

[Plans for Child Development Center >> 2015 - 2016 Child Care Center CHC](#) **Non-Instructional Program Review 2015-2016**

Name : 2015 - 2016 Child Care Center CHC Non-Instructional Program Review 2015-2016

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics and representativeness of population served)
- d. What kind of services you provide - **Rubric Item:** Describe your [Pattern of Service](#) including alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services).

A. The Child Development Center and Lab School lies within the Career Education and Human Development Division at Crafton Hills College; and works in collaboration with the Child Development and Education department.

CHC CDC employs one full-time CD Teacher, two part-time CD Teachers, two full-time CD Assistants, one $\frac{3}{4}$ -time CD Assistant, and two part-time CD Assistants, all under the supervision of the CD Director and overseen by June Yamamoto, Dean of Career and Education and Human Development. The three full-time teaching staff are assigned to our Parent-fee Program morning preschool classroom. The full-time teacher and one assistant continue their day with the children enrolled in the full day, extended care program. The second full-time assistant works half her day in the afternoon State

Preschool classroom.

Our part-time teachers and assistants are assigned in the State Preschool Program which consists of 2 three-hour sessions, one morning and one afternoon. The $\frac{3}{4}$ time assistant is utilized as a 'floater teacher', covering teacher breaks throughout the day as well as preparing snacks for our am and pm meal service.

B. It is the mission of the Child Development Center and Lab School (CDC/Lab School) at Crafton Hills College (CHC) to provide a high quality early childhood education program to the students, staff, faculty, and surrounding community of CHC. We aim to recognize individual strengths and support the positive growth of children and families regardless of race, ethnicity, gender, or developmental level in a warm, nurturing, welcoming environment. Our program serves as a model of best practice in early childhood education while providing CHC students learning opportunities through observations and interactions with young children and their families.

C. As an Early Childhood Program, the CHC CDC serves children ages 3-5 primarily from the Yucaipa area. Eighty percent of the current 83 children enrolled live in the city of Yucaipa with 5% living in Redlands, 7% in Beaumont, with the remaining 8% from areas ranging from Twin Peaks, Rialto and Moreno Valley. The ethnic/racial breakdown of enrolled children for the 2015-2016 school year is 35% Hispanic, 6% Asian, 4% African American, and 55% White. This closely aligns with the ethnicity ranges for the campus student enrollment.

Approximately 50% of children enrolled at CHC CDC qualify for the state subsidized program, i.e. their income falls within the state guideline designation of low income.

As a Laboratory School, CHC CDC primarily serves Crafton Hills College students who are enrolled in Early Childhood/Education courses, but also provides students in other disciplines, such as Fire, EMT, and psychology, opportunities to observe children in their natural learning environments. Last year CHC students spent over 2400 hours in the lab school observing, working as student interns, and interacting with children and families as they prepare for careers in this field or other related fields.

D. The CHC CDC provides two types of programs differing only in regard to their funding source; 1) Parent-Fee Program and 2) California State Preschool Program (CSPP).

The Parent-fee program offers a part-day (4 hour) preschool as well as full day child care services. Parents may choose a 2-day, 3-day, or 5-day schedule; accommodations can be made for variations of this schedule based on family need. The full-day care supports working families' need for child care. Thirty-four percent of the enrolled children in the parent-fee program utilize the full day care. In this program, parents are responsible for tuition. The CHC CDC parent-fee program fee scale is based on current market rates and reviewed annually. At this time only one CHC employee utilizes the center. With regard to the State Preschool Program, CHC CDC's serves as a delegate agency for the San Bernardino County Superintendent of Schools Preschool Services Division (SBSSS/PSD). SBCCD enters into an annual contract with SBCSS for this program. Funding from this contract, which totals 85% of the total revenue SBCCD receives from the California Department of Education (CDE), is dispersed to CHC CDC based on CSPP attendance reports submitted to SBCSS monthly. The State Preschool Program serves low income families. Children attend Monday through Friday for this 3-hour daily program with a choice of the morning or afternoon session, not both. The CSPP gives first priority to 4 year old children, second priority to 3 year old children. Both ages must turn their respective age by September 1st of the school year.

Ten percent of the parents currently enrolled in either program are CHC students, making ninety

percent families from the community. A current trend, likely from word-of-mouth recommendation, is that 23% of families enrolled in the parent-fee program are educators.

Rubric Item: Parent Survey results indicate that the program is meeting the needs of the families and the children enrolled.

Overall satisfaction with the program - 95% Very Satisfied; 5% Satisfied

Program meeting the individual needs of your childs - 85% Very Satisfied; 15% Satisfied

Hours of Operation - 85% Very Satisfied; 15% Satisfied

Program Calendar - 81% Very Satisfied; 19% Satisfied

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Service area demographics
- c. Requirements of four-year institutions
- d. Requirements of prospective employers
- e. Job market
- f. Developments in the field (both current and future)
- g. Competition from other institutions
- h. Requirements imposed by regulations, policies, standards, and other mandates

A. Budgetary constraints - The CHC CDC historically has operated within its budget although the campus general fund has covered salaries for three teachers, one full-time and two part-time. This past year the two part-time teachers have been taken off the general fund budget and have been covered by the CHC CDC budget; the program continues to end in the black.

Opportunities-The parent fee program consistently has a waiting list that potentially could support adding an additional class. This would require the hiring of more staff which can create budgetary concerns. However it is likely that the additional revenue would cover at least part-time salaries. Even more importantly than adding revenue and serving more numbers of children, opening another class would enable us to serve a greater age-range of children that would better serve our families. For example, we have families with two or more children who have left the center because we were only able to serve one of their children, the 3 or 4 year old, and they wanted to make only one preschool

stop. Our center is licensed for 2 year-olds so by adding an additional classroom we could a) serve more families, b) have the ability to “move” children up to the next class, and c) serve younger children. As it stands now, if children attend more than one year in this program they remain in the same classroom with the same staff, which in and of itself is not necessarily a negative. Continuity of care is an indicator of quality, but often it is the case that as young children gain experience in the preschool setting change can also benefit their development.

B. Job Market-The minimum qualifications to work at the CHC CDC exceed many agencies in the field. On one hand this is a good thing with regard to maintaining quality programs, but on the other it limits our ability to provide employment opportunities for our Child Development students who may present exemplary skills and understanding in the classroom. Additional concerns with the District hiring practice of part-time only include more limited candidates when hiring does occur; this possibly due to the candidates having the higher qualification and therefore are seeking a full-time work schedule.

C. Developments in the Field-Changes occur regularly in the field of early education. This past year Community Care Licensing (the State licensing agency for Child Care Centers) has implemented several health & safety changes to their regulations and the California Department of Education (CDE) has changed the mandated assessment tool and the environmental rating scale. These are some examples of the need for ongoing staff training. Time and budget constraints do limit the opportunities to effectively train staff. Outside agencies often provide free trainings outside of work hours but these often are few and far between creating a challenge for us to ensure our staff are up-to-date on changes in the field.

D. Requirements imposed by regulations, policies, standards, and other mandates – As stated above, CDE has changed the mandated assessment tool used for children enrolled in our program as well as the environmental rating scale also used for program improvement. The assessment tool, the Desired Results Developmental Profile 2015 (DRDP-2015) consists of 56 individual measures that each child is to be assessed on over time. Needless to say this is a daunting task made even more so by the new document. It is an ongoing challenge to complete the assessments in classrooms with 24 children when staff have limited time to complete assessments. Last year, the program budgeted extra money to provide staff with 19 hours of additional paid time, twice per school year, to complete the process. This has helped some but even more time is needed for more effective and quality planning and implementation of this process.

E. Competition from other institutions- In the past year three agencies have opened early education programs in our area – Monty’s Montessori, KidLand Academy, and Calimesa Elementary State Preschool. We lost at least four existing families to two of those agencies, and at least one or two families to unknown agencies. In several of these instances the reason was, as stated above, the other center took younger children and could accommodate all of the family’s young children, not just the 3 and 4 year old. The other reason offered for the family’s changes was closer proximity to their home, which is understandable. In one of these instances the family returned! Annually an informal market analysis is conducted to determine the fee scale for the parent fee program. The above mentioned agencies as well as several others from Yucaipa and Redlands are contacted for their pricing information. The CHC CDC fee scale offers competitive pricing. Fees were increased this past year as well as adding a “materials fee” of \$25. This appeared to have no impact on enrollment as the costs remain within the norm for our community.

3. Progress on SLOs

3. Progress on SAOs – **Rubric Item:** [Service Area and/or Student Learning Outcomes Process.](#)

- a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.
- b. Please describe any improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SLOs, please discuss here.

SAO #1: Maintain a high level of parent satisfaction.

a. The CHC CDC utilizes the Desired Results Parent Survey for parents enrolled in both programs to determine parent satisfaction. The DR Parent Survey is one developed and provided by the California Department of Education to use as a standard measure of parental satisfaction in their state subsidized programs. The survey is administered annually. Results are used to improve areas where need for improvement is indicated. Areas we have worked on include - 1) Adding opportunities for parent involvement such as Parent Appreciation Breakfast and Back to School Night; 2) Providing parents with the background and experience of their child's teacher with a "Meet Your Staff" bulletin board; and 3) Providing home school collaboration by developing a Family Lending Library.

b. This past year I developed a more applicable and informative survey for our parent-fee program. This survey is administered in the Spring rather than the early Fall date required by the SBCSS contract for the State Preschool Program Parent Survey. The newly developed survey differs in that questions regarding the parent's satisfaction with the ability to "accept, keep, look for a better job and parent education needs . . ." are omitted as this area of questioning rarely applies to our full-cost families. Added in the new survey are questions designed to determine satisfaction on relationships between program and families including level of satisfaction with interactions between staff/administration and the family, do they feel the program respects and values them, and whether or not they would recommend the program to others. I feel these are areas that align with our program goals, philosophy and mission statement and helps to support continued quality services.

c. The Parent Survey will continue to be completed annually for both programs. Results are shared with families during parent meetings where any additional communication regarding the survey can take place. Results are used for program improvement.

SAO # 2 Enrolled children will demonstrate developmental growth in targeted areas

a. All students are assessed using the Desired Results Developmental Profile 2015, an assessment tool developed by CDE/Early Education and Support Division. The DRDP 2015 is used for ongoing assessment of children enrolled in both CHC CDC programs as it is a valid and reliable tool. The DRDP 2015 is a newly designed tool, replacing the DRDP 2010. Minimal training was offered for this new tool, this creates some challenges for staff. That being said, all assessments were completed in a timely manner. The assessment process is as follows: The first assessment is completed within the first 60 days of enrollment. Results are used to develop individualized learning goals which are shared with

parents at parent conference, and to develop weekly activities to support overall development as well as focus on each child's individual goals. The second assessment is completed six months later at which time a second parent conference is conducted. Progress on goals are reported as is the developmental progress in all target areas.

b. The assessment of children using the DRDP instrument is a daunting one. The ongoing observations used to complete the assessment are done while children are present, but the analyzing, plotting, and planning needed to complete the cycle must be done when children are not present. Our state preschool staff are all part-time, meaning they do not truly have the appropriate time needed to complete the process. This past year, money was budgeted to allow our part-time staff extra hours to do just that. Additionally, extra pull-out time was afforded our full-time teacher to do the same.

c. Training on the new assessment instrument is ongoing, and improvement is expected.

4. Quantitative and Qualitative Results

Please provide...

a. **Rubric Item:** At least two quantitative or qualitative measures you have chosen to gauge your [program's effectiveness](#) e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.

b. **Rubric Item:** A summary of the results of these measures. Please be sure to set a [target](#) and provide the reasoning for the target that has been set.

c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

a. 1) The CHC CDC utilizes the California Department of Education's Desired Results System to assess both i) children's progress (DRDP 2015) and ii) parental satisfaction (DR Parent Survey). The DRDP 2015 is scored for each child using a developmental continuum as its rubric. Fifty-six areas of development are assessed for each child. The Parent Survey asks parent to respond with Yes or No answers and Very Satisfied, Satisfied, and Not Satisfied.

2) The Environmental Rating Scale Third Edition is used to measure quality in the classroom environment and interactions between children and adults. Following a 3-hour observation period, classrooms are scored on 43 different items using a 1 to 7 rubric, 1 being inadequate and 7 excellent. The 43 items are categorized in 7 sub-sets. Each item is scored, items in each subset are averaged. Any item or subset scoring at less than 5 must have a corrective action plan developed.

b. Child assessment results - Results for the DRDP assessments on the State Preschool children are generated through an electronic data base, DRDP Tech. Group results (by classroom) show that children are making developmental progress in most areas, though not at the level desired.

Target: 85% of pre-K-aged (year prior to kindergarten entry) children will score at the integrating level of the developmental continuum in target areas.

Rationale: One of our program goals is to "Support children's development and readiness skills in order for them to be successful and better prepared for the formal education setting."

Parent Survey results - 2014-2015 School Year - 95% of respondents indicate they are *Very Satisfied* with the overall quality of the program; 5% of respondents indicate they are *Satisfied* with the overall quality of the program. Opportunities for *Parent Involvement* scored the lowest in the *Very Satisfied* column at 55%, with 42% *Satisfied*, 3 % *Not Satisfied*. All other areas had high satisfaction scores.

Target: 90-95 % Satisfaction in all survey areas.

Rationale: Parents who have faith and satisfaction with their child's early education program will increase positive word-of-mouth recommendations. Our Mission statement includes "We strive to be the community's first choice for an early education program."

Environmental Rating Scale - 2014-2015 School Year - All three CHC CDC classes scored within the *Good to Excellent* range on the ECERS-R assessment tool with the following exceptions. 1) The portable classroom, which houses the afternoon State Preschool classroom, scored at a level 2 for *Indoor Space*, which is between inadequate and minimal on the scale. The space is not reasonably clean or well maintained; the carpet is soiled beyond cleaning and heavily stained. 2) Supervision of staff scored in the minimal range because formal staff evaluations do not occur annually as is considered high quality best practice. SBCCD/CSEA states formal evaluations are to take place every two years.

Target: To score within the 5-7 range on all areas of the ECERS-3

Rationale: As a laboratory school for the Crafton campus, we must strive to present high quality learning environments for children and positive adult interactions.

c. Systems need to be put in place to efficiently gather and analyze results from the DRDP for our parent fee program. Additional resources are needed - technology, and human resources.

The Desired Results Parent Survey alone did not address some of our Program Goal and Mission Statement focus areas which is why a second Parent Survey was developed for our Parent-Fee Program families (See 3 b.)

5. Performance on Data Items

Please discuss your program's performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the OIERP Web Site, and in the PPR Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it.

a. Non-Instructional Program Effectiveness Evaluation Rubric

- i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.
- ii) **Rubric Item:** Describe at least 2 external and/or internal [partnerships](#) that substantially impact the quality of services to students or clients.

5 a. i) Innovation - Revised Parent Survey. As stated in 3 b. the Desired Results Parent Survey does not fully provide an understanding of the needs of all parents participating in our programs. It is designed to be used in subsidized programs serving low income families therefore it tends to focus in areas such as parent educational needs, whether or not the program assists them with employment information, parenting classes, etc. Often this line of questioning receives a N/A response from our parent fee program families, yet this is the only survey the Center has used for both programs over the years. The DR Survey does not include questions related to 1) relationships within the program, ex. "Does the program show respect for you family? Do you feel the program values your family" Are you greeted warmly by staff and administrator?, Does the program support your child's emotional needs? etc. The purpose of this line of questioning is to give us an information as to whether or not we are demonstrating our philosophy and program goals (See 7); and 2) Preferred methods of communication. Often communication between teacher and parent can be a challenge especially with busy teachers and working parents. We needed to know how best to build a strong communication system between school and home.

The DR Survey continues to go out to our State Preschool families in early Fall, the revised survey goes to all families early Spring.

Results indicated strong satisfaction with regard to the relationship questions which then does let us know that our philosophy is evident within our program and we are meeting our goals that focus on relationships. The change in the survey may not have, in and of itself, made the program better, but it gave us the data to show we are providing the warm and nurturing program we strive to. Results gleaned from the communication questions have caused us to, not simply rely on newsletters and parent boards as our basic modes of communication. We now implement email notifications for all communiques as well as personal messages to individual parents when appropriate; this in addition to our traditional communication methods. Since the implementation of the electronic communications we have seen an increase in parent participation in the classroom and program activities, more volunteer hours have been documented, greater participation in special activities, and an overall greater home-school connection.

5 a. ii) Partnerships - Internal - The CDC partners with the Child Development Department at CHC. Center Director and Department Chair meet on a regular basis to discuss:

CHC student needs with regard to fulfilling course requirements, through time in the lab school.

Expectations of both the center/center staff and the students

Ways in which the center can best provide opportunities to observe best practices in the field

Scheduling of lab students in the Spring semester

External - This year the CDC partnered with *EMQ Families First*, a program funded through *Autism Speaks*, to provide free social/emotional developmental screenings to all interested families. Registered Behavior Technicians assessed, through observation, ten children at the request of their parents. From these 10 observations three received recommendations for further testing. Early interventions help to increase later school success. CDC will follow-up with these families as well as offering any other needed support we are able to offer.

Other ongoing external partnerships include *Loma Linda University Communications Department* for annual speech and language screenings. Again, early interventions lead to greater school outcomes. This year's screening identified eight children with possible speech/language delays. Families were referred to their home school district for further assessment. The CDC works with Yucaipa/Calimesa Joint Unified School District by sharing information (with Parent signed release), completing assessment documents, providing teacher notes and developmental progress of the child. Working together to determine the best strategies and/or placement for the child.

6. Evaluation

6. Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-6, please provide an analysis of what is going well and why and what is not going well and why, in the following areas.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

- Representativeness of population served

Going well - CHC CDC serves both low-income and non-low income families in our two preschool programs. Both programs are at full enrollment with a wait list for both

Not going well - As stated in question 1 only 10% of children enrolled at the CDC are children of CHC students. This is a population we wish we could better serve. The reason may be the income levels of some students, who may find the fees cost-prohibitive. Although we do have a state preschool program for low-income families, this program is only for three-hours each day, 8-11 am or 12:30-3:30 pm. Unless this fits their school schedule it is not much help. In addition, State Preschool regulations do not allow us to give priority to students. It would benefit the program to eventually secure funding more full-time subsidized spots although this would bring another significant need - additional staffing.

- Alternative modes and schedules of delivery

Going well - The variety of programs and flexible scheduling the CDC offers to families are areas of strength. Unlike many private or for-profit preschools, which tend to offer mostly full-day spots, the CDC has an array of programs for families, depending on their needs. For families that meet low-income requirements, there is a free, three-hour state preschool program, and families have the option of paying for additional extended hours. For families who do not qualify for subsidization there is a full-cost classroom, in which parents and caregivers choose the hours, days, and times they need care for their child, and then pay accordingly. This flexibility is especially beneficial to our CHC students, who often need variable time slots based on their class schedules.

Not going well -

- Partnerships (internal and external)

See question 5 a. ii for a discussion of partnerships.

- Implementation of best practices

Going well - The relationship and proximity of the CHC Child Development Department and the Center provide strong support for the implementation of best practices in the field of Early Childhood Education. As a lab school, our goal is to be a model for the students who work and visit, so we strive to bring best practices to life for CHC students.

Not going well - I feel there is a need for more staff development/training to keep staff abreast of current trends in addition to the fact that training opportunities provide both new knowledge and understanding of what we do well and why we do it.

- Efficiency in operations

Going well - Last year we reduced our hours of service by 30 minutes, this helped with staffing and did not seemingly diminish enrollment in any way.

Not going well - We have opportunity to add another classroom due to the number of families on the waiting list. We have the space to do this, just not the staff. The hiring process seems to take quite a bit of time and our last two recruitments have had very few qualified candidates. We would need one full-time teacher and a part-time assistant. A class of at least 18 children would be able to support this

staffing.

Efficiency in resource use

Going well - The CHC CDC has been running on a very tight budget in an effort to maintain fiscally positive end of year numbers. Fundraisers have been implemented to help with the purchasing of learning materials and other program equipment.

Not going well - Recently the SBCSS, our funding source for the State Preschool Program has more closely adhered to the mandate of no fundraising activities permitted. This has reduced our efforts significantly. To help offset lower fundraising success we have add a \$25 annual materials fee to each parent fee program family.

•Staffing

Going well - Much of our strength lies with the longevity of our staff. Often in our field there is a high rate of turnover in centers, this is not the case here at CHC CDC. Of our current seven teachers four have been here over 10 years and the remaining three, over 5 years. Continuity of staff benefits the program in that policies, routines, responsibilities are understood and implemented. Teaching teams remain consistent allowing for teams to build positive working relationships.

Not going well - As stated above we recently had the first new hire since my time here, however she resigned the position after just 6 months. Currently we are one assistant teacher short, the position is being filled with a substitute. A staffing challenge lies in that we have limited qualified substitute teachers. Absent staff, at times, require me, Director, to step in for coverage which is not at all ideal. An additional challenge with finding subs are the minimum qualifications required by the job description. While it is a good thing to require higher qualifications this does not lend itself to finding teachers/assistants to work only as substitutes. This also eliminates the possibility of allowing CHC Child Development students the opportunity to work in a sub position as they are gaining experience. By lowering minimal qualifications for substitutes we would open the door to more possibilities, more flexibility, and less time for the Director to be working in the classroom.

•Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

Going well - At monthly staff meetings, teachers are given opportunities to share ideas, ask questions, and provide input into program. Recently, as a group we reviewed the parent handbooks, the mission and philosophy statements and developed program goals. All staff had the opportunity for input in this process.

Not going well - Participation in college level planning and decision making has always been problematic for employees in child development because our state-mandated ratios keep employees from leaving their areas to attend meetings and other campus events, and also because they do not use campus computers and email accounts as part of their regular work. However, we had a new hire recruitment

whereas one of our assistant teachers participated in the process. She stated that this was a very beneficial activity to participate in.

- Professional development and training

Going well - Four staff members participated in the County CARES Plus program last year which was a series of high quality trainings and workshops. This program also introduced the participants to the Classroom Assessment Scoring System (CLASS) which is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children.

Not going well - Access to professional development is challenging in our area for several reasons. Most importantly, it is difficult to allow teachers to leave their areas because of the need to supervise children. Cost is another factor, since we do not have funds in our budget for professional development. When teachers at the CDC do leave to attend a training or inservice, we typically have to find a substitute to replace them, which adds an additional financial burden. Recently we have had more opportunities for quality trainings as both California Preschool Instructional Network (CPIN) and Child Care Resource Center (CCRC) have begun to offer evening and week end trainings at no cost. The challenge here is that not all teachers will voluntarily participate in trainings outside of work hours even though it is a critical part of their professional development.

- Group dynamics (e.g., how well do unit members work together?)

Going well - Overall our team works well together with a few exceptions. Scheduled monthly team meetings have been provided in an effort to build more cohesive working relationships. One of the main issues tend to be a perceived unfair delegation of duties. Full-time staff often feel they are carrying more of the load of extra duties over the part-time. This may be true simply because of the amount of time they are on duty.

Not going well - Even with the monthly team meetings, more time needs to be spent on reflection and planning as a group.

- Innovation

Going well - In addition to the above noted Innovation, last year we tried something new with regard to the Environmental Rating Scale formal review. Since my time as director I have enlisted community members, colleagues, faculty to assist me with the process. In an effort to bring staff more fully into the process as well as provide them a deeper understanding of the tool, we implemented peer reviewers. Lead classroom teachers from the morning classrooms conducted the reviews and evaluating process.

- Compliance with applicable mandates

The CHC CDC adheres to all applicabe mandates. No negative findings were noted at the most current

7. Vision and Mission

- a. Tell us your vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
- b. **Rubric Item (Alignment): In what ways does** your [mission](#) and [vision](#) align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan?

In the Spring of 2015, the staff and I collaborated to revise our Mission Statement and Philosophy:

MISSION

The Child Development Center/Laboratory School at Crafton Hills College serves as a campus-based early education program providing both a laboratory setting to CHC students enrolled in child development courses and as a preschool program with extended care hours for those children, ages 3-5, of students, staff, and the community. Providing demonstration classrooms to the college community, our program offers a model of best practice in the field of early education while providing students learning opportunities through observation and interactions with young children and their families. We strive to be the community's first choice for an early education program.

PHILOSOPHY

The philosophy of the Child Development Center/Laboratory School at Crafton Hills College is based on a set of strongly held beliefs, we believe:

- Each child is unique, valuable, and capable.
- Children learn best through self-discovery, hands-on, exploration, and interactions with others; children's play is the primary medium for learning.
- The classroom teacher, the child, and the family are equal partners in our early education program.
- Children learn best when supported by warm and responsive teachers who understand and work to meet each child's individual needs.
- Our charge is to provide supportive and nurturing environments that serve to build a sense of community among parents, children and staff.
- Weekly activities should be planned from a child-centered approach rather than a set of prescribed themes; and incorporate activities to build social and emotional, cognitive, and physical development.
- Children are best understood and supported in the context of their family, culture, and community.

7. a. As the Center Director I firmly support our mission and philosophy. While I feel our center is head and shoulders above many if not most early education settings I know we have room for improvement. My vision is:

- All staff to have ongoing opportunities for high quality trainings in order to fully implement best practices in the lab school
- For the CHC CDC to become accredited by National Association for the Education of Young Children (NAEYC)
- To be a model program for the college campus and the community at large
- To be a model training program for college students interested in entering the field of Early Childhood Education
- To be a valuable resource for families
- To be the first choice for families looking for early education programs

7. b. Our mission supports the college's in that we provide opportunities for students in our field to have hands-on experiences working with children and families, we provide support and valuable feedback to students as they spend time in the lab school, and we are a resource for the community in job placement.

Additionally, I feel it is important that the campus has an understanding of our program. We are an early childhood education program, not a day care. I have spoken to everyone who will listen about changing this perception on campus by not referring to the center as the *Child Care Center* on the website, phone directories, or any other campus publication. We are currently listed under Student Services on the website, I worry this may be a bit misleading as we do not offer drop in care. Enrollment for Fall semester begins in May the year prior, classes typically are fully enrolled by late July for the August start.

8. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Improve awareness of the Child Development Center among students, staff, faculty, and community members.**

Priority Rank: 2

Objectives:

- **1.1 - Objective - Increase community awareness**

Increase community awareness. Susan met with *Building a Generation* organization, which is a Family Resource Center designed to help families in need. I informed the organization of the new changes and that the College Child Development Center accepts community children, which they did not know. Susan also has joined the monthly Directors meeting and local Planning Council. Susan continues to be an active part of the community by reaching out to other collaborative partners.

Priority Rank: 2

Original Start Date: 08/12/2011 **Original End Date:** 05/31/2013

Revised Start Date: 08/11/2015 **Revised End Date:** 05/31/2016

Responsible Person: Deborah Wasbotten

Strategic Direction: 4. Enrollment Management

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.1.a1 - To participate in two community events annually.**

Two community events that I recommend is *Week of the Young Child*, which is a large organized event for children and families state wide. Local Child Development Programs offer games for families to do while offering information about their early childhood program. The other is providing an informational/interactive booth at local venues such as market night and special events/festivals.

Start Date: 08/12/2013 **End Date:** 06/30/2013

Responsible Person: Deborah Wasbotten

Status Code: Work is Underway

Progress Description:

The center has had booths at Child Care Resource Center Family Day and CHC Family Fest

Measurements/Documentation of Progress:

At the time of the event, lots of interest however no known enrollment occurred because of this activity.

- **1.1.a2 - Positive community reputation**

Increase parental engagement in the program, in an effort to increase word of mouth interest in the Child Development Center thereby increasing enrollment.

Start Date: 08/12/2013 **End Date:** 06/30/2014

Responsible Person: Deborah Wasbotten

Status Code: Work is Underway

Progress Description:

CHC CDC has increased opportunities for parents to be involved: more specific volunteer opportunities, Open House, March Mathness, etc. This seems to improve parent survey satisfaction scores in the area of *Parent Involvement*, increasing to 70% Very Satisfied from 59% Very Satisfied from the year prior.

Measurements/Documentation of Progress:

This year just over 50% of the families enrolled in our parent-fee program are either returning families or have been referred to the center from satisfied former parents.

Parent survey results indicated that 100% of parents who completed and returned surveys would recommend the program to others.

• 2 - Goal - Continue to improve quality of the Child Development Center program

In order to continue improving quality is to incorporate self evaluations on children, staff and the center. These can be done by simple parent surveys, staff surveys and state required surveys. The state already has a parent survey that has been completed 12/2/2011. Susan set up

Priority Rank: 1

Objectives:

- **2.1 - Objective - To increase home/school collaboration as measured by number of opportunities provided for parent involvement in program**

Priority Rank: 3

Original Start Date: 12/06/2013 **Original End Date:** 05/30/2015

Revised Start Date: 08/11/2015 **Revised End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

Strategic Direction: 1. Student Access and Success

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **2.1.a1 - Increase participation on Parent Advisory Committee**

Provide parents a variety of trainings/workshops/get-togethers that are of interest to them; utilize parent education surveys and topic interest surveys obtained upon enrollment. Maintain sign-in/out sheets to document number of participants.

Start Date: 08/11/2014 **End Date:** 05/31/2015

Responsible Person: Deborah Wasbotten

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

A written plan has been developed for the Parent Advisory Committee however this has not truly gotten off the ground. Meetings last year were not particularly successful, at least in number of attendees.

This year's plan includes separate meeting times for each classroom, meeting the last hour before pick-up time in an effort for greater attendance. Training topics are taken from the interest survey

completed by parents at the time of enrollment, acquiring resources for these topics sometimes is a challenge.

I have contacted other Directors as well as the county preschool supervisor for additional ideas for meeting activities. Nothing very different from what we were doing was established

Measurements/Documentation of Progress:

Sign in sheets, agendas.

■ **2.1.a2 - New opportunities for involvement**

Implement two new opportunities this school year for positive engagement of families. Possibilities include Family Lending Library, School Readiness Backpacks, added Family Social events

Start Date: 12/06/2013 **End Date:** 05/30/2015

Responsible Person: Deborah Wasbotten

Status Code: Work is Completed and Ongoing

Progress Description:

The Family Lending Library is proving to be very successful, by the Spring semester we will be adding the Learning Backpacks for check out. Open House, Winter Family Social, Parent Appreciation Breakfast will continue.

Measurements/Documentation of Progress:

Number of check outs from Lending Library

Sign in Sheets for Family Activities

○ **2.2 - Objective - To make Child Development Center more self-sufficient**

Priority Rank: 1

Original Start Date: 12/06/2013 **Original End Date:** 05/31/2015

Revised Start Date: 08/11/2015 **Revised End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

Strategic Direction: 8. Effective Resource Use and Development

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

■ **2.2.a1 - Identify grants**

Start Date: 12/06/2013 **End Date:** 05/31/2014

Responsible Person: Deborah Wasbotten

Status Code: Objective was Removed

Progress Description:

Measurements/Documentation of Progress:

- **2.3 - Objective - To ensure acceptance and inclusion of all children and their families as it relates to diversity, culture, ability, family structure and the like**

Priority Rank: 4

Original Start Date: 12/06/2013 **Original End Date:** 06/20/2014

Revised Start Date: 08/11/2015 **Revised End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

Strategic Direction: 1. Student Access and Success

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **2.3.a1 - Anti Bias Curriculum**

Center Staff will be trained on anti-bias curriculum strategies and implementation.

Start Date: 08/12/2013 **End Date:** 06/18/2014

Responsible Person: Deborah Wasbotten

Status Code: Work is Underway

Progress Description:

Classroom staff have participated in staff trainings including anti-bias curriculum. Additional information is distributed to staff regularly.

Measurements/Documentation of Progress:

ECERS -R results

Classroom observations

- **2.3.a2 - Expansion of program materials**

Provide program materials in Spanish, include diverse representation in fliers and other written materials

Start Date: 08/12/2013 **End Date:** 06/18/2014

Responsible Person: Deborah Wasbotten

Status Code: Objective was Removed

Progress Description:

Measurements/Documentation of Progress:

9. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. ***In writing your objectives and developing your resource requests, take into account student learning and program assessment results.*** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Improve the quality of specific aspects of the Child Development Center**

In order to continue improving quality is to incorporate self evaluations on children, staff and the center. These can be done by simple parent surveys, staff surveys and state required surveys. The state already has a parent survey that has been completed 12/2/2011. Susan set up

Priority Rank: 1

Objectives:

- **1.1 - Objective - Enhance health and safety measures by meeting or exceeding safety and best practice recommendations**

Priority Rank: 1

Start Date: 08/11/2015 **End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

Strategic Direction: 7. Develop Programs and Services

Impact Type: Department

Institutional Learning Outcome: Unknown

Actions/Activities:

- **1.1.a1 - New fencing**

Obtain bids for fencing. Ensure funds are available in the CHC budget. Install new 6 ft fencing around perimeter of the CHC. This is the recommendation of the safety inspection conducted September 2014 by Keenan and Associates. Currently the perimeter of the center is enclosed by 4-foot chain link fencing. Safety is a common concern for enrolling parents.

Start Date: 01/06/2016 **End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

- **1.1.a2 - Shade Structure**

Install shade structure over the existing outdoor climbing equipment.

Start Date: 01/06/2016 **End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

- **1.1.a3 - Security Gate**

Install security gate at center entrance.

Start Date: 01/06/2016 **End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

- **1.2 - Objective - To increase home/school collaboration as measured by number of opportunities provided for parent involvement in program**

Priority Rank: 3

Start Date: 12/06/2013 **End Date:** 05/30/2015

Responsible Person: Deborah Wasbotten

Strategic Direction: 7. Develop Programs and Services

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.2.a1 - Increase participation on Parent Advisory Committee**

Provide parents a variety of trainings/workshops/get-togethers that are of interest to them; utilize parent education surveys and topic interest surveys obtained upon enrollment. Maintain sign-in/out sheets to document number of participants.

Start Date: 08/11/2015 **End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

- **1.2.a2 - New opportunities for involvement**

Implement two new opportunities this school year for positive engagement of families. Possibilities include Family Lending Library, School Readiness Backpacks, added Family Social events.

Added "*Parent Volunteer Opportunities*" areas in all classrooms.

Start Date: 08/11/2015 **End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

- **1.3 - Objective - To increase revenues by increasing number of children served**

Priority Rank: 5

Start Date: 01/06/2016 **End Date:** 01/01/2017

Responsible Person: Deborah Wasbotten

Strategic Direction: 7. Develop Programs and Services

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.3.a1 - Expand Program**

Maintain wait list, secure staffing and open one additional classroom with a maximum of 18 children enrolled.

Start Date: 07/01/2016 **End Date:** 06/30/2017

Responsible Person: Deborah Wasbotten

- **2 - Goal - Improve awareness of the Child Development Center among students, staff, faculty, and community members.**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Increase community awareness through participation in community events**

Increase community awareness. Susan met with *Building a Generation* organization, which is a Family Resource Center designed to help families in need. I informed the organization of the new changes and that the College Child Development Center accepts community children, which they did not know. Susan also has joined the monthly Directors meeting and local Planning Council. Susan continues to be an active part of the community by reaching out to other collaborative partners.

Priority Rank: 2

Start Date: 08/12/2011 **End Date:** 05/31/2013

Responsible Person: Deborah Wasbotten

Strategic Direction: 5. Enhance Value to Surrounding Community

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **2.1.a1 - To participate in two community events annually.**

CHC Family Fest

Child Care Resource Family Day

Start Date: 08/11/2015 **End Date:** 06/10/2015

Responsible Person: Deborah Wasbotten

- **2.2 - Objective - Maintain quality services in order to provide parental satisfaction thereby increasing word of mouth recommendations**

Priority Rank: 6

Start Date: 08/11/2015 **End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

Strategic Direction: 7. Develop Programs and Services

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **2.2.a1 - Parent Survey**

Distribute parent survey at a minimum of annually, utilizing results for program improvement

Start Date: 08/11/2015 **End Date:** 06/10/2016

Responsible Person: Deborah Wasbotten

10. Comments

There are no comments for this plan.

11. Supporting Documents

There are no supporting documents for this plan.