

Child Development NIPR

Annual Update **(2018-2019)**

LASSEN COMMUNITY COLLEGE
(Child Development Center, Laura Greer, Director)

Accepted by Cabinet: (insert date)
Accepted by Consultation Council: (insert date)
Accepted by Governing Board: (insert date)

CONTENTS

PROGRESS REPORT	1
ADMINISTRATIVE UNIT AND/OR STUDENT LEARNING OUTCOMES	1
PROGRAM NEEDS ASSESSMENT	2
PROGRESS AND REPRIORITIZATION OF RECOMMENDATIONS	2
ADDITIONAL INFORMATION	2
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN	4
PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN	4
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATIONAL MASTER PLAN	4
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN	4
PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN	5
PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN	6
ATTACHMENT A	7
LASSEN COMMUNITY COLLEGE MASTER PLAN OVERVIEW	7

Child Development NIPR

Annual Update

Progress Report

Review previous NIPR and/or annual updates. Describe progress made on any recommendations. Describe any changes made within the program.

Since the previous NIPR submitted in 2017, there has been some progress made. The Site Supervisor is no longer the preschool teacher, the Site Supervisor is now the Administrative Assistant and this position now oversees the center when the director is performing their 80% faculty duties.

The center has now adopted and is incorporating a research-based curriculum that is used throughout the entire center. All staff attended a three day intensive training on this new curriculum.

Playground equipment is in the process of being updated and replaced where it cannot be fixed. There is a plan in place to structure the sandboxes into a shape that can be covered and to be ADA compliant.

There has been an increase in the overall budget, which makes it so that software and licensing bills can be paid without asking where money is available and it gives a small amount to purchase some supplies for the child development center.

Supplies for the kitchen were able to be purchased. The kitchen now has enough bowls, plates and silverware for all children throughout the day.

The center is now using a program called Learning Genie to help in the state requirement of completing desired results developmental profiles (DRDP's). Three tablets were purchased, one for each classroom, in order for teachers to be able to record ample data on children for the DRDP's and to decrease the amount of time the overall DRDP assessment takes for each child. The money to purchase these tablets came from a small grant the child development center received through the Quality Rating and Improvement System (QRIS).

Administrative Unit and/or Student Learning Outcomes

Note emerging needs based on assessment of AUO and/or SLO. Note any planning or budget changes based on assessment of AUO and/or SLO.

The Lassen Community College CDC AUO and SLO is that “Children will be personally and socially competent” and it has been measured in the past through using the Desired Results Developmental Profile (DRDP), along with the Environment Rating Scale and Parent Surveys.

This will continue to be the way in which the AUO and SLO will be measured based on State requirements, however; it is difficult for staff to be thorough in this area because of lack of planning time. In order to provide staff with appropriate planning time to become the high quality center the CDC is capable of, there needs to be the addition of a full time teacher assistant. This person would be able to float from room to room to allow teachers to have at least an hour planning time per day and to relieve staff for lunches and breaks.

Program Needs Assessment

Describe new needs that have developed since the previous review. Consider new needs in staffing, equipment, training, facilities, or funding. Make sure to include data sources in the previous item that support emerging program needs.

Since the previous review, Community Care Licensing, which is title 22, has come out with a new regulation that mandates that there always be an individual in the infant nap area whenever there is an infant sleeping. This individual cannot be counted in ratio. With this new regulation, the need of another teacher assistant or associate teacher is even more pressing as now, we have to rely on work studies to meet ratio if an infant is sleeping.

Progress and Reprioritization of Recommendations

Review the prioritized recommendations in the previous program review. Record outcomes of items in the planning agendas for each section. Note any changes in priority as well as any additions or deletions. Provide updated planning agenda forms for each planning committee. See next page.

Additional Information

Describe or note additional information pertinent to the program, particularly information which supports new needs or growth or that documents program successes.

There have not been any new needs to arise since last year's program review, other than the new title 22 regulation, which makes the need for another position even more pressing. The program has incorporated a research based curriculum since last year and all of the staff attended a three day training on the HighScope curriculum. This curriculum is center wide in each classroom. Enrollment has increased and once there are consistent work studies in place, hopefully, the center can be at full enrollment.

It is important that the center look at regaining its national accreditation. This would necessitate staff that would require bachelor degree attainment and a full-time director.

Providing a more professional environment in the center by having staff and students wear uniforms is a direction that the center needs to go.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan
 CDC 2018-2019

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

Prioritized Recommendation for Inclusion in Student Services Master Plan
 CDC 2018-2019

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

Prioritized Recommendations for Inclusion in Educational Master Plan
 CDC 2018-2019

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

Prioritized Recommendations for Inclusion in Human Recourse Master Plan

CDC 2018-2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,2,3	Full Time Assistant Teacher	2018-2019	\$42,116.68 (ongoing)	Run at full capacity, provide professional development opportunities for staff, higher quality of care, lower teacher:child ratio, planning time for teachers, increased continuity of care. Compliance with title 22.
1,2,3	Full Time Associate Teacher	2018-2019	\$48,401.04 (Ongoing)	Run at full capacity, provide professional development opportunities for staff, higher quality of care, lower teacher:child ratio, planning time for teachers, increased continuity of care.
1	Extend Meal Coordinator to full time.	2018-1019	\$42,116.68 (ongoing)	Ensure all CACFP paperwork and State paperwork is completed on time and is accurate. Time to shop and create menus.

Prioritized Recommendations for Inclusion in the Facilities Master Plan

CDC 2018-2019

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	Child proof blinds in all classrooms	2018-2019	\$2,500 (one time)	Compliance with CDOE Health and Safety, better environment for the children.
1	Privacy Fencing around	ASAP	\$8,000 (one time)	Provide a visual barrier

	playground			between children and the public.
1,4	Replace changing tables x4	ASAP	\$4,500 (one time)	Better quality of equipment, safer for children when being dressed or changed.
1	New carpet in all child classrooms	2018-2019	?	Provide cleaner, healthier environment for children.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan
 CDC 2018-2019

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

Attachment A

Lassen Community College Master Plan Overview

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

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

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

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

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

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

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