

CTE Update

PALO VERDE COLLEGE

CHILD DEVELOPMENT

Child Development AS; Child Development Assistant CCP; Child Development Administration CCP; Child Development Associate Teacher CCP; Child Development Developing Capable Youth CCP; Child Development Infants and Toddlers CCP; Child Development Special Needs CCP; Child Development STEM CCP; Child Development Teacher COA; Child Development The Arts CCP

REPORTING FALL 2020 TO SPRING 2022

1. PURPOSE OF THE PROGRAM

- a. Describe the program, its mission, and target population.

The Child Development program is designed for students who are interested in working with young children as preschool teachers, daycare providers, and/or other child development careers. The Child Development program provides students with a background of knowledge and skills in child growth and development.

The Child Development program supports the mission of Palo Verde College by providing students with a comprehensive degree program that promotes student success, educational advancement, a multitude of career opportunities, and transfer to a CSU in Child Development or related field. Student learning outcomes are continuously evaluated in an effort to improve the Child Development program and provide students with a better understanding of the program requirements and transfer.

- b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

Over the course of the past two years there have been major changes to the Child Development program. The following courses and certificates were created to bolster the program, provide community students with advanced professional development courses needed to support their careers for State Permit renewal, and provide community students with the opportunity to fulfill their Master Teacher Permit:

Courses:

CHD 231 Math and Engineering in Early Childhood Education

CHD 232 Science and Technology in Early Childhood Education

Certificates:

Child Development- STEM Certificate of Career Preparation
Child Development – The Arts Certificate of Career Preparation
Child Development – Developing Capable Youth Certificate of Career Preparation
Child Development Associate of Science
Child Development - Teacher Certificate of Achievement

Furthermore, all courses in the program were updated to ensure that they support the most up-to-date command of the course material. Finally, faculty modified the schedule of course offerings to ensure all students can take the required courses to achieve their certificates and degrees within the 2-year timeframe through varying modalities that would accommodate student need.

2. DEMAND FOR THE PROGRAM

Is the demand high, adequate demand for our students, or low demand? Support your answer with labor market data, advisory input, etc.

The nexus for demand of Child Development is based on the following factors:

1. Local student interest
2. Student interest from outlying areas
3. The interest of parents and grandparents in improving their parenting skills
4. Individuals who have made child development their career and must take additional courses for professional development, to fulfill their Master Teacher Permit, or to renew their State Permit

Based on past participation in the Child Development program, demand for the program is adequate, given the stability of the local market. Furthermore, with the opening of the new Palo Verde College Child Development Center in Blythe (doubling the current program), the expansion of other local childcare centers (including infants and toddlers) and the expansion of universal Transitional Kindergarten, demand for child development courses will remain sustainable for years to come.

3. QUALITY OF THIS PROGRAM

What is the quality of this program? Is it of the highest quality, adequately meeting student needs, or needing significant improvement? List core indicators, student learning outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, and equipment as evidence to support your answer.

Overall Quality of the Program:

Overall, based on the data and the number of students completing the degree and/or certificate, Child Development is performing well. I would like to improve upon the number of students who complete the degree over the course of the next four years, but I believe the

course is a quality program that allows students to pursue competitive employment opportunities in Child Development.

Student Learning Outcomes Results:

SLOs for Fall 2020

CHD 102: Child, Family, and Community

CHD102: Child, Family and Community

1. Analyze theories of socialization that address the interrelationship of child, family and community.

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)	10	100.00%	0	0.00%	0	0.00%	10	100.00%
Totals	10	100.00%	0	0.00%	0	0.00%	10	100.00%

2. Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)	10	100.00%	0	0.00%	0	0.00%	10	100.00%
Totals	10	100.00%	0	0.00%	0	0.00%	10	100.00%

Totals for CSLOs

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)	20	100.00%	0	0.00%	0	0.00%	20	100.00%
Totals	20	100.00%	0	0.00%	0	0.00%	20	100.00%

CHD 103: Introduction to Curriculum

CHD103: Introduction to Curriculum

1. Explain verbally and in writing, the sequence of play as central to development and learning for young children.

		Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)		11	91.67%	1	8.33%	0	0.00%	12	100.00%
	Totals	11	91.67%	1	8.33%	0	0.00%	12	100.00%

2. Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

		Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)		11	91.67%	1	8.33%	0	0.00%	12	100.00%
	Totals	11	91.67%	1	8.33%	0	0.00%	12	100.00%

Totals for CSLOs

		Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)		22	91.67%	2	8.33%	0	0.00%	24	100.00%
	Totals	22	91.67%	2	8.33%	0	0.00%	24	100.00%

CHD 107: Teaching a Diverse Society

CHD107: Teaching in a Diverse Society

1. Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

		Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)		10	100.00%	0	0.00%	0	0.00%	10	100.00%
	Totals	10	100.00%	0	0.00%	0	0.00%	10	100.00%

2. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

		Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)		10	100.00%	0	0.00%	0	0.00%	10	100.00%
	Totals	10	100.00%	0	0.00%	0	0.00%	10	100.00%

Totals for CSLOs

		Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)		20	100.00%	0	0.00%	0	0.00%	20	100.00%
	Totals	20	100.00%	0	0.00%	0	0.00%	20	100.00%

CHD 108: Practicum-Field Experience

CHD108: Practicum-Field Experience

1. Develop the persona of a professional educator.

		Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)		1	100.00%	0	0.00%	0	0.00%	1	100.00%
	Totals	1	100.00%	0	0.00%	0	0.00%	1	100.00%

2. Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)	1	100.00%	0	0.00%	0	0.00%	1	100.00%
Totals	1	100.00%	0	0.00%	0	0.00%	1	100.00%

Totals for CSLOs

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Fall (2020FA)	2	100.00%	0	0.00%	0	0.00%	2	100.00%
Totals	2	100.00%	0	0.00%	0	0.00%	2	100.00%

Based on the SLO data gleaned in the Fall 2020 semester, Child Development courses are working effectively. Students either meet or exceed SLO expectations.

SLOs for Spring 2021

CHD 101: Child Growth and Development

CHD101: Child Growth and Development

1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Spring (2021SP)	12	92.31%	1	7.69%	0	0.00%	13	100.00%
Totals	12	92.31%	1	7.69%	0	0.00%	13	100.00%

2. Differentiate characteristics of typical and atypical development at various stages.

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Spring (2021SP)	12	92.31%	1	7.69%	0	0.00%	13	100.00%
Totals	12	92.31%	1	7.69%	0	0.00%	13	100.00%

Totals for CSLOs

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Spring (2021SP)	24	92.31%	2	7.69%	0	0.00%	26	100.00%
Totals	24	92.31%	2	7.69%	0	0.00%	26	100.00%

CHD 104: Principles and Practices of Teaching Young Children

CHD104: Principles and Practices of Teaching Young Children

1. Develop and articulate a professional philosophy.

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Spring (2021SP)	9	100.00%	0	0.00%	0	0.00%	9	100.00%
Totals	9	100.00%	0	0.00%	0	0.00%	9	100.00%

2. List different program types, delivery systems, and licensing and regulation structures in early childhood settings.

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Spring (2021SP)	9	100.00%	0	0.00%	0	0.00%	9	100.00%
Totals	9	100.00%	0	0.00%	0	0.00%	9	100.00%

Totals for CSLOs

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Spring (2021SP)	18	100.00%	0	0.00%	0	0.00%	18	100.00%
Totals	18	100.00%	0	0.00%	0	0.00%	18	100.00%

CHD 108: Practicum-Field Experience

CHD108: Practicum-Field Experience

1. Develop the persona of a professional educator.

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Spring (2021SP)	6	100.00%	0	0.00%	0	0.00%	6	100.00%
Totals	6	100.00%	0	0.00%	0	0.00%	6	100.00%

2. Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Spring (2021SP)	6	100.00%	0	0.00%	0	0.00%	6	100.00%
Totals	6	100.00%	0	0.00%	0	0.00%	6	100.00%

Totals for CSLOs

	Meets expectations		Does not meet expectation		N/A		Total	
2020-21 Spring (2021SP)	12	100.00%	0	0.00%	0	0.00%	12	100.00%
Totals	12	100.00%	0	0.00%	0	0.00%	12	100.00%

Based on the SLO data gleaned in the Spring 2021 semester, Child Development courses are working effectively. Students either meet or exceed SLO expectations.

SLOs for Fall 2021

CHD 102: Child, Family, and Community

CHD102: Child, Family and Community

1. Analyze theories of socialization that address the interrelationship of child, family and community.

		Meets expectations		Does not meet expectation		N/A		Total	
2021-22 Fall (2021FA)		18	62.07%	9	31.03%	2	6.90%	29	100.00%
Totals		18	62.07%	9	31.03%	2	6.90%	29	100.00%

2. Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.

		Meets expectations		Does not meet expectation		N/A		Total	
2021-22 Fall (2021FA)		22	75.86%	5	17.24%	2	6.90%	29	100.00%
Totals		22	75.86%	5	17.24%	2	6.90%	29	100.00%

Totals for CSLOs

		Meets expectations		Does not meet expectation		N/A		Total	
2021-22 Fall (2021FA)		40	68.97%	14	24.14%	4	6.90%	58	100.00%
Totals		40	68.97%	14	24.14%	4	6.90%	58	100.00%

CHD 107: Teaching in a Diverse Society

CHD107: Teaching In a Diverse Society

1. Analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

		Meets expectations		Does not meet expectation		N/A		Total	
2021-22 Fall (2021FA)		7	63.64%	0	0.00%	4	36.36%	11	100.00%
Totals		7	63.64%	0	0.00%	4	36.36%	11	100.00%

2. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

		Meets expectations		Does not meet expectation		N/A		Total	
2021-22 Fall (2021FA)		7	63.64%	0	0.00%	4	36.36%	11	100.00%
Totals		7	63.64%	0	0.00%	4	36.36%	11	100.00%

Totals for CSLOs

		Meets expectations		Does not meet expectation		N/A		Total	
2021-22 Fall (2021FA)		14	63.64%	0	0.00%	8	36.36%	22	100.00%
Totals		14	63.64%	0	0.00%	8	36.36%	22	100.00%

Based on the SLO data gleaned in the Fall 2021 semester, Child Development courses are working effectively. Students either meet or exceed SLO expectations.

SLOs for Spring 2022

CHD 101: Child Growth and Development

CHD101: Child Growth and Development

1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

	Meets expectations		Does not meet expectation		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2021-22 Spring (2022SP)	19	76.00%	6	24.00%	0	0.00%	25	100.00%
Totals	19	76.00%	6	24.00%	0	0.00%	25	100.00%

2. Differentiate characteristics of typical and atypical development at various stages.

	Meets expectations		Does not meet expectation		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2021-22 Spring (2022SP)	19	76.00%	6	24.00%	0	0.00%	25	100.00%
Totals	19	76.00%	6	24.00%	0	0.00%	25	100.00%

Totals for CSLOs

	Meets expectations		Does not meet expectation		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2021-22 Spring (2022SP)	38	76.00%	12	24.00%	0	0.00%	50	100.00%
Totals	38	76.00%	12	24.00%	0	0.00%	50	100.00%

CHD 105: Observation and Assessment**CHD105: Observation and Assessment**

1. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.

	Meets expectations		Does not meet expectation		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2021-22 Spring (2022SP)	10	83.33%	2	16.67%	0	0.00%	12	100.00%
Totals	10	83.33%	2	16.67%	0	0.00%	12	100.00%

2. Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

	Meets expectations		Does not meet expectation		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2021-22 Spring (2022SP)	10	83.33%	2	16.67%	0	0.00%	12	100.00%
Totals	10	83.33%	2	16.67%	0	0.00%	12	100.00%

Totals for CSLOs

	Meets expectations		Does not meet expectation		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2021-22 Spring (2022SP)	20	83.33%	4	16.67%	0	0.00%	24	100.00%
Totals	20	83.33%	4	16.67%	0	0.00%	24	100.00%

Based on the SLO data gleaned in the Spring 2022 semester, Child Development courses are working effectively. Students either meet or exceed SLO expectations.

Funds

Funds to provide the prospect for full-time instructors to attend and present at professional conferences would benefit the program. By encouraging faculty to learn the newest methods of instruction and observe changes in their respective fields, it will afford them the opportunity to improve upon and develop a better rubric for Child Development instruction. As California implements universal Transitional Kindergarten, and coincidingly develops and implements a TK-3 teaching certificate, this level of professional development and involvement beyond our community will directly translate to increased educational and career preparation for our students.

4. EXTERNAL ISSUES

Cite relevant legislation, Chancellor's Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

The ability to serve Child Development students has been recently affected by legislative actions that were directed by the current governor of California, Governor Newsome. Newsome was instrumental in the creation of and signing into law the AB1645 legislation. This legislation requires all community colleges in the state of California to provide services for undocumented students in the effect of ensuring all community colleges assign staff and a Dream Resource Center to aid undocumented students in attending community college. Legislation such as AB1645 may aid in increasing enrollment in the Child Development program; however, many faculty and administration across the state are concerned that such legislation could affect the funding of programs like Child Development in the future. Funding concerns are the direct result of the how few community colleges in California have previously instituted programs and services for undocumented students prior to the signing of this legislation. Of the 115 California community colleges across the state, only 19 have previously institute programs set in place for undocumented students, and Palo Verde College is not one of the 19 aforementioned institutions. As a direct consequence, it is uncertain how this legislation will impact the financial future of Child Development's academic program.

In 2017 the legislative action of AB 19, otherwise known as the California College Promise program, was signed, and placed into effect. The original focus of AB 19 was to provide aid to first-time, full-time students in the outcome of a tuition waiver. Recently, however, the law was modified to ensure colleges had more freedom in the use of those funds. This modification was instituted so students could make more effective use of the \$46 million allocated for community colleges. Such freedoms have benefited the Child Development program by allowing students to cover the burdensome cost of technology, textbook fees, and other funds associated with the completion of their practicum requirements.

CalWORKs has been instrumental in ensuring Palo Verde students have access to basic needs. CalWORKs is a program that provides assistance in the form of cash aid and needed services to disadvantaged families. Eligible families receive financial support each month to aid in the payment of housing, food, utilities, and childcare. Many Palo Verde students, some of whom are in the Child Development program, are disadvantaged parents. Given the burden of attending college while trying to provide one's family with basic needs, many students would otherwise be unable to attend classes and provide a better future for their families without the positive impact of CalWORKs.

Finally, the institution of the Federal CARES Act as a result of the COVID-19 pandemic positively affected PVC students campus-wide, including those in the Child Development program, by providing them with needed emergency financial relief.

5. REVENUE AND EXPENSES

<u>Term</u>	<u>FTES*</u>
2020FA	7.10
2021SP	6.10
2021FA	8.53
2022SP	7.60
2022SU	0.30

*FTES reported department-wide

SEE APPENDIX FOR PRIE OFFICE FINANCIALS REPRORT

- a. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.
 - \$133,335 in revenue
 - 29.63 FTES
 - FTES Rate - \$4,500 per unit¹

The revenue to cost ratio is performing below the suggested standard of 2:1.²

This is likely attributed to the effects of COVID-19. Child Development courses are traditionally taught in face-to-face and online modalities, both of which were affected by the pandemic. Given the economic instability of employment during the pandemic, and because many Palo Verde students were unable sustain the cost of the internet, many students were unable to take online classes during this time. Furthermore, because face-to-face classes were disbanded during the pandemic, students were confronted with the inability to attend in-person classes for many semesters during the current review.

However, historically the FTES for Child Development are stable, ranging from 16- 13 FTES a semester for the 8 years preceding this review. Additionally, the current currency of FTES for Child Development in the post-census day Fall 2022 semester for only full-time faculty is stabilized at 10.49. It should be noted that this calculation is based on late-semester data gleaned from PVC services. It also includes data solely from full-time faculty, not including adjunct instructors. Thus, the calculation for Fall 2022 FTES is realistically higher. As a consequence, FTES will be monitored in the future, but are expected to stabilize at approximately 11-13 FTES a semester as we observe a new post-pandemic norm.

¹ California Community Colleges. *Joint Analysis Enacted 2022-23 Budget*. California Community Colleges, July 2022, <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/Budget-2022-23/final-22-23-enacted-budget-joint-analysis2-a11y.pdf?la=en&hash=44EB03432EC48768AAF7A88EF5451D1CBFC8E8CB>

² Barton, Michelle. Justice Craig. Mullen, John. *Understanding and Calculating FTES and Efficiency*. California Community Colleges, 2019. https://rpgroup.org/Portals/0/Documents/Projects/IEPI/Resources_Guides/sem-understanding-calculating-ftes-spring-2019.pdf?ver=2020-06-13-101228-017

- b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

Expenses for the past two academic years: \$229,909.03

- c. State the dollar value of in-kind contributions of time and/or resources the preceding two academic years.

There have not been any in-kind contributions of time and/or resources provided to the Child Development program during this review.

6. TWO YEAR PLAN

List recommendations, project future trends, personnel and equipment needs, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

Since the last program review, the number of online classes has increased greatly, which was one of the central goals for the program in the last review. With the @One training full-time faculty were afforded, Child Development courses have been successfully offered both online and in-person. Additionally, online courses offered in the summer sessions have also led to success in increasing Child Development course enrollment and FTES.

Another goal highlighted in the previous program review was to increase recruitment at student activities and campus programs. This goal has been met, leading to an increase in enrollment for many Child Development courses. The Child Development program and its corresponding courses, certificates, and degrees are actively receiving ongoing recruitment at events like the Welcome to PVC Event, EOPS Outreach Event, and Palo Verde College's 75th Anniversary Event. Additionally, full-time faculty actively promotes courses at the Pirate's Chest Food Pantry, through local school districts (Palo Verde USD and Needles USD), through local childcare facilities, and at local community events.

While the Child Development program is thriving at Palo Verde College, there is always room for improvement. New goals at the center of the program include the following:

1. Create new classes to satisfy an Education Certificate
2. Create an Education Certificate that will serve the needs of the local school district
3. Collaborate with American Sign Language to create a course for bilingual education in early child development
4. Pursue any and all opportunities to convert the department to a low textbook cost program

In determining the timeline for these goals, each specific goal will be addressed individually. First, new classes must be created to satisfy the goal of implementing an Education Certificate. This goal is currently being met. A new course, entitled Preparation in Education, was created in

October of 2022 to meet this goal. This course will help prepare students interested in a career in education, either as a teacher or support staff. Students will gain understanding of how to promote positive school culture by supporting the social and emotional development of learners, and by helping to develop a sense of self as a valued and responsible member of the community. Students will also learn to use computers in the classroom and support environments, learn basic mathematical computations and techniques to support first-time learners of math, and will gain knowledge and ability to use CPR and first aide to help ensure the safety of the learning community. Success will be measured by the compilation of student learning outcomes, retention, and completion data.

Second, a new Education Certificate is currently being designed to serve the needs of the local school districts. The new program, entitled Education, was created in October of 2022 to meet this goal. The certificate prepares students to serve in TK-12 schools as educational support staff, and helps prepare those who want to further their education to become teachers. Success will be measured by the compilation of program learning outcomes, retention, and completion data.

Third, a collaboration with American Sign Language to create a new course for bilingual education in early child development is presently a discussion point between the Child Development Department and the American Sign Language Department. The departments expect to come to an agreement concerning the nuances of the course within the next year, with an expected goal of building this course within the next two years. Success will be measured by the compilation of student learning outcomes, retention, and completion data.

Fourth, within the next few years, faculty who instruct Child Development courses aspire to pursue any and all opportunities to convert the department to a low textbook cost program. The existence of OER textbooks that focus on Child Development is sufficient to attain this goal for many Child Development courses.

Finally, I believe active and ongoing communication with the Student Success and Support program will aid Child Development students. Many students who are part of the program are confronted with challenges out of the scope of academia. For example, students are frequently confronted with transportation hardships, food insecurity, and childcare concerns. By actively communicating with the Student Success and Support team, faculty can ensure that their students meet not only their academic needs, but also their basic needs for student success.

For future improvement and instruction, the primary recommendation is to improve upon the number of courses offered in both online and face-to-face modalities. This goal has been met by providing students with a variety of course modalities and flexible schedule of course times. In the past, the program was only able to sustain one section of CHD 101 a year; however, recently enrollment has improved so much for that course that the program is able to offer more than one section of the course a semester.

APPENDIX

Object.Type	Measure	AY2017-18	AY2018-19	AY2019-20	AY2020-21	AY2021-22
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED INSTRUCTIONAL SUPPLIES	a) REVISED BUDGET	\$5,120.48	\$49.14	\$33.41	\$535.95	\$2,130.37
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED INSTRUCTIONAL SUPPLIES	b) SPENDING	(\$171.98)	(\$49.14)	(\$33.41)	(\$185.95)	(\$2,130.37)
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED INSTRUCTIONAL SUPPLIES	c) DEVIATION	-96.6%	0.0%	0.0%	-65.3%	0.0%
PERSONNEL - BENEFITS AND INSURANCE	a) REVISED BUDGET	\$7,576.00	\$11,766.00	\$22,260.28	\$15,140.24	\$26,320.08
PERSONNEL - BENEFITS AND INSURANCE	b) SPENDING	(\$13,777.07)	(\$15,021.51)	(\$22,260.28)	(\$15,140.24)	(\$26,320.08)
PERSONNEL - BENEFITS AND INSURANCE	c) DEVIATION	81.9%	27.7%	0.0%	0.0%	0.0%
PERSONNEL - INSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	a) REVISED BUDGET	\$102,996.00	\$85,950.00	\$71,655.68	\$34,095.01	\$82,100.55
PERSONNEL - INSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	b) SPENDING	(\$102,120.52)	(\$112,623.35)	(\$71,655.68)	(\$34,095.01)	(\$82,100.55)
PERSONNEL - INSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	c) DEVIATION	-0.9%	31.0%	0.0%	0.0%	0.0%
PERSONNEL - INSTRUCTIONAL SALARIES, OTHER	a) REVISED BUDGET	\$4,175.00	\$4,356.00	\$20,956.28	\$30,050.10	\$4,776.12
PERSONNEL - INSTRUCTIONAL SALARIES, OTHER	b) SPENDING	(\$12,774.30)	(\$21,622.56)	(\$20,956.28)	(\$30,050.10)	(\$4,776.12)
PERSONNEL - INSTRUCTIONAL SALARIES, OTHER	c) DEVIATION	206.0%	396.4%	0.0%	0.0%	0.0%
PERSONNEL - NONINSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	a) REVISED BUDGET	\$0.00	\$0.00	\$0.00	\$10,082.28	\$0.00
PERSONNEL - NONINSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	b) SPENDING	\$0.00	\$0.00	\$0.00	(\$10,082.28)	\$0.00
PERSONNEL - NONINSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	c) DEVIATION	0.0%	0.0%	0.0%	0.0%	0.0%
PERSONNEL - STATE TEACHERS' RETIREMENT SYSTEM (STRS)	a) REVISED BUDGET	\$14,862.00	\$13,993.00	\$14,551.53	\$10,324.02	\$14,704.31
PERSONNEL - STATE TEACHERS' RETIREMENT SYSTEM (STRS)	b) SPENDING	(\$15,627.44)	(\$20,752.08)	(\$14,551.53)	(\$10,324.02)	(\$14,704.31)
PERSONNEL - STATE TEACHERS' RETIREMENT SYSTEM (STRS)	c) DEVIATION	5.2%	48.3%	0.0%	0.0%	0.0%