**ACADEMIC PROGRAM EVALUATION – CHILD DEVELOPMENT/EARLY CHILDHOOD DEVELOPMENT**

**DIVISION – EWD**

**DEPARTMENT – CDEV**

**CHILD DEVELOPMENT COURSES**

****

**OVERALL PROGRAM COMPLETION**

|  |
| --- |
|  **Note: Fall 2011 Child Development/Early Childhood Development separated**  **into two programs:**1. Early ChIldhood Development (for Transfer)
2. 2. Child Development
 |

|  |  |
| --- | --- |
| Number of certificates completedBetween Fall 2009 and Spring 2012 | Number of Associate Degrees CompletedBetween Fall 2009 and Spring 2012 |
|   28 | 26 |

**CHILD DEVELOPMENT COURSES - A.A DEGREE & ASSOCIATES**

|  |  |
| --- | --- |
| **Associate Degree –** Required Courses: CDEV 100, 101, 102, 103, CDEV/PSY 104, CDEV 105, 106, 107, 200Select four to five units from: CDEV 120, 121, 122, 123, 124, 125 | **Associate Degree –** Required Courses: CDEV 100, 101, 102, 103, CDEV/PSY 104, CDEV 105, 106, 107, 200Select four to five units from: CDEV 120, 121, 122, 123, 124, 125  |

**Specialization Certificates**

\*\* Complete Major Requirements

1. Child Development Administration Specialization Required Courses: CDEV 210, 211, 212
2. Child Development Infant/Toddler Specialization Required Courses: CDEV 220, 221
3. Child Development School-Age Specialization Certificate Required Courses: CDEV 230, 231

**CHILD DEVELOPMENT COURSES – ENROLLMENT, FILL RATES & WAIT LISTS**



**CHILD DEVELOPMENT COURSES – PRODUCTIVITY (FTES/FTEF)**



**CHILD DEVELOPMENT COURSES – COMPLETION AND SUCCESS RATES**



|  |
| --- |
| **Recent Enrollment Demand:** High \_\_\_\_X\_\_\_\_\_ Medium \_\_\_\_\_\_\_\_\_ Low \_\_\_\_\_\_\_\_\_\_\_ |
| **Projection for Future Demand :** Growing \_\_\_\_\_\_\_\_\_ Stable \_\_X\_\_\_\_\_\_\_\_ Declining \_\_\_\_\_\_\_\_\_\_\_\_ |
| **Opportunity Analysis:** (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)Over the past several decades, research has clearly demonstrated the importance of early care and education with high quality early childhood programs and services that contribute to young children’s cognitive, physical, and social-emotional development. These types of services not only benefit the children and families served, but also have economic benefits for society as a whole. The Federal Government and the State recognize the research and benefits. The Federal Government has moved to improve the educational requirements of federally funded programs. Head start programs are requiring teachers to have their BA by 2014. In the State of the Union speech before Congress the president proposed universal pre-school as one of his primary initiatives.   The President touted the benefits of early childhood education and called for the expansion of high quality preschool programs across the nation**.**  The State of California is currently holding meetings regarding a credential for anyone working with children preschool through 8. California has also developed Transitional Kindergarten which began this year. Each of the above will mean more education for those working with young children. To meet this demand the Child, Family and Consumer Science Department at Imperial Valley College plans to create several on-line courses and maintain the offering of face to face courses in order for students to complete the program in a timely manner. **New Curriculum development and alternative delivery mechanisms:**We plan to create distance education courses for Principles, and Practices CDEV100, Health, Safety and Nutrition CDEV101, and Child, Family, and Community CDEV104 by Spring 2014. Waiting for the campus template for On-line courses. We also plan to offer our 3 Administration courses on-line, but will wait until CAP has completed their project. The Curriculum Alignment Project team has been contracted to complete 7 courses for the Department of Education Child Development. The courses will include 3 administration courses, 2 infant/toddler courses, and 2 special needs courses. After the completion of these courses by CAP we will add a specialization in Special Needs Early Childhood and align with the community college system.**Successes:** In 2009, Imperial Valley College Child, Family and Consumer Science Department became the 2nd community college in California to become aligned.In 2011, Imperial Valley College Child, Family and Consumer Science Department completed and received approval of their C-ID courses and TMC for their Early Childhood Education Degree.Through a contract with the Child Development Training Consortium the Imperial Valley College Child, Family and Consumer Science Department, Child Development Program have been able to offer child development students who pass courses with grades of “C” or better stipends.

|  |  |
| --- | --- |
| **Stipends** |  |
| **Semester** | **# of Students** | **# of Units** | **Total Stipends** |
| Fall 2012 | 27 | 222.5 | $3504.38 |
| Spring 2012 | 36 | 321.5 | $4488.00 |
| Fall 2011 | 38 | 339 | $5593.50 |
| Spring 2011 | 38 | 301 | $3146.00 |
| Fall 2010 | 46 | 381 | $3375.00 |
| Spring 2010 | 32 | 264.5 | $2670.00 |
| Fall 2009 | 30 | 250 | $2688.00 |

**Demonstration Lab Preschool and Infant/Toddler Center:**An important component in the Imperial Valley College Child, Family and Consumer Science- Child Development Department is the lab schools. Imperial Valley College holds a Preschool contract with the State of California and a General Childcare contract. The Preschool has 2 classrooms and the Infant /Toddler program has 3 classrooms. The mission of the Child Development Laboratory Preschool and Infant/Toddler Center is to provide students with hands on experience working with and observing children while serving as model early childhood programs for young children and their families.

|  |  |  |
| --- | --- | --- |
| **Preschool Lab Usage** | **Fall** | **2012** |
| **Course or Program** | **# of students** | **Hours** |
| CDEV100 | 21 | 63 |
| CDEV105 | 19 | 116 |
| CDEV106 | 5 | 26 |
| CDEV200 | 5 | 800 |
| Political Science PS102 | 31 | 434 |
| Behavioral Science SW220 | 2 | 30 |

|  |  |  |
| --- | --- | --- |
| **Preschool Lab Usage** | **Spring** | **2012** |
| **Course or Program** | **# of students** | **Hours** |
| CDEV100 | 39 | 117 |
| CDEV104 | 5 | 15 |
| CDEV105 | 17 | 85 |
| CDEV200 | 12 | 1920 |
| Political Science PS 102 | 37 | 555 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Preschool Lab Usage** | **Fall** | **2011** |
| **Course or Program** | **# of students** | **Hours** |
| CDEV100 | 53 | 159 |
| CDEV105 | 21 | 105 |
| CDEV200 | 11 | 1760 |
| Political Science | 56 | 840 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Preschool Lab Usage** | **Spring** | **2011** |
| **Course or Program** | **# of students** | **Hours** |
| CDEV100 | 59 | 177 |
| CDEV105 | 23 | 115 |
| CDEV221 | 28 | 28 |
|  |  |  |
| Not all students were required to sign in. | At this time we only tracked those who’s instructors | required proof. |

 |
| **Summary of Program “Health” Evaluation:** (Including consideration of size, score, productivity and quality of outcomes)The enrollment and fill rate for all offered courses in the Child Development program are very high (high 90’s to above 100%) and illustrate the demand for the courses.The completion rate from Fall 2009-Spring 2012 are in the mid to high 80’s. From Fall2009 to Spring 2012 Imperial Valley College CFCS has issued **28 certificates** and **26 degrees**. These numbers do not give a true picture of the program. Many of our students do not apply for certificates or degrees; they instead apply for permits at various levels. The chart below provides the numbers of permits applied for through the Child, Family, and Consumer Science office. It does not include the number of permits applied for through the County Office of Education which would be the largest of the programs. Students applying through both offices go via the courses at Imperial Valley College in order to obtain the permit. Also, assistants, associate teachers, teachers, site supervisors, and directors must show professional growth in the way of coursework or workshops to renew their permit. Associate teachers and assistants must show coursework and move up. Any permit holder wishing to move to next level must show coursework.

|  |
| --- |
| **Child Development Permits Submitted by CFCS through CDTC** |
| **Year** | **Assistant Permit** | **Associate Teacher** | **Teacher Permit** | **Master Teacher** | **Site Supervisor** | **Program Director** |
| **09-10** | **26** | **10** | **13** | **0** | **1** | **0** |
| **10-11** | **1** | **3** | **4** | **0** | **0** | **0** |
| **11-12** | **3** | **10** | **13** | **0** | **1** | **0** |

 |

**Student Learning Outcomes and Program Learning Outcomes**

**Student Learning Outcomes Assessment –completion**

|  |  |
| --- | --- |
| **CDEV100**  | **Principles and Practices** |
| **SLO1** | **SLO2** | **SLO3** |  | **Comment** |
| Fall 2010 |  | Fall 2010 |  |  |
| Spring 2011 | Spring 2011 | Spring 2011 |  |  |
| Fall 2012 |  | Fall2012 |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV101**  | **Health Safety and Nutrition** |
| **SLO1** | **SLO2** | **SLO3** |  | **Comment** |
| Fall 2011 | Fall 2011 | Fall2011 |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV102** | **First Aid and CPR** |
| **SLO1** | **SLO2** | **SLO3** |  | **Comment** |
| Fall 2012 | Fall 2012 | Fall 2012 |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV103** | **Child, Family and Community** |
| **SLO1** | **SLO2** | **SLO3** | **SLO4** | **Comment** |
| Fall 2011 | Fall 2011 | Fall 2011 | Fall 2011 |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **CDEV104** |  | **Child Growth and Development** |
| **SLO1** | **SLO2** | **SLO3** | **SLO4** | **SLO5** | **SLO6** | **SLO7** |
| Fall 2010 | Fall 2010 | Fall 2010 | Fall 2010 | Fall 2010 | Fall 2010 |  |
| Fall 2011 | Fall 2011 | Fall 2011 | Fall 2011 | Fall 2011 |  |  |
|  | Spring 2011 | Spring 2011 | Spring 2011 | Spring 2011 | Spring 2011 | Spring 2011 |
|  | Fall 2012 |  | Fall 2012 | Fall 2012 | Fall 2012 |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV105** | **Introduction to Curriculum** |
| **SLO1** | **SLO2** | **SLO3** | **SLO4** | **Comment** |
| Fall 2012 | Fall 2012 | Fall 2012 |  |  |
| Fall 2011 |  | Fall2011 | Fall2011 |  |
| Spring 2012 | Spring 2012 |  | Spring 2012 |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV106** | **Observation and Assessment** |
| **SLO1** | **SLO2** | **SLO3** | **SLO4** | **Comment** |
| Fall2010 | Fall2010 | Fall2010 | Fall2010 |  |
| Spring 2011 | Spring2011 | Spring2011 | Spring 2011 |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV107** | **Teaching in a Diverse Society** |
| **SLO1** | **SLO2** | **SLO3** |  |  |
| Fall 2010 | Fall 2010 |  |  |  |
| Spring 2011 |  | Spring 2011 |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **CDEV120** | **Language and Literature for Young Children** |
| **SLO1** | **SLO2** |  |  | **Comment** |
| Spring 2011 | Spring 2011 |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV121** | **Art for Young Children** |
| **SLO1** | **SLO2** | **SLO3** |  | **Comment** |
| Spring 2012  | Spring2012 | Spring 2012 |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV122** | **Science and Math for Young Children** |
| **SLO1** | **SLO2** |  |  | **Comment** |
| Fall 2012 |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **CDEV123** | **Music and Movement for Young Children** |
| **SLO1** | **SLO2** |  |  | **Comment** |
| Fall 2012 | Fall 2012 |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **CDEV124** | **Creative Cooking for Young Children** |
| **SLO1** | **SLo2** |  |  | **Comment** |
| Spring 2010 | Spring 2010 |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV125** | **Multilingual and Multicultural Curriculum for YC** |
| **SLO1** | **SLO2** |  |  | **Comment** |
|  |  |  |  | Not offered |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **CDEV200** | **Practicum-Field Experience** |
| **SLO1** | **SLO2** | **SLO3** | **SLO4** | **SLO5** |
| Fall 2010 | Fall 2010 | Fall 2010 | Fall 2010 |  |
| Fall 2011 | Fall 2011 | Fall 2011 | Fall 2011 | Fall 2011 |
| Spring 2012 | Spring 2012 | Spring 2012 | Spring 2012 | Spring 2012 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Administration Specialization**

|  |  |
| --- | --- |
| **CDEV210** | **Administration and Supervision** |
| **SLO1** | **SLO2** | **SLO3** |  | **Comment** |
| Fall 2009 | Fall 2009 | Fall 2009 |  | Has not been offered since |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV211** | **Advanced Management Functions** |
| **SLO1** | **SLO2** | **SLO3** |  | **Comment** |
|  | Summer 2010 | Summer 2010 |  | Has not been offered since |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV212** | **Adult Supervision in Child Dev** |
| **SLO1** | **SLO2** | **SLO3** |  | **Comment** |
|  |  |  |  | Not offered |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Infant/Toddler Specialization**

|  |  |
| --- | --- |
| **CDEV220** | **Infant/Toddler Development** |
| **SLO1** | **SLO2** | **SLO3** |  | **Comment** |
|  |  |  |  | Not offered |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **CDEV221** | **Infant/Toddler Curriculum** |
| **SLO1** | **SLO2** | **SLO3** |  | **Comment** |
| Spring 2011 | Spring 2011 | Spring 2011 |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**School Age Specialization**

|  |  |
| --- | --- |
| **CDEV230** | **School Age Development** |
| **SLO1** | **SLO2** |  |  | **Comment** |
| Fall 2010 | Fall 2010 |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **CDEV231** | **School Age Curriculum** |
| **SLO1** | **SLO2** |  |  | **Comment** |
|  |  |  |  | Not offered |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Program Learning Outcomes Assessment**

The Imperial Valley College Child, Family and Consumer Sciences Department built our Program Outcomes around six areas based on the National Association for the Education of Young Children standards for Early Childhood Professional Preparation programs. The goal is to provide of our students with the most professional preparation possible in order to enter the early childhood workforce, as well as provide continuing education for professional growth and career advancement.

**Program Learning Outcomes Child Development AS Degree and AS-T Degree**

**1. Exhibit grounding in a child development knowledge base.**

A. Knowledge and understanding of young children’s characteristics and needs**.**

B. Knowledge and understanding of the multiple influences on early development and learning.

C. Using developmental knowledge to create healthy, respectful, supportive, and challenging

 learning environments for young children.

D. Knowledge of various theoretical perspectives on development from conception through

 adolescences.

**2. Demonstrate knowledge in building relationships with children, family and**

 **community**

A. Knowledge, understanding and value of diverse family and community characteristics.

B. Possess knowledge and skills to support and engage families and communities through

 respectful, reciprocal relationships.

C. Developing strategies to involve families and communities in young children’s development

 and learning.

**3. Observe, document, and assess to support young children and families.**

A. Understanding the goals, benefits, and uses of assessment – including its use in development

 of appropriate goals, curriculum, and teaching strategies for young children.

B. Knowledge of and using observation, documentation, and other appropriate assessment

 tools and approaches, including the use of *technology* in documentation, assessment and

 data collection.

C. Understanding and practicing responsible assessment to promote positive outcomes for each

 child, including the use of assistive *technology* for children with disabilities.

D. Knowledge of effective assessment which requires collaboration with families and with

 professional colleagues to build effective learning environments.

**4. Demonstrate developmentally effective approaches to create positive relationships and**

 **supportive interactions as the foundation in working with children and families from**

 **diverse societies.**

A. Understanding that relationships and supportive interactions are the foundation of their

 work with children.

B. Knowledge and understanding of effective teaching strategies and tools for early learning.

C. Knowledge of and ability to use a variety of developmentally appropriate teaching and

 learning approaches.

D. Reflect and evaluate the impact of their personal experiences on their practices to promote

 positive outcomes for children and teaching effectiveness.

**5. Use content knowledge to build meaningful curriculum**

A. Understanding what content knowledge is important and why it is important to build

 curriculum

B. Knowledge of central concepts, inquiry tools and structure of content areas needed to

 provide appropriate environments that support learning.

C. Design and implement challenging curricula for each child.

**6. Demonstrate Professionalism**

A. Demonstrate an understanding of ethical standards.

B**.** Demonstrating skills as a developing professional in the field of early childhood.

C. Integrating knowledgeable, reflective and critical perspectives on early childhood education.

D. Promoting child development and learning.

**Assessment Tool**

**Child Development AS and Transfer Degree- Portfolio**

The portfolio is a purposeful collection of students’ work that illustrates efforts, progress and achievement.

The portfolio provides a richer picture of student performance. It assesses the individual student, the course, and the program.

The portfolio is an organized, goal driven, and performance based collection of evidence that indicates the attainment of the knowledge, skills and attitude of an early childhood educator.

The portfolio allows students to record, interpret, and evaluate his/her own learning. It provides opportunities to model professionalism through grades earned, personal resume, and certificates or awards earned.

**Success Rate of Program Learning Outcomes**

**Child Development AS and Transfer Degree**

 100% of the students presenting their portfolio have succeeded in meeting all program outcomes.

 The portfolio has given the instructors in the program the opportunity to hear from the students concerning improvements and suggestions they may have.

The faculty is currently working on a new power point that will be shown to students in CDEV100 and again In CDEV105. This will assure students are ready.

**Program Learning Outcomes Certificate Programs**

**CHILD DEVELOPMENT ADMINISTRATION SPECIALIZATION**

The Administration Specialization Certificate is a certificate demonstrating a completion of specialized course work above the major in the area of Administration. This specialization certificate will prepare students to supervise and manage early childhood programs.

Major + 9 units

**Outcome #1: Ability to prioritize, organize and manage the logistics of an early Care and Education program including; staff training, evaluation, budget, and community relations.**

**Method of Assessment:**

Create a budget for a specified program – Administration 1

 Develop and present a parent or staff training – Administration 2

 Evaluate and create a staff evaluation – Adult Supervision

 Est. Completion Date: Spring of the year all Administration courses are offered

**Outcome #2:** **Supervise staff, assistants, aids, and teachers in an early care and education setting.**

**Method of Assessment:**

Examine and complete peer coaching assignment – Administration 2 or Adult Supervision

Est. Completion Date: Spring of the year all Administration courses are offered

**Outcome #3:** **Create a developmentally appropriate learning environment for children in an early care and education setting.**

**Method of Assessment:**

Students analyze developmentally appropriate environment models then design and present learning center plans for an early childhood setting**.** Administration1

Est. Completion Date: Spring of the year all Administration courses are offered

**CHILD DEVELOPMENT INFANT/TODDLER SPECIALIZATION**

The Infant/Toddler Specialization a certificate demonstrating completion of specialized coursework in working with infants and toddlers. This certificate program meets the requirements needed for anyone working in Title V Infant programs. It also meets the Master Teacher requirements.

**Outcome#1: Recognize the importance of infancy as a unique time in children’s development that requires specialized developmentally appropriate activities, routines, interventions, and guidance.**

**Method of Assessment:**

Observation

 Infant/toddler Activity and environment Binder

**Outcome #2: Distinguish the unique needs of children less than three years old from older children in areas of health, safety and environment design, curriculum, and social emotional development.**

**Method of Assessment:**

Infant/Toddler Environmental Plan

**Outcome #3: Understands the importance of establishing positive child, family, and provider relationships.**

**Method of Assessment:**

Family Communication Plan

**CHILD DEVELOPMENT SCHOOL-AGE SPECIALIZATION**

**Outcome#1: Recognize the importance of development during the school-age years.**

**Method of Assessment:**

School-age Presentation

**Out**c**ome#2: Distinguish the unique needs of school-age children in afterschool programs in regards to health, safety, environmental** **design, and curriculum.**

**Method of Assessment:**

School-Age activity plans

**Success Rate of Program Learning Outcomes Certificate Programs**

**CHILD DEVELOPMENT ADMINISTRATION SPECIALIZATION**

The Program outcomes for Administration have just recently been developed. The courses have not been offered since their development due to budget constraints.

To improve this we plan to develop on line courses for the Administration Specialization. Currently the Department of Education has given a grant to CAP to design 3 Administration courses, 2 Infant/Toddler courses, and 2 Special Needs courses. We will probably wait to see what they will require on those courses before developing our online courses.

**CHILD DEVELOPMENT INFANT/TODDLER SPECIALIZATION**

The Program outcomes for Infant/toddler have just recently been developed. The courses have not been offered since their development due to budget constraints.

 **CHILD DEVELOPMENT SCHOOL-AGE SPECIALIZATION**

The Program outcomes for School-Age have just recently been developed. The courses have not been offered since their development due to budget constraints.

**Future Goals of Program**

Move some courses on line.

Increase our staff in lab schools.

Move our secretarial position back to full time.

Constantly offer the specialization programs to provide students ability to work in those areas.

Upon completion of the CAP Expansion; bring our course work in alignment, add early childhood specialization program, and align.

**Resource requests from annual program review**

**Staff**

**Additional Full time Staff Secretary II**

Due to the many contracts we hold and the amount of students that participate in our various programs the Department needs 2 full time secretaries. Currently one of the secretaries was moved to part time because the District pulled the funds supporting 50% of the full time position. The District needs to fund the position.

**Preschool Teachers**

Replace the two teacher positions and 50% of all Preschool and Infant/Toddler teachers be paid for by District

As illustrated by the chart showing the numbers of students using the Preschool and Infant/Toddler centers a portion of the teacher salaries should be paid by the district. We have had to cut staff because of budget cuts making it more difficult to assist students.

**Technology**

**On-line Course Assistance**

CFCS would like to move some of our courses on line. We would like assistance in doing so.

**Webpage**

The Department provides a great deal of resources and information to our students we would like our webpage to have links to them. We would like to have assistance with our webpage.

**Facilities**

**Classrooms**

The Department does not currently have a dedicated classroom. We would like to have two classrooms that are specific to Child Development so that we can leave our equipment and materials in the classroom and set the environment up to illustrate developmentally appropriate design, work, and materials. We would ask that one of the classrooms have a sink.

**Professional Development**

**Professional Development**

We would like to assure our faculty stays up with the latest trends and information in the field. We have been using Cal Perkins funds to assure this happens and would hope that that would continue and if those funds are not available then other District funds become available to do so.