated annually. We have recently added the Teacher COA offered in Spanish and need to develop a brochure. Additionally, due to heavy demand, the department plans to begin offering CHDV C105 and C205 in Spanish and will need flyers and social-media marketing.

Supporting Facts/Data

The department is growing, with an additional 107 students declaring in the major, and course enrollments increased by 545, both reported in Spring 2025.

The Associate Teacher and Teacher courses in Spanish Fall 2025, enrollment is 175. These courses connect to the College's 2025-2030 Strategic Plan, Goal 2- Cultivate the College's Hispanic Serving Institution Identity and Engage Other Underserved Populations.

Impact on the Department/Unit

Continued program growth, increased demand for courses.

Impact on Operational Efficiency

Increase in FTES for the college.

#35 Professional Development: Professional Conferences

Is this a one-time request or an on-going request? Ongoing

Amount Requested Variable

Is this request supported in your initiatives or elsewhere? Yes

5 -Year Program Review 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.

Description/Explanation

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.

Supporting Facts/Data

The field of Early Childhood Education is rapidly changing. There are several state-wide initiatives, such as Transitional Kindergarten (TK), the new PK-3 Credential, revision to the California Teacher Credentialing CHDV Permit Matrix, etc.

Impact on the Department/Unit

Maintaining knowledge and expertise in the field is essential.

Impact on Operational Efficiency

Ongoing training ensures that educators stay current with best practices in early childhood education, developmental psychology, and classroom management.

#36 Information Technology: Online ESL Program such as Burlington English

Is this a one-time request or an on-going request? Ongoing

Amount Requested unknown

Is this request supported in your initiatives or elsewhere? None

Program Review Goal: Offering the Associate Teacher and Teacher COA's in Spanish.

Description/Explanation

The demand for courses offered in Spanish is growing. Two other CTE departments are planning to begin offering at least one COA in Spanish in the coming year.

Supporting Facts/Data

Offering ESL resources connects with the College's Strategic Plan, Goal 2 – Cultivate the College's HSI Identity and Engage Other Underserved Populations.

Impact on the Department/Unit

Students need to feel supported in their academic journey. This program will provide a resource for those who wish to learn and develop their English proficiency.

Impact on Operational Efficiency

#54 Other Needs: Non-Instructional Supplies and Materials

Is this a one-time request or an on-going request? Ongoing

Amount Requested $700

Is this request supported in your initiatives or elsewhere? No

Description/Explanation

Faculty and staff rely on a variety of non-instructional supplies and materials such as office supplies, organizational tools, and technology accessories to complete essential tasks.

Supporting Facts/Data

The department has five full-time faculty and a classified Teacher Assistant (in progress), each with a need for various non-instructional supplies.

Impact on the Department/Unit

Adequate non-instructional resources enable faculty and staff to manage their time more effectively.

Impact on Operational Efficiency

Providing the necessary tools and a well-equipped workspace enables faculty and staff to work more efficiently, manage tasks effectively, and maintain consistent productivity in support of institutional goals.

Faculty Position Requests

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

Locations

CC Online

Justification

The CHDV Program continues to be a high producer of FTES for the college.

2024-2025 Program Quick Statistics:

- biggest leap in student major count +107
- biggest jump in course enrollment +545
- second-highest FTES growth 33.7%
- The Associate Teacher and Teacher courses in Spanish Fall 2025, enrollment is 175. These courses connect to the College's 2025-2030 Strategic Plan, Goal 2- Cultivate the College's Hispanic Serving Institution Identity and Engage Other Underserved Populations.
- In 2024-25, full-time faculty were 36.8% of the total workload, adjuncts were 38.9%, and full-time faculty overload were 14.9%.
- The FTES to FTEF Ratio in 2024-25 was 13.2.

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 the CVC-OEI. According to the report provided to Chairs in August 2025, by VP Corey Marvin, the CHDV program exhibited 33.7% growth in one year.

Specific areas of high demand include courses taught in Spanish (including the Associate Teacher COA and now the Teacher COA), infant/toddler courses, online (lecture portion) practicum/field

experience, trauma-informed care, and administration /adult supervision courses.

The department expanded its offerings of courses in Spanish to include both the Associate Teacher and Teacher COAs. Multiple requests have been made for us to also offer Infant/Toddler Courses CHDV C105 and C205 in Spanish. Additionally, the new non-credit Family Childcare Program Certificate has been requested in Spanish.

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 on 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. Most 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 the CHDV courses are "core mission". The CHDV program is aligned state-wide through CAP, and all courses lead to a certificate or degree.

With the addition of a new full-time faculty in Fall 2025, we still do not have the staff capacity to sustainably offer additional courses or programs, such as CHDV C105, C205, and the Family Childcare Program non-credit certificate.

The Child Development Department annually partners with Kern County Superintendent of Schools (KCSOS), Mono-Alpine Quality Counts California (QCC)Workforce Pathways, Tulare County Office of Education, and the Inyo County Quality Counts Inyo Consortium. The Department is also partnered with the 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 that 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.

We are currently offering several closed cohorts for KCSOS and Compass Family Services. They continue to request multiple classes each semester to meet workforce demands in their communities.

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:

- Most classes are full on the First Day of Enrollment. First Day Waitlist Count in 2023-24 was 117 and increased in 2024-25 to 149. The FTES to FTEF Ratio in 2024-25 was 13.2.
- Annualized FTEF for 24-25 is 9.5. Full-time faculty teach 36.85% of the total workload, with an additional 14.9% in overload. Two-year average waitlist of 133 students per year, 54 hours per class = 7,182 hours.

1. In support of your proposal, provide the following data 2024-25:

2. Size of wait lists in the discipline - 149
3. Department productivity, previous year – FTES to FTEF Ratio 13.2
4. Number of faculty currently in the department – There are five full-time faculty in the department. One major area of growth is in offering CHDV courses in Spanish. Both full-time bilingual faculty are teaching several courses in Spanish.
5. Number of adjunct faculty – There are currently seven adjunct faculty in the department and one additional who only teaches dual enrollment. Of the seven, only two adjuncts are bilingual and able to teach courses in Spanish. Both of them have three classes in Spanish in Fall 25 and Spring 26.
6. Number of certificates awarded, previous year – 111 certificates
7. Number of degrees awarded, previous year – 12 AS-T degrees
8. 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 a demand for us to expand and teach all eight of the Core (Teacher COA) courses, the Infant Toddler courses, and the non-credit Family Childcare Program in Spanish.
    1. 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, which examines labor market demand, wages, skills, and postsecondary supply for Child Development and 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 El-WIN Central Valley counties.

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

- First Day Enrollment 2.944
- Census Day Enrollment 2,497

Classified Position Requests

Bilingual (English/Spanish) Teacher Aide

Locations

CC Online

Justification

The Child Development (CHDV) Department currently offers the Associate Teacher and Teacher Certificates of Achievement in Spanish. In Fall 2025, program enrollment doubled again, reaching 175 students. To continue responding to strong demand, the department plans to expand offerings to include CHDV C105 and C205 (Infant Toddler courses) and the new non-credit Family Childcare Program Certificate, which are projected to generate an additional 75 enrollments. This expansion is contingent on successfully building the necessary instructional infrastructure and support systems.

The students in Spanish-language CHDV courses have benefited from having embedded student tutors. This is working well, and we want to continue with this model; however, in consultation with Tyson Huffman, Learning Assistance Center Coordinator, Frank Guevara, and Marnnie Francisco (CHDV FT Bilingual Faculty), we have identified a need to provide continuity from year to year.

Currently, six sections of our courses in Spanish are taught by adjunct faculty. While our adjunct instructors are highly dedicated and responsive to students, they do not have paid office hours to provide extended academic and technical support. A bilingual Teaching Aide would fill this gap by providing consistent, direct support to students both inside and outside the classroom.

While we await the onboarding of our new Teacher Assistant (currently in the hiring process), two temporary staff members are providing interim support this semester. They meet weekly with students via Zoom for one-on-one and group sessions, review weekly lectures and topics, assist with assignments, and help students navigate Canvas and other technology. Alongside these temporary

TAs, seven embedded student tutors are also actively supporting our Spanish-language CHDV students.

Although student tutors provide invaluable assistance, their involvement is temporary by nature, as they move on to complete their own academic goals. Given the scale of enrollment, the number of course sections, and the ongoing need for sustained bilingual instructional support, a Teaching Aide position is essential in addition to the full-time Teacher Assistant. This role would provide year-round stability, ensure continuity during staff transitions, and allow the department to meet the growing demand for bilingual CHDV instruction with consistent, high-quality support for students and faculty.

Salary Grade

32.5

Number of Months per Year

10

Number of Hours per Week

19

Salary Amount

13,000

Program Technician - Enrollment Services (Bilingual Spansih/English)

Locations

Ridgecrest/IWV

Justification

Cerro Coso Community College's Career Technical Education (CTE) Division is expanding access and equity for Spanish-speaking students through the development of bilingual Certificates of Achievement (COAs). Beginning Fall 2025, the Child Development (CHDV) program will offer the Associate Teacher and Teacher COAs entirely in Spanish, with additional bilingual offerings planned in Allied Health and Business by 2026.

This expansion has led to an unprecedented increase in bilingual student enrollment and a growing demand for guided support throughout the application, onboarding, and registration process. Historically, these students have relied on temporary or part-time classified support to navigate enrollment barriers. As participation continues to rise, a permanent classified position is essential to sustain and grow this success.

The Program Technician – Enrollment Services (Bilingual English/ Spanish) position will provide consistent, student-centered support for bilingual learners, ensuring equitable access to academic and workforce pathways within the CTE Division.

Strategic Alignment

This request directly supports Cerro Coso's 2025–2030 Strategic Plan, Goal 2: "Cultivate the College's Hispanic Serving Institution (HSI) Identity and Engage Other Underserved Populations."

It also advances:

- **Goal 1 – Improve Persistence:** Through guided onboarding and enrollment assistance that promotes term-to-term retention.
- **Goal 4 – Innovate Instructional Offerings:** By supporting new bilingual program structures designed to meet community and workforce needs.

Supporting Facts and Data

- **Enrollment Growth:** Spanish-language CHDV courses launching Fall 2025 already have 175 enrolled students, signaling strong demand.
- **Program Expansion:** At least two additional CTE programs will introduce bilingual COAs in the coming year.
- **Sustainability:** Temporary staffing has been used for the past several semesters, but it is not a long-term solution.
- **Community Partnerships:** CHDV collaborates with County Offices of Education and agencies such as COMPASS Family Services, serving closed cohorts that require individualized onboarding and enrollment support.

Impact on Department and Division Operations

- Provides dedicated bilingual support to enhance equitable access and student success.
- Improves operational efficiency across CTE, Admissions, and Student Services.
- Strengthens retention and completion rates for Hispanic and Spanish-speaking students.
- Supports alignment with Perkins and Strong Workforce equity initiatives.

Summary Statement

Establishing a Program Technician – Enrollment Services (Bilingual English/Spanish) position will ensure consistent, culturally responsive support for Spanish-speaking CTE students. This role is essential to sustaining enrollment growth, advancing equity, and realizing Cerro Coso's mission as an Hispanic-Serving Institution.

We are requesting that serious consideration be given to this position, officially requested in the Enrollment and Retention Section Plan.

Salary Grade

Number of Months per Year

12

Number of Hours per Week

40

Salary Amount

A&R Technician II (Bilingual English/Spanish)

Locations

Ridgecrest/IWV, EKC Tehachapi

Justification
Justification

The Admissions & Records (A&R) Technician II – Bilingual English/ Spanish position is critical to supporting the rapid expansion of Spanish-language programs within the Career Technical Education (CTE) Division. The Child Development (CHDV) program has launched the Associate Teacher and Teacher COAs in Spanish, serving over 175 students in Fall 2025 alone. Additional CTE programs, including Allied Health and Business, are preparing to introduce Spanish-language COAs in the coming year.

These new cohorts require intensive, hands-on support through the admissions and registration process, particularly for students who may be first-generation college attendees or English language learners. In addition, CHDV and other CTE programs regularly partner with County Offices of Education and community agencies to create closed or contract-based cohorts, requiring manual enrollment by A&R staff.

A permanent bilingual A&R Technician II is essential to manage these specialized enrollments, maintain compliance, and provide equitable service to all students.

Strategic Alignment

This request directly advances Goal 2 of the 2025–2030 Strategic Plan: "Cultivate the College's HSI Identity and Engage Other Underserved Populations."

It also supports:

- **Goal 1 – Improve Persistence and Retention:** Ensures students receive proactive, accessible enrollment assistance.
- **Goal 4 – Innovate Instructional Offerings:** Facilitates implementation of bilingual programs and closed cohorts.

Supporting Facts and Data

- 175 Spanish-language CHDV students enrolled for Fall 2025.
- Two additional CTE programs preparing to launch bilingual COAs.
- Ongoing need for manual enrollment for closed cohorts in collaboration with regional education partners.
- Previous reliance on temporary staffing, which has proven unsustainable for scaling student services.

Impact on Department and Division Operations

- Increases institutional efficiency and accuracy in student enrollment.
- Improves equity and access for Hispanic and Spanish-speaking populations.
- Enhances collaboration between CTE, A&R, and community partners.
- Supports compliance with state and federal reporting for equity and workforce outcomes.

Summary Statement

Establishing a Bilingual Admissions & Records Technician II position will ensure equitable enrollment support for the college's rapidly expanding bilingual programs. This role is critical to upholding Cerro Coso's HSI commitments and sustaining long-term student success and institutional growth.

We are requesting serious consideration be given to this position, officially requested in the Admissions and Records Plan.

Salary Grade

Number of Months per Year

12

Number of Hours per Week

40

Salary Amount

Career Center Personnel Request – Program Coordinator (COF) and Program Manager (COF)

Locations

Ridgecrest/IWV

Justification

Cerro Coso Community College's Career Center remains significantly understaffed and unable to provide the full scope of career readiness, work-based learning, and job placement services needed to support our Career Technical Education (CTE) programs and students. This ongoing gap in personnel directly impacts both student outcomes and institutional accountability for state and federal funding metrics tied to Perkins and Strong Workforce Programs (SWP).

The Career Center plays a vital role in student employability by facilitating job skills development, employer engagement, and student worker onboarding—functions that directly contribute to persistence, completion, and job placement. Currently, the intake and onboarding of student workers—a core operational task supporting multiple administrative units—has been absorbed by classified staff within the Office of Instruction. This temporary solution is unsustainable and limits institutional efficiency.

Following the retirement of the former Job Development Specialist, the Office of Instruction conducted two unsuccessful recruitments to refill the position under the previous structure. Historically, the Career Center operated with a single classified employee, which proved insufficient to manage the full range of student support, employer coordination, and compliance responsibilities. This model is no longer viable given the scale of CTE growth and state reporting requirements.

To effectively meet institutional and grant expectations, as well as better serve our students and local workforce, the Career Technical Education division recommends restructuring the Career Center to include two dedicated positions:

1. Program Coordinator (Career Services) – COF
2. Program Manager (Career Services) – COF

These positions will jointly oversee the planning, coordination, and implementation of comprehensive career services, ensuring operational continuity, compliance, and expansion of student employment pathways.

Justification and Strategic Alignment

As part of the accountability for Perkins and Strong Workforce categorical funding, Cerro Coso must report annually on the following metrics:

- Student employment rates (Perkins)
- Percentage of students employed in their field of study (SWP)
- Median annual earnings (SWP)
- Students who attain a living wage after completion (SWP)
- Students employed in the 2nd fiscal quarter after completion (SWP/Perkins)

In addition, attainment of the regional living wage is a key performance indicator within the Student-Centered Funding Formula (SCFF). Without adequate staffing, the college cannot fully meet these reporting and compliance requirements or scale the initiatives that drive these metrics.

The proposed Program Coordinator (Career Services) position will focus on operational, student-facing activities, including:

- Coordinating student worker onboarding and employment documentation in partnership with Human Resources
- Developing and hosting career readiness workshops (résumé building, interview skills, soft skills, professionalism)
- Managing employer postings and student engagement within the Job Speaker platform
- Supporting work experience, internship, and apprenticeship compliance and documentation
- Maintaining communication and marketing efforts to increase participation in career events and job opportunities

The Program Manager (Career Services) position will provide administrative oversight, employer partnership development, and integration with CTE advisory boards, ensuring alignment with regional labor market trends and workforce needs.

Institutional Impact

Establishing these two positions will:

- Improve institutional efficiency by removing the administrative burden from instructional support staff.

- Increase compliance and performance in federal and state workforce funding metrics.
- Enhance employer engagement and student employment outcomes across all CTE pathways.
- Expand the college's capacity for outreach, internship coordination, and job placement.
- Strengthen partnerships with local industries and regional workforce development agencies.

Allocating the necessary professional support staff to the Career Center will enable Cerro Coso to achieve its dual mission: advancing equitable access to education and preparing students for meaningful, sustainable employment in the regional economy.

Salary Grade

Number of Months per Year

Number of Hours per Week

Salary Amount

Child Development AUP Budget Request Worksheet for FY27

Fund	Org Description	Account Description	Program Description	Activity	Location	2025 Adopted Budget	2025 Actual Expenses	2026 Adopted Budget	2027 Request	Notes	Increase?	In planning document	Data?	Relevance?	Operational Efficiency?
														If requesting increase of %5 or more	
GU001	Child Dev Instructnl Dep	Acad Emp - Non-Inst Non Cont	Instrnl Support/Academic Admin		CT	$ -	$ 38.75								
GU001	Child Dev Instructnl Dep	Non-Inst Supplies & Materials	Child Dev/Early Care & Education		CI	$ 250.00	$ 104.40	$ 400.00	$ 700.00		no	AUP			