

**Child Development Center Department**  
**Annual Unit Plan for Academic Year 2016-2017**  
September 2016

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## **Describe Department/Unit**

### **Mission/Connection to College Mission**

The mission of the Cerro Coso Child Development Center/ Lab School is to provide an exemplary child development model based on current child development research. The program is responsive to the needs of the community with priority given to student of Cerro Coso Community College. We provide college students in several disciplines including child development the opportunity to observe current child development theories in action. We provide practicum students and student employees the chance to gain hands on experience in the field. We provide support and encouragement to families in a respectful manner as they continue in their academic endeavors.

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## **Report on Improvements Made and Gaps Identified in the Prior Year**

### **Student Equity**

#### **Men in Child Care**

##### **Population:**

Gender: Male

##### **Analysis and Plan:**

Student Equity data has not been provided for the child development center specifically. This is an area that needs to be addressed since the CDC does support students with young children, student workers, and academic programs at the college. Currently there are no male teachers in the center and there are few male students who come in to observe or participate in the CDC. There are male students who have young children at the center. More data is needed before specific interventions related to student equity can be developed.

### **Outcomes Assessment: Overall Report**

### **Outcomes Assessment: Gaps Identified in Prior Year's Assessments**

### **Progress Made on Program Review**

#### **Child Development Center**

##### **Year of Last Program Review:**

N/A

##### **Progress in the last year on two-year strategies:**

A program review has not been completed on the child development center in the past. In order to align with the Child Development academic program, the CDC will complete a program review in Spring, 2018.

**Progress in the last year on five-year strategies:**

## **Progress Made on Prior Year Initiatives**

No prior year initiatives to report on.

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## **Plan Initiatives for Next Year**

### **Initiatives for Next Academic Year**

#### **Combined Family Education Night**

**Action Plan:**

One Parent Education Workshop will be planned for the Fall 2016 and the Spring 2017 academic year with the Access Program. These workshops will focus on supporting student families who may or may not be enrolled in the Access Program.

**Measure of Success:**

Two events will be held during the academic year with both Access and CDC participation to support families.

**Person Responsible:**

Jessica Krall, CDC Program Manager

**It addresses a gap in student equity**

Students with young children have extra stressors that can make balancing the demands of work and school difficult. They often need assistance navigating the resources available at the college. A combined CDC and Access Program Parent Education Night will allow these families to ask questions and obtain information they may have otherwise been unaware of.

#### **Lab School Observation Practices**

**Action Plan:**

The CDC and CHDV programs will work together to review and revise the department and center policies for observing in lab schools and other child development programs.

**Measure of Success:**

A clear statement that is included in every CHDV course syllabus, communicated with other programs like nursing that observe in the CDC, and presented to the staff at the CDC that outlines the policies, practices, and expectations of student observations at the lab schools.

**Person Responsible:**

Jessica Krall, CDC Program Manager; Lisa Fuller, Faculty Chair

**Other**

The Child Development Lab School supports the college programs by providing a center that practices developmentally appropriate curriculum and maintains high standards in relation to best practices currently identified in the field. All CHDV courses have an observation requirement and other programs like Nursing and Human Services also use the lab school for observations and field

practice. However, there are no clear guidelines for observations which can lead to issues in the children's classrooms and the scheduling of observation appointments. The development of clear guidelines will help lead to communication between the academic programs of the college and the lab school staff as well as support those who are taking online courses and observing in communities outside of our service area.

## **Professional Development**

### **Action Plan:**

Provide training in QRIS (Quality Rating Improvement System) needed tools such as CLASS (Classroom Assessment Scoring System), ASQ (Ages and Stages Questionnaire) and DRDP 2015 (Desired Results Developmental Profile; an assessment tool that all state funded agencies are required to use) and DRDPtech (the use of an online format).

### **Measure of Success:**

All classified staff at the Child Development Centers will participate in at least 2 training on each topic. The program faculty are trained in the latest observation and assessment methods.

When reviewed in Spring 2016 by the QRIS team the selected classroom will score appropriate scores and have no findings that need addressed.

### **Person Responsible:**

Jessica Krall, CDC Program Manager; Lisa Fuller, Faculty Chair

### **Other**

Strategic Goal 5: Strengthen Organization Effectiveness

Objective 1: Provide Effective Professional Development

Strategy: Provide targeted professional development for faculty to support goals, objectives, strategies, and actions in this Strategic Plan

VTEA Core Indicator:

Core Indicator 1: Technical Skill Attainment

- Provide alternative forms of instructional delivery, such as active learning including group projects, flexible seating, etc.
- Integrating academic skills into a vocational context or framework

Requirements for use of VTEA funds:

5. Provide in-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.

We are requesting funding to pay for the specific training programs that are being required in the Quality Improvement Rating System (QRIS). These include, but are not limited to, CLASS, DRDPtech, etc. These new programs for assessing programs, teachers, and children are necessary to support both the CDC and the academic program. While the faculty will need to be able to teach these systems in the academic program, it is in the CDC that the assessments and programs are practically applied and where faculty and students can gain experience using these new required tools.

## **CDC Center Improvements**

**Action Plan:**

Identify issues and develop a plan for addressing the environmental concerns in the center. Part of this will include identifying ways to fund improvement projects to bring the CDC up to current standards and best practices for early education environments.

**Measure of Success:**

A plan that identifies and prioritizes environment improvement projects for the center, including possible funding streams.

**Person Responsible:**

Jessica Krall, CDC Program Manager; Lisa Fuller, Faculty Chair

**It directly addresses a college Strategic Goal or Objective**

Strategic Goal 4: Enhance Community Connections

Objective 2: Reflect the Communities We Serve

Strategy: Increase the percentage of available childcare opportunities going to student families

The CDC is outdated and is need of environmental improvements to bring it up to current standards. In order to provide more opportunities for student families, these environmental concerns will need to be addressed.

**Academic success**

**Action Plan:**

Child Development Center will partner with counseling and refer student to various departments that can help them. The Child Development Center will advertise and promote awareness of the various programs the college has to offer that provide instructional support to students to ensure that students are achieving and maintaining academic success.

**Measure of Success:**

The number of students currently utilizing the CDC will complete each semester with a 2.0 GPA.

**Person Responsible:**

Jessica Krall, CDC Program Manager

**It directly addresses a college Strategic Goal or Objective**

Strategic Goal 4: Enhance Community Connections

Objective 2: Reflect the Communities We Serve

Strategy: Increase the percentage of available childcare opportunities going to student families

**CDC Security**

**Action Plan:**

Investigate and implement strategies to ensure security of the Child Development Center.

**Measure of Success:**

A solution is found and implemented to address the security concerns of the CDC.

**Person Responsible:**

Jessica Krall, CDC Program Manager; John Daly, M&O Director; Heather Ostash, VP Student Services

**Other**

Currently there is a security issue with the CDC. The front door, lobby, and center can be accessed by anyone at any time with out anyone at the center being aware. With the current safety and security issues in the nation, this puts the children, families, and staff at the center at risk if there is any type of security issue like a school shooter situation. This issue needs to be addressed as soon as possible to make staff, families, and children safe in the center.

**Quality Improvement Rating System****Action Plan:**

The Child Development Center will apply for the Kern Early Stars QRIS grant for the 15-16 year.

**Measure of Success:**

A classroom at one of the Cerro Coso sites will be rated with a high rating allowing the CDC to participate in the grant process.

**Person Responsible:**

Jessica Krall, Program Manager

**Other**

Through the award of a QRIS grant the CDC staff will receive professional growth development opportunities as well as the ability to purchase equipment to enhance the inside and outside environments.

**Diversity in Childcare****Action Plan:**

Participate in local community events specific to the CHDV field that support men and underrepresented ethnic groups in learning more about the field of early education. Participating in these events with the CHDV Academic Program will help to make connections for unrepresented groups like men in the field.

**Measure of Success:**

Participate in community events such as the ESAEYC sponsored conference (in odd years) as well as local events like the Children's Fair and college outreach programs (Career Exploration Day) that promote awareness of the field to the general public.

**Person Responsible:**

Jessica Krall, CDC Program Manager

**It addresses a gap in student equity**

Men in child care.

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## Evaluate Resource Needs

### Facilities

The CDC is in need of environmental updates that include addressing the safety concerns of the center. Currently the reception/lobby area is accessible to anyone who walks in and often no one is available at the front to greet parents or community members looking for more information. Students have also complained that the center is closed or they are not able to contact anyone at the center to find out more about working. When they enter the program no one is there and everyone has direct access to the children in the classroom. Basically, if there was an active shooter on campus, all of the children would be potentially harmed before anyone is notified of an issue.

Other concerns are: older equipment, updated paint scheme, new flooring, modernization of office space and cozy room.

### Information Technology

With new technologies being introduced in the early education field, the CDC could utilize tablets that can be used to complete the DRDPtech assessments. This requires at least 2 tablets per classroom for a total of 8 tablets. VTEA funds may be available since this is in partnership with the CHDV academic program.

The computers in the cozy room that are needed for staff to complete state required paperwork and that student families utilize are out of date and broken. They need to be updated and repaired. Possible funding available through QRIS grant.

The adult classroom in the center is used for academic classes as well as trainings for center staff and needs a new laptop computer for presentations as well as a safer projector that doesn't require the cords to be stretched across the classroom.

### Marketing

Career Days, Orientations, and Community Presentations: We would like to handout items that are useful and related to the early education field that identify both the child development academic program and the Child Development Center. Items we would like made with the Cerro Coso logo and CHDV information include: hand sanitizer, pens, eye glass cleaners, and notepads.

### Professional Development

Ongoing professional development is needed for classified staff. Classified staff are now required to complete professional development hours, in the early education field classified staff are required to complete 21 hours per year to maintain permit qualifications.

Quality Improvement Training: The state-wide push for quality improvement means there are many changes in policies and practices in the field. Training is needed on CLASS, ASQ, DRDPs and DRDPtech. These trainings are needed for CHDV faculty as well as CDC managers and classified staff.

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## Staffing Requests

### 1000 Category - Certificated Positions

### 2000 Category - Classified Staff