



2024-25 ADMINISTRATIVE UNIT PROGRAM REVIEW
UNIT: Las Positas College Child Development Center
Writer: Stephany Chavez

*****Please submit your completed Program Review to Rajinder Samra by 5pm on Monday, June 30, 2025.*****

STATEMENT OF PURPOSE:

- Review and reflect on the support of student learning, with the goal of assessment and improvement of program effectiveness
- Provide a forum for each unit’s findings to be included in institutional planning processes
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements
- Collect information that will contribute to institutional assessment and improvement

Timeframe: This program review reflects on the time period between spring 2024 through spring 2025 and plans through fall 2025.

I. MISSION

A. State the current program mission

The mission of the Las Positas College Child Development Center is to develop and enrich each child to their fullest potential through meaningful teacher-child relationships and engaging learning experiences

B. The mission of Las Positas College is the following:

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Discuss how the program/service area supports the college mission.

The Las Positas College Child Development Center supports the mission of Las Positas College by creating a model demonstration site that illustrates the theoretical teachings of Early Care and Education classes. The Early Childhood Specialists serve as mentor teachers and role models to students enrolled in Early Care and Education classes. We are inclusive of other division courses that require observations of young children (i.e. Psychology and Paramedic students). The CDC supports learning and career opportunities to students by supporting their educational goals towards transfer, degree, and/or career-technical certificates. The CDC works closely with the Early Care and Education program to offer a high-quality child-development program that implements best practices and research-based curriculum. This collaboration prepares students to work in the field of Early Care and Education.

C. List the major functions/duties of your unit.

1. To establish and maintain a model child development program that implements best practices and research-based curriculum.
2. To provide a safe, healthy, educational, diverse, and developmentally appropriate environment for young children whose families reside in the Tri-Valley and surrounding communities.
3. To offer a laboratory experience for LPC students through effective mentorship, role modeling, and collaboration with the Early Care and Education division.
4. To provide opportunities for family involvement and parent education.
5. To offer hands-on experiences to Student Assistants as they continue their education journey at LPC. *
6. To maintain the licensing requirements of Community Care Licensing and the California Department of Education.

7. Oversee the California State Preschool Program (CSPP) contract, which is shared between Chabot and LPC. For the State, the district is considered the agency, and the LPC director ensures compliance with state requirements and the timely submission of all required reports.

II. GOALS AND OBJECTIVES

A. Since the last Administrative Unit Program Review, what objectives, initiatives, or plans have been achieved?

- Enrollment has grown to 92 children, with a substantial waitlist. Currently, 11% of enrolled children are LPC staff, 25% are LPC student parents, and 63% are from the community. *(Goal A2: Accessible and inclusive programs; Goal E1: Strengthen access for students of color)*
- Continued management of the shared California State Preschool Program (CSPP) contract with Chabot College. The district receives the payment, and based on our enrollment, the center receives 44% of the contract. The Maximum Reimbursable Amount (MRA) for the year was \$1.8 million. *(Goal C1: Strengthen fiscal stability; Goal C5: Advocate for appropriate funding models)*
- Due to transitions at Chabot College, LPC CDC became the lead for the CSPP contract. Director **Stephany Chavez** completed the Continued Funding Application at LPC, including information for both sites. *(Goal C1: Fiscal stability; Goal D2: Inclusive and accountable decision-making)*
- Three families received the 2GenFund Scholarship, covering 75% of their tuition, with additional student resources covering the remaining 25%. An additional family received tuition support through the college's Basic Needs program. *(Goal A3: Support underserved students; Goal E2: Take urgent action to eliminate opportunity gaps)*
- Staff received stipends for completing professional development. The center also received emergency funds and a Quality Counts stipend from the Alameda County Office of Education. *(Goal D3: Equitable access to professional development; Goal C1: Strengthen fiscal stability)*
- Strengthened the lab school component by continuing to partner with the ECE Department's lab classes, ensuring students complete required lab hours on-site. *(Goal A4: Provide skills for career readiness; Goal B2: Strengthen collaboration with workforce partners)*
- All classified staff, Director , and short-term on-call staff member attended the California Association for the Education of Young Children (CAEYC) Conference — the first time the entire classified team attended together. At this conference, Director Chavez

and **Margaret Costello-Chevis** presented on the CDC and its lab program component. *(Goal D3: Professional development; Goal A5: Engage in social justice and civic responsibility)*

- Director **Stephany Chavez** attended the Fall Technical Assistance Training in Sacramento, the first LPC CDC director to participate. The training provided guidance on managing the shared state contract. *(Goal D3: Professional development; Goal C1: Fiscal stability)*
- **Eniye Akinmade** and **Yasamin Hashimi** attended the CA Teaching Pyramid Symposium, learning strategies to address challenging behaviors and create caring classrooms. *(Goal D3: Professional development)*
- Expanded fundraising and family engagement through events and social gatherings, and maintained a fully staffed Parent Advisory Committee with consistent family participation. *(Goal B3: Increase community awareness; Goal B4: Highlight LPC's cultural wealth as an HSI)*
- Director **Stephany Chavez** was invited by the CA Mentor Program to attend the Annual California Early Childhood Mentor Program Institute & Advanced Director training, which included Whole Leadership (McCormick Center) and The Five Commitments of Optimistic Leaders (Leading for Children). *(Goal D3: Professional development; Goal E4: Campus-wide equity and anti-racist practices)*
- Director **Stephany Chavez** also attended the NAEYC Annual Conference, gaining professional development and exploring new ideas in the field. *(Goal D3: Professional development; Goal A1: Meet diverse educational needs through program innovation)*
- **Theresa Maier, Margaret Costello-Chevis, and Shannon Wittgen** implemented two parent workshops, with invitations extended to ECE students. *(Goal A3: Equitable support for underserved students; Goal B3: Increase community awareness)*
- **Theresa Maier** led several community outreach events, including toy, diaper, and community closet drives. *(Goal B2: Strengthen collaboration with community partners)*
- Continued cross-disciplinary partnerships with LPC's Theater Department, Music Department, CalWORKs, Student Government, Health and Wellness Center, and the Puente Club. *(Goal B2: Community collaboration to serve workforce needs; Goal A5: Promote civic responsibility and cultural engagement)*
- Maintained weekly library visits for CDC children through a partnership with the LPC Library. *(Goal B2: Strengthen community partnerships; Goal A1: Support diverse educational needs)*

B. Major Goals and Objectives from Summer 2025 through Fall 2025.

Major Goals and/or Objectives	Start Date	Status: Ongoing, date completion anticipated	Need Assistance in order to complete goal or objective (reference applicable resource request page)	Educational Master Plan (EMP) Goals or Planning Priorities linked to this Goal/Objective
1. Develop and prepare for the opening of an infant classroom to expand childcare access for student parents and meet growing community demand. This initiative will also support the increased workforce need for infant and toddler teachers resulting from the Transitional Kindergarten (TK) age expansion.	Fall 2025	Ongoing-Anticipate Spring 2026	Licensing support and staffing resources. Work with Alameda County Office of Education for financial assistance.	Goal A2, A4, C3, C5: Accessible programs; Career readiness; Staffing levels; External stakeholders
2. Oversee CSPP contract (shared between Chabot and LPC) to ensure compliance with state requirements and timely submission of all required reports, with ongoing efforts to meet the Maximum Reimbursable Amount (MRA).	Summer 2025	Ongoing	Collaboration with district business services and Chabot children’s center director.	Goal C1, Strengthen fiscal stability
3. Identify and coordinate professional development opportunities for CDC staff focused on equitable early learning environments and culturally responsive teaching.	Fall 2025	ongoing	Funding for staff participation in workshops and conferences	Goal D3, E4: Professional development; Promote a campus-wide culture of equity and anti-racist practices.
4. Expand outreach to student parents to increase awareness of on-campus childcare options and financial aid resources.	Summer 2025	Ongoing	Marketing Support, work with basic need department, foundation office and CalWORKs.	Goal A2, B3: Accessible programs; Increase

				community awareness
<p>5. Strengthen equitable access to childcare by pursuing financial support and developing partnerships that lower the cost of care for student parents. This work will focus on reducing barriers faced by families from underserved populations.</p> <p><i>Research shows that the affordability of childcare is one of the most significant factors influencing student parent persistence and degree completion, particularly for mothers.</i></p>	Fall 2025	Ongoing	<p>*Work with basic need department, foundation office and CalWORKs to find financial support for student who do not meet the age requirement to receive assistance.</p> <p>*Community agency outreach.</p>	<p>Goal A2, E1, E2: Accessible programs; Prioritize equity; Take urgent action to close opportunity gaps.</p>

III. STAFFING

A. Staff Profile

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2020	2021	2022	2023	2024	2025-2026	2026-2027
Administration	1	1	1	1	1	1	1
Supervisory	0	0	0	0	0	1	1
Classified Staff FT	4	4	7	8	8	11	13
Classified Staff PT	2	2	2	1	1	1	1

Confidential Staff FT	0		0	0	0		0	0
Total Full Time Equivalent Staff	7	7	10	10	10		14	14

B. Staffing Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)

<p>List Staff Positions Needed for Academic Year 2025-2026</p> <p>Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Estimated Annual Total Cost</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
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<p>1. Child Development Center Administrative/Classroom Support (ACS) (1 full time)</p> <p>a. Reason: This position would provide support to the Director and Early Childhood Specialists at the Child Development Center as well as assist students, parents, faculty, and visitors. This position would monitor and maintain the front lobby to ensure a welcoming and safe environment and reduce the time that the lobby area is unsupervised. This has been an ongoing request of families attending our program. This position would assist the Director of the Child Development Center with mandated licensing paperwork, children's enrollment files, basic record keeping, CSPP reporting, parent surveys, marketing, center events, payroll, student sign in and out sheets, telephone calls, scheduling tours, documentation of lab student hours, enrollment, ECE library, fundraisers. This person would work in the classroom when there are gaps in staffing. Having an assistant will allow the Director to mentor the Specialists, Student Assistants, and Lab Students</p>	N	\$120,000.00	EMP Goals: A, B, C, D Planning Priorities 2, 3
<p>2. Early Childhood Specialist and Assistant (2 full time, 12 months)</p> <p>a. Reason: The positions are needed to support the growth of the CDC. In an effort to provide best practices, model these in the classroom, and expand professional development (Educational Master Plan Goal D, strategy D3 and LPC 2017018 Planning Priorities) the Early Childhood Specialist needs an Early Childhood Specialist Assistant to rely on to participate in the day to day operations of the center, safety and supervision, teacher child/staff/parent interactions, center events, classroom planning, prep time, staff and lab student feedback, and child assessments, which include child observations, extensive paperwork, and parent conferences. This position is needed for consistency and continuity of care for the children. Currently the center hires Student Assistants that have limited availability (can only work 20 hours per week) and leave within 1-2 semesters. Having Early Childhood Specialist and Assistant will allow for deeper relationships with the parents/families and higher level of open communication. This position would allow for improved curriculum development, teacher/child interactions, child assessments, etc. Having a FT Specialist and a FT Specialist Assistant will allow us to use Student Assistants to fill in staffing gaps and enroll to our full capacity</p>	N	\$210,794.00	EMP Goals: A, B, C, D Planning Priorities 2, 3

IV. FACILITIES

A. Facilities Needs

FACILITIES NEEDS

List the Facilities Need and the Reason	EMP Goals or Planning Priorities Linked to Position
<p>1. Observation room technology update</p> <p>a. Reason: The technology in the observation rooms needs an update. Students should be able to use the computers in the observation rooms to be able to see a live feed of the classroom with audio. The live feed allows the students to be able to get more precise observations. The windows in the observation room make it hard for the students to be able to take appropriate observation notes.</p>	A1 (Meet the educational needs of a diverse population through innovation), Goal A4 (Provide skills necessary for career readiness), Goal C4 (Optimize technology to support student learning).

<p>2. Access to the building through the front doors via a camera system and remote access or log in.</p> <p>a. Reason: Allow staff to visually see who needs to enter the building from the classroom and allow access remotely will increase security and convenience for parents/students needing access. The front doors are currently kept unlocked during drop-off and pick-up times, which is convenient. However, if there is no one at the front desk, security and safety become compromised. During the other times of the day, the doors are locked and require the front desk staff, director, or faculty to walk to the door every time someone needs in. If any of these individuals are not available, visitors must wait or call to the classroom which</p>	<p>A7 (Promote student health, safety, and wellness), Goal C6 (Optimize and update facilities to address student and personnel needs).</p>
<p>3. Have a phone outside the CDC</p> <p>a. Reason: Currently the CDC does not have an employee who works the front des. Enrolled families and employees have a key card to access the building. The building receives a high amount of visitors. Many times the visitor's and students are waiting for a long time for someone to open the door. We have our numbers posted outside but many times we have heard that there is no reception. Their needs to be a phone outside visitors can use to access who they are trying to reach.</p>	<p>Goal D7 (Develop equity-informed communication strategies for students and visitors), Goal C6 (Optimize facilities to address student and personnel needs).</p>
<p>4. Landscaping Removal in the Preschool Yard</p> <p>a. Reason: The current landscaping in the preschool yard creates safety and supervision challenges and limits the usable play space for children. Removing the landscaping will improve visibility, increase outdoor learning and play opportunities, and ensure the space better meets licensing and program standards.</p>	<p>A7 (Promote student health, safety, and wellness), Goal C6 (Optimize and continually update facilities to address student and personnel needs).</p>

V. TECHNOLOGY AND EQUIPMENT

A. Technology and Equipment Needs

TECHNOLOGY AND EQUIPMENT NEEDS

<p>List the Technology and Equipment Needs Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Estimated Annual Total Cost of Ownership</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
<p>1. Observation room technology update a. Reason: The technology in the observation rooms needs an update. Students should be able to use the computers in the observation rooms to be able to see a live feed of the classroom with audio. The live feed allows the students to be able to get more precise observations. The windows in the observation room make it hard for the students to be able to take appropriate observation notes. The cameras in the observation room are outdated and do not have audio capabilities</p>	<p>R</p>	<p>Unknown</p>	

VI. PROFESSIONAL DEVELOPMENT

Professional Development Needs

<p>List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update</p>	<p>Annual TC</p>	
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skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Cost per item	Number Requested	Total Cost	EMP Goals or Planning Priorities Linked to Position
<p>1. Director to participate in conferences</p> <p>a. Reason: Professional development and continued connections with other individuals/agencies/businesses in the field of ECE. Conferences that also provide leadership growth as an administrator in a community college setting.</p>	Varies (depends on travel, hotel, registration)	3	unknown	
<p>2. The Classroom Assessment Scoring System (CLASS)</p> <p>a. Reason: Beginning on July 1, 2024, for the 2024–25 program year, all CSPP contractors are required to use the CLASS tool. “CLASS” means the Classroom Assessment Scoring System®, Second Edition Pre-K-3rd, developed by Teachstone, which measures the quality of teacher-child interactions.</p>	TBD (training and materials)	10	unknown	Goal A1 (Meet diverse educational needs through program innovation)
<p>3. CAEYC Annual Conference</p> <p>a. Reason: The CAEYC annual conference provides our professional workforce with developmentally appropriate and culturally sensitive, high-quality, early care and education for all young children achieved through research, education, professional development and advocacy.</p>	Varies (depends on travel, hotel, registration)	10	unknown	Goal D3 (Professional development for personnel); Goal A5 (Engage in critical issues of social justice and civic responsibility)

<p>4. Director and Virginia Tsubamoto to Attend Fall Technical Assistance Conference</p> <p>a. <u>Reason:</u> Participation in the EveryChild CA Fall Technical Assistance Conference will provide critical updates from CDE, CDSS, and CCL on current regulations and program guidance. Having two attendees ensures that CSPP contract and enrollment requirements are fully understood and shared with the team. The conference also offers leadership growth, peer learning, and networking with over 500 ECE professionals.</p>	<p>Varies (depends on travel, hotel, registration)</p>	<p>2</p>	<p>unknown</p>	<p>Goal D3 (Professional development for personnel); Goal C1 (Strengthen fiscal stability through compliance)</p>
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