



Faculty Request Justification

Complete One Per Department/Program

Date: 5/10/2023

Division: SSH

Department/Program: CDE

Number of Faculty Requested: 1

Position	Retirement, Resignation or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction
Faculty	Resignation	2021	Instruction	Click or tap here to enter text.
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Note: Insert additional rows if needed.

Guiding Principles

De Anza College's [mission](#) and [Educational Master Plan](#) serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- *Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change*

Through its [Equity Plan Re-Imagined](#), it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed;

Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

The following data can be gathered from the departmental [program review data sheet](#).

1. Enrollment data for each for each department in which the position is requested. Insert additional rows if needed.

Position	Enrollment (#)			Sections (#)			Fill Rate (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
3	2,753	3,014	2687	112	123	117	93%	92%	86%

Note: Fill rate is the actual enrollment divided by the maximum enrollment per section.

2. Success and equity data for each department in which the position is requested. Insert additional rows if needed.

Position	Success Rate (%)			Withdraw Rate (%)			Equity Gaps (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
	89%	87%	84.9%	5%	5%	5.73%	-12%	-11%	-10%

Note: Equity gap subtracts the course success rate of the overall population (Asian, White, Native American, Pacific Islander, and Decline to State) from the course success rate of the population areas of focus (African American, Latinx and Filipinx). A negative equity gap indicates that course outcomes for students from the areas of focus are lower than course outcomes for all other student groups.

3. Faculty ratios for each department in which the position is requested. Insert additional rows if needed.

Position	Full Time (FT %)			Part Time (PT %)			Overload (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
	32.1%	30.7%	32.0%	48.1%	45.8%	42.5%	19.7%	23.5%	25.5%

Note: Overload represents full time faculty teaching overloads as well as all summer assignments.

4. [Awards](#) for each department in which the position is requested. Insert additional rows if needed.

Position	Certificates (#)			Associate Degrees (#)			Assoc. for Transfer (#)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
	36	101	121	13	29	34	10	35	38

5. How does the department use the data listed above to develop, adapt, and improve teaching and learning

to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

6. Other information, if any?

B. Non-Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).
2. How does the program use these data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?
3. How does the position support on-going college operations and/or student success?

C. Justifications for EACH requested position. Please limit each response below to no more than 300 words.

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

The department serves both transfer and vocational (CTE) students, while helping students obtain their CA teaching permits from CTC (California Teacher Credentialing). The department participates in the submission of Perkins reports and applications for strong workforce funds.

The department serves targeted student populations and has been successful in offering classes during the day, during the evening and on Saturdays. The early childhood field has been strongly impacted by the pandemic, and this has resulted in student demand for courses to complete the basic certificate at the college. With many parents working from home during the pandemic, there has been an increase in demand for early childhood teachers, as a result of which the demand for classes being taught in hybrid formats has increased during the pandemic.

Replacement of the position would allow the department to continue to work in the community to provide quality early childhood curriculum, and have a seat at the table at a time when the field of early childhood is poised to be an important player in how early education will be shaped in the state of California.

2. How does this request align with the goals in the [Educational Master Plan](#)?

Employment Outcome: Employment outcomes improved for all student population groups, across various metrics available. This shows the benefits of completing at least some college.

The CDE Department focuses on teacher employment in the early childhood industry. There has been a huge increase in the demand for early educators. Early educators work in public- and private-sector homes, centers, and schools. This estimate includes the following occupations as defined by the U.S. Bureau of Labor Occupational Employment Statistics: “child care workers,” “preschool teachers, excluding special education,” “preschool teachers, special education,” “education administrators: preschool/child care center programs.” These data do not include the self-employed, although home-based child care assistants, who are employees, are likely included in the “child care worker” category. This estimate is from 2019 and does not reflect employment changes as a result of the pandemic. In California, we have 2,877,174 Children age 0-5. 116,800 are part of the early childhood teaching workforce.

3. How does this request align with the College's [Equity Plan Re-Imagined](#)?

With help from a three-year, \$1.2 million state grant, De Anza's Child Development and Education (CDE) Department is expanding an innovative apprenticeship program that offers students the opportunity to get paid while they work and take classes in their field. The new grant from the California Community Colleges Chancellor's Office will help support four apprenticeship cohorts, each with 20 students, and the creation of a dedicated classroom and collaborative makerspace where students can find a variety of resources and take part in teaching simulations.

The grant will also fund an annual Family Child Care conference where students and professionals can share knowledge about the latest child care training and strategies.

4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

Our department is pursuing national accreditation with the National Association of Education of Young Children-Higher Ed, and must conform to the rigorous demands of quality and faculty teaching imposed by the accreditation body. As part of the accreditation process, the department prepares annual reports, and engages in a rigorous self-study process every six years. Faculty participate in regular meetings to look at our curriculum, assessments and rubrics to ensure that the material is current and of the quality that meets national standards of excellence. In addition to regular advising, the department must engage with its advisory board regularly and meets with community stakeholders to meet the needs of both students and community.

5. Explain how the work will be accomplished if the position is not filled.

If the position is not filled, the department faculty must look to take on additional duties to see that the work is completed.

7. Other information, if any.

Current momentum within the ECE sector to fund and expand ECE services at the National, State, and Community level has been linked to economic impact analyses that recognize ECE as an indirect economic factor that supports the functioning of the USA's economic model. In this unprecedented time of attention to policy and system development in ECE, there is importance placed on the process in which this will be accomplished.

(<https://cscce.berkeley.edu/workforce-index-2020/states/california/>Warner, M. E., & Prentice, S. (2013). Regional economic development and child care: Toward social rights. *Journal of Urban Affairs*, 35(2), 195-217.)

The California Comeback Plan includes investments to transform public schools into gateways of opportunity. As part of the Governor's \$123.9 billion Pre-K and K-12 education package, California will provide free, high-quality, inclusive pre-kindergarten for all four-year-olds, beginning in 2022-23 with full implementation anticipated by 2025-26. The California Comeback Plan also provides \$10 million to expand dual language immersion programs and \$300 million to increase the number of state preschool or TK programs and provide additional pre-k teacher training.

It invests \$490 million to support the building and renovating of state preschool, TK and kindergarten facilities. The plan will phase in 200,000 new child care slots by 2025-26, dramatically expanding access for families.

(<https://www.gov.ca.gov/2021/10/05/governor-newsom-signs-early-childhood-legislation-highlights-transformative-investments-in-early-learning>)