



The SDCCD Child Development Learning Lab Centers

The San Diego Community College District's Child Development Learning Lab Centers at San Diego City, Mesa, and Miramar Colleges are integral components of the college community. Each month, through these three Centers, the SDCCD serves approximately 145 families with 160 children. All enrolled families are considered low income and 40% speak English as a second language. These Centers are representations of San Diego's diverse community and serve as learning labs for approximately 500 students annually. The Centers' teaching staff and the college faculty provide learning environments that support instructional laboratory experiences through observation, practical application, and directed guidance.

The Centers operate as instructional programs for students while offering high-quality educational programming for low income infants, toddlers, and preschool children.

The Centers are licensed by the California Department of Social Services - Community Care Licensing, Title 22, Division 12, and meet all the California Department of Education - Early Learning and Care Division, Title 5, guidelines. Additionally, San Diego Miramar College Child Development Center is accredited by the National Association for the Education of Young Children.

The California Department of Education (CDE) and the California Department of Social Services (CDSS) contracts provide the primary funding for Center operations - one for the provision of infant and toddler programming and one for preschool programming. These state contracts require families to be at or lower than 100%-CDE and 85%-CDSS of the State Median Income. Some families qualify for services at no charge, while others qualify for services with a monthly fee (sliding scale). Contract compliance dictates the assessment of family need and enrollment eligibility. Marketing for enrollment is geared towards eligible SDCCD college students who have young children. However, any qualified family who resides in the county of San Diego is eligible to receive services. Through the two contracts, the Centers operate at full capacity and maintain waitlists of qualified families.

San Diego City College and Mesa College contract with the Neighborhood House Association (NHA) to provide Head Start programming to enrolled families. This partnership includes NHA office and classroom staffing.

The following overview includes information on:

- Center Funding Sources
- Priority Population(s) Served & Enrollment Priorities
- Center Leadership and Staff
- NHA Partnership
- District Coordination
- Center Classrooms, Enrollment, and Ages Served
- Days and Hours of Operation
- The Centers' Mission Statement, Philosophy, Curriculum, and Goals

Center Funding Sources

All three centers are funded in part by:

- CA Department of Education, Early Learning and Care Division
 - CA State Preschool Program (CSPP) for children 3-5 years old. Maximum reimbursement of \$652,630 per fiscal year across all three Centers.
- CA Department of Social Services, Child Care and Development Division
 - General Child Care & Development Programs (CCTR) for children 0-36 months. Maximum reimbursement of \$776,262 per fiscal year across all three Centers.
- Both CSPP and CCTR funding provides reimbursement for each eligible child who is enrolled and attends the program.
- SDCCD Inter GFU \$75,000 (divided evenly across the three Centers)
- SDCCD Intra In Within Special Revenue \$25,000 (divided evenly across the three Centers)
- The distribution of anticipated CDE and CDSS contract earnings is based on projected enrollments.
- The district allocations to are to support the operation and expenses not covered by the CDSS and CDE contracts.

2022-23 Distribution of State and District Funding:

Jan-23

	City	Mesa	Miramar	District	Totals
CDE CSPP 2022-23	\$ 286,329	\$ 286,329	\$ 295,006	\$ 96,408	\$ 964,072
Inter In from GFU	\$ 25,000	\$ 25,000	\$ 25,000	\$ -	\$ 75,000
Intra In Within Special Revenue	\$ 8,334	\$ 8,333	\$ 8,333	\$ -	\$ 25,000
Sub Total	\$ 319,663	\$ 319,662	\$ 328,339	\$ 96,408	
CDSS CCTR 2022-23	\$ 454,935	\$ 158,868	\$ 108,318	\$ 80,235	\$ 802,356
Sub Total	\$ 454,935	\$ 158,868	\$ 108,318	\$ 80,235	
Grand Total	\$ 774,598	\$ 478,530	\$ 436,657	\$ 176,643	\$ 1,866,428

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- Child and Adult Care Food Program (CACFP)
 - This federal funding source provides reimbursement for the qualified meals and snacks served to the children. There is no maximum reimbursement limit. In 2021-2022 the SDCCD received approximately \$65,000 in food reimbursement.
- San Diego Quality Preschool Initiative (SDQPI)
 - Operated by the San Diego County Office of Education, this program provides funding for Center staff professional development and supplies for the children (classroom and outdoor equipment/supplies).
 - Direct funding varies from \$ 0 – 10,000 for each Center.

City and Mesa College Centers receive “usage fees” from the Neighborhood House Association (NHA) through an annual contract to provide Head Start Services. The

usage fee supports Center operations. NHA reimburses \$115.00 for usage fees per day of operation. Days of operation vary from 175 to 180 days each year. In addition to this usage fee, NHA provides office staff and classroom teachers to the Center. The staffing arrangements allow City and Mesa colleges to offer additional services to families including, offsite field trips, mental health consultations, personal iPads for the children, dental and vision services, and family outreach activities. In addition, the savings in staffing allows the City and Mesa to upgrade their facilities and make equipment purchases not otherwise feasible with just state funding.

Population Served

<u>San Diego City College</u>	<u>San Diego Mesa College</u>	<u>San Diego Miramar College</u>
▶ 79 parents	▶ 76 parents	▶ 67 parents
▶ 33 are single parents	▶ 28 are single parents	▶ 21 are single parents
▶ 25 children under 3 years	▶ 23 children under 3 years	▶ 22 children under 3 years
▶ 40 children 3 – 4 years old	▶ 36 children 3 – 4 years old	▶ 25 children 3 – 4 years old
▶ Meals/Snacks to children	▶ Meals/Snacks to children	▶ Meals/Snacks to children
▶ 7,893 Breakfasts	▶ 7,650 Breakfasts	▶ 4,788 Breakfasts
▶ 8,748 Lunches	▶ 9,396 Lunches	▶ 4,770 Lunches
▶ 5,400 Snacks	▶ 5,760 Snacks	▶ 3,300 Snacks

Data from 2019-2020 program year

Districtwide, across all three Centers:

- 36% of parents are working
- 37% of parents are students
- 5% are working and a student
- 10% are actively seeking employment
- 13% qualify for free state preschool
- 48 zip codes served
- Over 57,000 meals/snacks provided to children annually
- Languages spoken by parents and children include English, Spanish, Arabic, Farsi, Mandarin, Punjabi, Pashto, Russian

Marketing for enrollment is geared towards eligible SDCCD college students who have young children. However, any qualified family who resides in the county of San Diego is eligible to receive services.

CDSS CCTR Maximum <u>Monthly</u> Income Limits									
	Monthly Part-time Fee	Monthly Full-time Fee	Family Size 1 or 2	Family Size 3	Family Size 4	Family Size 5	Family Size 6	Family Size 7	Family Size 8 or more
85% of SMI	\$ 298	\$ 595	\$ 6,008	\$ 6,842	\$ 7,941	\$ 9,211	\$ 10,482	\$ 10,720	\$ 10,958
Example for a family of 3 (one parent with 2 children):									
<ul style="list-style-type: none"> • For a parent who earns less than \$ 3220/month can receive <u>no-cost</u> care • For a parent who earns \$3,220 up to \$6,842/month, they are required to <u>pay</u> anywhere between \$36 - \$595 a month for care 									

Citation: California Department of Social Services. (2022, June 30). *Child Care Bulletin (CCB) No. 22-14*.

https://www.cdss.ca.gov/Portals/9/Additional-Resources/Letters-and-Notices/CCBs/2022/CCB_22-14.pdf?ver=2022-07-05-112055-993

Enrollment Priorities

The Centers have very specific enrollment processes tied to Ed code and State contract compliance.

The order of enrollment priorities at the Centers are as follows:

1. **CCTR** General Child Care and Development
 - a. FIRST PRIORITY: **SDCCD College Students** with children 0 to 36 months old who have need (school, work, job or housing search, etc.)
 - i. a1. First: Children who are recipients of CPS/Children at Risk
 - ii. a2. Second: Families with the lowest documented family income under/at 85% of SMI
 - b. SECOND PRIORITY: **the Public, including any employees, faculty, etc.**, with children 0 to 36 months old who have need (school, work, job or housing search, etc.)
 - i. b1. First: Children who are recipients of CPS/Children at Risk
 - ii. b2. Second: Families with the lowest documented family income under/at 85% of SMI

2. **CSPP** California State Preschool Program (Full-Day)
 - a. FIRST PRIORITY: **SDCCD College Students** with children 3 – 5 years old
 - i. c1. First: Children who are recipients of CPS/Children at Risk
 - ii. c2. Second: Families with the lowest documented income and who have a 3 or 4-year-old child with an Individualized Education Plan
 - iii. c3. Third: 4-year-old children with families who have the lowest income under/at 100% of SMI
 - iv. c4. Fourth: 3-year-old children with families who have the lowest income under/at 100% of SMI
 - v. c5. Fifth: Families whose income is no more than 15% above the SMI
 - vi. c6. Families with 3 or 4-year children that meet eligibility criteria without having a need for services.
 - vii. c7. Sixth: SDCCD was approved for a waiver to include children living in Mesa and City's Free Reduced Program Meal (FRPM) boundaries
 - b. SECOND PRIORITY: **the Public, including any employees, faculty, etc.**, with children 3 – 5 years old
 - i. d1. First: Children who are recipients of CPS/Children at Risk
 - ii. d2. Second: Families with the lowest documented income & who have a child with an Individualized Education Plan
 - iii. d3. Third: 4-year-old children with families who have the lowest income under/at 100% of SMI
 - iv. d4. Fourth: 3-year-old children with families who have the lowest income under/at 100% of SMI
 - v. d5. Fifth: Families whose income is no more than 15% above the SMI
 - vi. d6. 3 or 4-year children from families that meet eligibility criteria without having a need for services.

- vii. d7. Sixth: SDCCD was approved for a waiver to include children living in Mesa and City’s Free Reduced Program Meal (FRPM) boundaries

3. PRIVATE PAY (pilot at City only)

- a. If there are any openings after completion of the enrollment as listed above, then **Private Pay** spaces *may* be available for children of SDCCD employees.

Note: The spots available for children are filled quickly with the two above priorities (it is rare to have an opening that is not filled by 1 and 2). In these rare instances though children of employees (regardless of employee’s income) may be served. City is currently piloting the Private Pay program and, I believe, has child enrolled under this model.

Application and Waitlist Management

City and Mesa College centers collaborate with NHA to maintain a waitlist. The process includes meeting with interested parents to complete a waitlist application that includes documenting: family size and income; transportation, housing, health, educational and employment needs; and any child development concerns.

Miramar college manages their own waitlist which includes the parent completing a one page application and submitting proof of income and birth certificates for children.

Pay Schedules for State Subsidies and for Private Pay Pilot

CDE and CDSS provide reimbursement rates based on age of the child and hours of daily enrolled care: full-time more than 4 hours and part-time care less than 4 hours. The SDCCD provides private pay rates using the same method.

FY 2022-23	Hours of Enrolled Care	Infant	Toddler	Preschool	Preschool
		Birth-18 months	18-36 months	3 years	4 years
CDDSS / CDE Reimbursement Daily Rates	Part-Time Less than 4 hours a day	\$80.43	\$59.33	\$68.77	\$38.21
	Full-Time 4 or more hours a day	\$146.23	\$107.87	\$107.87	\$59.93
Board-Approved Private Pay Daily Rates	Part-Time Less than 4 hours a day	\$66.48	\$49.04	\$30.87	\$30.87
	Full-Time 4 or more hours a day	\$120.88	\$89.17	\$49.85	\$49.85

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Center Leadership & Staffing

Center leadership falls under the Vice President of Instruction, the assigned Dean over Child Development, and the assigned Center Director.

- Currently, each college has assigned a Child Development Faculty to serve at the Center Director at less than 100% of their contracted hours. Assignments vary by institution. This role oversees the daily operations, including family engagement activities, child/classroom curriculum, staffing schedules, and overall compliance including:
 - Completion of Children’s Desired Results Developmental Profiles (development assessment)
 - Rating each classrooms indoor and outdoor environments including activities offered and child/adult interactions using the Environment Rating Scales
 - Parent Surveys
 - Completion and submission of an Annual Self Evaluation
- The assigned College Deans are responsible for the overall administration of the Center, including: the hiring and supervision of all assigned staff and faculty, staff and faculty performance evaluations, acceptance and oversight of funding sources, all budget-related activities.
- Each Center has a limited number of contracted staff. Currently, the large majority of staffing is maintained through part-time hourly workers (NANCEs). Part-time hourly workers serve within the classrooms and in the front office. Office staff are responsible for enrollment and family file management – critical components to State contract compliance.
- Each classroom is required to be staffed at all times with at least one child development permitted teacher.
 - Child Development Permits are provided by the CA Commission on Teacher Credentialing.
 - Adult Child Ratios depend on ages of children:
 - 1 Adult for every 8 preschool children
 - 1 Adult for every 6 Toddler children
 - 1 Adult for every 3 Infant children
- City and Mesa College Centers maintain an annual contract with Neighborhood House Association (NHA) Head Start. NHA provides City and Mesa College Centers with some onsite, full-time staff to support the classrooms and office duties. NHA is responsible for supervising and evaluating all NHA staff.

City College Center:

- Tillie Chavez, Vice President of Instruction
- Masahiro Omae, Dean, School of Behavioral & Social Sciences, and Consumer & Family Studies
- Berta Harris, Faculty Member Assigned as Center Director

Mesa College Center:

- Isabel O’Connor, Vice President of Instruction
- Tina Recalde, Dean, School of Health Sciences and Public Service
- Ida Cross, Faculty Member Assigned as Center Director

Miramar College Center:

- Michael Odu, Vice President of Instruction
- Jesse Lopez, Dean, Business, Technology Careers and Workforce Initiatives
- Lesley Pearson, Faculty Member Assigned as Center Director

NHA Partnership at City and Mesa Centers

City and Mesa College Centers have chosen to collaborate with NHA to offer additional services to families. NHA provides office staff and classroom teachers to the Center. The staffing arrangements allow City and Mesa colleges to offer additional services to families including, offsite field trips, mental health consultations, personal iPads for the children, dental and vision services, and family outreach activities. In addition, the savings in staffing allows the City and Mesa to upgrade their facilities and make equipment purchases not otherwise feasible with just state funding.

District Coordination

District Educational Services is responsible for the Child Development Centers grants and contracts compliance. The Vice Chancellor for Educational Services is the assigned signatory on all State contracts. The SDCCD Career Education & Workforce Development Department manages Districtwide coordination for Center compliance and works closely with each Center and across all three Centers to ensure compliance.

The SDCCD Career Education & Workforce Development Department coordinates:

- State CSPP and CCTR Contract compliance, including:
 - Alignment across Center for of all required forms, handbooks, family file management, and enrollment procedures
 - Monthly reporting
 - Monthly site visits for family file audits and meal distribution observations
 - State and Federal Audit(s) preparation
 - State Required districtwide plans
 - Board Approved Family Handbook
 - Contract renewals, amendments, and reporting
 - Development and submission of required annual districtwide Program Self Evaluation
- Management of the Child and Adult Care Food Program (CACFP) contract including annual application, audit preparation, and regular reporting
- Management of the annual contract with the San Diego County Office of Education for Centers' participation in San Diego Quality Preschool Initiative (SDQPI)
- Management of the annual Neighborhood House Association Head Start Contract and coordination and facilitation of NHA partner meetings (no less than once per semester)
- Management of the food vendor contract
- Coordination and facilitation of the Districtwide Child Development Center Deans and Directors Meetings (convened no less than once per semester)
- Coordination and facilitation of quarterly Center Directors Meetings

The SDCCD Career Education & Workforce Development Department works closely with SDCCD Fiscal Services on monthly and quarterly reporting.

Additionally, district staff participate in monthly districtwide Center staff meetings, regional child development events, meetings, and initiatives, and stay abreast of all Title

5 changes and State issued Management Bulletins which guide program implementation.

District Staff

- Susan Topham, Vice Chancellor, Educational Services
- Amertah Perman, Dean, Career Education & Workforce Development
- Susan Villareal, Program Support Technician, assigned as Program Director for State Contracts
- Nancy Lane, Fiscal Services Manager
- Michael Ledesma, Fiscal Services, Special Funds Supervisor

Center Classrooms, Maximum Enrollments, and Ages Served

Each center is licensed by CDSS Community Care Licensing Division which determine ages and maximum attendance. The colleges have set the maximum enrollment below the allowance. The lower enrollment better ensures an educational learning environment for the children and to balance the requirements of serving as a learning laboratory with SDCCD students participating in Center activities.

City College Early Education Center			
# of classrooms	Category	Ages	Max Enrollment
2	Infants	4 months to 18 months	12
2	Toddlers	18 months – 2.11 years	16
2	Preschool	3 – 4 year olds	32

Mesa College Child Development Center			
# of classrooms	Category	Ages	Max Enrollment
1	Toddlers	2 – 3 years	12
2	Preschool	3 – 4 year olds	32

Miramar College Child Development Center			
# of classrooms	Category	Ages	Max Enrollment
1	Toddlers	18 months – 2.11 years	8
2	Preschool	3 – 4 year olds	32

Days & Hours of Operation

All three Centers follow the SDCCD academic calendar, with either City or Mesa College Center open during the winter Intersession. Hours of operation vary slightly from Center to Center. Fiscal Year 2022-23 hours of operation:

City College Early Education Center	
Day(s)	Hours
Monday – Thursday	7:30 am – 4:00 pm
Friday	7:30 am – 12:30 pm

Mesa College Child Development Center	
Day(s)	Hours
Monday – Thursday	7:30 am – 4:00 pm
Friday	7:30 am – 12:00 pm

Miramar College Child Development Center	
Day(s)	Hours
Monday – Thursday	7:45 am – 4:00 pm
Friday	7:45 am – 1:00 pm

The Centers' Mission Statement, Philosophy, Curriculum, and Goals

The following content is included within the [Family Handbook](#) and [Center Staff Handbook](#).

Mission Statement

The Child Development Centers of the San Diego Community College District are committed to meeting the individual needs of children, their parents, and college students, preparing them to become contributing members in a diverse society.

Philosophy

The children's program is planned and implemented to nurture each child socially, emotionally, cognitively, linguistically, and physically through integrated practices and curriculum. Children are guided through learning experiences appropriate to their individual capabilities and readiness. The program provides children opportunities for challenge and mastery, peer interactions, individual needs, and interests. An integrated curriculum provides opportunities for exploration of the environment through language and literacy, creative activities, science, math, sensory experiences, and motor activities. The program provides active and quiet activities, child-directed and teacher-directed activities, and group and individual activities throughout each day. Children learn best in an environment with consistent limits where they are allowed to explore and consider choices. This approach leads to self-direction, independence, and responsibility. Children are encouraged to think, reason, recall, and experiment as they work. Meeting the needs and interests of children and their families includes the sensitivity of the diverse values and cultures of individual children. Active participation from parents in the Center is encouraged.

Center Curriculum

Each Center Director determines the curriculum to use at their respective sites, which includes, but is not limited to, Emergent Curriculum and Creative Curriculum. All Centers use the California Preschool Learning Foundations to outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The Centers allow children to develop their abilities by making individual choices as well as through teacher-facilitated experiences to help reach targeted goals. This includes incorporating the Desired Results Development Profile (DRDP) results for individual children. The Centers provide developmentally appropriate activities through an integrated curriculum that incorporates California state-mandated guidelines, which allow for development, optimism, and growth of each child. Centers do not include or implement any religious instruction or worship.

Program Goals & Objectives

The Centers provide a collaborative learning environment for students and parents to develop skills for working with children, families, and communities. The Centers provide opportunities for children to achieve optimal growth and to progress in high-quality learning environments.

The child will have opportunities to:

- Develop a positive attitude toward school and learning and to prepare for kindergarten.
- Develop self-help skills through routines of washing, dressing, eating, resting, and toileting.
- Develop a healthy self-image.
- Develop respect and acceptance for people.
- Develop social/emotional, cognitive, language, and physical abilities.
- Develop self-discipline, self-direction, and independence.
- Develop self-expression and creativity.
- Develop an appreciation of diverse cultures, ethnic customs, and lifestyles.

The family will have opportunities to:

- Communicate to the program their child's interests, abilities, needs, and temperaments.
- Participate with the staff in the implementation of curriculum, program activities, and goals.
- Share family customs and traditions.

The college lab student will have opportunities to:

- Demonstrate and gain an understanding of the developmental stages and growth processes of young children.
- Develop an understanding of parenting styles and family relationships.
- Develop observational and documentation skills.
- Develop and demonstrate communication skills and guidance techniques for working with children and adults in the Center.
- Demonstrate skills in planning and implementing developmentally appropriate activities with young children.
- Develop an understanding of contemporary Child Development theories.
- Develop an appreciation of diverse cultures, ethnic customs, and lifestyles.

The staff will:

- Plan a program that meets the individual needs of each child.
- Encourage and support the professional growth of students.
- Maintain and update their professional skills.
- Maintain a safe, healthy, and nurturing environment.
- Create an environment that supports children's development and respects diversity.
- Encourage the development of a healthy self-image for all individuals.
- Communicate with parents to discuss their child's assessments, progress, and individual needs.
- Provide support and guidance to parents in regards to services and needs of families.