CDC PROGRAM PLAN

July 2008
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Child Development Center Program Plan

Executive Summary

Philosophy and Mission
The Lake Tahoe Community College child development center allows for children to thrive in an environment that is developmentally appropriate and supports the individual learning style of each child. We offer a play-based curriculum with the belief that children are by nature curious and eager learners and it is their direct experience in the world with the people, places and objects at hand that spark their innate desire to “find out,” “figure out,” or otherwise solve problems that present themselves through the course of everyday events. Teachers are there to provide the expert guidance and support for “knowing” how things work and how to successfully live in the world with self and others. Through the coordination of safe and hygienic facilities, appropriate educational programs, trained staff, and the recognition of the importance of family, we strive to provide the best possible environment for children to grow and learn.

Our mission is the care and nurturing of young children in such a way that parents can leave knowing their children are safe and in a learning environment that, at its best, will promote life-long learning. The primary focus of the CDC is to serve the student parents of LTCC seeking to further their education. We seek to provide excellent service by cooperating, collaborating and communicating with all who interact with us and at the same time approach our work with a sense of humility, humanity and with enough humor to lighten our way. In addition, the CDC serves as a model teaching-learning facility for college students interested in becoming teachers of young children.

Goals & Objectives

A. Physical Environment (Space and Furnishings): The CDC’s environment will be kept safe, clean, attractive, and spacious. It shall remain in good repair and will include a variety of opportunities for children.

1. The budget will be sufficient to maintain the facility at above average standards.
2. Repairs will be reported and performed in a timely manner
3. The program will maintain licensure through the California State Department of Social Services-Community Care Licensing.

B. Health & Safety (Personal Care Routines): The program recognizes that the health and safety of the children and adults are of the utmost importance and, as such, the environment maintains the health and safety requirements set forth by the regulatory agency. Additionally, the nutritional needs of the children and adults are met in a manner that supports and promotes healthy eating practices.
1. Staff will continue to be trained to deal with emergencies should they arise and are required to maintain a current CPR and First Aid certification.

2. Children and staff are educated with regards to the healthy and safe practices including hand washing, food safety and sanitation, and sanitary diapering procedures.

3. Meals and snacks are planned to meet the child’s nutritional requirements as recommended by the Child Care food Program.

4. Menu information is provided to parents

5. Feeding times and food consumption information is provided to families of infants and toddlers

6. Mealtimes will promote good nutrition habits and foster the development of self-help skills.

C. Curriculum (Activities): The center will provide a developmentally appropriate curriculum that recognizes that children are active learners drawing on direct experiences, and acknowledges the individual learning style of each child.

1. The curriculum engages children actively in the learning process

2. The program provides a variety of developmentally appropriate learning experiences

3. The curriculum encourages children to pursue their own interests in the context of the community and the world.

4. Children are encouraged to become independent learners by having flexible, open-ended equipment and materials easily accessible to them

5. The program provides an environment that is rich in print and activities to enrich children’s use of language and literacy.

D. Interactions among teachers and children: Interactions between children and adults will provide opportunities for children to develop an understanding of self and others and be characterized by warmth, personal respect, individuality, positive support, and responsiveness

1. Teachers facilitate interactions among children to provide opportunities for development of self-esteem, social competence, and intellectual growth

2. CDC staff will model respect and acceptance of others through interactions with children, families, and co-workers

E. Staffing (ratios and qualifications): The program will be staffed by adults who understand child and family development and who recognize and meet the developmental and learning needs of children and families. It will be sufficiently staffed to meet the needs of and promote the physical, social, emotional, and cognitive development of each child

3. Staff hired at all levels will meet the minimum requirements as set forth by licensing regulations
4. All staff will be encouraged to take part in staff development opportunities designed to provide continuing education and other opportunities for staff to be kept abreast of the latest developments in the field.
5. Maintain required staffing levels as required by State regulations
6. Orient new staff, volunteers, and substitutes about the goals and philosophy of the program, emergency health and safety procedures, guidance and classroom management techniques, and child abuse and reporting procedures.

F. Program Structure (Administration): The program will be efficiently and effectively administered with attention to the needs and desires of children, families, staff, and the college community.

7. Ongoing records will be kept up to date
8. Fiscal records will be kept with evidence of long range budgeting and sound financial planning
9. Operating budgets will be prepared annually and reviewed frequently to track expenditures
10. Staff interactions will reflect mutual trust, respect, and support for each other and will be evidenced by staff members seeking out and acknowledging each other’s ideas and accomplishments
11. Front office coverage will be adequate to meet the needs of the center.

G. Parents and Staff (Family Involvement): Teachers and families will work closely in partnerships to ensure high-quality care and education for children, and ensure parents feel supported and welcomed as observers and contributors to the program.

12. Staff recognizes the importance of the child’s family and establishes positive relationships with families based on mutual trust and respect.
13. Parents will be welcomed visitors in the program at all times and are encouraged to be involved in the program in various ways, taking into consideration employed parents and those with little time to spare.
14. Communication between staff and families will convey trust and respect by greeting families when they arrive, accepting different family structures and cultural perspectives, and by speaking positively about the family throughout the day.
15. Staff will be familiar with and make appropriate use of referrals to community resources for families.

Final Recommendations (not listed in order of priority)

1. Establish a data base to track the number of student parents receiving services at the CDC.
2. Investigate ways to enhance administrative support for the half-time director
3. Install automatic hand sanitizers in diaper changing area.
4. Update MSDS chemical inventory.
5. Install artificial turf under the dome area on the preschool playground.
6. Establish a reserve in the budget for equipment replacement
7. Address storage space needs at CDC.
8. Enhance website information relative to Child Development Center program for case of use and accessibility including listing the CDC under Student Services on the website.
9. Develop innovative ways to inform students of CDC services such as providing a list of students to the CDC who indicate an interest in child care on the LTCC application so they may be contacted personally, creating a marketing brochure targeted to students, and creating a downloadable application form.
10. Update parent handbook and staff safety training manual.
11. Address the issue of recruitment and retention of qualified staff by means of compensation or benefits
Introduction

Lake Tahoe Community College program planning takes place on a six year cycle and requires staff to thoroughly review programs for effectiveness in meeting the goals and objectives in line with the program philosophy and mission. The Lake Tahoe Community College Child Development Center annually reviews its program to meet California State standards and requirements, including the Desired Results Annual Report. These processes are very similar to the college’s program planning process and consist of a thorough self-study with input from center administrators, teaching staff, and families. It also includes a comprehensive environmental rating that is completed by teaching staff and an independent observer. Programs participating in these reviews are evaluated on seven comprehensive criteria:

- Physical Environment (Space and Furnishings)
- Health and safety (Personal Care Routines)
- Curriculum (Activities)
- Interactions among teachers and children
- Staffing (ratios and qualifications)
- Program Structure (Administration)
- Parents and Staff (Family Involvement)

Since this process closely follows the LTCC program planning process, it was utilized for the Child Development Center’s program planning. While input was solicited from staff and parents, the team involved in developing the program plan consisted primarily of Michelle Sower, Director of the Child Development Center; Shawna Sarver, Lead Teacher; Karen Allen, Operation’s Assistant; Kathy Strain, Parent; and Susan Middleton, Dean of Student Services. The recommendations contained within this document are based in the outcomes of the desired results self-evaluation.
Section A

Program Philosophy and Mission

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Through the coordination of safe and hygienic facilities, appropriate educational programs, trained staff, and the recognition of the importance of family, we strive to provide the best possible environment for children to grow and learn.

Our mission is the care and nurturing of young children in such a way that parents can leave knowing their children are safe and in a learning environment that, at its best, will promote life-long learning. The primary focus of the CDC is to serve the student parents of LTCC seeking to further their education. We seek to provide excellent service by cooperating, collaborating and communicating with all who interact with us and at the same time approach our work with a sense of humility, humanity and with enough humor to lighten our way. In addition, the CDC serves as a model teaching-learning facility for college students interested in becoming teachers of young children.

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Section C

Response to Recommendations from Previous Program Plan

1. Conduct monthly staff meetings for each classroom.
   Status: This has proved more difficult than originally planned. It is difficult to get staff together while still having appropriate coverage in the rooms. Teaching staff in individual rooms brainstorm and meet with their aides on an informal, as needed, basis.

2. Conduct bi-annual center-wide meetings.
Status: It is impractical and difficult to convene the entire staff for meetings as this would have to take place outside of normal working hours (i.e. evenings or weekends). Teachers meet twice a year with the director as a group to review policies, procedures and overall program operation, and then disseminate information to teacher's aides.

3. Close the CDC for one day to allow for an annual all staff in-service day for planning, review of policies, and training to ensure continuity and to provide for continued program improvement.
   Status: Completed and very successful as an ongoing annual activity.

4. Develop improved record-keeping systems
   - Developmental assessments
   - Waiting list
   - QuickBooks
   - Enhanced front office coverage with record-keeping responsibilities
   - State and federal reporting requirements
   Status: Completed

5. Establish a reserve in the budget for equipment replacement
   Status: Due to college wide budget constraints this has not been possible.

6. Increase communication with parents in matters directly relating to their children.
   - Room transitions
   - Self-help skills
   Status: This is an ongoing process. Some progress has been made in this area by the use of:
     - Staff communication logs
     - Parent conferences
     - Parent education meetings
     - Transitional information packets for parents whose children are moving from one classroom to another
     - The establishment of a parent email list serve to disseminate information parents

7. Increase diligence in health and safety issues, especially with regard to hand washing.
   Status: Posters have been put up around the building for staff and children regarding the importance and instructions for proper hand washing. Health and safety issues have been addressed in staff trainings, and automatic faucets have been installed in all classrooms

8. Enhance website information relative to Child Development Center program and enrollment information.
   Status: Completed. The website will continue to be enhanced.
9. Continue developing innovative ways to inform students of CDC services. Status: Some progress has been made in this area. Information about child development services have been placed in the class schedule and the catalog. Flyers have been placed in Student Services, and tours are provided to perspective student parents.

Section D

Accreditation Self-Study

While no specific recommendation was made in relation to the Child Development Center in either the 2005 self study or in the accreditation recommendations, a general plan for the college to enhance its efforts to publicize all services will include efforts to publicize the Child Development Center.

Section E

Program History and Projections

Enrollment
Over the past 5 years, enrollment at the CDC has remained within the 95-100% capacity. In spring quarter the CDC served 53 families enrolled with a total of 70 children. These numbers fluctuate over the year with summer having the lowest enrollment. The largest population is and always has been community members at large. However, we have noticed an increase in staff and faculty children over the past 5 years. While LTCC students have top priority for childcare services, this has been the most challenging need to fill. Because of the variances in student schedules along with the need to keep enrollments up at the CDC, it is very difficult to ensure availability for student parents when they need it. If space is kept open in each room for students, there is the risk that they will not be filled and the CDC loses money for low enrollment. If the CDC fills up with private pay, general community families, there is less room for student families but the income generated is steady. This has been an ongoing issue and one that is quite challenging to resolve. The CDC continues to try to find ways to strike a balance between maintaining availability for student parents while keeping enrollments up.

Staffing
At the time of the last program plan, the CDC was staffed with 1 half-time classified director; 1 full-time Operations Assistant with teaching responsibilities; 1 part-time permanent office assistant; 1 full-time classified teacher; 5 part-time permanent teachers; 11 part-time temporary teacher’s aides, and 1 part-time permanent cook. Since that time, the part-time office assistant position was voluntarily cut to help balance the budget and duties were reassigned to the full-time operations assistant. In 2005, the full time Operation’s Assistant resigned and the request to have the position filled was declined. Instead it was filled with a part-time operations assistant and a half-time teacher. Overall,
this resulted in the loss of 1 full time employee. The loss of this full time position has negatively impacted the daily operation of the center as reporting requirements have increased and support services to both staff and families have been put aside due to a lack of support. Currently, the staffing at the CDC consists of 1 half-time classified Director at 20 hours per week; 1 part-time Operations Assistant at 28 hours per week; 1 full-time classified teacher; 6 part-time permanent teachers; 1 part-time permanent cook; and 11 part-time temporary teacher’s aides. This staffing structure does not adequately meet the needs of the CDC and is further complicated by the turnover rate.

Turnover in this profession tends to be high, however, due to the low pay, lack of benefits and inability to offer full time employment, efforts to recruit and retain qualified staff for the CDC is becoming increasingly difficult. Lake Tahoe generally has a small pool of qualified preschool professionals and there is more and more competition throughout the area for qualified staff. Other employers are offering higher compensation packages that include medical benefits and full time employment. Seven teachers have been lost in the past five years, largely due to this issue. This turnover negatively impacts the quality of the program in a number of ways, including the costs associated with the hiring and training of new employees. Additionally, it is hard to fully enroll the program when there is a shortage of qualified staff to serve the children and meet mandated ratios.

Facilities
Space has continued to be an issue at the CDC. The observation room should not be used as a storage area, as this limits its appropriateness for use by parents and Early Childhood Education students as they conduct classroom observation assignments. Therefore, more innovative storage solutions need to be found.

Equipment/Technology
The overall condition of some of the equipment and facilities has declined in recent years, due to normal wear and tear, and are in need of repair or replacement. The interior of the CDC needs to be updated with new sink areas, countertops, children’s tables and chairs, flooring and the interior walls also need repainting. The roof has leaked during the winter months and walls and flooring have been damaged, as well as the ceiling tiles.

Automatic hand sanitizers for staff use to minimize contaminating surfaces with E. coli. need to be installed in all three children’s diaper changing areas per site review recommendations by the California Dept. of Education and the State Department of Social Services.

The outside play area surfaces need to meet code regulations, whether that is with adequate amounts of sand or with new rubber play surfaces. A rope ladder was broken and removed from the large play structure and needs to be replaced, as it is too far a drop for children to make safely. The deck and sandbox areas of the preschool were updated with Trex boarding to replace the older, splintered wood but there are many gaps between the Trex panels that need to be filled with wood putty so that children’s fingers don’t get caught. In addition, the boards on the deck need to be planed so they are flush with the
cement portion of the deck so that children don’t trip over them. None of the outdoor water fountains are functioning, and several electrical outlets need to be repaired.

Overall, the current electrical and mechanical equipment is meeting the present needs of the Child Development Center. With the high level of use all equipment at the CDC gets, it is important the college be prepared for equipment replacement, especially of appliances such as the stove, microwave, dishwasher, washer/dryer, and freezer. Historically, these replacements have been at the rate of one appliance per year, cycling every five years.

**Supplies**
The Child Development Center has been provided an adequate budget to ensure supplies meet the program’s needs. The Material Safety Data Sheet (MSDS) needs to be updated.

**Income and Expenses**
The CDC has an annual operating budget of close to $400,000.00. Income is generated through a variety of sources including state and federal childcare subsidies, Child Care and Adult Food Program reimbursements, and private parent fees. Operating expenses cover areas such as staff salaries, instructional supplies, food and food supplies, maintenance and cleaning supplies, and all utilities, with salaries and related salary costs being the biggest category. The general fund contributes annually to the operations of the CDC and this amount varies from year to year.

<table>
<thead>
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<th>Year</th>
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The average yearly contribution from 2003/04 through 2007/08 has been $44,012. Based on the increased competition from state funded preschool programs and other private full day facilities, the economic decline, and the demographic changes within the community, the college did not follow the usual practice of raising fees for the 2007/08 year. With the 2008/09 year, the fees were once again raised. However, the expenses of operating the CDC will continue to exceed the income received so the general fund will be required to maintain a subsidy to the operation. The source of the subsidy comes from the maintenance and operation funding the college receives for the space, the excess FTES generated from the Early Childhood Education program, and an offset of utilities for the CDC’s time utilized as a classroom.
SECTION F

Curriculum

The Child Development Center uses a developmentally appropriate approach for curriculum development for infants, toddlers, and preschool aged children.

SECTION G

Scheduling of Classes and/or Availability of Service

The Child Development Center is open Monday through Friday from 7:30 a.m. to 6:30 p.m., year round. Full day and half day blocks are available with 1:00 p.m. being the half day point. The CDC closes for most major holidays and is closed for approximately one week between Christmas and New Year’s Day.

A waiting list for enrollment is maintained for children ages 6 weeks-5 years. On average there are about 90 names on this list. Parents who are students or staff of LTCC are highlighted for easy identification as they have priority enrollment over the general community. When a space opens up at the CDC, the list will be pulled up by age of the child and then by student/staff/community status. Students, staff and siblings of children already enrolled are contacted first, then general community. Parents are required to keep in contact if they wish to remain on the list. If they have not checked in at least once per year, they will be removed from the list.

As stated earlier, while LTCC students have top priority for childcare services, this has been the most challenging need to fill. Because of the variances in student schedules along with the need to keep enrollments up at the CDC, it is very difficult to ensure availability for student parents when they need it. If space is kept open in each room for students, there is the risk that they will not be filled and the CDC loses money for low enrollment. If the CDC fills up with private pay, general community families, there is less room for student families but the income generated is steady. This has been an ongoing issue and one that is quite challenging to resolve. The CDC continues to try to find ways to strike a balance between maintaining availability for student parents while keeping enrollments up.

SECTION H

Documents

Website: The Lake Tahoe Community College website has included a section for the Child Development Center which gives basic information about the center as well as each room individually. While meeting basic information needs, the design needs to be updated with easier to read pages. Links need to be added to each page for easier navigation of the CDC site. Information about the staff should be added so prospective
parents know about the training and qualifications of the Director and teachers. Information for student parents, specifically, should be easy to find and understand with links to download application/waiting list forms.

Parent Handbook: The parent handbook is given to each new parent upon enrollment. It contains basic information about the CDC’s policies and procedures. An updated version is currently in the works to provide more detailed information and serve as a valuable resource for CDC parents.

Staff Handbook and Safety Training Manual: The staff handbook meets the current needs of the Child Development Center, but the staff safety training manual needs to be updated to reflect current procedures and requirements.

A brochure outlining the programs at the CDC should be created to disseminate information about the CDC to potential patrons.

SECTION I
Demographics

Enrollment numbers fluctuate depending on the time of the year, with more students participating during the academic year. Over the past four years the average number of children enrolled is 67 with an average of 12 student family children, 10 staff family children, and 45 community family children served. Relative to the socio-economic level of children and families served, approximately 19% are currently living at or below the state poverty line. This is evidenced by the number of children receiving subsidy for child care services. Approximately 98% of the population served was of White, not Hispanic descent; 2% were of Hispanic descent.

SECTION J
Student Learning and Success

The CDC uses the California state mandated desired results developmental profile (DRDP) to assess children’s learning. The DRDP is:

- A result-based accountability for California Department of Education, Child Development Division (CDD) funded center based programs.
- A set of tools for helping administrators and staff systematically review, evaluate and reflect upon their program practices for the purposes of supporting desired results.
- A system that provides concrete information, based on observations and parent feedback, for improving programs for children and families.
In all three rooms (infant, toddler and preschool) the CDC scored high in the areas of social and motor skills. The children demonstrate effective social and interpersonal skills; they exhibit empathy, they interact effectively and have formed close relationships with both peers and caregivers. The children also demonstrate excellent gross and fine motor skills. They can use parts of their body or their whole body (large muscles), they use their hands to accomplish tasks (hand-eye coordination), and can maintain stability in various positions.

Although the CDC scored within the parameters in all areas, an area of focus will be to increase our DRDP scores in the area of language and literacy in all rooms and across all ages.

*In the infant room the teachers will encourage the use of language (sign and spoken) by talking to the children, pausing and allowing time for replies. The teachers will also introduce the rest of the staff to “Baby Signs”.

*In the toddler room the teachers will incorporate a daily circle time (once in the morning and once in the afternoon, on a regular basis), rotate books, sing songs more often, and create new felt stories for the felt board.

*In the preschool room the teachers will set up a writing center, which will always be accessible to the children and create a print rich environment by adding different types of print to the room (magazines, newspapers, etc.). The teachers will also add more reading throughout the day, add a book shelf in the bathroom, and introduce activities that create phonemic awareness.

**Parent Evaluation**

A total of 18 families completed the CDC Parent Evaluation. Evaluations were distributed to all of the families at the CDC in the spring of 2008 and covered a variety of topics including overall satisfaction, communication, availability of services, and specific aspects of program operation, including satisfaction with days and hours of operation. In addition to the formal evaluation, space was provided for parents to share comments. Comments were either focused on a specific issue, staff member or tended to support the findings as noted in the formal evaluation. The survey, responses, and comments are included in the appendices.

Ninety eight percent of the respondents felt that their children were safe and happy in the program. With regards to program characteristics such as days and hours of operation; location; staff qualifications and supervision of children; interactions; equipment and materials; cultural and daily activities; environment and nutrition, 95% of the families were either satisfied or very satisfied.

One-third of the parents responding indicated that they had not received information about issues such as children’s development in general, their own child’s development specifically, how to help their children grow and develop, parenting skills, how to access
community resources, where to report health and safety concerns, and how to handle discipline problems. As a result of this information, the CDC immediately held a parent education meeting and developed a community resource flyer to hand out to all parents. Additionally, emails with links to appropriate websites for parents have been disseminated.

Staff Evaluation

Evaluations were distributed to all staff members in the summer of 2008 and a total of 11 were returned. The evaluations covered relationships among teachers and families, communication, salaries and benefits, and supervision. In addition to the formal evaluation, space was provided for staff to share comments. Comments were either focused on a specific issue, staff member or tended to support the findings as noted in the formal evaluation. The survey, responses, and comments are included in the appendices.

Rating options were scaled from 0 (never) to 5 (always) and in most areas, the staff response to the survey was positive. Seventy three percent of the responses indicated either “frequently” or “always” when asked about issues such as morale, professional development, staff interactions, communication, administration, and the environment. The only exception to this was the question referring to salaries and fringe benefits. Seventy eight percent of the staff responded “never” or “seldom” when asked about the equal distribution of salaries and benefits.

Additionally, in the comments sections several references were made to the low pay and lack of benefits provided to staff. As a result of this survey, recommendations regarding the equal distribution of benefits and salaries are addressed in the program recommendations section of this document under recruitment and retention of qualified staff members.

SECTION K

Staff Development

The Child Development Center offers numerous opportunities for staff development activities for all of its employees. Each year there is a conference/travel line item in the CDC budget for meeting and conferences. In addition, categorical funding has been available to supplement the travel budget. Most staff development activities focus on continuing education for staff, new research in the Early Childhood Education field, or training on regulation changes. This allows staff members to remain current in the field, to learn and apply new techniques for working with young children and their families, and to ensure the CDC is in compliance with state and federal requirements.
SECTION L

Final Recommendations

While the survey results and internal review done as part of the program planning process indicate a very high level of satisfaction with the Child Development Center program, the program planning team has identified the following recommendations to improve the quality and effectiveness of the program. These recommendations are not listed in order of priority.

1. Establish a data base to track the number of student parents receiving services at the CDC.
2. Investigate ways to enhance administrative support for the half-time director
3. Install automatic hand sanitizers in diaper changing area.
4. Update MSDS chemical inventory.
5. Install artificial turf under the dome area on the preschool playground.
6. Establish a reserve in the budget for equipment replacement.
7. Address storage space needs at CDC.
8. Enhance website information relative to Child Development Center program for ease of use and accessibility including listing the CDC under Student Services on the website.
9. Develop innovative ways to inform students of CDC services such as providing a list of students to the CDC who indicate an interest in child care on the LTCC application so they may be contacted personally, creating a marketing brochure targeted to students, and creating a downloadable application form.
10. Update parent handbook and staff safety training manual.
11. Address the issue of recruitment and retention of qualified staff by means of compensation or benefits.
Appendix A
Parent Surveys
PARENT SURVEY QUESTIONS

1. How satisfied are you with the overall quality of the program? (very satisfied, satisfied, not satisfied)
2. Do you feel that
   A. Your child is safe in this program? (yes, no)
   B. Your child is happy in this program? (yes, no)

3. Have you received information from the program about the following? (yes, no)
   A. How children develop at different ages
   B. How your child is growing and developing
   C. How your child is doing in the program
   D. Schedule of daily activities
   E. What you can do to help your child learn and develop
   F. Parenting skills
   G. How to find other services in the community
   H. Where to report health or safety concerns and complaints
   I. Experience and training of staff
   J. Discipline procedures
   K. How you can get involved with your child’s program

4. Would you like more information about any topics related to your child’s care and development? (yes, no, comments)
5. Has your child’s enrollment in this program made it easier for you to: (yes, no, not applicable)
   A. Accept a job
   B. Keep a job
   C. Accept a better job
   D. Attend education or training
6. How satisfied are you with these characteristics of your child’s program? (very satisfied, satisfied, not satisfied)
   A. Hours of operation
   B. Location of program
   C. Number of adults working with children
   D. Background and experience of staff
   E. Languages spoken by staff
   F. How program staff communicate with you
   G. Meeting the individual needs of your child
   H. Interaction between staff and children
   I. Interaction with other parents
   J. Parent involvement
   K. Equipment and materials
   L. Cultural activities
   M. Daily activities
   N. Environment
   O. Nutrition
   P. Health and safety policies and procedures
   Q. How the program promotes your child’s learning and development

7. Is there anything else you would want to say about how this program meets your family’s needs?
8. Do you have any suggestions about how this program could be improved?
Appendix B
Staff Surveys
<table>
<thead>
<tr>
<th></th>
<th>0 never</th>
<th>1 seldom</th>
<th>2 sometimes</th>
<th>3 Somewhat regularly</th>
<th>4 frequently</th>
<th>5 always</th>
<th>No answer/not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff are friendly &amp; trust one another</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Morale is high. There is a good team spirit</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff are encouraged to learn new skills &amp; competencies</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td></td>
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<td></td>
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<tr>
<td>The CDC provides guidance for professional advancement</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td></td>
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<tr>
<td>Supervisors are knowledgeable &amp; competent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>10</td>
<td></td>
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<tr>
<td>Supervisors provide helpful feedback</td>
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<td>2</td>
<td>8</td>
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<tr>
<td>Communication regarding policies and procedures is clear</td>
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<td>Job responsibilities are well-defined</td>
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<td>2</td>
<td>6</td>
<td>3</td>
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<tr>
<td>Salaries &amp; fringe benefits are distributed equitably</td>
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<td>3</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Promotions are handled fairly</td>
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<td></td>
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<td>2</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Teachers help make decisions that directly affect them</td>
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<td></td>
<td></td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>People feel free to express their opinions</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>3</td>
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<td></td>
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<tr>
<td>Staff agree on school philosophy &amp; educational objectives</td>
<td>0 never</td>
<td>1 seldom</td>
<td>2 sometimes</td>
<td>3 Somewhat regularly</td>
<td>4 frequently</td>
<td>5 always</td>
<td>No answer/not sure</td>
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<td>Staff share a common vision of what the center should be like</td>
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<td>The program is well planned and efficiently run</td>
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<td>Meetings are productive. Time is not wasted</td>
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<td>1</td>
<td>4</td>
<td>4</td>
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<td></td>
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<td>The work environment is attractive &amp; well organized</td>
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<tr>
<td>There are sufficient supplies &amp; equipment for staff to do their jobs</td>
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<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>Staff are encouraged to be creative and innovative in their work</td>
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<td>The center implements changes as needed</td>
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<td>1</td>
<td>5</td>
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</table>

**Staff Survey Comments**

**What three words describe the climate of this center as a place to work?**
- Fun, play, loud (controlled chaos), flexible
- Fun, professional, educated
- Fun, busy, friendly
- Professional, cooperative, positive
- Fun, easy going
- Fun, controlled chaos
- Clean, flexible, fun
• Friendly, rewarding, fun
• Open, loving, professional
• Family oriented, fun, happy

What do you perceive to be the greatest strengths of this center?
• All the different people who work here. We make a great combination
• The teachers get a long very well
• Caring staff members, well-organized rooms, well equipped with age appropriate toys/activities
• Our supervisors, Michelle and Karen and Shawna
• Good teachers
• Awesome supervisors who know their stuff and love this program and employees, who despite lack of recognition, are still here to work everyday
• Staffing, consistency with being on the same page about play-base learning ideas
• The focus and caring we all share for the tender hearts we are privileged to be a part of forming
• We care about each other and the kids. The people here are not just employees—we are all part of one big family

What areas do you feel could use some improvement?
• We definitely need staff stability. Good people leave because they need benefits and full time work. The director needs more support. She has a 20 hour position to do the full time job of running the CDC and meeting the needs of the college.
• Find a way to attract and keep competent staff
• Staffing with regular hours and days. The ages of transitions from 1-3 meal program with (kid friendly) alternatives. More resource materials for teachers. Staffing lounge could be upgraded.
• Better pay and benefits
• The amount teacher aides get paid. I know it’s hard to shell out more money for the CDC but as an aide for the CDC I make about $8.00 but as an aide for a PE class, I make $12.00. I think it should be the other way around. Maybe not $12 an hour, but something more than $8.00.
• Equipment could use new microwave/quick thermometer. Food quality- less processed, more natural foods?
• Staff lounge-no staff lounge. Staff supplies- office supplies for teachers. Infant room needs more space and needs upgrades
• Salary
• Benefits for all staff. Higher pay
• Benefits and full time positions are unheard of here which is depressing. All of our employees have hours of training, degrees, certificates and nothing to show for it. It’s no surprise that there is a huge turnover rate at our centre. If there was some incentive to stay, that wouldn’t be an issue. Take care of your employees with the respect and benefits they deserve and they will take care of this program and uphold our reputation to the highest. Our aides at the CDC feel like they are the lowest of the low in comparison to other employees at LTCC. No fringe benefits or other incentives are offered to them and starting off they make minimum wage. Minimum wage to help shape the mind of a child and help in developing social-emotional connections is not good enough. I feel that teachers deserve higher pay, benefits and full time positions and aides deserve sick leave, vacation leave, higher pay and the chance for benefits.