

Child Development Program

Response to BOT Questions

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Section 3 – Supplemental Information by
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Response to Board of Trustees Questions
Board Study Session Nov. 1, 2010
Prepared by Lyda Beardsley, Director

COM Children's Centers – A Bit of History

On February 24, 1982, the COM Board of Trustees adopted **Board Policy 5170 - Children's Centers**. The current Board re-approved BP 5170 on May 18, 2010 (see attached). It reads:

In order for District educational programs to be more accessible to students with pre-school children, the Board directs the Superintendent/President to maintain Children's Centers.

Children's Centers shall adhere to State statutes for determining eligibility requirements for admission.

This policy references **California Education Code Section 79120**:

The governing board of any community college district may establish and maintain a child development center on or near each community college campus pursuant to the provisions of Chapter 2 (commencing with Section 8200) of Part 6 of Division 1 of Title 1.

The adoption of this policy allows the District to contract with the Child Development Division of the California Department of Education to operate a state-subsidized campus child care program and to give priority for admission to College of Marin students.

The College of Marin Child Development Program: Licensing and Regulation

In 2009, the COM Children's Centers became a California State Preschool Program, which means that our centers adhere to the highest state standards for early childhood education. **California State Preschool Programs are regulated by the California Department of Education under Title 5 of the California Education Code**. Although we are allowed to give priority for subsidized child care to College of Marin students, we must adhere to **California Department of Education Funding Terms and Conditions for Child Development Programs** on all matters relating to teacher certification, adult/child ratios, fee assessment and collection, fiscal reporting, etc. The amount of child care services we offer to COM students and the fees that families are charged are strictly determined by state regulations and are not discretionary.

The California Code of Regulations, Title 22, administered by the Community Care Licensing Division of the Department of Social Services, regulates the facilities in which California State Preschools are housed. This means that any new facility we relocate to, old or new, must be built or modified to meet these regulations.

Our contract with the California Department of Education as a California State Preschool Program allows us to give priority to student families specifically because we are located on a college campus. Relocation to an off-campus location (unless it were very close to campus) may put our CDE contract at risk and might jeopardize student accessibility, both for student parents and students who are enrolled in COM courses that require the completion of assignments in the CDC.

Here's why this is so important:

- There are currently over 1000 low income Marin families waiting for subsidized child care in Marin. All these families have been certified as eligible for subsidized child care by the Marin Child Care Council (MC3) and have been placed on the Centralized Eligibility List (CEL) that MC3 maintains for Marin County. California Department of Education (CDE) regulations require that the lowest income eligible families on the CEL be served first in California State Preschool Programs as well as other subsidized child care programs. It is only because COM is considered a campus child development center that we are allowed to prioritize COM students over other income eligible families on the CEL.
- The Governor's recent "blue pencil" deletion of Stage 3 child care in the budget just passed has resulted in the loss of child care to 253 children (153 families) in Marin, adding to the unmet need in the county.
- Should COM not replace the Kentfield CDC it plans to demolish, all COM student parents would move to the CEL list. The same may be true if the new CDC is relocated off campus and the CDE determines that we are no longer a campus center. COM Kentfield students would then be ranked strictly by family income and would not receive any priority for subsidized child care that enables them to go to school.

COM Students Receiving Child Care Services:

A total of 99 children were enrolled in the Child Development Program in the 2009-2010 school year, which includes the IVC Early Head Start Infant Toddler Program, which is operated in partnership with Marin Head Start. All families enrolled were members of the COM community. 105 student parents were served (several families are headed by two student parents), as well as two COM staff members and one faculty:

79 children were enrolled in the IVC and KTD Children's Centers (California State Preschool Program). The parents of these children included 83 COM students, two COM staff members and one COM faculty.

20 children were enrolled in the IVC Early Head Start Infant Toddler Program. The parents of these children included 22 COM students.

In the past, when the College enrollment was low, the Children's Centers did admit some non-COM students on a space available basis (they used child care slots that were not being used by COM students or employees). This practice kept the budget stable and helped to support low-income families in the community. These non-COM families were notified that their child care spaces were only guaranteed for a semester at a time in order to accommodate new COM student applicants. Not surprisingly, many of these non-COM families ended up enrolling in COM courses to further their education and ability to better support their families.

Currently (Fall 2010), all the children enrolled in the Child Development Program are children of COM students, including two COM employees (one faculty and one staff) who are also enrolled in COM credit classes.

Child Care Hours: As a California State Preschool program, we offer child care services based on the state's definition of need and income eligibility. Need is determined by the number of hours that parents are enrolled in college courses that lead to an educational or vocational goal and are at work and unable to care for their child. We are allowed to offer child care during our hours of operation according to the following guidelines: 3 hours of child care for every unit enrolled plus additional hours while parents are working. For example, if a parent is enrolled in 9 units, they would be offered 27 hours of child care plus additional hours during the day when the parent is working and unable to care for the child. We reported 8407 adjusted child days of enrollment in 2009-2010.

The new CDC will offer child care the same hours as we do now: 7:45 am to 5:00 pm Monday through Friday and 7:45 am to 3:00 pm on Fridays. The center is open each semester from the first day of class through the last day of finals and observes all College holidays.

Child Care Fees: In 2009-2010, 70 Children's Centers families were either fully or partially subsidized by our funding from the California Department of Education and from a scholarship block grant from 10,000 Degrees (formerly Marin Education Fund). Depending on their family income, these parents paid either no fees or partial fees based on a sliding scale. Nine families paid full-cost fees, including the three COM employee families. Because all families that are enrolled in the IVC Early Head Start Infant Toddler Program must meet federal poverty guidelines, they are assessed no fees.

COM enrollment: All student parents who use the Child Development Program must be enrolled in at least 6 credit units or 9 hours of non-credit ESL in courses that lead to a professional or vocational goal. COM student parents must make academic progress every semester to continue to be eligible for child care services. Most of the student parents we serve are very low income; many are single parents. All of our student parents are working as well as going to school, which is necessary to support a family, especially in Marin County. Nevertheless, most student parents are enrolled in more than the minimum units and many are full-time students.

Matriculation: Since most of our parents only use the Child Development Program for the two years their child is in preschool, we don't collect data regarding student matriculation, but we do know that many of our student parents transfer to four year colleges and complete degrees and certificates in disciplines such as Nursing, ECE, and Court Reporting.

Staffing and Child Enrollment: Each of the Children's Centers employs four full-time certificated teachers, one of whom is also the Center Site Supervisor, and one part-time aide. All teachers are members of UPM, the faculty union. The capacity of each center is 28 children per hour and may serve up to 34 children per day depending on their schedules. Teachers work alternating 7.5 hour shifts across the 9.25 hour school day, which extends from 7:45 am to 5:00 pm. We are required to maintain a 1:8 adult child ratio throughout the day.

We expect to serve 32 children per day in the new CDC. This does not require an increase in teaching staff and will better serve the children (and our COM student visitors) with two smaller classrooms of 16 each.

In order to maintain compliance with our state contract, teachers must complete a number of off the floor duties in addition to working on the floor with children. All teachers must prepare curriculum, maintain administrative records, such as child attendance and meal counts, assist with meal preparation, monitor each child's development using the Desired Results Developmental Profile, hold parent conferences at least twice per year, participate in bi-weekly staff meetings, attend mandatory staff trainings every semester, host parent meetings and parent education events, and annually assess and improve the classroom environment using the Early Childhood Environment Rating Scale.

The Instructional Program provided by the Child Development Program:

The Role of CDP teachers as COM Student Supervisors and "Lab Assistants:" The Child Development Program is a COM instructional program as well as a student service. In addition to their role as preschool teachers, CDP teachers also supervise a variety of COM student learners every semester. The CDP is an essential practicum lab for the ECE Department as well as other disciplines.

The College of Marin trains Marin's early childhood workforce. Early Childhood Educators are unique in their professional need for ongoing pre-service and in-service training. This training requires coursework and practicum experiences in model programs that demonstrate best practices under the mentorship of Supervising Teachers who are trained to guide and support adult learning. The ECE Department refers to the CDC teachers as "Lab Assistants" in the Program Review. When the teachers are working with COM student learners, they cannot be counted in the adult/child ratio.

When ECE, Child Psych, or Behavioral Science students are given assignments to complete in the Child Development Program, the teachers assist them in a variety of ways. They orient students to the classroom routine, describe the appropriate developmental expectations for preschool children, and assist students with their child observations and the completion of assignments that often involve preparing and implementing curriculum activities with the children. Teachers also supervise an average of ten ECE student teachers every semester and 10 -20 Pediatric Nursing students each spring semester. We estimate that COM students spend an average of 120 hours per week or over 2000 hours per semester in the two Child Development Centers.

Instructional Program in the new CDC: The new CDC will be designed to better support our role as a demonstration preschool for adult student learning, with an observation space and enlarged preschool classroom space to accommodate the many COM student visitors who spend time in the CDC each day. There will be office space for the two core ECE faculty, which will facilitate daily contact with the CDP Director and the CDC teachers who are supervising their students.

The new CDC facility also includes a classroom for 40 COM students, which explains part of the proposed increase in facility size. This new classroom benefits the campus as a whole by adding additional classroom space for students in ECE as well as other disciplines.

Here's an example that illustrates how this new classroom will reduce the demand for classroom space campus wide during the critical periods of peak classroom use: In Spring 2010 there were 16 ECE classes offered, which enrolled over 500 students. Fourteen of these classes were offered on weeknights and Saturdays and two were offered on weekday mornings.

The ECE classroom in the new CDC facility will clearly accommodate many of the ECE classes that are now held during the evening peak demand. Because fewer ECE classes are held in the daytime, the ECE classroom will be available to other departments during the peak daytime periods. The ECE classroom may be a particularly desirable location for classes in Pediatric Nursing, Child Psych, and Behavioral Science, which are offered during the daytime peak periods, and whose students complete observation and practicum assignments in the CDC.

The Child Development Program Budget (please see attached Child Development Fund 2010-2011 Adoption Budget)

As you can see from the attached 2010-11 budget, over 96% of the Child Development Program budget is salaries and benefits. Other expenses include \$7,200 for supplies and instructional materials (we hope to raise additional fund this year from grants and donations). We expect to receive approximately \$20,500 from the federal Child Food and Nutrition Program, of which approx. \$14,000 will be spent on food and the other \$6,000 will subsidize staff salaries for food preparation and administration. We have a \$15,185 state grant for Facilities Repair and Renovation this year, which we will expend on repairs and renovations to both center facilities.

We currently have a deficit budget because of several factors:

- 1) In response to the state budget crisis, in 2009-10 the Community College Chancellor's Office permanently reduced the Child Care Tax Bailout Fund by 51%. The Child Care Tax Bailout Fund was established almost 30 years ago as a response to the passage of Proposition 13. The funds are intended to support campus child care programs that serve as lab schools for ECE and other disciplines. For the COM Child Development Program, this 51% reduction resulted in an \$80,000 cut in our annual Child Care Tax Bailout grant of \$155,000, which reduced it to \$75,862.
- 2) The costs of our staff salaries and benefits, which represent over 96% of our budget, are determined by the college and the unions. Our employee benefits costs increased by \$30,000 in 2010-11. Our state and local revenue sources do not adjust to accommodate the increasing costs of our salaries and benefits; rather, they are reduced in response to their own funding limitations (e.g., all California State Preschool contracts were just reduced by over 1% as part of the current state budget cuts). **Thus, our budget gap widens each year.**
- 3) **We do not have adequate funding to support the instructional program that the Child Development Program provides.** The California Department of Education and 10,000 Degrees (formerly the Marin Education Fund) are our two main revenue sources. **The funding they provide is restricted to the provision of child care to low-income COM student parents.** These funds may not be used to support the costs of educating the COM students who use the Child Development Program for instructional purposes.

We do not have dedicated revenue to support the approx. 25% of our faculty and staff time that is devoted to supporting the instructional services that the Child Development Program provides to COM student learners in ECE, Pediatric Nursing, Child Psych, Behavioral Science and related disciplines. **College support is essential to maintaining the instructional services provided by the COM Child Development Program.**

How Do Other California Community Colleges Support their Child Development Programs? (Please see Child Development/Early Childhood Education Programs Fact Sheet prepared by the California Community Colleges Chancellor's Office)

In her Report to the COM Board of Trustees on February 13, 2007, Beth Root, previous Director of the COM Child Development Program, cited highlights from the California Child Development Administrators Association March 2006 Survey of 74 California Community College Children's Centers:

Survey results indicated that:

- 89% of centers are considered an ECE lab
- 63% of centers are housed in Instruction, rather than Student Services
- 82% of centers are financially supported by their college general fund

Beth explained, "82% of the responding centers receive financial support from their college's general fund. Each college has found its own unique financial arrangement. Some colleges have agreed to fund center staff benefits or a subset of staff salaries, others have contributed an agreed upon amount. No two situations are alike."

Cost per Child:

Daily Cost per Child Care Day in 2009-10: This can be calculated two ways:

1) We can calculate the daily cost per child based on 100% of the 2009-10 budget of \$557,162, which includes the cost of providing the instructional program for COM students, divided by 8407 child enrollment days per year = \$66 per day.

2) The alternative is to base the daily rate on the actual cost of providing child care, which does not include the cost of providing the instructional program for COM students (approx. 25% of the budget). 75% of the 2009-10 annual budget of \$557,162 = \$417,782 divided by 8407 child enrollment days per year = \$50 per day.

The state reimbursement for subsidized child care, which has not increased for many years despite inflation, is \$34.38 per day. This is why there is always a gap between the cost of providing high quality care that meet state standards and the state reimbursement, which is always inadequate to cover these costs (see Child Development/Early Childhood Education Programs Fact Sheet).

Parenting Education Courses offered through Community Education:

Currently, all CDP teaching and administrative staff work more than their allotted hours, so any revenue generated by teaching a Community Education Course would have to first be used to compensate the instructor. It's unlikely that any significant revenue could be generated in this way, but it's a good idea to offer a course in Parenting Education through COM Community Education.

BP 5170 CHILDREN'S CENTERS

Reference:

Education Code Section 79120

In order for District educational programs to be more accessible to students with pre-school children, the Board directs the Superintendent/President to maintain Children's Centers.

Children's Centers shall adhere to State statutes for determining eligibility requirements for admission.

Date Adopted: May 18, 2010

(Replaces College of Marin Policy 4.0014)

MARIN COMMUNITY COLLEGE DISTRICT
ADOPTION BUDGET 2010 – 2011

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CHILD DEVELOPMENT FUND
REVENUE AND EXPENDITURE REPORT

The Child Development fund is utilized to account for the State supported operation of the Child Care Centers located at Indian Valley and Kentfield campuses.

Federal funding has declined over the last four years, mainly the food program and the termination of the CCAMPIS program. Additionally, as a result of the Tax Bailout funding reduction (\$80,000) during 2009-10, State funding also decreased significantly and is budgeted to decrease 1% for 2010-11. Unfortunately, the continued State budget crisis makes all State funding extremely uncertain and dependent upon the level of state certified enrollments. Locally, however, early indications show Marin Education Fund (MEF) continuing their child care grant for 2010-11 at the increased level of \$80,000.

State and local (parent fee) income is expected to remain consistent with 2009-10 while expenditures are budgeted up from current year estimated actuals. 2010-11 expenses are budgeted to increase as a result of filling the site director position and increased benefit costs.

The 2009-10 estimated deficit is covered by the program's Fund Balance and the transfer of \$78,089 from the General Fund. Thus 2010-11's budgeted operational deficit of \$148,007 will need to be entirely funded by the General Fund.

MARIN COMMUNITY COLLEGE DISTRICT
ADOPTION BUDGET 2010-2011

CHILD DEVELOPMENT FUND
REVENUE AND EXPENDITURE REPORT

FISCAL YEAR	ESTIMATED		ADOPTION	
	ACTUAL 2007-2008	ACTUAL 2008-2009	ACTUAL 2009-2010	BUDGET 2010-2011
REVENUE				
Interest Income	\$ 3,415	\$ 768	\$(50)	\$ 50
Federal Income	18,191	19,904	29,889	20,404
State Income	361,713	373,966	267,065	263,701
State Income-Renovation & Repair Projects	-	462	-	15,185
Other Local Income	63,734	81,936	66,495	79,290
Grants/Contributions	70,000	70,260	82,427	80,150
Interfund Transfer-In - CalWORKS	18,545	-	78,089	148,007
Interfund Transfer-In - General Fund	-	20,979	-	-
Total Revenue	535,598	568,275	523,915	606,787
EXPENDITURES				
Certificated Salaries	366,793	350,814	330,255	339,387
Classified Salaries	49,335	56,284	58,538	55,916
Fringe Benefits	148,870	140,594	145,401	175,099
Supplies	3,456	5,885	8,279	4,900
Food	11,195	11,899	13,578	14,000
Other Operating Expenses	2,234	2,337	1,111	2,300
Other Operating Exp.- Renovation & Repair	-	462	-	15,185
Equipment	-	-	-	-
Total Expenditures	581,883	568,275	557,162	606,787
Excess of Revenue Over Expenditures	(46,285)	-	(33,247)	-
Beginning Fund Balance	79,532	33,247	33,247	0
ENDING FUND BALANCE	\$ 33,247	\$ 33,247	\$ 0	\$ 0

Board Study Session Nov. 1, 2010

Reason for this report:

On September 21, 2010, Early Childhood Education (ECE) Faculty Coordinator Peggy Dodge and Child Development Programs (CDP) Director Lyda Beardsley made a “showcase” presentation to the College of Marin Board of Trustees at the request of President Al Harrison. The objective of that presentation was to showcase for the Board of Trustees the excellent educational programs and student services available through the ECE/CDP partnership. The Board Packet for the September 21 meeting included detailed notes and important data related to the programs.

The Kentfield CDP is currently housed in a building that is slated for demolition. The Board of Trustees is reviewing options for the replacement of demolished facilities, primarily through the construction of a new Academic Center and new Child Development facility. Since September 21, questions have been raised about the need for the new Child Development facility and alternative suggestions have been made and considered.

Spaces and functions slated for demolition that would be housed in the new Child Development facility:

Administrative Center

The CDP has a preschool classroom, play yard, child appropriate bathrooms, materials storage space and a small space that serves as a combination of office for Site Supervisor needs, storage for faculty personal items, access to computer and other resources for planning curriculum as well as a place for faculty to meet with parents and adult students.

Harlan Center

ECE full time faculty have offices in Harlan Center, one of which is the Coordinator’s office and also serves as library/resource room for all ECE faculty.

ECE classes taught in the evenings and weekends are frequently held in Harlan Center. Other classroom buildings that house ECE classes in include Olney Hall, Science Center, Fusselman Hall, Temporary Building and the Learning Resource Center.

ECE discipline access and success at COM:¹

According to the California Community College Chancellor's Office (CCCCO) Child Development/Early Childhood Education Program Fact sheet², "Over 100 community colleges offer Child Development/Early Childhood instructional programs and the 2007 ARCC Systemwide Indicators listed this discipline having the highest overall number of certificates and degrees completed among vocational programs at community colleges." As documented by ECE Program Reviews, there is other strong evidence that ECE is an excellent and effective discipline within COM:

- faculty loads in excess of COM average
- headcount as a percentage of overall COM enrollment increasing
- retention rate above COM average
- success rates above COM and statewide ECE averages.

The ECE program has been commended each year on the quality of our program review. It is my hope that this quality review will be considered, as envisioned in the integrated planning process endorsed through the governance system, as important decisions are made regarding Measure C bond expenditures in support of projects which directly impact the quality of student learning.

Child Development facility as integral to ECE instructional program³:

Program reviews have consistently included the Child Development facilities (previously referred to as Children's Centers) in the facility, instructional support and SLO sections.

- Specific responses related to the Child Development Program centers contributions Program Review in the area of Faculty unit allocation and support staff report are highlighted in response to prompts: "How will instruction be improved for student learning and success? How will access be improved for student learning and success? What student learning or other outcomes are expected? How will the outcomes be measured for future planning?"
- Specific responses related to the Child Development Program centers contributions in the area of Facilities are highlighted in response to prompts: "Please indicate how the projected requirements will be applied? How will instruction be improved for student learning and success? How will access be improved for student learning and success? What student learning or other outcomes are expected? What data or evidence supports your projected requirements?"
- Program level student learning outcomes section, areas for future improvement; "needs like curricular innovation, resource allocation, upgrading facilities, technology, unit

¹ Source: ECE Program reviews – Spring 2008, Fall 2008 and 2009

² See attachment A

³ Source: ECE Program reviews – Spring 2008, Fall 2008 and 2009

allocation, staffing, etc.” in the initial (Spring 2008) Program Review lists demonstration classrooms and “lab assistants” (Children’s Center Teachers) as needs to support future instructional program improvements

- The entire College goals report section VIII. (Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College’s Mission, Goals and Initiatives) in the initial (Spring 2008) Program Review including program goals, program outcomes and evidence is related to the role of the demonstration classrooms
- The Fall 2008 ECE Program Review, Program overview – Introductory report history section cites importance of Children’s Centers and the awarding of a grant from an outside agency to support program enhancements in the Children’s Centers in support of their role as demonstration sites for the ECE program
- Student learning outcomes section in the revised template used in 2009 provides a specific example of a Scientific and Quantitative Reasoning course level SLO and the role played by the Children’s Centers in how students demonstrate achievement of the course SLO and the related college-wide learning outcome. Also included is a specific example of ECE program learning outcome that supports College learning outcome #3 regarding critical thinking. The program review then goes on to describe an ECE course SLO that aligns with the program SLO in that area and a student assignment for assessing achievement of that SLO that requires observation in the Children’s Center.

Other documented ECE program needs supported by construction of new Child Development facility⁴:

ECE program reviews have consistently documented the shortcomings of the current instructional spaces used for ECE classes and made specific recommendations for improvement. Those recommendations have included specifically designated and designed instructional spaces as well as appropriate observation facilities.

Our classes are interactive with lots of small group work and creation of posters from interactive exercises. A smart classroom, furnished with tables and chairs or at least those flat topped desks that can combine to form tables, is needed to support our teaching methods. Also, a classroom where student generated posters and displays could be left in place would enhance our teaching. One thing that we teach about is the importance of the environment on learners. An environment where we could point out its positive contributions rather than use it to illustrate an environment that does not support one’s educational philosophy and methods would be desirable and would be included in the new Child Development Facility.

Impacts on instructional program should the new Child Development facility not be built:

⁴ Source: ECE Program reviews – Spring 2008, Fall 2008 and 2009
ECE program report – 11/1/10 Board Study Session

Up to 516 students per semester are required to conduct observation/participation assignments in an early childhood setting in order to meet the Student Learning Outcomes (SLO) of ECE classes. Those students would lose access to a high quality demonstration classroom where ECE faculty have input in order to assure that teaching practices reflect the teachings in the ECE program. Additionally, students would be unable to meet the SLO of ECE classes through opportunities available on the COM Kentfield campus.

The ECE classes would continue to be taught in general education classrooms, with minimal if any opportunity to display the results of ongoing student interactive activities. The benefits to students from a learning environment that reflects the concepts taught in their classes would be lost.

Faculty offices demolished in preparation for the new Academic Center, would be randomly placed within either the new center or existing spaces on the campus. The opportunity for a coherent, "one-stop shop" facility for ECE students would be lost. The opportunity afforded for students to also access ECE instructors when they visit for observation/participation assignments and for student teachers and ECE faculty to have seamless access to one another that the new facility would provide would also be lost.

Conclusion:

Data supports the excellence of the COM ECE program. The demolition of the existing Child Development facility and construction of a state of the art facility in Kentfield provides an opportunity to enhance our excellence and improve our competitiveness with the opportunities for ECE students available at Santa Rosa Junior College. The fine architects involved in the project have a proven track record in not only creating excellent ECE/CDP facilities but also in using cost effective modular construction to achieve desired results. The Board of Trustees should demonstrate its commitment to excellence and achievement of College Learning Outcomes by ensuring that a Child Development facility continues to be available on the Kentfield Campus. A cost effective yet inspiring center is currently being designed and the Board should give its unequivocal support to this facility that serves a dual function of supporting general student access to COM as well as the enhancement of a documented jewel of an instructional program.



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Child Development/Early Childhood Education Programs

Program Fact Sheet

August 2008

Program History: Child Development/Early Childhood Education - For over four decades, the community colleges have been the primary higher education system responsible for early childhood teacher preparation coursework. An essential component is a high quality campus children's center serving low-income student parents, which serves as a practicum site for instructional programs. The System Office provides coordination, policy work and technical support for the colleges to respond to the State's need for effective, well-integrated programs in Early Childhood Education instruction and services throughout the State.

Description: Over 100 community colleges offer Child Development/Early Childhood instructional programs and the 2007 ARCC Systemwide Indicators listed this discipline having the highest overall number of certificates and degrees completed among vocational programs at community colleges. Over 100 colleges offer essential services through their campus children's centers to low-income students, who rely on these services to access higher education. The System Office provides leadership and coordination, technical assistance, and support for integration of instruction and children's centers on campus. Our office collaborates and works closely with many state agencies and organizations in the area of child development/early childhood education (i.e. Child Development Division/Department of Education, the Commission on Teacher Credentialing, California Department of Social Services/Child Care and Community Care Licensing).

Appropriations for 2007-08: Early Childhood instructional programs are funded through FTES and many campuses apply for grants to support student needs in these programs; campus children's centers must rely on multiple sources of funds that may include subsidized contracts with the state, tax bail-out funds, college funds, fees, and limited federal funds to serve children of low-income student parents. The System Office has oversight for \$15 million in CalWORKs program funds designated for child care services, but these funds are not always expended at the campus center.

Students Served: It is estimated that annually more than 100,000 students are enrolled in child development instructional programs and more than 10,000 children of student parents are served in campus children's centers.

Eligibility Criteria: Child Development instructional programs are among the top enrolled disciplines in the system. For 2006-07, Child Development ranked as the second highest Career Technical Program in terms of number of awards (certificates and degrees) earned in the community colleges. Practicum students and low-income student parents are the primary focus of the campus children's centers at 100 colleges.

Critical Issues: a) Funds for campus children's centers are not adequate to meet the need, causing many colleges to eliminate needed services – this has negatively impacted instructional programs and low-income students needing this service to attend college; b) community colleges need to prepare for significant changes in early childhood teacher preparation workforce requirements being proposed in various local and state initiatives and their involvement is critical to preserve access to higher education for diverse students in this field. The Curriculum Alignment Project (CAP) is a statewide, faculty-led effort to create a beginning level common core of 24 units within each community college early childhood education program that will lead to program articulation with other 2-year colleges and many CSU campuses.

Board Study Session Nov. 1, 2010

**Supplemental information on the Design & Construction of the new
Child Development Facility**

What is the square footage of the new child care center?

- The current facility is less than 2,000 square feet (sf) and is non-ADA accessible including the front entry, the play yard, and toilet rooms. It is inadequate to meet the programmatic needs: the support space and storage are severely inadequate and there is no dedicated ECE teaching space.

How does its size compare with that of the current one?

- The proposed new center is 5,000 sf including a standard size classroom and adequate outdoor play space

Besides being new, what are the advantages of the new facility?

- Please see reports prepared by Peggy Dodge and Lyda Beardsley

What is the capacity of the new building in terms of number of students on a given day and total number of hours of child care per term?

- Please see reports prepared by Peggy Dodge and Lyda Beardsley

Is this new building being planned for greater capacity than the current facility? If so, what is the basis of those projections? Does the addition of more children entail a higher operating deficit?

- The current center serves 28 children per day
- The new projection of 32 children does not require an increase in teaching staff and will better serve the children (and our COM student visitors) with two smaller classrooms of 16 each.
- Please see reports by Peggy Dodge and Lyda Beardsley

What will be the maintenance costs associated with the new Child Care facility? How do these compare with the current maintenance costs? How will these be funded?

- We are evaluating the cost of maintenance. Due to the increase in square footage and yard space, we anticipate the cost of custodial and gardening to increase. Due to new construction (new mechanical systems, new roof, etc.), we anticipate the infrastructure maintenance of the building to decrease. Other systems that make the new facility economical to operate are automatic irrigation, and title 24 requirements energy efficient design.

What other existing buildings on campus could possibly be used for child care?

- Any other existing building on campus, were it to be considered would have to have outdoor play space and be ADA accessible including parking.
- Converting an existing building would constitute a “Change of use” which typically triggers higher code requirements in the areas of fire, life-safety and structural.

Are off-campus rentals or portables at an elementary school a viable option?

- Off-campus rentals or portables would face the similar challenges as converting an existing building(see above) and would still be subject to Division of State Architect (DSA) requirements and therefore not likely to be significantly less expensive.
- Operational costs would likely increase the greater the distance from the Kentfield campus.

How would the facility costs of rentals, portables, or recycled space compare with new construction and the current facility?

- The project team is pursuing the most economical construction method to meet the program need. Modular, pre-fabricated construction with adequate finishes is under consideration.