|  |  |
| --- | --- |
| **Discipline: Child Development** | **Date 01/29/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.**  **Jenny Fererro, Diane Studinka, Laurel Anderson** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

|  |
| --- |
| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**   + Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**   + Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   Our 2013-14 enrollment was essentially unchanged from the previous year. Our enrollment load (census load) was lower, but that was due to increased number of seats available. Our WSCH was slightly lower than the previous year, but our FTEF was higher. We do not have any concerns about this data. In terms of course success rates, we do notice some changes- our success rates for distance ed are lower than for the college as a whole, while our day and evening success rates are equivalent or higher than the college as a whole. We noted that our overall success rates have decreased within our department since the 2009-2012 period. This is easily explained- during the recession, we were serving a very high percentage of students who were entering the ECE workforce from other careers. We had a lot of students who already had degrees, and we had a lot of older students, who typically are more successful. The past two years we have seen a resurgence of younger, right out of high school students, who tend to be less academically prepared and more likely to drop or fail classes. Our department's retention rates are overall very high, and are higher than the college's retention rates as a whole. The number of certificates and degrees awarded in our programs has gone up over the past several years, and reflects our careful curriculum and program changes. |

|  |
| --- |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   In the fall of 2014, 24 Student Learning Outcomes (SLO) were assessed as were two program goals. This spring, we will be assessing 23 SLOs for 23 courses and 8 program goals. In the fall semester 25 SLOs will be assessed. The SLOs that were assessed can be found on Tracdat, and the results reveal that the majority of students attending and participating in the course are passing the SLO assessments.  During the pre-semester meeting, the Child Development instructors met to discuss the fall student learning outcome results. The CHDV 100 course and the curriculum courses (CHDV 125, 130, 135, and 140) and the “Capstone 1” class (CHDV 201) were reviewed, and the instructor reflection and feedback was discussed.  The SLO assessed for CHDV 100 was “Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies. “ The assessment method for this SLO is observation documentation. 391 students were assessed and 287 (73%) of these students fully or partially met the criteria for passing the SLO. The instructor feedback included: those who did the assignment, met the SLO; assessing the SLO in a second observation assignment allows for feedback for improvement; students need detailed instructions and explanations and rubrics with details are helpful; students need specific instructions—both written and verbal; students need lots of examples; and, the most pressing concern is attrition and lack of participation. The action steps recommended and discussed are: further clarify theories and instructions, provide more thorough feedback on first observations, use more in-class projects, be more creative in assessing, be very specific in instructing, and brainstorm with other instructors on hoe to retain student participation and reduce attrition.  The SLO assessed in the curriculum courses (CHDV 125, 130, 135, and 140) was “Activity Implementation” and the assessment method was the use of a lesson plan to implement an activity. The majority of participating students passed the assessment. The instructor feedback included: SLOs were met by those who actively participate in classes, there is a need to implement more “process-based” activities, instruction needs to include more time together creating lesson plan examples, and the consistency of using the same lesson plans for each CHDV course is paying off and students are getting and using the goals and objectives when implementing their activities  The SLO assessed for “capstone 1” course (CHDV 201) was “Critically assess one’s own teaching experiences to guide and inform practice.” There were 26 students assessed and 25 fully met the assessment. For this SLO, the students were video taped on their midterm teaching demonstration experience. Following the taping, they viewed themselves and completed a self-evaluation. This experience increased self-awareness and improved their further presentations.  Overall, the results indicated a need for the use of specific instructions (both written and verbal), indoctrinating more student self-evaluations, and consistently using the department developed lesson plans and procedures.  The CHDV department will continue to use quantitative and qualitative data to compile data for discussion. The instructors submit numerical data to substantiate the percentage of students’ proficiency in the SLO assessment. The instructors also complete a reflection including the following: “The assessment revealed… (address what you learned as a result of the assessment)” and “For future classes, I will…(address what actions plan you may take as a result of the information you gained in this assessment cycle).” This information sets the foundation for discussion about the SLOs, courses and programs. |

|  |
| --- |
| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   As we reviewed our programs in preparation for the major curricular changes that took effect Fall 2013, we considered the legislative changes to repeatability (for example, this change caused us to develop 4 separate courses with combined enrollment to replace our one course on environmental rating scales- CHDV 152. The previous class could be repeated up to four times). We also considered the TMC, as we developed our AS-T degree. Our biggest influence was the requirements necessary to align to the CAP (Curriculum Alignment Project), which is a statewide program designed to align 8 lower-division ECE/CHDV courses among the 119 California community colleges and the CSU system. We made the needed changes to our courses (which impacted and changed our program design) in order to achieve CAP alignment.  We have also considered our limitations in scheduling given our limited number of full-time faculty.  We continue to make alterations to our advising and development of future programs to reflect the needs of our students transferring into Child Development at SDSU and CSUSM. We continue to struggle with ensuring that students receive accurate advising about the options for future careers with our major, and making sure that students are not counseled away from our major.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   Our main issue is that we disagree with the heightened focus and emphasis on fill rates and enrollment to manage scheduling. Since it takes fewer than 10 students to fully pay for a class to be offered, we do not feel that fill rates are the most important tool to measure need. We have students who need classes at varying times due to work or other commitments. Our student population in our discipline is not wholly traditional- we have many returning students, many students who are parents, and many students who are not full-time students. Our department's scheduling has always tried to balance the needs of our students, and we have maintained effective an appropriate rotation and changes keeping in mind semesters, years, locations, and times- much more so than other departments. Although we may not have extremely high fill rates in all sections, our scheduling rotation (which is changed and examined closely each semester) keeps in mind the needs of our student population. We would rather have a class have a 60% fill rate and have all of those students really need that class at that time, then attempt to get a 100% fill rate by offering a different class at a time that will fill with students who don't really need the class.  We take our responsibility to our students very seriously- as a department we work hard to make sure that our students have options, are given variety and appropriate workforce preparation, in addition to maintaining stringent academic expectations. We have seen HUGE success for our students with the implementation of our CHDV 99- Preparation for Child Development Majors class, as well as with our ongoing biannual student orientations (for 9 years now!), and our Student Success Guide. |

|  |
| --- |
| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   As always, there is no shortage of jobs in our field (early childhood education and childcare). This field has a traditionally high turn-over rate, leading to many job opportunties for students at all levels of education and experience. The field is primarily dominated by females, and we look to ways to encourage and support our male students in entering the field. According to the Labor Market Information, all careers listed in our field have increased projected employment and thousands of projected job openings in the state over the 10 year period predicted. We anticipate no real changes in our programs as a result of this data, as the increases and projections are in line with the typical needs and opportunities present in our field. Jobs explored in the Labor Market Data include: Childcare Workers, Preschool and Childcare Administrators, Preschool Teachers, Special Education Preschool Teachers, and Teacher Assistants. All show increased projected employment ranging from an increase of 9.3% to an increase of 15.9%. Jobs projected in California in the fields for 2010-2020 range from 9,800 to 158,300, for a total of 374,600 positions. Information compiled by the California Community Colleges Chancellor's Office also show that students who complete a certificate in special education (such as our Early Inclusion Teacher certificate/degree) experience a tripling in salary from earning their certificate. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

|  |
| --- |
| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   a) Last year, we outlined 4 goals: to develop our 99 course, develop our Student Success Guide, outfit and staff our Student Resource Center, and update outdated equipment. We were able to see great outcomes from our 99 course and our Student Success Guide, and we continue to refine and offer these each semester. We received PRP funding for a camery battery and memory cards which have been put to good use in filming our student teachers, and we are waiting on installation of tables and chairs in ESC-202. We are waiting to find out if we will receive permission to create a new staff position to help with the Student Resource Center at the new lab school, opening in January 2016. This is our primary goal and priority now.  b) We continue to hope for more full-time faculty, and for more release time for our lab school department liasion, as we expect increased work and challenges with the opening of the new lab school and expected retirements. We also need the college to do better marketing and outreach to increase enrollment, as that should not be the sole responsibility of the faculty.  c) We look forward to the opening of our new lab school, and hope to be able to implement new policies and practices that will benefit our students. We anticipate continued partnerships with the CFD department at SDSU and the CHAD program at CSUSM. We also would love to improve our working relationship with the counseling department to improve the experiences of students related to advising.  d) We are hopeful that new administration will bring a new focus on and priority to increase the dwindling full-time faculty ranks. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |
| **11.** |  |  |  |  |  |  |
| **12.** |  |  |  |  |  |  |
| **13.** |  |  |  |  |  |  |
| **14.** |  |  |  |  |  |  |
| **15.** |  |  |  |  |  |  |
| **16.** |  |  |  |  |  |  |
| **17.** |  |  |  |  |  |  |
| **18.** |  |  |  |  |  |  |
| **19.** |  |  |  |  |  |  |
| **20.** |  |  |  |  |  |  |
| **21.** |  |  |  |  |  |  |
| **22.** |  |  |  |  |  |  |
| **23.** |  |  |  |  |  |  |
| **24.** |  |  |  |  |  |  |
| **25.** |  |  |  |  |  |  |
| **26.** |  |  |  |  |  |  |
| **27.** |  |  |  |  |  |  |
| **28.** |  |  |  |  |  |  |
| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Office Specialist/Site Supervisor- CHDV Department office specialist working at the Early Childhood Education Lab School** | **3** | **1** | **1** | **The Child Development Department sends students to the Early Childhood Education Lab School on campus on a daily basis. There are approximately 1500 students each year who use the Lab School to do observations and complete lesson plans. Over the past few years, the Department has required more of our students, for instance Student Activity Cards and Statement of Commitment and Confidentiality must be acquired before the student completes assignments in order to ensure the safety of the children and staff. The Lab School receives at least 8-10 calls per day from students who have questions and need to use the Lab School to complete their assignments. The Lab School staff does not have time to meet the needs of these students and complete their work within their role as lab school staff. The Department needs a dedicated staff member to specifically work with these students and relieve the Lab School staff from these duties. This person would also be able to staff the CHDV resource room that will be present in the new Lab School. This person would also be able to support the necessary use of technology for observation in our new lab school site, as well as help facilitiate the transition to the new lab school opening in January 2016. This position is being requested at 100%, but we could also use this as a split position- 70% CHDV Department, 30% Early Childhood Education Lab School duties. This position would be placed on the Lab School salary matrix- it will be a certificated Lab School position. This position is a priority due to: SAFETY of the children at the center, SUPPORT for the CHDV department, and STUDENT SUCCESS in our courses. This is our ONLY and most pressing need so that we can continue to serve our students and community in an effective manner.** | **approx. $70,000 annually (including benefits)** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**