

# COMPREHENSIVE PROGRAM REVIEW TEMPLATE

## I - MAIN

### Overview

Academic Year: 2025-2026

Originator: Claire Boss

Division: Division 50 - Career Technical Education

Department: Child Development & Educational Studies

## II - CO-CONTRIBUTORS

- 1) Pat Henrickson
- 2) Click or tap here to enter text.
- 3) Click or tap here to enter text.
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## III - PROGRAM MISSION AND ACCOMPLISHMENTS

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Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

**The Child Development & Educational Studies program offers a variety of day and evening courses to meet student needs. CDES faculty receives feedback from students regarding course times and formats that would be most beneficial.**

**CDES faculty reach out to community agencies and leaders to present current information on the field and to further educate students interested in education. The CDES program offers face-to-face and online (asynchronous) courses to engage all learners. CDES faculty share information on free professional development opportunities at community events, conferences, and workshops.**

**CDES provided a resource room (computers and printer) and materials for students at no cost, and book lending. \*The building will be under construction for Spring/Summer 2025, so the resource room won't be provided; however, laptops can still be shared.**

**CDES continues to fund fingerprinting /DOJ clearance for fieldwork/service- learning courses.**

**The Child Development and Educational Studies program is intentional in reaching out to local community agencies regarding job placement and transfer programs. The Child Development & Educational Studies programs participate in High Step, teaching Child Development/Psychology courses at local high schools.**

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After review

**In collaboration with the YMCA, the Child Development Center will reopen to support students and the community. The YMCA of Silicon Valley has received a \$1,749,800 grant from the County of Santa Clara through the Valley Health Foundation, made possible by the County's Childcare Expansion Grant Program.**

**The grant will support the renovation of the Gavilan College Child Development Center and the launch of the Early Learning Center. The County is funding the program utilizing American Rescue Plan Act funds, and the Valley Health Foundation administers the grant.**

3. Have the services or courses of your program changed over the past three years? Please explain (300 words or fewer).

**The CDES program has partnered with the SJB local child development agency. For the past 2 years, CDES has been offering courses to a cohort of teachers to increase the permit. The CDES program is also partnering with SCCOE to offer the Morgan Hill Unified SPED Apprenticeship. CDES is also partnering with San Benito High School to support the Hollister Educational Academy, which is providing a cohort of sophomores, juniors, and seniors with an A.A. and A.A. for transfer in Elementary Education and Early Childhood Education.**

**CDES continues to pay for fingerprinting for fieldwork/service-learning courses if required by the agencies. Course materials for CD30A, CD30B, and CD32 are provided to students at no cost. CDES provides textbooks for loan when needed.**

**The Child Development and Educational Studies Program still supports students with teacher permit workshops. Faculty are available and provide support in-person and online. Faculty have also shared information and training permit training to Gavilan College Counselors, who can now share information when needed.**

**CDES is a region for the California Early Childhood Mentor Teacher Program, Claire Boss, coordinator for Gavilan College. The program provides stipends to mentors who are certified through the State of California. Our mentors support our Gavilan College practicum students who must complete hours for field experience, as Gavilan College does not have a lab school. CDES has 5 certified mentor teachers.**

The CDES program sends flyers for semester courses to community agencies to further support enrollment numbers.

Unfortunately, the Future Educators Club is inactive due to a lack of participation. The President of the club and the Advisor continue to reach out to students with flyers and attend community events. We believe this is due to students' busy schedules. Recruitment meetings have been held online and in person in the child development building.

#### **IV - STUDENT AND PROGRAM OUTCOMES**

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##### **College Goal for Student Achievement**

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

**2022-2023-student success rate 64%**

**2023-2024- student success was 61%.**

**2024-2025-student success rate has increased from 64-66%.**

**2024-2025-overall success rate of the college is 73%.**

**There is an increase due to the courses offered and the format. We see an increase in students in online courses and offer online courses to meet student needs.**

**In comparison to the college, we continue to lack resources. The Child Development Lab and courses focused on Elementary Teacher Education. We have hired adjunct faculty to teach Elementary Teacher Education. Courses continue to be cancelled due to low enrollment, which means students are taking courses at other CCCs as there is a lack of predictability.**

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

- **2022-2023 persistence rate 68%**
- **2023-2024 persistence rate 61%**
- **2024-2025 persistence rate is 65%**

**The College average is 62%. CDES persistence rate is slightly higher than the college average.**

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

**CDES's overall persistence rate is 65% compared to Gavilan College is 62%. Faculty and counselors continue to support students' progress and ED Plans. Students are encouraged to check in with counselors each semester and to connect with faculty regarding education and career goals.**

**Students continue to enroll in child development courses. CDES continues to share course information with community agencies, encouraging those working in the field to take courses. There is a need for TK teachers to complete 24 units of CD courses. Offering courses to CD agencies in the community, like SJB, has also increased persistence. CDES has provided the CD core course during the summers, which has also increased student persistence in completing education goals.**

### **Success**

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

**Our goals continue to include offering more courses in person and online to support students' schedules. We plan to activate our Future Educators Club, which is currently inactive due to a lack of members. Reopening the Child Development Center in January 2027 is a goal. We plan to partner with our regional colleges to create a pathway for students interested in Elementary Education. We will continue to recruit local child development agencies and mentors to support students completing the practicum. We hope to apply for funding to support students' transportation needs for the practicum.**

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)
  - 2022-2023-students served 610
  - 2023-2024-students served 835
  - 2024-2025 students served 902
  - 2022-2023-student success rate 62%
  - 2023-2024 students' success rate 61%
  - 2024-2025-student success rate 66%

**There has been an increase in the success rate of our students. Compared to Gavilan College's overall success rate, which is at 73%, CDES is still low, but the increase is encouraging.**

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

**The program continues to support student success by providing additional resources: laptops and textbooks. Offering courses that support students' schedules both in person and online. Encouraging students to meet with counselors to complete their educational plans.**

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

**There is a demand for TK teachers, qualified teachers, which means that CDES must continue to provide courses that help TK teachers to complete qualifications (24 units). Online learning continues to be a trend, and offering online courses is essential to meet the demand. There is also a demand for elementary education teachers, as there continues to be a shortage. Currently, CDES is engaging with other CCCs to learn more about the ECE/EDU pathways. The CDES program is also partnering with SCCOE to offer Morgan Hill Unified the SPED Apprenticeship.**

## **V - EQUITY**

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**Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.**

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

**In terms of course success for Black, Latinx, and Filipinx students is still low. Though the success rate for Latinx students is still high, and this might be due to the demographics of Gilroy and Hollister, reflecting on the numbers is essential as we want our students to feel that they can complete their educational journey at Gavilan College.**

**The program's goal is to continue to be visible and transparent across the campus and the outside community, including high schools and community agencies. Information regarding Future Educators Club, CDES Events, program course information, and info sessions at high schools and community agencies might address the student equity gap.**

**Partnering with counselors with EOPS, sharing information regarding academic careers might help students create a personal education plan involving our department.**

**More courses offering Hyflex modality might support students, giving them options in terms of in-person and online formats. Offering more classes in person, especially during the day, could increase enrollment.**

**CDES is also reaching out to other local colleges to learn about their CD courses in Spanish. There has been a request for CD courses in Spanish, and partnering with ESL and Community Education and collaborating on how to make this happen is vital.**

**Hiring a diverse pool of adjunct faculty is also necessary to support equity. We want students to feel that they are represented at the college. More faculty training in trauma informed and Culturally Responsive, Anti-Racist Pedagogy would help with retention. CDES faculty have been engaged in training and workshops provided by the college.**

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

- **Fall 2022-success rate 66%**
- **Fall 2023-success rate 63%**
- **Fall 2024-success rate 67%**
- **Fall 2025-success rate 70%**

**The data highlights distance education in students' success rates. This could be due to more resources provided for students, OERs, and students' online resources, faculty teaching practices, and GOTT trainings.**

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3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the

classroom? (300 words or less)

**CDES is also reaching out to other local colleges to learn about their CD courses in Spanish. There has been a request for CD courses in Spanish and partnering with ESL and Community Education and collaborating on how to make this happen is vital.**

**Hiring a diverse pool of adjunct faculty is also necessary to support equity. We want students to feel that they are represented at the college. More faculty training in trauma informed and Culturally Responsive, Anti-Racist Pedagogy would help with retention. CDES faculty have been engaged in training and workshops provided by the college.**

*(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*  
**Click or tap here to enter text.**

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

**Hiring a diverse pool of faculty is essential. We have been reaching out to our community agencies and educators and encouraging them to apply to teaching positions.**

**There is a demand for TK teachers, qualified teachers, which means that CDES must continue to provide courses that help TK teachers to complete qualifications (24 units). Online learning continues to be a trend, and offering online courses is essential to meet this demand to create opportunities for the success of students who have historically been underserved. There is also a demand for elementary education teachers, as there continues to be a shortage. Currently, CDES is engaging with other CCCs to learn more about the ECE/EDU pathways. The CDES program is also partnering with SCCOE to offer Morgan Hill Unified the SPED Apprenticeship. Providing professional learning opportunities, free workshops, tours to colleges, and teacher panels are in discussion.**

**The Child Development Lab school is also another opportunity to support students as they gain hands-on experiences with children, families, and the community, which is also essential for employment opportunities.**

**Regularly meeting with community agencies, the Advisory committee, and the California Early Childhood Mentor Teacher Program.**

**Claire Boss has taken the role of co-catalyst with Willy Kwong for CCCECE to better understand trends and updates to support students and faculty at Gavilan College.**

## **VI - LEARNING AND AREA OUTCOME**

**Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?**

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? **YES**
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? **YES**
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? **YES**
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? **YES**
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

**We plan to keep working on aligning our SLOs and PLOs with all CDES courses and syllabi; work in progress.**

## **VII - OUTCOME ASSESSMENTS**

**Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?**

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

**Faculty review SLOs in their classes each semester as well as student success and make appropriate changes to the curriculum when needed. Faculty evaluate teaching practices and the content shared. Faculty have not had access to the system to track until recently. The goal is to continue reviewing SLOs as a program and document them in CurricUNET.**

**Click or tap here to enter text.**

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

**SLOs are created with PLOs and ILO standards. CDES SLO and PLO meet program standards, which align with Gavilan College institutional outcomes.**

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

**As a program, we need to increase the completion rate. CDES needs a Lab school to support the increase in practicum students. CDES is dependent on the community, which only gives a few options, especially as our numbers are increasing. A lab is required for a Child Development degree and transfer. The rates can increase with more support from leadership. Closing the Child Development Center was a disservice to our students and community, and we are excited to partner with the YMCA and provide the program again to support students and the community.**

## **VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS**

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

**There is interest in an Administration certificate course designed for the certificate, which will include both online/hybrid**

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

**A few CD courses are updated to be taught in Spanish, CD209 & CD219, to further support our students who would prefer courses in Spanish; however, collaboration with ESL and Community Education is needed for this to move forward. We hope to add courses focused on Trauma Informed Pedagogy. Again, faculty would need to be hired. Curriculum (CD15, CD16, CD17, & CD18) courses have been updated, and the plan is to start providing these courses.**

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

**Yes, classes are offered in an appropriate sequence so students can earn their degree and certificate. Many of our students complete their goals longer due to other duties and responsibilities. Courses are offered face-to-face and online. CDES collaborates with students to learn about what students need to be successful. Courses are offered off-site and at the Gavilan College Hollister campus.**

## **IX - PROGRAM AND RESOURCE ANALYSIS**

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator

positions in this program over the past three years. Focus on your individual program.

**Click Add Item to enter information for each year**

**Select Year 1: 2024-2025**

Number of Full Time Faculty: **2**

Number of Part Time Faculty: **8**

Number of Full Time Classified Professional: **0**

Number of Part Time Classified Professional or Student Worker: **0**

Number of Full Time Manager, Confidential or Administrator: **0**

Number of Part Time Manager, Confidential or Administrator: **0**

**Select Year 2: 2024-2025**

Number of Full Time Faculty: **2**

Number of Part Time Faculty: **8**

Number of Full Time Classified Professional: **0**

Number of Part Time Classified Professional or Student Worker: **0**

Number of Full Time Manager, Confidential or Administrator: **0**

Number of Part Time Manager, Confidential or Administrator: **0**

**Select Year 3: 2024-2025**

Number of Full Time Faculty: **2**

Number of Part Time Faculty: **8**

Number of Full Time Classified Professional: **0**

Number of Part Time Classified Professional or Student Worker: **0**

Number of Full Time Manager, Confidential or Administrator: **0**

Number of Part Time Manager, Confidential or Administrator: **0**

2. How have and will those with reassigned time, grant commitments and activity, projected retirements, and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)

**In the next 3 years, Pat Henrickson will retire. This will impact faculty workload, as there are only 2 full-time faculty members. Another full-time faculty member will need to be hired, as will a CDES Assistant, as the Child Development Center will also need support on the side of Gavilan College.**

3. Additional Comments:

**A full-time Elementary Education faculty member will be needed as we continue to support students interested in Tk, P-3 credential, and Pathways with subregions. CDES will need support with Elementary Education Apprenticeships/service-learning.**

## **X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY**

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. **For annual college budget request appropriations, reference your previous three-year plan and annual updates. Do this for the last three years.**

**Select Year 1: 2023-2024**

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 693

Total Allocation (Irrespective of Funding Source): 257, 615. 00

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☒

Other Funds: ☒

Total Spent (Irrespective of Funding Source): 445, 816. 20

**Select Year 2: 2024-2025**

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 729

Total Allocation (Irrespective of Funding Source): 276, 588.99

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☒

Total Spent (Irrespective of Funding Source): 517, 274.70

**Select Year 3: 2025-2026**

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 435

Total Allocation (Irrespective of Funding Source): 500, 381.38

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☒

Other Funds: ☒

Total Spent (Irrespective of Funding Source): 325,163.90

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

**Resources provided mentors for student teachers (CD30A & CD30B). Both courses are required for graduation and transfer. Resources included iPads needed for fieldwork courses. Materials for students to complete and implement assignments for fieldwork and curriculum courses. Resources from the Dept of Education, which are required for the CA permit and course completion. Resources for the book loan program.**

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

**Yes, the costs are in alignment with our budget, though more resources would better support our student teachers' placement in the community.**

## **XI - INTEGRATED PLANNING AND INITIATIVES**

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? (200 words or less)

**There is a demand for TK teachers, qualified teachers, which means that CDES must continue to provide courses that help TK teachers to complete qualifications (24 units). Online learning continues to be a trend, and offering online courses is essential to meet the demand. There is also a demand for elementary education teachers, as there continues to be a shortage. Currently, CDES is engaging with other CCCs to learn more about the ECE/EDU pathways. The CDES program is also partnering with SCCOE to offer Morgan Hill Unified the SPED Apprenticeship.**

## **XII - OTHER OPPORTUNITIES AND CHALLENGES**

1. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? (200 words or less)

**CDES will focus on the reopening of the child development center. We will need to partner with the agency, apply for grants to sustain the program, and hire employees. CDES will continue to partner with the Hollister Education Academy at San Benito High School. There is a demand for TK and Elementary Teachers. We will continue to offer courses to meet the demand, review current pathways, and engage in a plan with subregional partners. The program will continue to recruit mentor teachers to support practicum students in both early childhood and school-age classrooms.**

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? (300 words or less)

**CDES will continue providing online courses to students as long as there is a need. Students appreciate the Hyflex model, giving them choices to be online or in person, as well as online (asynchronous and synchronous). Resources like textbooks and laptop computers still support students in need. And incorporating OERs to lower the cost of textbooks.**

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? (300 words or less)

**We have community support and more teacher mentors working alongside students. However, there are still not enough placements for students to complete the practicum**

hours needed for graduation and transfer. Another issue is canceling courses due to low enrollment, despite the need for graduation and transfer.

### XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

#### Copy and paste to Enter more than one Goal

- **Goal (*One Sentence Limit*):** Hire CDES Assistant
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):

**Ensure adequate support services are in place to help students enter and stay on their pathways. Meet with community early childhood programs to support the development of MOUs and the practicum onboarding process. To help with the partnership in the reopening of the Child Development Center. Build and strengthen partnerships with employers for mentoring, recruiting, and networking.**

- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results:

**Build and strengthen partnerships with employers for mentoring, recruiting, and networking. We are dependent on our child development agencies in the community for students to complete the requirements of a certificate. Degree, and Transfer.**

- Proposed Activity to Achieve Goal: **Hire FT CDES Program Assistant**
- Responsible Party (One Sentence limit): **Dean and Faculty**
- Timeline to Completion: Semester/Year: **Fall 2025**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):  
**CDES Assistant will be hired**

#### **XIV - RESOURCE REQUESTS**

*Copy and paste to add more than 1 requests*

**Request Name (short title): CDES Assistant**

1. Request amount: 45,000.00
2. Type of Request: Personnel
3. Alignment to Goal(s) in section XIII (*enter goal from above*): Degree and transfer completion.
4. Is this a one-time or ongoing expense? Ongoing
5. Category of Request -Personnel

**If Personnel is Selected in question 3, select from the following all that applies**

- Full-Time Faculty ☒
- Part-Time Faculty ☒
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☒
- Part-Time Classified Professional or Student Worker ☒
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☒

**If Non-Personnel is Selected in question 3 select from the following all that applies;**

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

6. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

**Which of the following best describes your requests?**

**Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership.**

7. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

**Ensure adequate support services are in place to help students enter and stay on their pathways. Meet the community early childhood programs to support the development of MOUs. And support students (CD30A & CD30B) with placement and requirements. Build and strengthen partnerships with employers for mentoring, recruiting, and networking. We are dependent on our child development agencies in the community for students to complete the requirements for a certificate, degree, and transfer.**

**Request Name (short title): Full-Time Elementary Education Instructor**

1. Request amount: 150,000
2. Type of Request: Personnel
3. Alignment to Goal(s) in section XIII (*enter goal from above*): Degree and transfer completion. Is this a one-time or ongoing expense? Ongoing
4. Category of Request -Personnel

**If Personnel is Selected in question 3, select from the following all that applies**

- Full-Time Faculty ☒
- Part-Time Faculty ☒
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☒
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☒

**If Non-Personnel is Selected in question 3 select from the following all that applies;**

- Instructional Equipment ☐
- Instructional Software ☐

- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

5. Provide a complete description, justification, or rationale for the requested amount.

Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

6. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position. Which of the following best describes your requests?*

**Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership.**

**Potential retirement of a full-time faculty member and the expansion of the CDE program with a lab school set up. We can dedicate ourselves to EDU programs and dual enrollments. You can add to it from your experiences.**

**Request Name (short title): Materials**

7. Request amount: 15,000.00
8. Type of Request: Personnel
9. Alignment to Goal(s) in section XIII (*enter goal from above*): Degree and transfer completion.
10. Is this a one-time or ongoing expense? Ongoing
11. Category of Request -Personnel

**If Personnel is Selected in question 3, select from the following all that applies**

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐

- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

**If Non-Personnel is Selected in question 3 select from the following all that applies;**

- Instructional Equipment ☒
- Instructional Software ☒
- Instructional Supplies, Materials and Textbooks ☒
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☒
- Professional or Contracted Services ☐
- Repairs and Maintenance ☒
- Other ☐

*12. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

**Which of the following best describes your requests?**

**Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership.**

13. Provide a complete description, justification, or rationale for the requested amount.

Describe how it aligns with the selected goal(s) and your responses to the above questions. (300 words)

**Materials needed for students completing practicum hours in the community, including iPads for documentation, as CD agencies do not allow students to use their phones, as we must follow confidentiality laws. Textbook for the book load program. Funds for conferences and workshops to keep faculty and students updated on current CD information and knowledge.**

**Mileage funds to attend internship sites. Claire Boss drives from San Jose to Salinas to weekly to observe students for CD30A&CD30B, as there is no lab on campus for students to complete hours.**

## **XV - ADDITIONAL QUESTIONS**

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

**Workshops and conferences are encouraged. Faculty are supported with distance education training and mentoring**

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify the request. Indicate how it would support the college's mission and college goals for success and completion.

**We need CDES assistance to further support our efforts with grants, student placements, community agency recruitment, and MOUs. There is a need for a full-time Elementary Education Faculty to help anchor elementary and high schools. We have a need for all the CDES students to either observe or practice within early childhood environments to meet the CA Teacher Competencies. We have placed students in dozens of off-site programs within our communities. We have developed MOUs with local programs, but our continued growth of CDES students surpasses the available community programs**

3. What, if anything, is your program doing to assist the district in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

**The CDES program continues to hire diverse faculty to reflect our students and community partners.**

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

**We have increased the number of mentors to support student teachers in the community. We are currently working with 12 mentors, 4 of whom are certified through the California Early Childhood Mentor Program. All program mentors meet monthly. Faculty share information on child development and growth, which strengthens mentors' skills and partnerships. The Future Educators Club has been a success even through the pandemic. Students participated in food drives, virtual conference events, and hosted educators from SJSU, CSUMB, and Pacific Oaks College. Students also participated in the graduation event in Spring 2022.**

5. Please share any recommendations for improvements in the Program Integrated Plan

and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. More time is essential in completing the Program Integrated Plan and Review Process. **Faculty workload hinders the ability to complete promptly. Again, more time should be given to complete as accuracy is essential for college.**

## **XVI - EXECUTIVE SUMMARY**

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

**We need to address our success rates with Black, Latinx, and Filipinx students. Discussions in the program are key to how we address the gap.**

**We plan to partner with ESL, Community Education, and counselors to discuss courses in Spanish in the future. Though courses are updated, we need to be sure we have faculty and students' support, services, and resources available for students to be successful in completing their educational goals.**

**Hiring a CDES Assistant to support the partnership with community agencies and MOUs is needed, as these processes take faculty away from other duties required on campus because of the time taken to complete tasks.**

**We are determined to reopen the Child Development Center to support student completions of the practicum courses, which is essential to degrees and transfers. A limited number of community placement sites controls the number of students able to complete CD30AB promptly.**

**Childcare is considered a basic need for students by the Chancellor's Office. Student teachers need more options if there are not enough child development agencies to meet the needs to complete the practicum. Our communities need more care for their children, especially for infants and toddlers. Students struggle to complete the required 108 hours. Therefore, completing hours during their breaks. With the support of the YMCA of Silicon Valley, Gavilan College will renovate the CDC building and establish a childcare center. CED team has been instrumental to identify SJB as our new CDE operator. This center will open in the fall of 2026 and provide much-needed childcare services for our students and staff.**

**Hiring a Full-Time Elementary Education Faculty to better support students, connect with community agencies, and UCs and CSUs. This would enable us to participate in the apprenticeship programs for both early childhood and elementary education.**

## **XVII - ATTACH FILES**

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.