



**2019-20 ADMINISTRATIVE UNIT PROGRAM REVIEW  
UNIT: Child Development Center & ECE Lab Program**

**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 between fall 2018 and fall 2019. The planning is identified for spring 2020 and academic year 2020-2021.

**I. MISSION**

**A. State the current program mission**

The mission of the Child Development Center and ECE Lab Program is to develop and enrich each child to their fullest potential through meaningful teacher-child relationships and engaging learning experiences.

**B. The mission of Las Positas College is the following:**

*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 and ECE Lab Program supports the mission of Las Positas College by creating a model demonstration site that illustrates the theoretical teachings of Early Education classes. The Specialists serve as mentor teachers and role models to students enrolled in Early Care and Education classes. We are inclusive of other division courses that require observations of young children (i.e. Psychology and Paramedic students). The CDC supports learning and career opportunities to students by supporting their educational goals towards transfer, degree, and/or career-technical certificates. The CDC works closely with the Early Care and Education program to offer a high quality child development program that implements best practices and research-based curriculum. This collaboration prepares students to work in the field of Early Care and Education.

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

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| 1. To establish and maintain a model child development program that implements best practices and research-based curriculum.   |
| 2. To offer a laboratory experience for LPC students through effective mentorship, role modeling, and collaboration with the Early Care and Education division.                |
| 3. To provide a safe, healthy, educational, and developmentally appropriate environment to young children whose families reside in the Tri-Valley and surrounding communities. |
| 4. To provide opportunities for family involvement and parent education.   |
| 5. To maintain the licensing requirements of Community Care Licensing and the California Department of Education.  |
| 6.   |

## II. GOALS AND OBJECTIVES

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

**College Support:** Gold Hawk sponsor for the *Magic Tricks* Publication and Awards Ceremony; sponsored Havik Literary Anthology; presented to the Cal Works staff & students; participated in the Guided Pathways Retreat; participated in the ECE Sneak Preview Event; participated in the ECE Job Fair; information booth at the 2.2 For 22 5K Run; meeting with Classified Senate President; meeting with Union Representatives; collaborated with the Cal Works and Financial Aid Department by hiring student assistants that meet their requirements; supported multiple club activities by attending events and/or purchasing items; participated in new student orientation.

**Community Involvement:** Attended Bay Area Education Leadership Reception; presented to Pleasanton and Livermore ROP students; donations to Hively; donated 240 books, valued at \$1600.00 for Butte County fire victims.

**CSPP State Program:** Added full day slots. Increased part day enrollment by 25%. Expanded days of operation to help earn contract.

**Staffing:** Hired a part time Specialist for the CSPP program; hired a part time Specialist Assistant.

**Professional Development:** 17 staff participated in AB212/Alameda Quality Counts which is a professional growth stipend program to increase retention in the field and the center was awarded \$5,000.00; 21 staff members attended CPR/1<sup>st</sup> Aid training in August (staff volunteered time and CDC paid for training); Flex Day presentation on Social Emotional Development; Flex Day presentation on Understanding & Managing Challenging Behaviors and Love Languages of Children; workshop on Adaptive Leadership In the Midst of Change.

**2GenFund & Veteran's First Scholarship:** Paid \$30,000 toward tuition to assist students needing child care in order to attend classes. This scholarship is made available through the generous donation of the Porte family. Paid \$2,456.00 toward tuition to assist Veteran's with child care who are attending LPC for the first time. This donation made possible by Safeway and the LPC Veteran's 1<sup>st</sup> program.

**Center Events/Fundraisers:** Fall Festival; Trike-A-Thon (raised over \$1200.00); Scholastic Book Fair (raised over \$2000.00); Diaper Drive for Veteran's 1<sup>st</sup> (donated over 100 diapers); Spring Festival; Parent potlucks; Preschool Promotion; held monthly Parent Advisory Meetings.

**Center Updates:** Expanded hours to meet the needs of working parents; increased tuition (first time since the center opened); updated marketing materials; started information table; improved safety and security of center (collaboration with campus safety and M/O-landscaping; continue to advocate for equity at the center (apportionment and janitorial); began implementation of a new billing and communication platform (brightwheel).

B. Major Goals and Objectives for Spring 2020 and AY 2020-21.

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)	Educational Master Plan (EMP) Goals or Planning Priorities linked to this Goal/Objective
1. Continue with time study	Started	7/31/2020	ECE, HR, Fiscal	
2. Continue updating website	Started	7/31/2020	Tim Druely	
3. Revise parent handbook	Started	7/1/2020		
4. Audit & update all children's file	Started	3/31/2020	Front Desk	
5.				

### III. STAFFING

#### A. Staff Profile

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2015	2016	2017	2018	2019	2020-2021	2021-2022
Administration	1	1	1	Interim	1	1	1
Supervisory	0	0	0	0	0	1	1
Classified Staff FT	2	2	3	3	4	8	10
Classified Staff PT	0	0	0	0	2	2	2

Confidential Staff FT	0	0	0	0	0		0	0
<b>Total Full Time Equivalent Staff</b>	3	3	4	3	6		11	13

B. Staffing Needs

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

<p><b>List Staff Positions Needed for Academic Year 2020/2021</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><b>1. Child Development Center Administrative/Classroom Support (ACS) (1 full time)</b></p> <p><u>Reason:</u></p> <p>This position would provide support to the Director and Early Childhood Specialists at the Child Development Center as well as assist students, parents, faculty, and visitors. This position would monitor and maintain the front lobby to ensure a welcoming and safe environment and reduce the time that the lobby area is unsupervised. This has been an ongoing request of families attending our program.</p> <p>This position would assist the Director of the Child Development Center with mandated licensing paperwork, children's enrollment files, basic record keeping, marketing, center events, payroll, student sign in and out sheets, answering telephone calls, scheduling tours, documentation of lab student hours.</p>	<p>N</p>	<p><b>\$180,700 (included benefits)</b></p>	<p><b>EMP Goals: A, B, C, D</b></p> <p><b>Planning Priorities 2 &amp; 3</b></p>

<p><b>2. Early Childhood Specialist Assistant (4 full time)</b></p> <p><u>Reason:</u></p> <p>The position (2 toddler; 2 preschool) is needed to support the Early Childhood Specialist with enrolled children and ECE Lab Students. In an effort to stay abreast of best practices, model these in the classroom, and expand professional development (Educational Master Plan Goal D, strategy D3 and LPC 2017018 Planning Priorities) the ECS needs an ECSA to rely on to participate in the day to day operations of the center, safety and supervision, teacher child/staff/parent interactions, center events, classroom planning, prep time, staff and lab student feedback, and child assessments, which include child observations, extensive paperwork, and parent conferences. This position is needed for consistency and continuity of care for the children. Currently the center hires Student Assistants that have limited availability (can only work 20 hours per week) and leave within 1-2 semesters. Having ECSA will allow for deeper relationships with the parents/families and higher level of open communication. This position would allow for improved curriculum development, teacher/child interactions, child assessments, etc.</p>	<p><b>N</b></p>	<p><b>\$69,900</b> <b>(includes</b> <b>benefits)</b></p>	<p><b>EMP</b> <b>Goals: A,</b> <b>B, C, D</b></p> <p><b>Planning</b> <b>Priorities</b> <b>2 &amp; 3</b></p>
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**IV. FACILITIES**

A. Facilities Needs

**FACILITIES NEEDS**

<p><b>List the Facilities Need and the Reason</b></p>	<p><b>EMP Goals or</b> <b>Planning</b> <b>Priorities</b> <b>Linked to</b> <b>Position</b></p>
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<p><b>1. Staff Offices need ability to be locked from the inside</b></p> <p><u>Reason:</u> For safety considerations in a lock down, shelter in place, or active shooter situation staff need to be able to securely lock their office doors; currently can only be locked from the outside.</p>	
<p><b>2. Classroom door locks need to be changed so staff can lock the doors without a key.</b></p> <p><u>Reason:</u> For safety considerations in a lock down, shelter in place, or active shooter situation staff need to be able to lock the classroom doors without the use of a key; currently only EC Specialists and the Director have keys to lock/unlock these doors.</p>	
<p><b>3. Division of the preschool outdoor area</b></p> <p><u>Reason:</u> To give teachers the availability to section off areas that are used based on the teacher/child ratio. The current situation does not allow for adequate supervision of the children which could result in a licensing violation/fine from Community Care Licensing.</p>	
<p><b>4. Access to the building through the front doors via a camera system and remote access or log in.</b></p> <p><u>Reason:</u> Allow staff to visually see who needs to enter the building from the classroom and allow access remotely will increase security and convenience for parents/students needing access. The front doors are currently kept unlocked during drop off and pick up times which is convenient however if there is no one at the front desk, security and safety become compromised. During the other times of the day, the doors are locked and require the front desk staff, director, or faculty to walk to the door every time someone needs in. If any of these individuals are not available, visitors must wait or call to the classroom which is disruptive and a potential licensing risk if the staff have to leave the classroom to open the front doors.</p>	
<p><b>5. To have janitorial services paid through the District</b></p> <p><u>Reason:</u> Equity and equality</p>	

**V. TECHNOLOGY AND EQUIPMENT**

A. Technology and Equipment Needs

**TECHNOLOGY AND EQUIPMENT NEEDS**

<p><b>List the Technology and Equipment Needs</b> 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><b>1. Tablets for teachers to use in the classroom for curriculum</b>  <u>Reason:</u> Allow teachers to research curriculum ideas, enhance curriculum through media use, enter assessment information, take pictures, play music, etc. Currently staff are using their phones which contradicts our policies. Allow for immediate support to lab students by accessing information.</p>	<p><b>N</b></p>	<p><b>Initial - \$2-\$4,000</b></p>	

**VI. 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.</p>	<p><b>Annual TC</b></p>	



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.	Cost per item	Number Requested	Total Cost	<b>EMP Goals or Planning Priorities Linked to Position</b>
<b>1. Mandated Reporter Training</b>  <u>Reason:</u> Every staff must have this training every 2 years. Currently – most staff are expired.	<b>\$13.00 – \$16.00 (x 4 hours)</b>	<b>30 staff</b>	<b>\$1560 - \$1920</b>	
<b>\$13.00 – \$16.00 (x 4 hours)</b>	<b>\$13.00 – \$16.00 (x 4 hours)</b>	<b>\$13.00 – \$16.00 (x 4 hours)</b>	<b>\$13.00 – \$16.00 (x 4 hours)</b>	<b>\$13.00 – \$16.00 (x 4 hours)</b>

**College Planning Priorities**

- Implement the integration of all ACCJC standards throughout campus structure and processes.
- Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

**College Planning Priorities**

**A. Educational Excellence**

Ensure excellence in student learning by providing quality teaching, learning support, and student support services.

B. **Community Collaboration**

Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and our community.

C. **Supportive Organizational Resources**

Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities.

D. **Organizational Effectiveness**

Ensure excellence in student learning by improving organizational processes and fostering professional development.