

Annual Program Review: Child Development Center

Review time Period July, 2023-2024

1. PURPOSE OF THE PROGRAM

a. Describe the purpose of program and its mission

The Palo Verde College Child Development Center is a California State Preschool Program and non-profit organization, operated on a non-discriminatory basis and gives equal treatment and access to services without regard to race, sex, sexual orientation, gender, disability, color, creed, religion, origin, or ancestry. It is sponsored by the Palo Verde Community College District, Funded by the California Department of Education and Licensed by the California Department of Social Services Community Care licensing Division; the program follows the Contract terms and conditions set forth by the California Department of Education in addition to Title 5 and Title 22 regulations. The purpose of the program is to provide high quality and developmentally appropriate education for preschool aged children in an inclusive and least restrictive environment while working with their families, Palo Verde College, and the Community to promote positive child development and education.

b. How does the program support the college mission?

The Child Development Center is a resource for qualifying Palo Verde College Staff, students, and other community members that provides quality early childhood education and childcare. The Child Development Center provides work experience for students and student workers in the Palo Verde College Child Development Program and serves as one of the few facilities in the community that allows them to complete their required practicum hours. In addition to its child development services, the Child Development Center also acts as an observation site for the Districts RN students during their pediatrics and child development units.

2. POPULATION(S) SERVED

a. Describe the populations served by the program, identifying special populations, if any.

The Palo Verde College Child Development Center program is an age and developmentally appropriate program designed to facilitate the transition to kindergarten for three (3) and four (4) year old children in educational development, health services, social services, nutritional services, and parent participation. To be eligible, parents or guardians must meet at least one eligibility AND one need criteria as established by the California Department of Education Contract Terms and Conditions.

Eligibility Criteria include;

- Family is:
 - a current aid recipient
 - income eligible,
 - experiencing homelessness,
 - identified as at risk of abuse, neglect or exploitation by CPS; or
- The enrollment application is for a child with a Disability supported by a current IEP or IFSP

Need Criteria include;

- The Child is identified as at risk of abuse, neglect or exploitation by a qualified agency.
- Family is experiencing homelessness; or
- The parent(s) are:
 - Employed
 - Seeking Employment
 - Engaged in vocational training leading directly to recognized trade, paraprofession or profession.
 - Engaged in an educational program for English language learners or to attain a high school diploma or general education development certificate.
 - Seeking permanent housing for family stability; or
 - incapacitated

b. Describe other populations that should be served by the program and identify plans for serving them in the future.

Beginning in 2022, the California Department of Education implemented a requirement for contractors to set aside a percentage of their funded enrollment specifically for students who have special needs. This requirement began in 2022 with the set-aside percentage being at least 5% and has increased incrementally until reaching 10% this year 2024-2025. In order to ensure the program is meeting our percentage of students with special needs each year, the Palo Verde College Child Development Center will continue to work with the Palo Verde Unified School District and other local agencies to ensure the programs special needs students are able to receive their services in the least restrictive environment and within their typical classroom environment if possible. Funding received by the Inclusive Early Learning Expansion Project allowed the Child Development Center to purchase adaptive equipment and materials to better support the development and participation of students with exceptional needs in the program.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

- a. Describe progress in achieving each goal outlined in previous Full Review, providing evidence documenting such achievements.

Goal: Maintain enrollment

The Child Development Center enrolled 36 children and set aside 4 slots per CDE's new requirement to set aside spots for students with special needs who hold active IEP's or IFSP's. Currently multiple students at the CDC are going through the special education process but cannot be counted towards these spots until their IEP has been finalized, after which we can enroll the remaining spots. Child Development Center students do not currently receive Special Needs services on site which makes the IEP process more difficult. The program is meeting with the Palo Verde Unified School District to work on a plan for our special needs students which will aide us in ensuring these spots are enrolled.

Goal: continue maintaining sanitary and healthy environment.

Our department has kept a healthy environment by continuing to follow our COVID-19 Sanitation practices. Staff sanitize toys and surfaces regularly. Staff and students follow strict health policies to help maintain a healthy environment and prevent the spread of illnesses. The department hopes to strengthen our ability to maintain a sanitary and healthy environment by hiring its own part-time custodian.

Goal: Maintain necessary qualified staff, utilizing permanent, substitute, and student workers.

The department has maintained necessary qualified staff. Two new staff members have gained permits through the Commission on Teacher Credentialing and one staff member has upgraded to a Site Supervisor permit allowing for more scheduling flexibility. The program continues to use substitute instructional aides and student workers for additional support.

Goal: Increase the ability to serve more children. Build or renovate a larger Child Development Center to serve 4 or more classes; secure funding for 80 children to attend.

Construction for the new facility concluded in October of 2024 and the Child Development Center officially moved into the newly licensed Facility on October 1st, 2024. The program received \$814,248 from the IEEEP in addition to the original amount of \$498,513. The grant was concluded in December of 2024 and these funds were used to support the construction of the new facility, purchasing adaptive equipment and enhancing staff professional development.

The program is currently operating in two of the four classrooms. The department will be applying for the funding needed to serve additional students and open the two remaining classrooms.

4. STRENGTHS, WEAKNESSES & NEW GOALS

- a. List and comment on the major strengths of the program.
 - The CDC provides a high-demand service to eligible members of the community.
 - The Program's staff is very experienced; Both lead teachers have been with the program for over 20 years and most of the Instructional Aides have been with the CDC for several years or have experience working in other districts.
 - The program's staff is educated in Child Development and related fields; The Site Supervisor has earned a B.S. in Psychology and 6 of our staff members have an AA in Child Development.
 - The community has a strong connection with the programs staff. Most of the program's students are from families who have enrolled their children at the CDC in the past and are familiar and comfortable with the staff.
 - The program combines the benefits of preschool level education with full day and full year operation. It is the only program in the community that provides preschool services year-round (247 days a year). It is also the only preschool program in the community that operates from 7:30-5:30 daily making it more convenient for working parents.
- b. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

The CDC continues to strive for an inclusive classroom environment and quality education and care for our families. Staff have been trained in how to provide the most inclusive education for our students, which allows us to support the enrollment of more students with special needs. We provide excellent services to the community, students, and colleagues. Activities in the classroom are done according to program requirements. The classrooms are equipped with adequate materials and furniture.

- c. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.
- Continue to strengthen partnerships with the school district to ensure special needs students can receive their services on site.
 - Activities: The Site Supervisor has met with the PVUSD Superintendent in regard to creating a plan for our students with special needs to receive their services on site.
 - Timelines: 1 year/ ongoing
 - Evaluation: Meets the CDE's goal of ensuring all students with special needs receive their services in their typical learning environment, and aides the program in filling IEP set-aside slots.
 - Secure funding for additional Slots in order to open additional classrooms in the new facility.
 - Activities: Complete the Early Learning expansion Application this fiscal year.
 - Timelines: 1 year/ongoing.
 - Evaluation: Increase number of students served.
- d. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current

The Child Development Center strives to serve the families of our community by providing quality care and education to preschool aged students. It is our goal to provide services to our students regardless of race, sex, sexual orientation, gender, disability, color, creed, religion, origin, or ancestry. We hope to provide the most inclusive services possible by working in collaboration with other community resources. The CDC is committed to providing our families with the services and resources they need regardless of their current home situation.

5. STUDENT LEARNING OUTCOMES (SAO)

- a. Revise if needed and provide metric data for Service Area Outcomes in the area or unit.

Service Area Outcomes	SAO Metric
SAO #1: The Child Development Center will maximize the fulfillment of its mission by filling all available seats in the program.	The CDC currently has 40 student slots, all 36 available slots have been filled and the remaining 4 slots are being reserved for students with IEP's per new CDE set-aside requirements.
SAO #2: The Child Development Center will coordinate with the PVC Child Development and Nursing students to incorporate observations and work experience with children on-site.	The Child Development Students and Rn students were able to volunteer at the CDC as part of their class practicum and clinical requirements.

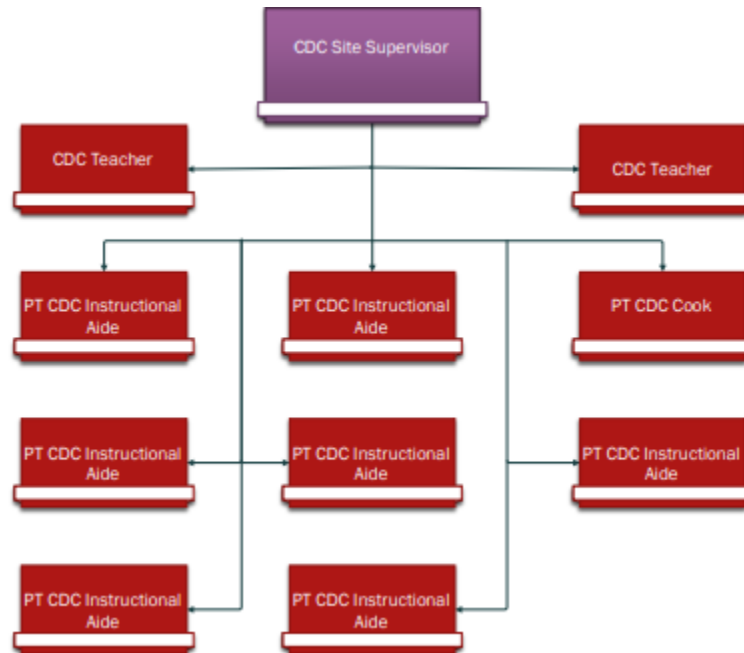
- b. What changes and initiatives were undertaken during the review period to improve SAO outcomes?

Local publicity and word of mouth assisted in keeping the CDC filled with students. The Site Supervisor has kept in contact with those on the waiting list ensuring that all required documentation has been collected, enabling the immediate filling of vacancies. The CDC Site Supervisor worked closely with the PVC Child Development and Nursing department

staff to schedule and supervise participation of students to fulfill their practicum/clinical hours. CDC staff all worked to incorporate PVC students working in the CDC.

6. PERSONNEL SUMMARY

- Provide an organization chart of the program, showing personnel coverage of key functions and responsibilities.



- Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.

The Current number of allotted staff and substitutes are not adequate to perform functions and responsibilities satisfactorily. Given the size and layout of the new facility, it has become difficult to schedule part-time staff in a way that ensures the program can maintain in compliance while allowing the children to follow their daily schedule.

- Describe organizational changes that would improve program performance. Provide timelines for the achievement of such changes, and describe measures that assess the effectiveness of such changes.

Due to the size of the facility the program would greatly benefit from full-time instructional Aides. The Program is currently in the process of hiring two full-time instructional Aides to support each of our classrooms and ensure the program is operating successfully.

7. STAFF DEVELOPMENT

- Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years and explain how such activities benefited the program and supported and facilitated service area outcomes.

Every staff member is required to complete a minimum of 21 hours of professional development education each program year. These are accomplished through Quality Starts First Five of Riverside County training, College Courses, and other approved providers. The topics of these trainings must relate to early Childhood Education and Child Development.

Staff are required to hold valid CPR and BLS certification and all certification was renewed through group training in 2023.

In addition to the staff's annual professional development requirement, Staff were required to participate in the following trainings in fiscal year 22-23 as a term of the funding received through the Inclusive Early Education Expansion Program Grant to support special needs students and create a more inclusive classroom.

1. Supporting Inclusive Practice
 2. Universal Design for Learning
 3. Behavior & the Use of Positive Behavior Support
 4. Ages and Stages Questionnaire 2 (Social-Emotional) & Ages and Stages Questionnaire 3
 5. Desired Results Developmental Profile Training
 6. Early Childhood Environment Rating Scale Training
 7. Inclusive Learning Environments Training
 8. Trauma Informed Care Training
- b. Describe areas of unmet professional development needs among faculty in the program and identify specific plans to address those needs.

While staff have received extensive training in supporting inclusive classrooms, our program still needs improvement in working with students who have special needs and difficult behaviors, and this training is the most requested by staff members.

In prior years the California Department of Education required programs to complete the Early Childhood Environment Rating Scale (ECERS) as a part of the annual CDE Program Review, however, as of this year the CDE is requiring programs to complete the CLASS Assessment in place of the ECERS. Staff have had CLASS training in the past but would benefit from receiving this training again.

8. FACILITIES & EQUIPMENT

- a. Are current facilities, such as offices and equipment, adequate to support the program? Explain.

Yes. The Child Development Center recently moved into a newly constructed facility equipped with 4 larger sized classrooms, a multipurpose room, reception area, and industrial sized kitchen. With the new space, the program is capable of serving a much larger population of children in the community. All staff now have access to staff internet.

Every Classroom has been equipped with a laptop and each teachers prep room equipped with a printer. A separate laptop has been designated to the kitchen for the current cook to write menus and submit reports. These new additions of working internet, laptops and printers allow the Lead teachers, Instructional aides and cook to prepare lessons, complete reports, and fulfill other job duties without having to plan around each other to use one centralized set of equipment.

Phones have been installed in every room of the facility giving staff the ability to contact the Site Supervisor immediately without affecting the supervision of the children.

The Facility has been fully equipped with an updated security camera system, with cameras located in every room and covering the outside perimeter of the facility providing for better protection of the programs staff and students.

b. Describe plans for future changes to support facilities or equipment.

Future plans have been made to equip the classrooms and multipurpose room with projectors to further support the instruction of the students and allow the program to share media while hosting family events/meetings in the multipurpose room.

When the Child Development Center enrolls to the full capacity it will need a larger printer to support the need for the printing of eligibility and enrollment packets, parent notices, and attendance paperwork.

9. FINANCIAL RESOURCES

a. Provide a financial report showing, for each of the preceding five (5) years, budgeted vs. actual expenditures for each line item, at a minimum: personnel salaries, personnel benefits, supplies, contract services and capital expenditures. Explain deviations from budget exceeding 10% of any line item.

2023-2024	Budget	Actual
Contract Faculty	-	-
Contract non-instructional	256,831	259,535
Contract Instructional Aides	126,306	162,108
Student Help Hourly	-	-
Benefits- Active Employees	383,137	195,559
Supplies	45,000	23406
Consultants & Contract Services	-	-
Travel & Mileage; Site Training	-	-
Fees, Software, Memberships, Dues	484	484
Utilities	-	-
Rents, Repairs, Maintenance	-	-
Advertising, Audits, Interest & Legals	-	-
Other Operating	-	-
Sites & Site Improvement	-	-
Building & Alterations	-	-
Equipment	-	-

2022-2023	Budget	Actual
Contract Faculty	-	-
Contract non-instructional	193,618	204,957
Contract Instructional Aides	118,152	151236
Student Help Hourly	13,680	0
Benefits- Active Employees	134,763	166790
Supplies	37,843	23200

Consultants & Contract Services	-	-
Travel & Mileage; Site Training	-	-
Fees, Software, Memberships, Dues	484	484
Utilities	-	-
Rents, Repairs, Maintenance	-	-
Advertising, Audits, Interest & Legals	-	-
Other Operating	-	-
Sites & Site Improvement	-	-
Building & Alterations	-	-
Equipment	-	-

2021-2022	Budget	Actual
Contract Faculty	-	48706
Contract non-instructional	271,181	221882
Contract Instructional Aides	106955	135923
Student Help Hourly	-	1950
Benefits- Active Employees	161055	167852
Supplies	38743	14654
Consultants & Contract Services	-	-
Travel & Mileage; Site Training	31822	46
Fees, Software, Memberships, Dues	484	484
Utilities	-	-
Rents, Repairs, Maintenance	-	-
Advertising, Audits, Interest & Legals	-	-
Other Operating	-	-
Sites & Site Improvement	-	-
Building & Alterations	-	-
Equipment	-	-

2020-2021	Budget	Actual
Contract Faculty	-	-
Contract non-instructional	266917	168633
Contract Instructional Aides	82404	114282
Student Help Hourly	-	-
Benefits- Active Employees	149413	128560
Supplies	36512	13636
Consultants & Contract Services	-	-
Travel & Mileage; Site Training	5000	-
Fees, Software, Memberships, Dues	484	484
Utilities	-	3162
Rents, Repairs, Maintenance	16362	-
Advertising, Audits, Interest & Legals	-	240
Other Operating	-	-

Sites & Site Improvement	-	-
Building & Alterations	-	-
Equipment	-	-

2019-2020	Budget	Actual
Contract Faculty	-	-
Contract non-instructional	181834	202220
Contract Instructional Aides	125275	101679
Student Help Hourly	-	-
Benefits- Active Employees	117406	137784
Supplies	18500	15560
Consultants & Contract Services	-	-
Travel & Mileage; Site Training	-	30
Fees, Software, Memberships, Dues	484	484
Utilities	-	-
Rents, Repairs, Maintenance	9412	-
Advertising, Audits, Interest & Legals	-	-
Other Operating	-	-
Sites & Site Improvement	-	-
Building & Alterations	-	-
Equipment	-	-

- b. Describe whether the current budget is adequate to carry out the responsibilities of the program or operation.

The program relies on Quality Starts Improvement funds and other grants for daily program support and supplies.

- c. Describe plans for future budget changes if there are any.

The current budget is based on the funding received from the State Preschool and Federal Food Programs. It is not sufficient to totally run the CDC program. As we serve more children and families in a larger facility, we will need to increase the budget to ensure the facility is adequately staffed and stocked with supplies.