



**2022-23 ADMINISTRATIVE UNIT PROGRAM REVIEW**  
**UNIT: Little Hawks Child Development Center and Lab School**

**\*\*\*Please submit your completed Program Review to Sheri Moore by 12 pm on January 31, 2023 to Sheri Moore.\*\*\***

**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

**Timeframe:** This program review reflects on the time period between spring 2022 through fall 2022 and plans for spring 2023 through fall 2023.

**I. MISSION**

A. State the current program mission

*The mission of the Child Development Center and ECE Lab School 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 provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.*

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

*The Child Development Center and ECE Lab School 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.

*1. To establish and maintain a model child development program that implements best practices and research-based curriculum.*

*2. To provide a safe, healthy, educational, diverse, and developmentally appropriate environment for young children whose families reside in the Tri-Valley and surrounding communities.*

*3. To offer a laboratory experience for LPC students through effective mentorship, role modeling, and collaboration with the Early Care and Education division.*

*4. To provide opportunities for family involvement and parent education.*

*5. To offer hands-on experiences to Student Assistant's as they continue their education journey at LPC.*

*6. To maintain the licensing requirements of Community Care Licensing and the California Department of Education.*

## II. GOALS AND OBJECTIVES

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

- 1) *We have increased enrollment to 70 children since returning from COVID and have a substantial wait list.*
- 2) *We have replaced all open positions and added 3 full time, 12-month Early Learning Assistants.*
- 3) *We have continued to partner with the ECE Department Lab Classes to have student's complete lab hours in the center.*
- 4) *We continue to partner with the Vet's 1<sup>st</sup> program; 1 family benefited by having their child's tuition paid.*
- 5) *1 family has received the 2 GenFund Scholarship; 75% of their tuition has been paid.*
- 6) *Theresa Mailander Maier completed CLIP.*
- 7) *Virginia Tsubamoto has been accepted into CLIP.*
- 8) *Stipends were issued to staff for completing professional development.*
- 9) *Annual licensing review resulted in no findings.*
- 10) *Center was awarded stipends from the CDE for offering subsidized child care and from Alameda County for participating in Quality Counts*
- 11) *Went to 24 hour locked facility; issuing key cards to families and all staff.*

B. Major Goals and Objectives for Spring 2023 through Fall 2023.

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
Audit by CDE (Chabot College is supposed to take lead however Interim Director is not trained or knowledgeable of CSPP contracts.)	May, 23	1 week – prep now		
Website Update	Last year	12/31/23	Tim Druley	
Re-do Mission & Vision Statement	Last year	Ongoing	Specialists, Parents, Constituents, A. Raichbart	
Increase enrollment by 50 children	1/2022	Ongoing	Must be able to hire full time, 12 mo. classified staff	

### III. STAFFING

#### A. Staff Profile

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2018	2019	2020	2021	2022	2023-2024	2024-2025
Administration	1	1	1	1	1	0	0
Supervisory	0	0	0	0	0	1	1
Classified Staff FT	2	3	3	4	8	5	4
Classified Staff PT	0	0	2	2	2	2	2
Confidential Staff FT							
<b>Total Full Time Equivalent Staff</b>	3	4	4	7	11	7	7

B. Staffing Needs

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

<p><b>List Staff Positions Needed for Academic Year 2023</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>Early Childhood Specialist Assistant (5 full time, 12 months)</b>  <u>Reason:</u> The position (2 toddler; 3 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. Having a FT Specialist and a FT Specialist Assistant will allow us to use Student Assistants to fill in staffing gaps and enroll to our full capacity.</p>	<p>N</p>	<p>@\$325,00.00</p>	<p>EMP Goals: A, B, C, D  Planning Priorities 2, 3</p>
<p><b>Child Development Center Administrative/Classroom Support (ACS) (1 full time)</b>  <u>Reason:</u> 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>N</p>	<p>@\$120,000.00</p>	<p>EMP Goals: A, B, C, D  Planning Priorities 2, 3</p>

This position would assist the Director of the Child Development Center with mandated licensing paperwork, children's enrollment files, basic record keeping, CSPP reporting, parent surveys, marketing, center events, payroll, student sign in and out sheets, telephone calls, scheduling tours, documentation of lab student hours, enrollment, ECE library, fundraisers.

This person would work in the classroom when there are gaps in staffing.

Having an assistant will allow the Director to mentor the Specialists, Student Assistants, and Lab Students. She will have more time to participate in college events and college/community committees.

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**IV. FACILITIES**

A. Facilities Needs

**FACILITIES NEEDS**

List the Facilities Need and the Reason	EMP Goals or Planning Priorities Linked to Position
<p><b>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, with a key.</p>	
<p><b>2. 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>3. To have janitorial services paid through the District</b></p> <p><u>Reason:</u> To have equity and equality. The CDC is the only department/division that pays for their own janitorial expense. As part of the college community, this expense should be paid out of District funds, just like every other building, gym, locker room, classroom, bathroom, theater, hallway, outdoor area, parking lot, faculty offices, etc.</p>	



**V. 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>Visual displays in each classroom and outside that staff can change as children are logged into and out of brightwheel and/or move from classroom to classroom. <u>Reason:</u> Increase ability to know how many children are present in the classrooms and building</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. 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><b>CPR/1<sup>st</sup> Aid</b>  <u>Reason:</u> State Mandates that 1 person trained in CPR/1<sup>st</sup> AID be on site at all times. It is best practices to have all staff trained. In prior years, staff have volunteered their time and the CDC has paid for the class.</p>	80.00	15	1200	
<p><b>2. Director to participate in conferences</b>  <u>Reason:</u> Professional development and continued connections with other individuals/agencies/businesses in the field of ECE. Cost will depend on location (travel and hotel) and registration fees.</p>	Unknown	2-3 per year	unknown	
<p><b>3. TK Foundations</b>  <u>Reason:</u> To better inform parents about their options and the expectations of children eligible for TK.</p>	Unknown	2	Unknown	