



**2020-21 ADMINISTRATIVE UNIT PROGRAM REVIEW**  
**UNIT: Little Hawks Child Development Center & Lab School**

**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 2021 through fall 2021 and plans for spring 2022 through fall 2022.

**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 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, diverse, and developmentally appropriate environment for young children whose families reside in the Tri-Valley and surrounding communities.
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?

**CENTER:** In Spring, 2021 we opened a 4<sup>th</sup> preschool classroom (first time all ps rooms have been open) to accommodate enrollment and also the placement of ECE Lab students.

COVID guidelines were updated and maintained at the center. Once enrollment restrictions were lifted, we began enrolling families. We have tripled our enrollment since re-opening in 2020 with only 24 children. We established a waitlist of over 50 families.

**COLLEGE INVOLVEMENT:**

Stephany Chavez is involved in the following committees: Resource Allocation; Budget Development; Planning and Budget (District); ECE Teacher Preparation Program.

Carmen Ortiz is involved in the following committees: Program Review; Professional Development. She is a Classified Ambassador and a Connect Up Coach. She became adjunct faculty in January, 2021.

Theresa Mailander is participating in CLIP.

All Specialist attended Convocation, Flex Day activities, ECE Advisory Board Meetings, & ECE Collaborative Meetings.

Director participated in Administrative meeting and Health and Safety Committee. She attended on-site theater, Veteran's events, and soccer games to support these departments. She served as a scholarship reader. Also served as point of contact for vaccine mandate for lab students attending face-to-face classes.

**PROFESSIONAL DEVELOPMENT:** Five more staff enrolled in and are completing CSEFEL (social/emotional) training. Carmen Ortiz took the leadership role to support those going through CSEFEL.

27 stipends were issued to staff for professional development and college courses through AB212/Alameda Quality Counts which is a professional growth stipend program to increase retention in the field and the center was awarded \$7397.00.

Theresa Mailander was accepted to participate in the Classified Leadership Institute for Professionals (CLIP)

**LAB SCHOOL** – In Spring, 21 we offered virtual lab experiences to the lab students due to the closure of the center as a result of COVID. In Fall, 21 lab students completed lab hours in the center. We served over 35 students. They attended either on MW or Th. We also allowed observations.

**2GenFund & Veteran's First Scholarship:** Due to virtual classes, we did not have anyone apply for 2GenFund Scholarships. Paid \$7255.00 toward tuition to assist Veteran's in the Spring, 21 and \$6420.00 in Fall, 21. This donation made possible by Safeway and the LPC Veteran's 1<sup>st</sup> program. Lam Research assisted Students with CDC registration fees in the amount of \$250.00. The LAM scholarship helped 2 families with registration fee (\$250.00).

B. Major Goals and Objectives for Spring 2022 through Fall 2022.

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.Collaborative partnership with LJUSD (Special Needs)	Started	ongoing	A.Raichbart, District, LJUSD	
2.Re-brand and Market the center	2/1/21	continuing	A.Raichbart, District	
3.Continue w/ Time Study	Started	continuing		
4.Website update	Started	continuing	Tim Druley	
5.Enhance outdoor environment	1/15/22	6/30/22	Specialists	
6.Re-do mission and vision statement	3/1/21	continuing	A.Raichbart, Specialists, Parents; Constituents	

**III. STAFFING**

A. Staff Profile

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2017	2018	2019	2020	2021	2022-2023	2023-2024
Administration	interim	1	1	1	1	1	1
Supervisory	0	0	0	0	0	1	1

Classified Staff FT	2	3	3	4	4		14	14
Classified Staff PT	0	0	0	2	2		4	4
Confidential Staff FT	0	0	0	0	0		0	0
<b>Total Full Time Equivalent Staff</b>	3	4	4	6	7		20	20

B. Staffing Needs

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

<p><b>List Staff Positions Needed for Academic Year 2021/2022</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>
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<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, 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.</p> <p>This person would work in the classroom when there are gaps in staffing.</p> <p>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.</p>	<p>N</p>	<p><b>\$110,000 (includes benefits)</b></p>	<p><b>EMP Goals: A, B, C, D</b></p> <p><b>Planning Priorities 2, 3</b></p>
<p><b>2. Early Childhood Specialist Assistant (5 full time, 12 months)</b></p> <p><u>Reason:</u></p> <p>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</p>	<p>N</p>	<p><b>\$315,000 (includes benefits)</b></p>	<p><b>EMP Goals: A, B, C, D</b></p> <p><b>Planning Priorities 2, 3</b></p>

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.

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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>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. 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. 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 &amp; staff 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>	

**4. To have janitorial services paid through the District**

Reason: 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.

**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>1. 5 IPADS</p> <p><u>Reason:</u> Teachers can communicate with families via our brightwheel platform, take pictures, complete assessments, curriculum.</p>	<p>N</p>	<p>\$5000.00</p>	
<p><b>2. 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 &amp; staff 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</p>			



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## 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>1. CPR/1<sup>st</sup> Aid</b></p> <p><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>	65.00	15	975	
<p><b>2. Training on state enrollment and fiscal reporting guidelines</b></p> <p><u>Reason:</u> To ensure understanding of funding terms and conditions and accuracy in reporting.</p>	unknown	2		