

Child Development Center NIPR 2017

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LASSEN COMMUNITY COLLEGE

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SECTION 1: INSTITUTIONAL EFFECTIVENESS PLANNING

I. Program Overview and Objectives

The Lassen Community College Child Development Center (CDC) is a state-subsidized, campus based child development program. Funding for subsidized care is provided by the California Department of Education, Early Education and Support Division. CDC follows Title 5 and Title 22 Regulations to ensure eligible families are enrolled and their children are safe. The CDC serves families who are working with Child Protective Services, students of Lassen Community College and working families in the community.

The CDC has three classrooms, Infant, Toddler, and Preschool. The infant room serves children from 8 weeks to 17 months; however, if a child is not developmentally ready to move to the toddler room, a child can stay in the infant room until they are 2 years of age. The CDC is licensed for 6 infants, 3 less than 12 months of age (in the crib), 3 over 12 months of age (on a cot). Children in the infant room learn key socialization skills, gross and fine motor skills, along with working on language and cognitive development. Infants have daily tummy time activities and a wide variety of developmentally appropriate manipulatives available throughout the day. Children are always held when receiving a bottle and breastfeeding mothers are encouraged to come in to feed their child many times throughout the day. Hours of operation for the infant room are 7:45 AM to 3:30 PM.

The toddler room serves children from 18 months to three years of age. The CDC toddler room is licensed for 12 children. Children in the toddler room learn key socialization skills, gross and fine motor skills, along with working on language and cognitive development. Some of these skills include learning how to use eating utensils, how to appropriately express emotions, the different shapes, colors and letters, animal sounds, counting in English and Spanish, and learning their names. If the parent chooses and the child is developmentally ready, toilet training can begin. Hours of operation for the toddler room are 7:45 AM to 3:30 PM.

The preschool room serves children from three to five years of age. The CDC preschool room is licensed for 24 children with priority going to four year olds. Children in the preschool room learn problem solving and socialization skills, fine and gross motor skills, essential kindergarten readiness skills, language, literacy and communication skills along with health and safety aspects. Hours of Operation for the Preschool Room are 7:45 AM to 4:30 PM.

The CDC has a new Director/Instructor. The director duties are for 20% of the time, which works out to 7.5 hours per week. During the other 80% of the time, the preschool teacher (Site Supervisor) oversees the center. Now that the Administrative Assistant II position is full

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time, that position will be completing more of the center's required paperwork, enrollments, licensing forms and assisting in completion of quarterly contracts and reporting attendance to the state.

The CDC is in need of new playground equipment to include all new play structures for the infant, toddler and preschool playgrounds, along with replacing worn out playground equipment such as balls, bikes, water tables, etc. There are extreme safety issues on the playgrounds that must be fixed in order to keep our State Preschool and General Child Care funding. Classroom equipment also is in need of replacement. The center needs new cots for children to sleep on, new play kitchens in all classrooms, new books and manipulatives, etc. Classroom equipment becomes worn quickly and must be replaced in order to continue running a high quality program. The kitchen is also in need of new pots and pans and cooking utensils, along with plates, bowls and silverware for the children. The kitchen is currently using paper products (plates, bowls) on a daily basis. It would be more cost effective to purchase dishwasher safe plates and bowls so they can reuse them. The CDC has not had new equipment for about 14 years and to run as "high quality" we must replace and replenish supplies and equipment as needed. The CDC needs a substantial increase to the supply budget so that we have the ability to replace and replenish supplies and equipment throughout the year.

The center needs a full time Teacher Assistant position (preferably someone with teacher qualifications) in addition to the part time Teacher Assistant positions, another full time Associate Teacher position, as well as extending the part time Meal Coordinator position to a full time position. Adding a full time Associate Teacher and Teacher Assistant positions would make it so the teachers would have the opportunity to come out of the classroom during the week to plan their lessons and it would allow for the center to be fully enrolled without the fear of being unable to meet ratios or having to close down a classroom when a teacher calls in sick. This will also help with the consistency of teacher assistants in the classroom and promote continuity of care for the children, which is extremely important for children in forming early attachment patterns which last throughout life.

Extending the Meal Coordinator position from part time to full time would ensure that there is enough time to complete the required Child and Adult Care Food Program (CACFP) paperwork in a timely and efficient manner, as well as time to prepare menus, order food and shop at our local grocery stores. Currently, it is not possible for the Kitchen position to complete all necessary and required tasks in six hours per day. Often time's overtime is being paid out due to the high demands of the position and the limited hours.

The CDC does not currently have a set, research-based, curriculum. This is of utmost importance in running a high quality center. The CDC needs to incorporate a set curriculum throughout the center and provide training days through the year for the staff. Staff development/training days are essential to ensure regulations are being met and that staff are teaching at their best.

Currently the only assessment that takes place is the Desired Results Developmental Profile (DRDP). This assessment looks directly at each individual child and measures their developmental progress throughout the year. This is completed twice per year on each child and is a state requirement.

It would be beneficial for the CDC to incorporate a program assessment which looks at teacher-child interactions. The benefit of an assessment that looks at teacher-child interactions is that it can improve how teachers interact with the children every day to cultivate supportive, structured, and engaging classroom experiences.

OBJECTIVES:

1. Full compliance with Title 22 and Title 5 Regulations including timely completion of various reports.
2. Create a training checklist and manual for work studies who work for the Lassen Community College CDC.
3. Adopt and incorporate a research-based curriculum that is used throughout the entire center.
4. Low ratios with more one-on-one experiences for children and to promote continuity of care.
5. New playground equipment/complete replacement of play structures on all playgrounds.
6. Purchase safety equipment (i.e. helmets, blind cord wind ups, etc.)
7. Substantial increase to the supply budget in order to replace and replenish supplies and equipment throughout the year.
8. Provide training opportunities for staff.
9. Form a sub list that will be used to call subs when teachers are out.
10. Replace some existing classroom equipment.
11. Purchase supplies for the kitchen (i.e. bowls, plates, child sized silverware, pots pans, etc.)
12. Incorporate a program assessment geared towards teacher-child interactions.

Description/Evaluation:

- a. Lassen Community College CDC strives to provide the highest level of services possible to the children and families in their care. By meeting Title 22 and Title 5 regulations, Lassen Community College CDC can help parents minimize barriers and increase opportunities. By providing high quality care to the children enrolled, it helps with overall student success by helping to provide an environment for our students where they know their children are safe and it minimizes the barrier of finding affordable childcare so the parent can further their education.

Lassen Community College CDC utilizes federal work study students along with CalWorks students to help meet Title 5 and Title 22 ratio regulations. These students benefit from working at the CDC to help improve basic work skills, gain experience in the field and to increase professional development.

- b. The last review completed on this program was many years ago. The last annual update was completed back in 2014. Since that time, the Administrative II position has become a full-time position and the Director position is no longer full-time and is now at 20% time. The Site Supervisor has started working on a training plan for work study and CalWorks students. There is a lot that needs to be accomplished in the CDC to bring it back up to its fullest potential and to create a solid, positive image in the community.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action.

1. Replace some playground equipment such as bikes, balls, sand/water toys, etc. Completely remove and replace play structures in the infant, toddler and preschool play yards. Re-construct sand boxes in toddler and preschool yards so they are able to be covered when not in use. Bring in new fall zone padding. (\$60,000)
2. Adopt and incorporate a research-based curriculum used throughout entire center.
3. Training for all staff on the new research-based curriculum.
4. Addition of a full time Teacher Assistant (preferably teacher qualified).
5. Addition of a full time Associate Teacher.
6. Extend Meal Coordinator position from part time to full time.
7. Purchase needed safety equipment for classrooms such as helmets for outside, blind wind up to roll up blind cords in classroom,
8. Purchase supplies for the kitchen such as bowls, plates, child-sized silverware, pots, pans, etc.
9. Replace existing worn out/broken classroom equipment and manipulatives for infant, toddler and preschool classrooms.
10. Incorporate a program assessment geared towards teacher-child interactions.

II Administrative Unit and/or Student Learning Outcomes Assessment

Student Learning Outcome Assessment

AUO and SLO assessment is important to maintain and improve institutional effectiveness and provide an effective learning experience for LCC students. Departments are expected to measure AUO and/or SLO annually; these records are maintained in WEAVE and are available for review at any time.

Description/Evaluation:

1. Identify and evaluate Administrative Unit and/or Student Learning Outcomes including the relationship to strategic goals for AUOs and institutional student learning outcomes for SLOs utilizing information from WEAVE.

The Lassen Community College CDC AUO and SLO is that “Children will be personally and socially competent” and it has been measured in the past through using the Desired Results Developmental Profile (DRDP), along with the Environment Rating Scale and Parent Surveys. The California Department of Education has created the DRDP Tech site, which allows programs to input the children’s DRDP scores and easily track where developmental areas are lacking. This also tracks the child’s development throughout their time in the CDC to determine when developmental improvements have taken place.

This is ongoing and will become more precise in the future as it aligns with AUO and SLO.

2. Attach an AUO and/or SLO assessment summary as provided by Office of Institutional Effectiveness.

See attached

3. Provide an analysis of findings of the assessment results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

In October of 2016 our Early Education and Support Consultant from California Department of Education, Shellie Wright MacColl, conducted a program follow-up review to monitor findings that had occurred during the CDC program review sometime prior in 2014. One of the findings during this visit was that “visual supervision at all times did not take place. In both the toddler and preschool classrooms the visual supervision of toileting routines is not always followed. Without two permitted teachers in the classroom, a teacher helping a child with toileting needs is pulled from full vision of the group”. It was also mentioned in the follow-up report that, “The selection of books in each classroom would include more than fantasy. In the preschool classroom books of non-fiction, science and nature, people around the world, etc. would create a wider choice, a variety for children to select. The selection of books in the toddler classroom did not include more choice appropriate for the age group”.

Since there has not been any internal assessments which looked at facility or staffing for a few years, there are not results which I can pull from. The assessment that has continued to be completed is the DRDP which looks strictly at each child individually. Off of that assessment, goals are set for the child in any areas in which that child have scored lower than average. Depending on which area children score low in, the

center may need to purchase certain manipulatives in order to help the children succeed next time in their low scoring areas.

Staffing plays a part in the findings from the DOE when it has to do with supervision, and it also plays a part in helping children to achieve their goals. The lower the ratio, the more one-on-one opportunities can be presented between the teacher and child. One-on-one experiences and lower ratios have been linked to success in early childhood education studies.

Assessments which look at facility and relationships will begin being conducted in the CDC starting Spring 2018.

Planning Agenda:

List recommendations and actions by the above evaluation of AUO and/or SLO results. Complete Institutional Effectiveness Planning, Student Services Planning and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

Teachers need time to be able to come out of their rooms in order to enter the DRDP information into the DRDP Tech site. DRDP's are a state requirement and they are extremely time consuming. During the time teachers are out of their classrooms, the center must be able to maintain ratio requirements.

Based on the above finding from our Early Education and Support Consultant which indicated, "visual supervision at all times did not take place. In both the toddler and preschool classrooms the visual supervision of toileting routines is not always followed. Without two permitted teachers in the classroom, a teacher helping a child with toileting needs is pulled from full vision of the group".

In order to provide the teachers with ample time to complete and enter DRDP's accurately and to comply with the visual supervision finding, it is being recommended that a full time assistant teacher position is added to the already existing positions and a full time associate teacher position be added as well. Adding these two positions will not only provide teachers with time to be out of the classroom to complete DRDP's while maintaining ratio and provide more visual supervision, but it will also be beneficial when a staff member calls in sick or takes a vacation day. As of now, the amount of staff in the CDC is so low that if a teacher calls in sick, a classroom would need to be closed for the day in order to maintain ratio.

III. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule.
2. Identify any existing equipment maintenance/service agreements.
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
4. Evaluate the effectiveness of and need for additional maintenance /service agreements.
5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

Equipment in the Lassen Community College CDC has not been replaced since this building was built approximately 16 years ago. CDC needs new chairs for the children in all of the classrooms, new playsets in the classrooms, new books, new adult rocking chairs, and new changing tables.

All play structures outside need to be replaced, along with new sand and sand box re-vamp in order to re-structure the sand boxes into a figure that can be covered to keep the animals out.

The replacement of the play structures, new sand and sand boxes that can be covered must happen as it was a health and safety finding on the last program review.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning table at the end of the section for any recommendations requiring institutional action.

In October of 2016 our Early Education and Support Consultant from California Department of Education, Shellie Wright MacColl, conducted a program follow-up review to monitor findings that had occurred during the CDC program review sometime prior in 2014. One of the findings that has yet to be cleared is a health and safety item which indicated that, "The outdoor play space does not appear to be maintained. The sand activity and climbing structure share a space within the sand play area. Children are digging in sand in the same place where children are running and climbing. Sand needs to be replenished as a cushion for the fall zone of the small climber. The handwashing system is not complete. Children and adults are re-contamination their hands when touching the sink knobs after washing. Visual supervision at all times did not take place.

This summer (2018) we will need to replace all play structures, refigure the sand boxes into shapes which can be covered and bring in all new sand in in order to guarantee the programs continued funding. The outdoor play space is currently a serious health and safety violation and must be addressed.

It is also in the best interest of the CDC to be granted the means to replace classroom equipment which is broken or in need of repair. In order to run a high quality Child Development Center and to be seen as reputable again in the Child Development community, it is essential that classroom and kitchen equipment be replaced when broken or worn.

IV. Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the program.

The Lassen Community College is regulated by several outside agencies:

- California Community Care Licensing (Health and Safety). We have to abide by Title 22, which are the licensing regulations for a child care center.
- California Department of Education, Child Development Division. We have to abide by Title 5, which is the Education Code regulations.
- California Department of Education, Nutrition Services Division, California Adult and Children Food Program.
- Lassen County Public Health Department
- Lassen County Child Protective Agency

As of right now, the only compliance issue which I am aware of is with California Department of Education involving the CDC's playground.

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the program.

Since the last NIPR dated back in 2011, CDC now has to send the local Public Health Agency immunization information for all children in the center by Oct 1st of every year. The center had its Center Based Monitoring Review on October 4 and October 5 2016 by the California Department of Education (CDE), Child Development Division. We received a 0% error rate on our family files which included family eligibility requirements, child need requirements, recording and reporting attendance, and ensuring the correct fee is assessed. This is a great accomplishment. On the CDE Summary of Findings the consultant put forth her concerns with our outdoor play areas as previously mentioned. The CDE consultant also had a concern that work studies did not understand the needs of the children they are helping supervise. Since the last update, the Administrative Assistant II position is now full time, which will help to ensure Title 22 and Title 5 regulations are being met once the position is filled as it is currently flying.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Recommendations based off of the above evaluation are to continue a training plan and development of a training packet for all work study students in the CDC, and to continue the hiring process for a permanent Administrative Assistant II.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

- Full compliance with Title 22 and Tile 5 Regulations including timely completion of various reports.
- Form a sub list that will be used to call subs when teachers or teacher assistants are out.
- Create a training checklist and manual for work studies who work for the Lassen. Community College CDC.
- Incorporate a program assessment geared towards teacher-child interactions.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Lassen Community College Child Development Center 2017-2018

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	Full Time Teacher Assistant	2018-2019	\$42,116.68 (ongoing)	Higher quality of care, lower teacher:child ratio,

				planning time for teachers, increased continuity of care and full enrollment.
1,2	Purchas a Research-based Curriculum for entire center	2018-2019	\$600-\$800 (one time)	Support the children's learning environment and increase kindergarten readiness.
1,2,3,4	Increase supply budget	2018-2019	\$6,000 (ongoing)	Replace broken equipment as needed, replenish art supplies and purchase office supplies.
1	Full Time Associate Teacher	2018-2019		Higher quality of care, lower teacher:child ratio, planning time for teachers, increased continuity of care and full enrollment.
	Extend Meal Coordinator to Full time	2018-2019		Ensure all CACFP paperwork and State paperwork is completed on time and is accurate. Time to shop and create menus

Prioritized Recommendation for Inclusion in Student Services Master Plan
 Lassen Community College Child Development Center 2017-2018

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	Replace Playground equipment	Summer 2018	\$60,000 One Time	Compliance with CDOE Health and Safety
2,4	Training opportunities for staff	2018-2019	\$4,000 (ongoing)	Staff staying up to date in the field and professional growth.

Prioritized Recommendations for Inclusion in Educational Master Plan
 Lassen Community College Child Development Center 2017-2018

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: managers, faculty positions, and classified staff.

Patrick Walton, Dean of Student Services

Laure Greer, Instructor/Director

Julie Bissel, Administrative Assistant II Substitute

Janet Butcher, Preschool Teacher

Esparanza Plasencia, Toddler Teacher

Christina Madrid, Infant Teacher

Jennifer Pusatero, Assistant Teacher

Jill Baston, Substitute Assistant Teacher

Kandise Hernandez, Meal Program Coordinator

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Work-study student needs may be included.

This current staffing pattern is not working well. Currently with the amount of staff, it leaves the CDC without any cushion if a teacher or assistant teacher was to call in sick. This also makes it extremely difficult when a staff member wants to use their vacation time. The preschool room is not at full enrollment due to lack of staffing. The teachers are unable to come out of the classroom in order to plan activities and lessons throughout the week. The state mandates that the Desired Results Developmental Profile (DRDP) is completed on each child twice per year and this assessment is extremely time consuming for the teachers and the teachers need to be able to have time outside of the classroom in order to compile each child's DRDP results and to enter them into the state wide electronic system.

Depending on work-study students to meet ratio is risky and stressful on the staff in the CDC because often times work-study students do not show up.

The CDC needs to be able to run at full capacity without relying on work-study students to meet the ratio requirements.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

My recommendation and necessary action for the above evaluation is to add and hire a full-time assistant teacher position (preferably teacher qualified) to the CDC. Having an additional full-time position would alleviate constant worry of staffing each day, would provide the teachers with time to leave their classrooms to complete lesson plans and assessments and it would allow the center to run at its full capacity fully utilizing the available state funding.

II. Professional Development

Description/Evaluation:

1. Describe the professional development and professional activities of the program staff relevant to program improvements that has occurred during the period under review. (workshops, conferences, staff development, work experiences, etc.)

At this point, I am unaware of any professional development opportunities or activities, which were program relevant that has been offered to the staff in the past. It would be beneficial to the program and staff to provide professional development activities and opportunities such as workshops and conferences.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Provide training opportunities for staff to include traveling to conferences. Adding a full-time assistant teacher would also aid in allowing staff to be out of the classroom in order to attend trainings and conferences.

III. Administrative Unit and/or Student Learning Outcome Assessments

Description/Evaluation:

1. Describe any results from assessment of administrative units and/or student learning outcomes that affect human resource planning

The AUO/SLO results for the CDC are all about children meeting goals on the DRDP assessment. This affects human resource planning because the addition of a full time assistant teacher will help with staffing and ratios in order to assure that children are given all opportunities and tools in order to meet their DRDP goals.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

The recommendation and necessary action for the above evaluation is to add and hire a full time assistant teacher position (preferably teacher qualified) to the CDC. Having an additional full-time position would alleviate constant worry of staffing each day, would provide the teachers with time to leave their classrooms to complete lesson plans and assessments and it would allow the center to run at its full capacity fully utilizing the available state funding.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

All recommendations in section two require institutional action.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan
[Lassen Community College Child Development Center 2017-2018](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,2,3	Full Time Assistant Teacher	2018-2019	\$42,116.68 (ongoing)	Run at full capacity, provide professional development opportunities for staff, higher quality of care,

				lower teacher:child ratio, planning time for teachers, increased continuity of care and full enrollment.
1,2,3	Full Time Associate Teacher	2018-2019	\$48,401.04 (Ongoing)	Run at full capacity, provide professional development opportunities for staff, higher quality of care, lower teacher:child ratio, planning time for teachers, increased continuity of care and full enrollment.
1	Extend Meal Coordinator to full time	2018-2019	\$42,116.68 (ongoing)	Ensure all CACFP paperwork and State paperwork is completed on time and is accurate. Time to shop and create menus

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

The Lassen Community College CDC runs in a state-of-the-art facility which includes three separate classrooms, a staff work room, a break room, an office for the Director, two observation rooms equipped with sound systems and an adult classroom. The indoor facility is in good working order overall and is a highlight of Lassen Community College campus. Some things that need to be replaced which have become worn overtime are, carpet in the infant, toddler and preschool classrooms, plaster is coming off of walls in the infant room and all changing tables need to be replace in the infant, toddler and preschool rooms. One big safety hazard is the blinds in all classrooms. The blind cords currently hang where a child can reach them and many of the blinds have completely fallen down.

The outside playground is in need of all new climbing structures of the three different playground areas, along with restructuring the sand boxes into a shape which can be covered. It is also in need of privacy fencing surrounding all play yards.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

No additional facilities are utilized off-campus by the CDC program.

3. Describe any facilities needs identified by assessments of administrative unit and/or student learning outcomes

There is not any facility needs identified by the AUO or SLO in the most recent past.

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

The outside facility (playground) is in need of all new play structures, restructuring of sand boxes into a shape which can be covered and some new fall zone padding. This was a health and safety finding on the last State Preschool review and it must be addressed in order to guarantee continued state funding. The playground would also

benefit from privacy fencing around all play yards to provide a visual barrier between the children and the public.

The inside facility is in need of all new changing tables (4) as the current ones are from many years ago and are breaking and deteriorating, new carpet in infant, toddler and preschool classrooms, fixed plaster on walls in infant room and new child proof blinds in the child classrooms.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

The CDC is in need of new playground equipment to include all new play structures for the infant, toddler and preschool playgrounds, along with replacing worn out playground equipment such as balls, bikes, water tables, etc. There are extreme safety issues on the playgrounds that we must fix in order to keep our State Preschool and General Child Care funding.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

**Prioritized Recommendations for Inclusion in the Facilities Master Plan
Lassen Community College 2017-2018**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	Replace Playground Equipment	Summer 2018	\$60,000 (one time)	Compliance with CDOE Health and Safety

1	Child proof blinds in all classrooms	ASAP	\$2,500 (one time)	Compliance with CDOE Health and Safety, better environment for the children.
1	Privacy Fencing around playground	Summer 2018	\$8,000 (one time)	Provide a visual barrier between children and the public.
1,4	Replace changing tables x4	ASAP	\$4,450 (one time)	Better quality of equipment, safe for children when being dressed or changed.
1	Carpet in all child classrooms	Summer 2018	?	Provide cleaner, healthier environment for children.

Section Four: Technology Planning

I. Institutional Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

The technology in the CDC is in working order; however, the computers are extremely slow. Having such slow computers makes it difficult at times to complete tasks in a timely manner. All of the teachers, assistant teachers and work study students currently share one computer. It would be beneficial to have another computer installed so more than one person can be completing paperwork at one time.

There has been mention of a new camera system in the CDC and that is much needed. The current camera system is dated and difficult to view on the screen provided. It may be beneficial to incorporate cameras into the infant, toddler and preschool classrooms as well. Having cameras in the classrooms can protect Lassen Community College against any false accusations of what has occurred in the classrooms, as well as protect the staff in the case of emergency or an unruly parent.

2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.

There are no support needs identified by AUO/SLO

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

It is being recommended that the computers (three of them) in the CDC be updated or for Institutional Technology to work on the computers in order to increase productivity. It would also be beneficial to have double screens for the Administrative Assistant II and the Director.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen Community College’s planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

[Lassen Community College Child Development Center](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,3	Addition of 1 computer	ASAP	\$1,200	Higher productivity

Appendix A:



LASSEN COMMUNITY COLLEGE

Department: Child Development Center

Indicate, by number, the Institutional Student Learning Outcome(s) each Administrative Unit Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome.

ISLO	AUO	ASSESSMENT MEASURE /TARGET
4	Children will be personally and socially competent	Measure: Desired Results Developmental Profiles (DRDP) & Parent Surveys & Environmental rating scales Target: Establish baseline data and increase in the following term
2, 3	Children will be effective learner's	Measure: Desired Results Developmental Profiles (DRDP) & Parent Surveys & Environmental rating scales Target: Establish baseline data and increase in the following term
3	Children will show physical & motor competence	Measure: Desired Results Developmental Profiles (DRDP) & Parent Surveys & Environmental rating scales Target: Establish baseline data and increase in the following term
4	Children will be safe & healthy	Measure: Desired Results Developmental Profiles (DRDP) & Parent Surveys & Environmental rating scales Target: Establish baseline data and increase in the following term
1, 4	Families will support their child's learning & development	Measure: Desired Results Developmental Profiles (DRDP) & Parent Surveys & Environmental rating scales Target: Establish baseline data and increase in the following term

Appendix B:

(insert information as needed)

Lassen Community College Master Plan Overview

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.