



Annual Program Review 2011-2012 ADMINISTRATIVE PROGRAMS

CHILD DEVELOPMENT CENTER

Authorization

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Overview of the Program

Statement of Purpose – briefly describe in 1-3 sentences.

The Glendale Community College Child Development Center houses all of the programs that are part of the Child Development Department: college instruction and the laboratory/demonstration school. The laboratory/demonstration school is **fully integrated** with the instructional program. This means that our primary purposes are to (1) serve as a learning laboratory for college students and others whose career plans involve children and their families and (2) demonstrate the best of what is known about meeting the needs of young children in a school setting.

Glendale Community College Laboratory School is a dynamic model for teaching and learning. As an innovative, field-based teaching site, The Laboratory School blends curriculum development and professional outreach to support the changing needs of the communities, administrators, teachers, and learners it serves. The Laboratory School demonstrates a commitment to excellence, respect for diversity, and dedication to creating a community of life-long learners.

Please list the **most significant achievements** accomplished since your last program review.

1. Los Angeles Universal Preschool
 - In Spring 2011, the Lab School was given a 5-Star* rating by the Los Angeles Universal Preschool Grant.
 - The school has maintained a 5-Star rating since the grant's inception.
 - LAUP RENEW Project (Renew Environments for Nutrition Exercise and Wellness)
 In Fall 2011, the Lab School was selected to develop and renew policies aimed at cultivating healthy choices in physical activity and nutrition in preschools throughout its network.
2. California Department Of Education: Program for Infant Toddler Care (PITC)
 - The Lab School has maintained its designation as a demonstration site for PITC. The school is one of only 5 community college demonstration sites in California.
 - The Lab School has been awarded the maximum amount of funding (\$35,000 in 2010, \$28,000 in 2011) provided to demonstration sites for each of the last three years.

- Family Child Care FCC Satellite Program Collaboration with LA County Office Ed and PITC Demonstration Site to train and participate in the Partners for Quality Training at GCC-CDC
3. Early Head Start Partnership
 - All services for 2 children at the Lab School are paid for by Early Head Start.
 - Meals for all children are prepared and delivered by the Head Start as part of the Child and Adult Care Food Program.
 4. STEP Quality Improvement Grant
 - \$4999 was awarded to make improvements to make indoor and outdoor learning environment.
 5. \$250,000 Instructional Discovery Garden Renovation
 - Los Angeles Universal Preschool (LAUP) \$210,261.00
 - **California Department of Education** \$9968.00
 - State Preschool
 - Yard Renovation Grant
 - One-time Funding
 - **The Steps to Excellence Project**
 - STEP LA county office of Education \$4999
 - **Private Donation**
 - Chevron Energy Solutions (Donation to Yard Project at the Solar Panel Ceremony) \$2000.00
 - **Parent Donations**
 - Segal Family (Art Curriculum and Resources) \$1266.00
 - Neufer Family (Naming Play Crater) \$7000.00
 - **CDC Fundraising:**
 - Parent Advisory Group PAGE \$14,161.00
 - **In-kind Donation**
 - Rick Corsini (\$6,900.00)
 - Parent Volunteers (parent workdays)

* - 5-Star ratings are reimbursed at a higher rate than schools rated 4 and below.

List the current major strengths of your program

1. High Quality Early Childhood Program for children 0-5
 - Evidence-based definition of quality the 10 areas as defined by NAEYC
2. Collaboration with Early Childhood Community
 - State: California Department of Education Child Development Division State Preschool,
 - WestED Program for Infant Toddler Care (PITC) Demonstration Site
 - County: Los Angeles Universal Preschool
 - Los Angeles County Office of Education Family Child Care (FCC)
 - Step to Excellence Project
 - Regional Collaboration: Partnership with Early Head Start. EHS is a federally funded community-based program for low-income families with infants and toddlers .
 - Quality Food Program. This program is partially funded by the United States Department of Agriculture Child and Adult Care Food Program (CCFP).
3. Integration of theory and practice

List the current weaknesses of your program

1. Limited staff, faculty, administration
2. Designated time for planning and support with the Child Development Department faculty
3. Funding from the Child Development Department to support cost of Instruction program

1.0. Trend Analysis

Use the data provided to indicate trends (e.g., stable, increasing, decreasing, etc.) for each of the following measures.

Service Recipients	Description	Measurement	Academic Year			Trends
			2008-2009	2009-2010	2010-2011	
Students	GCC Students (all programs with students requiring observation of Children or the Lab School)	Sign-In Sheets	600	600	648	Increase
	GCC Child Development Students	FTES	99	113	109	Stable
	Other* Students	Sign-In Sheets and Contracts from other institutions	100	100	223	Increase

* - Upper division or graduate students from UCLA, CSULA, University of La Verne

Staffing	Academic Year			Trends	Description
	2008-2009	2009-2010	2010-2011		
Managers	2	1	1	decrease	No rehire
FT Faculty	2	1	1	decrease	No rehire
PT Faculty	7	7	10	Same	I
Classified	13	9	8	decrease	2 Retirement no rehire
Hourly	1	4	4	increase	
Student Worker Hours	22	18	10	decrease	budget constraints

1.1. Describe any trends and how this affects students (if applicable) and your service recipients, area or the district.

We are fortunate to have an excellent laboratory available to support our students, however placement and or needing to complete observation and other assignments in the laboratory. Alternative (California Mentor Teacher placements) are also limited

We are fortunate to have an excellent laboratory available to support our students, however placements are limited. The CDC cannot accommodate the large number of students requiring placement and or needing to complete observation and other assignments in the laboratory. Alternative (California Mentor Teacher placements) are also limited.

Child Development Faculty (1) and Child Development Center (8) staff are challenged to keep up with the many projects and activities involved in the operation of the department and the laboratory school in support of college students. Implementation of the entire CD curriculum is limited to what can be accomplished by one full time faculty member with the assistance of core adjunct.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your service area?

During the Spring semester the CDC was reviewed by 3 of its program quality improvement oversight organizations: NAEYC Academy for Early Childhood Education Programs, Los Angeles Universal Preschool, and the Program for Infant Toddler Care Demonstration Site Program Review.

All three oversight organizations are similar in their review criteria.

NAEYC Accreditation utilizes 10 Program Criteria: Relationships, Curriculum, Teaching, Assessment, Health, Teachers, Families, Community Relationships, Physical Environment, and Leadership and Management. Of the 10 criteria in 7(Relationships, Teaching, Assessment, Health, Teachers, Families, Community Relationships, Leaderships and Management) The CDC scored 100%. Of those 7 criteria 3: Community Relationships, Assessment, and Leadership and Management scored 100%+. Curriculum and Physical Environment rated 81% and 96% respectively with comments for improvement focusing on Cognitive Development and Physical Building and Design.

The other two oversight bodies have made similar recommendations and commendations on the CDC program.

Our 4 year-old preschool program, which is our Los Angeles Universal Preschool, successfully completed recertification as a 5-star program this past year, As a part of the Quality rating system, programs are now required to participate in the Classroom Assessment Scoring System (CLASS). There are three domains measured by the CLASS instruments; Emotional Support, Classroom Organization, and Instructional Support.

In the Emotional Support and Classroom Organization domain our program scored all ranges of "high" and in the Instructional Domain our program scored both "middle" and "high" ranges. Recommendations for the criteria were to ask more "why" questions during conversations.

2.0. Outcomes

Please provide the following information for each service function in this area.

Service/Function	Outcome Developed	Have outcomes been assessed? Yes or No	Has the assessment data been analyzed? Yes or No	Has the data been used for program improvement? Yes or No
NAEYC Accreditation	Maintain Accreditation Status	Yes	Yes	Yes
California Department Of Education	Compliance Monitoring Review (CMR)	Yes	Yes	Yes

2.1. Please comment on your answers above. Include whether evidence from assessments shows that the program is improving and/or achieving desired outcomes.

Assessments of quality at the Lab School are defined by external agencies whose standards are applied to other comparable programs across the State. The Lab School has received renewed accreditation by the following agencies:

- National Association for the Education of Young Children (NAEYC)
- California Department Of Education: Program for Infant Toddler Care (PITC)
- Los Angeles Universal Preschool (LAUP)
- Classroom Assessment Scoring System (CLASS).
- Los Angeles County's Steps To Excellence Project (STEP) Quality Rating System
- California Department of Education Child Development Division Compliance Monitoring Review (CMR) Need to increase enrollment to meet full contract

These renewals and ratings are among the highest in the State, making the Lab School a true model for other programs across the State. (see Appendix)

2.2 Briefly summarize any elements of your program/services that have been changed or will be changed as a result of assessments.

The weakest areas on the reviews/evaluations from the agencies listed above focused on the outdoor teaching/learning environment. The Lab School secured funds to renovate the outdoor space in response to these recommendations.

2.3 Based on the program assessment evidence you have gathered, please comment briefly on how far along your department/program is in the assessment process and your plans to continue progress.

The instructional yard renovation was completed in June 2011. Other program improvement steps have been addressed in staff training and development.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to improve program outcomes or processes?

From our STEP Rating Results it was recommended that our staff receive additional training in the area of Identification and Inclusion of Children with Special Needs. All staff is participating in the 4 training modules for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). The CSEFEL model is focused on promoting the social emotional development and school readiness of young children birth to age 5. The Teaching Pyramid provides a comprehensive model for promotion, prevention, and intervention on children's problem behavior. Even with careful and consistent implementation of all levels of the Pyramid there may be rare occasions in which programs may need to seek outside expertise. As a PITC Demonstration Site, we will have the resources to seek outside expertise.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program improvements.

Plans or Modifications	Anticipated Improvements
Hire Assistant Director to over see the Evening program and to relieve the overload of work for the Director. Lab Instructor/Liaison Explore the possibility of reclassifying the Director's position to Faculty with teaching assignment and release time to operate the restructured laboratory school and supervise practicum students and interns.	Lack of administrative support for both the department and the laboratory-the need for an assistant director has been documented, through the budgeting process, for years. This would only be feasible with administrative support by way of an Assistant Director. A secondary strategy would be to add a second full-time faculty member to the Instruction program – supporting the practicum experience quality and outreach strategies.

2011 PROGRAM REVIEW
**CHILD DEVELOPMENT
CENTER**
*Cleaning of classrooms/offices
and carpets*
A: CDC-1
Section 4
Resource Request
Type of Resource Request:

☒ Facilities/Maint. ☐ Classroom Upgrades ☐ New space ☐ Conference/Travel
☐ Instructional Equip. ☐ Non-Instructional Equip ☐ Training ☐ Other
☐ Computer/Hardware ☐ Software/Licenses ☐ Supplies

Mandatory: Is this request for one-time funding? ☒ OR Does this request require ongoing funding? ☐

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: ☒ Health & Safety Issue ☒ Legal Mandate
☒ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

- 1) Carpet Cleaning (includes offices and CDC carpeting)
- 2) Hepa vacuum all elevated furniture tops, including the high vaulted wall and light soffit area in main room.
- 3) Wipe and sanitize all hard surface areas in all rooms.

Amount requested \$ 1200 Breakdown of cost (if applicable): See attachment

4.2. Justification and Rationale: What planning goal, core competency or student outcome does this request address? Use data from your report to support your request.

The CDC is open for services 12 months per year from 7:00am-10:00pm. We serve more than 900 college students per year. In addition, we serve more than 90 families and 45 children daily in the CDC lab. The building is wearing from the constant usage.

4.3. What measurable outcome will result from filling this resource request?

- Maintaining a healthful Environment
- Spaces and Furnishings
 - 1.2 Space must have adequate lighting, ventilation, temperature control, or sound absorbing materials
 - 1.3 Space must be in good repair, free from peeling paint on walls, ceilings; free from rough damaged floors
 - 1.4 Space is well maintained

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						X
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Administrative Affairs					Prioritization Score		

2011 PROGRAM REVIEW

Section 4 Resource Request

**Child Development Center
Materials & supplies**

A:CDC-2

Type of Resource Request:

☐ Facilities/Maint. ☐ Classroom Upgrades ☐ New space ☐ Conference/Travel
☐ Instructional Equip. ☐ Non-Instructional Equip ☐ Training ☐ Other
☐ Computer/Hdware ☐ Software/Licenses ☒ Supplies

Mandatory: Is this request for one-time funding? ☐ OR Does this request require ongoing funding? ☒

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: ☐ Health & Safety Issue ☐ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

- Materials and supplies for lab students
- Copies – ECE Instruction use the copier machine, paper and supplies that is paid out of the CDC budget

Amount requested \$3000 Breakdown of cost (if applicable): approx.. \$1200 for lab students

4.2. Justification and Rationale: What planning goal, core competency or student outcome does this request address? Use data from your report to support your request.

Paper counter on the copier shows that the Child Development Department usage is 60% of all copies.

4.3. What measurable outcome will result from filling this resource request?

The Child Development Department was in a different Division when we leased the copier. At that time, we agreed to share expenses with the Child Development Department. We have increased in the number of part-time faculty and most courses are scheduled to meet at the child development center (CDC111).

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						
	Adequately supported						X
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request							
Committee: Administrative Affairs						Prioritization Score	

2011 PROGRAM REVIEW**Child Development Center**
Linoleum Floors & Cabinets**A:CDC-3****Section 4**
Resource Request**Type of Resource Request:**

☐ Facilities/Maint. ☒ Classroom Upgrades ☐ New space ☐ Conference/Travel
☐ Instructional Equip. ☐ Non-Instructional Equip ☐ Training ☐ Other
☐ Computer/Hardware ☐ Software/Licenses ☐ Supplies

Mandatory: Is this request for one-time funding? ☒ OR Does this request require ongoing funding?

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: ☒ Health & Safety Issue ☐ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

Replace linoleum floors and install Cabinets for storage
 Amount requested \$8,000 Breakdown of cost (if applicable):

4.2. Justification and Rationale: What planning goal, core competency or student outcome does this request address? Use data from your report to support your request.

After more than 20 years of service and lab projects we need more space to store student projects and children's materials. We have increased the number of practicum courses that has resulted in more traffic and usage of the laboratory school. In addition, as a demonstration site and model program we are in high demand for community visitations to observe best practices in action. (1.0 – Trend Analysis)

4.3. What measurable outcome will result from filling this resource request?

Child Development -PLSLO 5. Become a Professional –identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice.

In addition to lectures, fieldwork, application and integration activities in each class, instructors use samples of student work as concrete tools to help students understand assignment expectations. Samples range from portfolios to documentation panels which must be available in accessible storage on site.

College students are also active participants in the laboratory (Child Development Center) working in collaboration with and under the supervision of CDC staff to plan, implement and evaluate developmentally appropriate curriculum. The Child Development Department and Child Development Center work together to provide materials to support curriculum development and require appropriate storage for these materials so that they are accessible to students.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:							X
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee: Administrative Affairs						Prioritization Score	