



**2016-17 ADMINISTRATIVE UNIT PROGRAM REVIEW UNIT:  
CHILD DEVELOPMENT CENTER**

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**STATEMENT OF PURPOSE:**

- Review and reflect on the support of student learning, with the goal of assessment and improvement of program effectiveness
- Provide a forum for each unit's findings to be included in institutional planning processes
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements
- Collect information that will contribute to institutional assessment and improvement

**INSTRUCTIONS:** This program review covers the timeframe fall 2015 and spring 2016, inclusive. The planning is identified for spring 2017 and academic year 2017-2018.

**I. MISSION**

A. State the current program mission

**The Child Development Center's mission is to develop and enrich each child to his/her fullest potential through meaningful teacher-child relationships and engaging learning experiences. The Center's vision is to nurture the development of inquisitive, creative, well-grounded children and supports families to be the best they can be for their children.**

**The goals of the Center are to:**

- 1) *Strive toward sustainable levels of enrollment and staffing to maintain quality instruction and learning;*
- 2) *Demonstrate developmental gains for children in all domains;*
- 3) *Establish family-school partnerships in the child's education;*
- 4) *Provide opportunities for observation and participatory laboratory experience to support the college students' learning outcomes; and*
- 5) *Develop the knowledge, skills, and dispositions of the future early childhood professional workforce.*

B. The mission of Las Positas College is,

*Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.*

Discuss how the program/service area supports the college mission.

**The Child Development Center's goal is to create a model demonstration program that illustrates the teachings of the Early Childhood Development Department (ECD) of Las Positas College. The Center works closely with the ECD Department to determine and implement child development best practices and cutting-edge research in the early childhood field. The Center's programs work hand-in-hand to ensure respectful and responsive service to children and their families as evidence of a high quality child development program.**

**The Center has four (4) purposes:**

- *Serve as an observation and participation laboratory experience for students, and as child development work experience support for LPC Child Development Center staff.*
- *Provide and encourage opportunities for family involvement and parent education to enrolled families of the program.*
- *Establish a model child development program for community members and professional researchers to use as an educational and collaborative resource.*
- *Provide for the care and early education of young children while their families attend school, are employed by Las Positas College, or reside in the Tri-Valley community.*

**The Child Development Center's goals and purposes align and fulfill with the college's mission and vision. The Center is a program that enables students to learn and achieve with excellence, provide equity and access to all, and enable students to persist and complete their studies to become contributing citizens and competent individuals of the Tri-Valley.**

C. List the major functions/duties of your unit.

1. *Serve as an observation and participation laboratory experience for students, and as child development work experience support for LPC Child Development Center staff.*

2. *Provide and encourage opportunities for family involvement and parent education to enrolled families of the program.*

3. *Establish a model child development program for community members and professional researchers to use as an educational and collaborative resource.*

4. *Provide for the care and early education of young children while their families attend school, are employed by Las Positas College, or reside in the Tri-Valley community.*

## II. GOALS AND OBJECTIVES

A. Since the last Administrative Unit Program Review, what objectives, initiatives, or plans have been achieved and how?

### 2015

Jan 2015: CDC awards 1<sup>st</sup> ever 2GenFund recipients, CDC opens Older Toddler Room and expands enrollment, CDC hired STT (Stephany Chavez, ECD Specialist) to be Older Toddler/Early Preschool Teacher

Feb 2015: Ryan Sanchez, Crisis Solutions, trains CDC staff on active shooter/emergency preparedness skills/Program Director creates a Safe Schools Plan

Jun 2015: CDC carries out 1<sup>st</sup> ever 6-week summer session

Aug 2015: CDC establishes Center Safety committee (with LPC faculty/classified staff/campus security), LPC CDC awards 2GenFund fall 2015 recipients

Oct 2015: CDC partners with Croce Elementary for early intervention support services for children with developmental needs/ CDC adapts stricter security measures for Center Lockdown

Nov 2015: CDC submits a grant application to State Preschool Expansion Funding to Sacramento for 2016-2017

### 2016

Jan 2016: CDC awards 2GenFund spring 2016 recipients

Feb 2016: CDC partners with Black Student Union for African Drumming

March 2016: CDC was awarded 1<sup>st</sup> ever CA State Preschool Expansion Funding

April 2016: CDC receives "Immunization Award" for updated child immunization compliance/CDC partners with Barefoot Books for 1<sup>st</sup> ever Spring Book Fair

May 2016: CDC finishes 5 year business plan year 2015-2016

May 2016: CDC Director creates with 3-year summer session pilot plan per HR direction

June 2016: CDC carries out 2<sup>nd</sup> ever 6-week summer session

July 2016: CDC enrolls 18 income-eligible families to new State Preschool program, enrolls 1<sup>st</sup> active military family and partners with Child Care Aware/CDC partners with Veteran's First for July 4<sup>th</sup> festivities

Aug 2016: CDC operates two Preschool programs and two Toddler programs/Alameda Quality Counts training of all CDC ECD Specialists and student assistants/District-wide ECD Specialist determine their placement

Oct 2016: ALL 4 ECD Specialists (Head Teachers) attain Child Development Permit Site Supervisor Permits

Nov 2016: CDC submits an application to State Preschool Expansion Funding to CDE Sacramento for 2017-2018

Dec 2016: ECD Specialist position in process at District HR/Program Director attends City of Livermore mandatory grant workshop

B. Major Goals and Objectives for Spring 2017 and AY 2017-18.

Major Goals and/or Objectives	Start Date	Status: Ongoing, date completion anticipated	Need Assistance in order to complete goal or objective (reference applicable resource request page)	EMP Goals or Planning Priorities linked to this Goal/Objective
1. Search for local grant funding (City of Livermore)	12/16	1/08/17 DUE	Assistance from LPC and District Business Services	Supportive Organizational Resources
2. Build spring enrollment (increased families of faculty, students and State Preschool)	12/16	1/31/17	Assistance from LPC and District Business Services	Organizational Effectiveness
3. Determine summer session viability for 3 <sup>rd</sup> year pilot program	12/16	12/16 <b>ASAP</b>	Support from LPC Administration/Send letter to families before holidays	Organizational Effectiveness
4. Build interest in 2GenFund scholarship	1/17	5/17	Work with LPC Foundation and 2GenFund committee & sponsors	Community Collaboration
5. Grow fall 2017 enrollment to fill younger toddler rooms to capacity	5/17	9/17	Partner with First 5, Child Care Links, Livermore Public Library and City of Livermore to market toddler slots	Community Collaboration

### III. PROGRAM ASSESSMENT/ADMINISTRATIVE UNIT OUTCOMES

A. Program Assessments for spring 2016 and fall 2016, (please include the results of the fall 2016 Administrative Offices User Survey).

<b>Administrative Unit Outcome that was Assessed</b>	<b>What assessment methods did you use?</b>	<b>What result did you get?</b>	<b>How will you use the results of the assessment?</b>	<b>Educational Master Plan Goals or Planning Priorities Linked to AUOs</b>
Timeliness of Service	Survey	24% dissatisfied 48% neither 29% satisfied	For 16-17, Employ more office student staff and train in giving impromptu tours, competent answers about center enrollment, professionalism in demeanor	Community Collaboration Supportive Organizational Resources Organizational Effectiveness

B. Program Assessment Planning for fall 2016 and AY 2017-18

<b>Administrative Unit Outcome to be Assessed</b>	<b>What assessment methods do you plan to use?</b>	<b>When will assessment be conducted and reviewed?</b>	<b>What result, target, or value will represent success at achieving this outcome?</b>	<b>How do you anticipate using the results from the assessment?</b>	<b>Educational Master Plan Goals or Planning Priorities Linked to AUOs</b>
2014-2016 Quality Counts Review by Alameda First 5 Agency  Quality of Teacher Effectiveness in Carrying out High	Independent QRIS Raters using CLASS, ECERS & Admin Program Quality Audit scheduled to re-rate programs throughout fall	Aug 2016 through Mar 2017 by QRIS Raters	Compliance for staff file  Compliance for child files	Results will be discussed and assessed at staff meetings with Head Teachers  Compliance of measures will be established and required of ECD Specialists for 2017-2018	Educational Excellence  Organizational Effectiveness

<p>Quality programs of all four classrooms</p> <p>CDC was awarded as a QRIS coaching site for 2 years (2014-2016)</p>	<p>2016 and spring 2017</p>		<p>Compliance for DRDP 2X assessment of child</p> <p>Compliance for 2x Parent Teacher conferences</p> <p>Compliance for ASQ screening (developmental, vision, hearing)</p>		<p>Supportive Organizational Resources</p> <p>Community Collaboration</p>
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#### IV. STAFFING

##### A. Staff Profile

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2012	2013	2014	2015	2016	2017-2018	2018-2019
Administration	1	1	1	1	1	1	1
Supervisory							1
Classified Staff FT	3	2	2	2	3	4	4
Classified Staff PT				1	1	1	1
Confidential Staff FT				0	0	0	1
<b>Total Full Time Equivalent Staff</b>	4	3	3	4	5	6	8



B. Staffing Needs

**NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)**

<p><b>List Staff Positions Needed for Academic Year 2016-2017</b></p> <p>Place titles on list in order (rank) or importance.</p>	<p><b>Indicate (N) = New or (R) = Replacement</b></p>	<p><b>Estimated Annual Total Cost</b></p>	<p><b>EMP Goals or Planning Priorities Linked to Position</b></p>
<p>1. ECD Specialist for Toddler Program (Replacement for 2011-2012 Laid-off staff)</p> <p><u>Reason:</u> Full-time ECD Specialist needed for full-time toddler enrolled class</p>	<p><b>R</b></p>	<p><b>\$ 40K</b></p>	<p><b>Educational Excellence</b></p> <p><b>Organizational Effectiveness</b></p>
<p>2. ECD Specialist for new State Preschool Program (CSPP Grant-funded)</p> <p><u>Reason:</u> CSPP grant awarded for 2016-2017 academic school year</p>	<p><b>N</b></p>	<p><b>\$ 56K</b></p>	<p><b>Educational Excellence</b></p> <p><b>Organizational Effectiveness</b></p>

## V. FACILITIES

### A. Facilities Needs

#### FACILITIES NEEDS

List the Facilities Need and the Reason	EMP Goals or Planning Priorities Linked to Position
<p>1. Remote control to open locked double doors from offices during lockdown times of the Center.</p> <p><u>Reason:</u> No CDC provision for a permanent office staff /admin assistant for the Front Desk Lobby. ECD faculty/Program Director/ Teachers have to physically walk to the double doors and open them for any ECD students, families, and visitors. Safety issue to be able screen visitors from afar. Much interruption of work flow happens throughout the day.</p>	<p><b>Organizational Effectiveness</b></p> <p><b>Supportive Organizational Resources</b></p>
<p>2. Lockable doors for the inside of each observation room and faculty office</p> <p><u>Reason:</u> Safety Issue during lockdown drills. No means of securing the children or faculty/staff from potential intruders or crisis situations.</p>	<p><b>Organizational Effectiveness</b></p> <p><b>Supportive Organizational Resources</b></p>

**VI. TECHNOLOGY AND EQUIPMENT**

A. Technology and Equipment Needs

**TECHNOLOGY AND EQUIPMENT NEEDS**

<p><b>List the Technology and Equipment Needs</b></p> <p>Place titles on list in order (rank) or importance.</p>	<p><b>Indicate (N) = New or (R) = Replacement</b></p>	<p><b>Estimated Annual Total Cost of Ownership</b></p>	<p><b>EMP Goals or Planning Priorities Linked to Position</b></p>
<p>1. Secure safe for tuition payments (cash, check, money orders) <u>Reason:</u> Director only has means to locked file cabinet for monetary resources from center clients.</p>	<p><b>N</b></p>	<p><b>?</b></p>	<p><b>Organizational Effectiveness</b></p> <p><b>Supportive Organizational Resources</b></p>
<p>2. Credit card access or mobile pay available for families to use <u>Reason:</u> CDC only accepts cash and checks. Parents cannot pay by credit or debit cards. Families need convenient payment options through their computers or mobile devices.</p>	<p><b>N</b></p>	<p><b>?</b></p>	<p><b>Organizational Effectiveness</b></p> <p><b>Supportive Organizational Resources</b></p>

## VII. PROFESSIONAL DEVELOPMENT

### Professional Development Needs

<p><b>List Professional Development Needs.</b> Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p>	Annual TC			<p><b>EMP Goals or Planning Priorities Linked to Position</b></p>
	Cost per item	Number Requested	Total Cost	

<p>1. ECD Specialists working with toddler children need training <u>certification</u> in Program for Infant Toddler Care (PITC) to understand and implement research based practices in caregiving and curriculum of care.</p> <p><u>Reason:</u> ECD Specialists in campus child lab school need cutting edge training to pass on to ECD majors who are enrolled in ECD 90 and ECD 95/96 in toddler rooms.</p>	<b>\$2400.00</b>	<b>2</b>	<b>4800</b>	<p><b>Educational Excellence</b></p> <p><b>Organizational Effectiveness</b></p>
<p>2. ECD Specialists working with preschool children need training certification in research-based CLASS Quality instruction and STEM-based Instruction.</p> <p><u>Reason:</u> ECD Specialists in campus child lab school need cutting edge training to pass on to ECD majors who are enrolled in ECD 90 and ECD 95/96 in toddler rooms.</p>	<b>\$2400.00</b>	<b>2</b>	<b>4800</b>	<p><b>Educational Excellence</b></p> <p><b>Organizational Effectiveness</b></p>
<p>3. Program Director needs administrative professional development support through early childhood administrative workshops and conferences.</p> <p><u>Reason:</u> Program Director needs administrative direction from cutting-edge early childhood professionals, and supportive network from professional associations.</p>	<b>\$1500.00</b>	<b>1</b>	<b>1500</b>	<p><b>Educational Excellence</b></p> <p><b>Organizational Effectiveness</b></p>