

PROGRAM REVIEW REPORT

Name of Program: Porterville College Child Development Center

Division/Operational Area: KCCD CDC Program and Services

Contact Person: Karen Ball

Submission Date: 9/29/06

[Note: The information in this area will repeat on all pages.]

Porterville College Mission Statement:

Students are our focus at Porterville College. We are committed to providing an excellent educational experience to our diverse community in an environment that fosters student learning and success. In promoting a student-centered learning environment, we commit ourselves to innovation, respect, collaboration, collegiality and participatory governance.

Program Mission Statement:

“We believe that children learn best when they are given a safe and nurturing environment, when they are provided opportunities to pursue their interests, make their own choices, actively manipulate age appropriate materials and interact with other children”.

Program Student Learning Outcomes:

Learning outcomes and program effectiveness are measured and monitored in the following ways:

Annual Assessment and Comprehensive State Review

The children enrolled at the center are assessed in prescribed competencies twice a year as required by the California State Department of Education, Child Development Division. Each learning environment (classroom) is also assessed once a year using a standardized environmental rating scale. The rating determines an action plan that is used for the following purposes: professional development activities, purchase of equipment and materials. The annual self-study is one component of the KCCD agency report. Outside monitors from the State Department of Education conduct a comprehensive assessment of the KCCD child development centers program and services. Each college program is assessed in the following areas: children’s assessments, learning environment, program procedures and documents, employee permits and qualifications, enrollment documents, and the operation of the program. The State review was completed in spring 2006 and follow-up visit will be in November of 2006.

Analysis of Current Performance:

The program now gives priority to low-income, college, student/parents who qualify for either free or affordable child care. Both full time and part-time college students are eligible to enroll their children in the program and are not required to enroll in child development courses. The total hours of service given to families is based on course schedules and study time. When spaces become available and qualifying college student/parents have been served, qualifying low-income working families will be served. The center maintains an eligibility list of applicants. Ranking for placement is determined by prescribed state criteria based on family income and the number of people in the family.

The program conducts parent survey each year. The overwhelming majority of the survey responses were positive. Parent’s requests for additional information about child growth and development and staff qualifications have been met through the creation of newsletters, handouts and family bulletin

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boards. Parents also commented about the convenience of having child care on campus and how that made it possible for them to stay in college. One parent wrote, "This program really does a great job at helping parents further their education and be able to get a better job".

The program operates two locations, on campus and Date Street. Both locations serve as observation and practicum locations for students enrolled in coursework that provides preparation for a career in child development, nursing and psych tech programs. The program serves infants through six years of age. The highest demand for services continues to be for infants and toddlers. Planning for a permanent facility is underway which allow the program to will all classrooms on campus.

The center is funded by California State Department of Education contracts. Only one Porterville College contract requires matching college funds, the campus contract, which is designed specifically to serve college student/parents. Other contracts are shared with the other KCCD center programs. Reimbursement is based on the number of enrolled children and is prescribed by staffing and facility requirements. Reductions in enrollment over the last two years are being addressed through increased recruitment efforts.

The center is in a transition period with regard to facilities, staffing and organization. The elimination of the permanent facility and the reduction in the number of children that can be served resulted in the consolidation of two classrooms. Some positions are currently filled on a temporary basis. The program is moving forward with its plan to reduce the number of mixed age classrooms.

Two areas of disparity are noted. Gender disparity is not uncommon in the field of early childhood education and the program reflects this. All regular employees at the center are female. The percentage of children and families whose primary language is Spanish is higher than the percentage of employees who can communicate in both English and Spanish. The program recognizes that these challenges need to be addressed.

Program Strengths and Areas for Improvement:

Program strengths

- Sustained a program serving children, families and college students for over two decades
- Provides convenient, free or affordable child care and education that supports college students in completing their educational goals
- Provides access to a program that is assessed by an outside agency, State Dept. of Education
- Employees annually participate in professional development
- The majority of classroom employees have continued their education and now hold credentials or permits higher than those required for their position

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Areas for improvement identified since the last program review

- Stabilize supervision and coverage - The center has experienced a number of staffing issues that has impacted the continuity of the educational program and care for the children
- Establish a qualified, reliable substitute pool – Maintaining continuity and the adult to child ratio as required for licensing is essential
- Increase professional development activities for all employees – Topics to include: new state assessment tools, early literacy, communication skills, infant/toddler curriculum
- Monitor participation in the infant and toddler to remain in compliance with the state contract monitoring review
- Centralize food service to gain efficiencies
- Reschedule custodial and support services to improve coverage for the program

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Goals These four goals are specific to the annual report findings.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. To provide families with kindergarten readiness information	1. Completed	NA	NA
2. Attend professional development about emerging literacy	2. Partially completed	NA	NA
3. Establish quiet/cozy areas in classrooms	3. Completed	NA	NA
4. Purchase additional manipulative materials	4. Completed	NA	NA

Progress on Goals:

1. Printed materials were provided to all families.
2. Two of the five teaching staff have completed the training. The remaining three will complete the training by June 30, 2007.
3. Each classroom established quiet/cozy areas as prescribed by the environmental rating scale.
4. Additional manipulative materials were purchased. All lists are now reviewed to insure that the materials are age appropriate.

___4_ Revised (Deadline: 6-30-07)

Comments:

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Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Move into the new portable buildings	Fall, 2006	Moving services	Meeting licensing requirements and completing move without stopping services.

Progress on Goal:

___ Completed (Date)

___ Revised (Date)

Comments:

Move delayed from summer 2006 to fall 2006. It is anticipated that the move will take place in October.

Summary of Program Goals for 2006-2007

- Complete move into portable buildings
- Establish an ongoing recruitment plan to maintain enrollment
- Implement a tracking plan for enrollment and earnings
- Develop a plan for a permanent facility which will consolidate all classrooms at one location
- Collaboratively work with instructional staff to establish an orientation program for participating college and high school students
- Maintain an active parent advisory committee
- Implement a comprehensive professional development plan for all employee groups
- Establish a timeline for annual reporting functions
- Collaboratively work with instructional faculty to identify common guidelines, that are based on national accepted standards, to effectively shape the learning environment for children, families and college students

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STAFFING REQUEST

Staff Resources:				
<u>Current Staffing Levels</u>				
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty	1 (temporary)	Faculty		
Certificated	6	Certificated		
Classified	7	Classified	4	
Management		Management		
<p><u>Request for New/Replacement Staff</u> Use one line for each position requested. Justify each position in the space below.</p>				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Associate Teacher	Certificated	Full time	New
Position 2	Associate Teacher	Certificated	Full time	New
Position 3	Program Director	TBD	Full time	Replacement
<p>Justification:</p> <ol style="list-style-type: none"> 1. Maintain ratios, set higher educational standards for center employees 2. Maintain ratios, set higher educational standards for center employees 3. Provide campus level leadership to ensure a quality, effective and efficient program of child care and education for young children, families, employees and college students. 				

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BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000			
5000			
Other			

Justification:

No increase requested at this time.