



2018-19 ADMINISTRATIVE UNIT PROGRAM REVIEW
UNIT: Child Development Center

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 2017 and spring 2018, inclusive. The planning is identified for spring 2019 and academic year 2019-2020.

I. MISSION

A. State the current program mission

The Child Development Centers mission 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 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 offer a laboratory experience for students through effective mentorship, role modeling, and collaboration with the Early Care and Education division. |
| 2. To provide opportunities for family involvement and parent education. |
| 3. To establish and maintain a model child development program that implements best practices and research-based curriculum. |
| 4. To provide a healthy, educational, and developmentally appropriate environment to young children whose families reside in the Tri-Valley and surrounding communities. |
| 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?

2GenFund Scholarships: Paid \$18,139.50 towards 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.

Training: Staff received CPR/1st Aide training from ICE Safety Solutions. Staff volunteered their time and the CDC paid for the class; staff receive training on Inclusion from The School of Imagination. This training was paid out of the center budget It was made possible by closing the center for professional development (College Flex Day). Training on Anti-Bias Education, made possible through Alameda Quality Counts award money. Training on Emergent Curriculum, made possible through a partnership with the ECE Department.

Community Outreach: Director and EC Specialist attended Livermore Farmer's Market Family Day; placed enrollment fliers at the Livermore Library; advertising through Livermore Parents Group; College Facebook posts

State Preschool: Increased revenue by \$110,000 by continuing the CSPP part day program.

Inclusion: Due to a partnership with Compass Therapeutic Services we enrolled a student on the autism spectrum. This child has 1:1 support while attending the program.

Staffing: Hired a Director (Angie Lopez) at the end of March.

Professional Development: 10 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 \$7,000.00

Center Events/Fundraisers: Fall Festival; Trike-A-Thon (raised \$560); Scholastic Book Fair (raised \$700 for purchase of books); Talk Hawks presentation; Holiday Family Pot Luck; Veterans First toy donation; Spring Festival (resulted in 3 new enrollments); Movie Night

Team Building: Appreciation Board; monthly "Sunshine" committee; pot lucks; Teacher Appreciation week; Secret Santa gift exchange; group training.

B. Major Goals and Objectives for Spring 2019 and AY 2019-20.

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. Prepare for state audit	Started	12/17/18	Collaboration with Chabot CDC	
2. Time Study	Started	7/31/19	ECE Division, HR, Fiscal	
3. Update website/marketing materials	Started	6/1/19	Tim Druley, IT, Giselle	
4. Revise parent handbook	1/5/19	5/1/19	ECE Division input	
5. Develop Student Asst. Review	3/1/19	5/31/19	Specialists	

III. PROGRAM ASSESSMENT VIA ADMINISTRATIVE OFFICES USER SURVEY (please fill out this section only if your program was listed in the survey)

A. Program Assessment via the Fall 2018 Administrative Offices User Survey.

What results did you get from the survey?	If applicable, how will you address any challenges identified in the results?	Educational Master Plan Goals or Planning Priorities Linked to How You Will Address the Results.
<p>1) How satisfied were you with the overall services provided in 2017/18? 84% were satisfied or very satisfied. 16% were neither satisfied nor dissatisfied.</p> <p>2) How satisfied were you with timeliness of the services in 2017/18? 87% were satisfied or very satisfied. 13% were neither satisfied nor dissatisfied.</p>		

There were no comments.		
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IV. STAFFING

A. Staff Profile

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2014	2015	2016	2017	2018	2019-2020	2020-2021
Administration	1	1	1	1	Interim	1	0
Supervisory	0	0	0	0	0	0	1
Classified Staff FT	2	2	2	3	4	3	2
Classified Staff PT	0	0	0	0	0	2	2
Confidential Staff FT	0	0	0	0	0	0	0
Total Full Time Equivalent Staff	3	3	3	4	5	6	5

B. Staffing Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)

<p>List Staff Positions Needed for Academic Year: 5</p> <p>Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Estimated Annual Total Cost</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
<p>1. Early Childhood Specialist Assistant (4)</p> <p><u>Reason: 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.</u></p>	<p>N</p>	<p>\$180,700 (included benefits)</p>	<p>EMP goal D, strategy D3; LPC planning priority</p>
<p>2. Child Development Center Administrative/Classroom Support (ACS)</p> <p><u>Reason: 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.</u></p>	<p>N</p>	<p>\$69,900 (includes benefits)</p>	

<p><u>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, compiling data, distributing information, ordering supplies, updating parent and staff contact information, etc.</u></p> <p><u>This position would assist the Early Childhood Specialists and the Early Care and Education Department by ensuring lab and other visiting students are assigned to appropriate classrooms, hours are being recorded correctly, and work is being signed off by the appropriate parties. This position will also be able to support by scheduling parent conferences; distributing and collecting parent surveys; ordering food and other supplies; and assisting in the classroom, when needed to meet licensing ratio mandates.</u></p> <p><u>The Child Development Center has over 100 people that come through our doors daily. LPC students, parents, faculty, staff, children, and other visitors will be offered 5-star customer service with this position in place. Inquiries and information given over the phone will be timely and accurate, with fewer calls going to voice mail.</u></p>			
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V. FACILITIES

A. Facilities Needs

FACILITIES NEEDS

<p>List the Facilities Need and the Reason</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
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<p>1. Staff Offices need ability to be locked from the inside</p> <p><u>Reason: 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.</u></p>	
<p>2. Classroom door locks need to be changed so staff can lock the doors without a key.</p> <p><u>Reason: 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.</u></p>	
<p>3. Eliminate high shrubbery around CDC and walk-way to Campus Hill Drive</p> <p><u>Reason: To decrease the ability for someone to hide.</u></p>	
<p>4. Division of the preschool outdoor area</p> <p><u>Reason: 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.</u></p>	
<p>5. Access to the building through the front doors via a camera system and remote access or log in.</p> <p><u>Reason: 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.</u></p>	

VI. TECHNOLOGY AND EQUIPMENT

A. Technology and Equipment Needs

TECHNOLOGY AND EQUIPMENT NEEDS

<p>List the Technology and Equipment Needs</p> <p>Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Estimated Annual Total Cost of Ownership</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
<p>1. Tablets for teachers to use in the classroom for curriculum</p> <p><u>Reason: 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.</u></p>	<p>N</p>	<p>One time cost \$2,000 - \$4,000</p>	
<p>2.</p> <p><u>Reason:</u></p>			
<p>3.</p> <p><u>Reason:</u></p>			
<p>4.</p> <p><u>Reason:</u></p>			

VII. PROFESSIONAL DEVELOPMENT

Professional Development Needs

<p>List Professional Development Needs. 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>EMP Goals or Planning Priorities Linked to Position</p>
	Cost per item	Number Requested	Total Cost	
<p>1. Challenging Behavior</p> <p><u>Reason: Giving staff strategies and techniques for dealing with challenging behavior is a skill/competencies that has been requested.</u></p>	<p>One time cost of @ \$500. or <</p>	<p>1 time during Spring/Fall Flex Day</p>	<p><than \$500.</p>	
<p>2. Emotional Intelligence (aka soft skills)</p> <p><u>Reason: Specialist that are required to mentor other staff and/or lab students and interact with families need to have a mastery of skills such as authentic communication, critical thinking, relationship building, listening, tone of voice, body language, etc. Consistently utilizing these skills in a fast-paced, stressful environment can be challenging.</u></p>	<p>One time cost of @ \$500. or <</p>	<p>1 time during Spring/Fall Flex Day</p>	<p><than \$500.</p>	