CLASSIFIED STAFF NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:	**Kathy Adams**
Program or Service Area:	**Child Development**
Division:	**SS, HD and Kin**
Date of Last Program Efficacy:	**Spring 2015**
What rating was given?	**Continuation**
Current Number of Classified Staff:	FT: PT: **X**
Position Requested:	**1 Part-Time Professional Expert/ Training Specialist**
Strategic Initiatives Addressed: (See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)	Access and Student Success

Replacement ☐   Growth ✗

If you checked replacement, when was the position vacated? _____

1. **Provide a rationale for your request. (Explain, in detail, the need for this position.)**

The Child Development Department (CDD) needs a Professional Expert/ Training Specialist to help enhance existing programs and increase enrollments. Currently, the CDD does not have good data regarding wages for higher paying positions and a professional expert could gather the data for the CDD to help student complete programs to earn better wages. CDD and Education has a clear pathway and there are higher paying positions in the field of CD/ECE such as school district and State preschool teachers, infant/toddler specialists and home visitors, early intervention home visitors, site supervisors, and CD program directors. Students with CD AA degrees are easily employed and move on to earn BA degrees and higher paying positions in a variety of career paths including Head Start Teachers, CD Managers and K-8 teachers. The Professional Expert/ training specialist could track student employment and transfer and provide this data to the CDD. The CD Professional Expert could help build a bridge from high school to our college by improving outreach and duel enrollment and making the transfer pathway smoother. Creating internship opportunities for the various CD certificate programs, including the Early Intervention and Inclusion Program and the Education internship courses are other ways the Professional Expert is needed. The specialist could help increase partnerships with employers in the field. The CDD needs help to collect data related to student employment and transfer, careers and the wages, correct TOPS codes etc. New opportunities for growth in our field include the Transitional Kindergarten (TK) courses https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm offered for K-8 teachers needing ECE training when moving to TK classrooms. The professional expert could help with curriculum revisions, the Education TMC, Child and Adolescent TMC https://c-id.net/degreereview.html and the TK courses and updates with the Curriculum Alignment Project. Outreach for on-site training opportunities could be enhanced also.

2. **Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning.** (*Directly reference*

- **2,254 students** and **262.10 FTES** and **16.28** FTEF with **83** sections (EMP 2015-16).
- The new TK courses offerings will increase future enrollments. (EMP 2016)
- In a comparison of growing occupations by entry level Education in California for 2013-2015, Preschool Teachers were the **2nd largest in for the Associate Degree level**. (EDD Comparison of Growing Occupations by Entry Level Education in California, March 7, 2014) (CD Program Efficacy 2015 pages 7 & 8)
- Teacher's Aide positions are needed in our region annually 400-500 (COE 2015)
- Nationally, preschool teacher jobs are **projected to grow 17% from 2012-2022**. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Preschool Teachers, on the Internet at http://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm (visited *April 12, 2015*). (CD Program Efficacy 2015 pages 7 & 8))

3. **Indicate any additional information you want the committee to consider** *(for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.).*

- Keeping up with current CD curriculum and the **State CD Curriculum Alignment Project (CAP) has been a challenge** and **a classified staff person would help with this task**. We have 30 courses, 8 certificates, 3 degrees including an ECE AS-T. We would qualify for 2 more TMC's in Education (we need to bring back the Education program in order to do this) and an AA-T in Child and Adolescent Development which would articulate with CSUSB. Although our courses are all current, **there are still more CAP revisions to make**. We need more help with this process. (CD Efficacy 2015 page 25)
- CD Department maintains 2 **State contracts**: 1. **The CD Training Consortium** (CDTC - $20,000) which helps student reimburse students for tuition in order to earn CD Permits from the Commission on Teacher Credentialing. 2. **The California Early Childhood Mentor Program (CECMP -$20,000)** which includes a collaboration with Crafton Hills for off campus placements of students for Lab/ Practicum experiences and brings CD Directors together for monthly meetings. (CD Efficacy Page 34)
- There are no additional funds for professional experts or specialists in the contracts.
- The CDD has approximately **10 partnerships** which must be maintained for student success and employment connections. (CD program efficacy 2015 page 34)

4. **What are the consequences of not filling this position?**

- By not filling this position, we expect **student access and success will remain the same or decline**.
- We expect **fewer resources for students** as the CDD will not be able to maintain support services to students and outreach to new students. (Access and Success).
- **Curriculum revisions** with State CD CAP requirements **will be slow.**
- **Outreach and growth will be slow** as the CDD will not have the support it needs to reach out to new sites and programs (Access)
- **Collecting data will be slow or non-existent** and collecting data would be excellent for student success, access, transfer and employment.