

**Child Development Center
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Child Development Centers – part of the Child Studies department***

2. Person(s) completing the questionnaire: *Leslie Pano*

3. Date of completion: *November 1, 2007*

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The early childhood programs offered through the Child Development Centers at West Valley College provide convenient and affordable early care and education services for students who might otherwise be unable to attend college. Services and subsidized tuition are available for low-income families and families with special needs including those with unemployed parents looking for work, incapacitated parents, and parents with disabilities. Resource and referral information is available through all of the programs.

The CDC's are uniquely involved in the academic life of the college by serving as teacher training labs and observation sites for students and parents. Approximately 300 students required the use of the lab schools to complete assignments such as observing and assessing children's growth & development; case studies of children; designing and implementing early childhood curricular experiences; interviewing teachers or parents; researching and analyzing developmentally appropriate environments; and understanding teacher roles and responsibilities in an early childhood program. Students from other departments such as Landscaping Design, Park Management, and Interior Design also utilize the labs.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The shifts in the economy and labor market in the state of California, the changes in the state funding allocated for Child Development Center's subsidized tuition program, and the on-going union issues (specifically retroactive salary increases) at WVC have impacted the program.

It has been acknowledged at the state level that the tuition subsidy received per child per day is well below the market rate for child care tuition. It is noted that programs in geographic areas with a higher cost of living index are particularly impacted. Efforts are being made to balance this so that programs can "afford" to enroll children requiring subsidy.

Changes made by the Human Resources department regarding short-term hourly employees over the years have impacted the staffing of the centers over time. We rely heavily on student short-term hourly employees. When changes are made to this category of employees, the CDC's are heavily impacted (i.e. rule that students can only work a maximum of 18 hours per week and must be enrolled in at least 6 units). The responsibility of completing and verifying all employment paperwork now rests with faculty instead of HR personnel. This requires additional time that is uncompensated.

The WVC system for hiring substitute/temporary employees does not easily support the access of qualified CDC teachers in the event of absences due to unforeseen personal emergencies and circumstances.

Without any input from the WVC campus, Mission Child Development department created their own Child Development student worker matrix that relies upon students enrolling in courses from the Child Development department on the Mission campus only. This requirement was also initially applied to West Valley campus. Requiring WVC students to enroll in Child Development courses at Mission to qualify for employment in our centers creates a barrier to students seeking work experience on our campus.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

115 children from 105 different families have enrolled in the Child Development Centers in the past year. 62 of these families are considered low-income and eligible for subsidized tuition. The remaining 43 families pay full tuition. 57 students and 7 faculty members have children in the program. For the past year, the majority of children entering the program have just turned 2 years of age. Approximately one third of the children enrolled are English language learners and speak another language at home. The ethnicity trends of the children reflect the ethnicity trends within the college.

The CDC's have traditionally served primarily low-income student families. The number of subsidized student families served has decreased in the past 2 years. Conversely, the number of full fee families has increased. We have also seen an increase in the number of families served from the community (not attending classes or working on campus).

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

We do not have data regarding the age, gender, and ethnicity of parents. The children enrolled in the program range in age from 2 – 5 years of age. Children are usually 2 years old when they begin the program and 5 years old when they leave the program. Generally, children leave the program as they enter kindergarten.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- What significant trends are revealed in the data?
 - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

We conduct an annual Parent Survey as required for NAEYC accreditation and for the State Department of Education Program Quality Review, Office of Child Development, Title 5 regulations. Feedback from parents is favorable and expresses satisfaction of the program. Over time, parents have requested that we extend our hours of operation, lower tuition, provide lunch, and dismiss children who have exhibited aggressive behavior in the classroom. We have adjusted our program operation and policies whenever possible and fiscally feasible.

We completed a 3-year program review conducted by the State Dept. of Education, Office of Child Development. We created a system to better document the preschool classroom curriculum according to state standards. We also made several adjustments to our enrollment process and paperwork as requested by the state auditor.

Students who have earned certificates or AA degrees often return to our campus for further professional growth training or access department resources. A significant number have expressed satisfaction with the quality of education from department coursework as well as the quality of training they received in our centers.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- What significant trends are revealed in the data?
 - What factors might contribute to any significant differences from the College averages? See attachment.

Does not apply to the program.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

The Department of Education, Title 5 and Community Care Title 22 licensing regulations mandate that there be a designated Program Director "on duty" during program operating hours. Program operating hours are from 7:45 am – 5:15 pm, 5 days a week, 12 months a year.

In the past, 10-month Child Studies faculty have donated their time in between semesters (specifically the months of June, July, August, and January) so that the Child Development Centers can operate 12 months a year, supporting our full time working families and student parents who are enrolled in classes as well as providing teacher training and observation site for Child Studies students. Approximately .60 FTE time is donated to this effort. Faculty are paid 10 months, however, are doing work for 4 months a year that is uncompensated.

This cannot continue as a regular way of work life for the 10-month faculty and will need to be addressed soon in the form of additional administrative staffing, FTE, or other compensation.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
 - a) What relevant findings have been derived through the SLO assessment process?
 - b) What changes have been implemented, or are planned, based on the findings since the last program review?
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

Does not apply to the program.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

The Child Development Centers are accredited by the National Association for the Education of Young Children. Accreditation standards revisions were published in 2006 and are now far more extensive. We will need to begin the self-study process in late 2007 if we are to meet re-accreditation deadlines. The total cost for re-accreditation is \$2225.00.

The cost of overtime compensation for participating CDC staff to complete the required re-accreditation work does not currently exist in our budget.

In addition, repair, replacement, and cost of purchasing classroom materials and equipment that may be necessary as a result of the accreditation process, are not currently budgeted. Several shelves inside the classrooms used to store children's clothing and belongings need to be replaced due to worn edges and broken joints. Outdoor drinking faucets, weatherproof tables and chairs, and additional equipment for balancing, riding, jumping, and crawling need to be purchased. Due to the extensive exposure to the sun, shade structures will need to be purchased. For the purposes of supervision and safety for students, families, children, and staff, parking lot lights for the adjacent CDC parking lot next to the 2 year old room will need to be installed. In order for staff to have internet access in one of the classrooms, wiring will need to be installed.

Due to the budget crises a couple of years ago, 1 FTE in the form of a full time classroom teacher was lost. Since then, the hole has been replaced by an ongoing revolving door of part time hourly paid students. The stability and consistency represented by 1 full time adult cannot be replaced by a pool of part time students.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

There have been no changes.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

The Child Development Centers best support students and the college community when the programs remain flexible and respond to changing needs over time. Expanding services to include serving a wider age range and adjusting days and times of operation to match class schedules and the college calendar help to maintain this flexibility. Maintenance, repair, and renovation to the existing Child Development Centers have been minimal over the past 5 years. We have just received a Renovation and Repair grant from the California Department of Education for a portion of the repairs needed.

Enrollment has been low for the past 2 years. This coincides with changes in the state funding received for subsidized tuition for low-income families. There has been an increased demand from full fee community families for a half-day pre-k program. We are considering applying for funding for the State Preschool grant which would provide additional monies for a half day program for 3 – 5 year olds.

2. Program Strengths:

Excellent early childhood program offering convenient and affordable early care and education for over 100 families per year; highly qualified, dedicated, and consistent classified staff (no turnover in the past 8 years); strong connection between the Child Development Centers and the Child Studies department.

Child Studies students have an opportunity to observe and/or to practice what is taught in the department course work because of this strong connection.

The early childhood curriculum offers a solid foundation for the development of the social and emotional growth of children through meaningful relationships with peers and teachers. The play-based philosophy provides a natural and meaningful context, compared with direct instruction and rote learning, by which children can acquire knowledge and the more traditional academic concepts (colors, shapes, numbers, letters, etc.).

3. Program Challenges:

Classified staff salaries and especially benefits have increased at a much greater rate than the increases in our contract for subsidized tuition. It has become exceeding difficult to “break even.” We have no reserve revenues that can accommodate unusual expenses such as the 2-year retroactive salary expense in last year’s budget. Also, there is limited funding for renovation and major repair work on the CDC facilities.

In addition to our regular full time classified staff (5 FTE’s) we must utilize short-term hourly student workers. Funding for this has been inadequate over the past few years. Therefore, full time CHS faculty have been required to step in and substitute so that required adult-child ratios can be meet.

CHS faculty are responsible for the supervision and administration of the CDC program (1.40 assigned time load is applied to overseeing the CDC programs). Faculty are on 10-month contracts. For the Winter Intersession and the summer months, faculty volunteer their time to be on campus to provide adequate supervision of the CDC which operates year-round. We need an additional .6 FTE be compensated for administering the programs during the months of January, June, July, and August.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Maintain self-sufficiency by maintaining full enrollment in each classroom and by satisfying requirement for full subsidized funding.

Participate in the Santa Clara County Centralized Waiting List for potential family enrollment.

Maintain adequate teacher-child ratios according to Community Care licensing Title 22 and State Department of Education, Office of Child Development, Title 5 regulations

Complete renovation and repairs needed in the play yards – repair wooden deck, replace sand and sod, construct shade structures; and inside the classrooms – replace aging appliances and classroom furnishings, paint.

Collaborate with other departments on campus and in the AAS division to create links that can support the effective implementation of early childhood programs and teacher training.

Participate in the California Community College Personnel Preparation Project Early Intervention Assistant Training Programs, collaborate with partner agencies to increase the number of non-subsidized child care spaces available to children with special needs.

Advocate strongly for increase in state funding of the Office of Child Development contract which support Child Development Programs offered on community college campuses.

Maintaining a collaborative partnership with our district "sister," Mission Child Development Center program and staff, for the benefit of providing the highest quality early care and education for all families and teaching environments for the CDC staff and administrators.

Stay appraised of the Preschool for All initiatives. Decisions made regarding this issue will seriously impact our campus programs as well as our profession and appropriate adjustments will be required in response.

Apply for the State Preschool contract to better serve families who want a part time preschool program.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

The actions items listed above are on-going. Maintaining enrollment, maximizing funding streams, maintaining current staffing, and the addition of a 12 month Program Director are of the utmost importance.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

The items listed above are on-going. The recent acquisition of \$15,800 from the state through the Renovation and Repair grant will enable us to begin much needed repairs to the outdoor environment of the CDC. We also plan to apply for the State Preschool contract.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: The remainder of Leslie Pano's salary, 76%, is now coming from Fund 100	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): *Installation of light-censored exterior light fixtures on the CDC buildings *Asphalt Work in the outdoor play yard	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE:

Associate faculty FTE:

Classified Staff FTE: replacement of 1 full time position (lost during the budget crisis 2 years ago)

Classified Hourly (in dollars):

\$3000.00 for hourly paid Teaching Assistants

Administrative Staff FTE:

1 full time, 12 month, Program Director

Facilities (brief narrative description):

*Installation of parking lot lights in the CDC parking lot – none currently exists

*Wire one of our classrooms for internet access

*Renovation and repair of the wooden deck in front of one CDC classroom \$15,000 (\$9750 is available from the Renovation and Repair grant)

*Replacement of sand and grass in 2 outdoor play yards \$2000 (\$936 is available from the Renovation and Repair grant)

*Installation of shade structure in the outdoor environment (\$3510 is available from the Renovation and Repair grant)

Equipment (brief narrative description with estimated total cost):

*Replacement of worn classroom furniture and shelving units \$6000

*Updated computer equipment \$8000

*Replacement of aging appliances in CDC kitchens \$1404

Supplies (brief narrative description with estimated total cost):

Classroom teaching materials \$3000

Staff Development (brief narrative description):

Attendance of a state or national ECE conference by all staff

Other:

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu