

This report is the culmination of the study of the Emeryville Child Development Center by BANDTEC. The report addresses elements outlined in the City of Emeryville's request for proposal. In addition to the analysis, a table with recommendations is presented to provide guidance and information to inform stakeholders regarding the quality of care and services for participating children and families, management systems and processes, and fiscal viability.

# Emeryville Child Development Center

Comprehensive Analysis Report

Submitted by: BANDTEC: A PROJECT  
OF COMMUNITY ACTIVITIES

Project Team Members:

Dora Pulido-Tobiassen  
Elizabeth Crocker  
Marcia Jacobs  
Marsha Howard  
Mary Barrientos  
Milagros Acosta  
Ricky Samayoa

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## **Introduction**

The City of Emeryville desired a comprehensive analysis of all operations of the Emeryville Child Development Center (ECDC). As a response, this report provides an independent analysis of the ECDC's strengths, weaknesses, opportunities and threats. In addition to the analysis, a table with applicable recommendations is presented in an effort to offer insights ECDC can use as a resource and guide to enhance the quality of care and services for participating children and their families. Our hope is that ECDC will use the study information to formulate strategic and operational plans and goals to build on the program's identified strengths and opportunities and mitigate the weaknesses and threats.

## **Overview of Analysis**

The Emeryville Child Development Center has endured a period of transition over the past few years that have prompted City officials to evaluate the value and sustainability of the current organizational structure and set of services the program provides. As it stands, the physical building is a modern facility with age appropriate features. The Center's Advisory Committee is a very committed group that believes ECDC provides vital City services. The Advisory Committee has been instrumental in providing valuable input about the direction and structure of ECDC. ECDC is also fortunate to have hired a new site manager that has the appropriate management skills and Early Childhood knowledge to implement the required processes to increase the quality of services to children and families. Moreover, the center is centrally located to benefit both local residents and employees of local employers. Parents stated that it is one of the few resources available to Emeryville residents.

It is, however, the finding of the study team that insufficient staffing, materials, and the expansion of the program to include an additional preschool classroom may have adversely affected program operations and service delivery. When the program was faced with elimination of city dollars for on-going operations, a plan was developed to balance the budget to create a sustainable program. The plan coupled staff reductions with the addition of a preschool classroom without sufficient funds to outfit the classroom. The materials necessary to serve the new room were taken from existing classrooms, reducing the materials in those rooms. The reduction in learning materials may have been an obstacle to the teachers' ability to offer a more play based curriculum that allowed for freedom of choice. As a result the teachers, may have

been more directive in their teaching because they did not have enough materials to provide for self-directed learning based on the children's' interests. All classrooms continue to struggle with a lack of supplies and to varying degrees inconsistent staffing. Prior to the institution of the new plan, the staffing pattern did not allow for the maintenance of a maximum class size of 24, as mandated by CDE. All preschool children were housed in the multipurpose room until 9:00 AM daily. With the addition of the new children this group size increased. The practice of having a large number of children in the multipurpose room until 9:00 am each day places the program out of compliance with CDE regulations, denies children critical learning opportunities for a substantial portion of the day, and inhibits consistent and effective staff/parent communication. As a result the quality of early childhood development services and parent/staff partnership is inconsistent between and within teaching teams. The current structure denies teachers the opportunity to provide the level of quality they know is necessary to support optimal development despite their dedication and hard work. The simultaneous expansion of the program which was struggling to maintain qualitative services, coupled with the reductions in staff appeared to be more than the program could absorb.

The program also lacks strong monitoring tools to track services' progress and make the necessary corrections on a timely basis. The lack of internal controls makes compliance with licensing, food program, and California Department of Education regulations difficult placing the program at risk for findings, sanctions, and the need to return or not earn critical program funds. Attention to the systems that support qualitative services is suggested as the first step in moving toward quality services and budgetary control.

To support City staff and the Emeryville Child Development Center Advisory Committee and to ensure practical use of analysis, a set of recommendations have been provided. Given the Strengths in combination with the Opportunities as identified in this report, the Center has an opportunity to increase the quality of care for participating children and their families.

Some changes can be made immediately and do not require expenditure of funds. It is important to note that based on the current level of expenditures and levels of enrollment, self-sustainability of the program without assistance from City General Funds is not possible. Moreover, to implement many of the recommendations below, additional resources will be required. The added value of the program will need to be balanced by the reality of limited public resources.

## **Sources of Data and Use**

Data used for the analysis included classroom and facility observations, interviews with city staff, parents, center staff and the ECDC Advisory Committee. The team also conducted multiple assessments in each of the classrooms to determine the level of child care and early childhood development. Valuable information was also assembled from a review of internal documents and reports such as the annual financial audit, City Budget, financial reports, and the ECDC Advisory Committee Annual Report. State and Federal regulations were reviewed to delineate levels of compliance. Additionally, a survey of similar entities was conducted to provide a comparison. The BANDTEC team reviewed the data and explored relevant connections between services and systems to provide an analysis for stakeholders and staff necessary for informed decision making.

## **Quantity, Quality and Efficiency of Services**

There are modest to serious issues that require immediate attention in the area of quantity, quality and efficiency of services. Currently, the quantity of services would be difficult to expand until chronic absenteeism among classroom staff is controlled. As for quality of service, many of the issues found in this area can be alleviated with appropriate training. ECDC is fortunate to be surrounded by multiple resources that focus on professional development of Early Childhood Education professionals. At the same time staff development efforts are made, it is important that systems for continual and consistent program evaluation are established and maintained. As outlined by the local County Child Care Planning Council, one of the core principles needed for having a high quality program is having systems that communicate to parents, staff and the public whether or not a program “practices what they preach.”<sup>1</sup>

Based on a survey of other programs that provide similar services, ECDC is competitive in cost, especially because it is one of the few programs that provide subsidized services and include meals as part of their service plans (See Attachment A).

### **Quantity**

Given the current staffing levels and chronic absenteeism among classroom staff, enrollment at licensing capacity is not sustainable. The program offers generous vacation and paid illness time. Any plan to assess true costs should include the full cost associated with backfilling for teachers when they are not present. Additionally, the staffing pattern is not sufficient to maintain the maximum class size of 24, mandated by CDE, between 8:00 and 9:00 AM. The

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<sup>1</sup> Alameda County Child Care Planning Council Statement on High Quality ECE Principles and Standards

creation of a staffing pattern that allows for sufficient opening requires additional funds. Interviews with the Center Manager, Program Coordinator, Community Services Director, and the Assistant City Manager/Human Resources Director all substantiate that there is a serious issue with staff absenteeism. The problem is so severe that it places the program in jeopardy of being out of compliance with Title 22, Division 12, Chapter 1 of the Manual of Policies and Procedures for Community Care Licensing.

Section 101179 of Title 22 determines the capacity of children that can be cared for at any given time. The number of children is determined by the fire clearance; physical features of the child care center, including available space; and the available staff to meet the care and supervision needs of children. Furthermore, section 101216.3 specifies teacher child ratios.

Currently to counter the staff shortages and absenteeism, ECDC relies on using substitutes, who in many instances may not have the appropriate set of skills and knowledge to provide consistent levels of services. In many cases, both the coordinator and site manger are required to cover absent classroom staff to maintain adult -child ratio requirements. The Program Coordinator stated that she spends a good deal of her time in the classroom. Additionally, one regular full time teacher position was vacant for months and covered by someone from a temporary employment agency at a cost that exceeded the budget allocation for teachers.

The recommendation by the Advisory Committee to increase center enrollment to the Licensing capacity of 110 was premature as day to day staffing is not sufficient to serve more than 95 FTEs.<sup>2</sup>

## Quality

There is a growing recognition of the need to improve the quality of early care and education in California and across the nation. Using research based measuring tools<sup>3</sup> for classroom environments, child development for early learning, and teacher-child interactions, this report finds that there are aspects of service 'quality' that were above average and other areas that would benefit from consistent classroom staffing, materials, and training. When reviewing the data it is important to recognize that the results represent the current functioning of the center

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<sup>1</sup> Alameda County Child Care Planning Council

<sup>2</sup> ECDC Advisory Committee Annual report 2010-2011

<sup>3</sup> Assessment tools used included: Environmental Rating Scale Assessment for both Early Childhood Environments and Infant Toddler Environments (ECERS, ITERS); Center on Social and Emotional Development for Early Learning Inventory of Practices for Promoting Children Social-Emotional Competence (CSFEL); Classroom Assessment Scoring System (CLASS).

and may not reflect the capacities of individual teachers. Effective teachers cannot perform optimally when the necessary tools and supports are absent.

**ECERS and ITERS - Environmental Rating Scales Assessment**

ECERS scores were mediocre to average for preschool classrooms (see table 1 below).

Additionally, ITERS scores illustrated a noticeable decline as the classroom age got younger. It is clear that the capacity to provide high quality child care and early child development services is not evident and it worsens for the youngest children.

<b>Table 1: ECDC Environmental Rating Scales Average Score by Classroom</b>		
<b>Classroom</b>	<b>ECERS Average</b>	<b>ITERS AVERAGE</b>
<b>Toddler I</b>	3.12	
<b>Pre-K I</b>	3.64	
<b>Pre-K II</b>	3.73	
<b>Pre-K III</b>	4.50	
<b>Infant</b>		3.13
<b>Toddler</b>		2.86

Based on the ECERS and ITERS results, there are three particular areas of concern that stand out: (1.) Parent – Teacher Interaction and Communication; (2.) General Cleanliness; and (3.) Sanitation Procedures.

***Parent – Teacher Interaction and Communication***

For the most part children were greeted, but parents were not. In one case, a set of twins arrived. No staff greeted them. The parent involved them in an activity, signed them in and walked out. Not one word was exchanged with the parent. While some parents and staff stated that they engage in daily effective communication, this was not the experience expressed by other families regarding their daily comings and goings from the center. The lack of adequate staffing during drop off and the large grouping of children in the multipurpose room compound the communication issues.

This observation reinforces parent concern of lack of communication with teachers as identified during parent interviews conducted as part of this study. Additionally, parents expressed concern that a number of staff members did not have the skills or knowledge required to match age appropriate needs of their children.

Similar observations were made by teachers regarding lack of communication between staff and parents. Staff shared frustration about lack of a formal communication system to deal with parents’ needs and issues.

### **General Cleanliness**

When observed closely, walls and surfaces were in need of washing. For example:

- Children’s cubbies had miscellaneous loose particles of left over snacks, papers and dust.
- The upstairs loft areas were dusty, particularly in Preschool 1.
- The multipurpose room shelves and children’s materials were in need of a good cleaning.
- Shelves in classrooms were dusty.
- The walls next to the picnic tables in the multipurpose room where children eat were visibly dirty.

### **Sanitation Procedures**

Staff did not follow updated hand washing, toileting, and meal service procedures as recommended by the public health and *Caring for Our Children: The National Health and Safety Performance Standards for Out-of-Home Child Care* for adults and children. For example: “Children and adults should wash hands upon entering classroom, before meals, after diapering or toileting, or when in contact with any bodily fluid. If hands are not visibly soiled, hands should be rubbed together with soap for 10 seconds and then rinsed under running water.” Additional observations include:

- Staff used gloves instead of washing their hands. Using gloves as a substitute for hand washing does not prevent the transmission of germs and is not acceptable at any time.
- Toddler 1 – Pre-K 3 children were not appropriately supervised when using the toilet.
- The same sink was used for hand washing related to diapering/ toileting and meals without sanitizing. A separate sink should be used for hand washing related to diapering/toileting and meals. If the same sink is used, it must be appropriately sanitized. In some rooms the appropriate second sink for toileting and hand washing was available for appropriate sanitation practices, but the sinks were disabled.
- Hands free garbage cans were not found across the center. Adults and children re-contaminated their hands after touching garbage can lids when throwing out paper towels.
- Unsanitary diapering procedures were observed. For example, the pads on the changing tables were not sanitized after each diaper change.
- Tables used for food consumption were not sanitized appropriately before meals.

### **CSEFEL: Center on Social and Emotional Development for Early Learning Inventory of Practices for Promoting Children’s Social-Emotional Competence**

CSEFEL observations took place over a three-day period with an observer in one of the classrooms each of the three days for 3.5 to 4 hours. The observer watched for evidence of best practices based on the indicators on the tool. Teacher behaviors that supported social/emotional development were categorized as consistently, occasionally, or seldom. The results were as follows:

- **The Infant Team** social/emotional competencies were seldom observed in many areas of skills and indicators.
- **The Toddler I Team** did fairly well with more consistent positive social/emotional practices observed throughout the observation period.
- **The Toddler II Team** social/emotional practices fell between seldom and occasionally observed throughout the observation period.

### **CLASS: Classroom Assessment Scoring System**

CLASS scores appeared to improve from classrooms with younger to older pre-school age children (see Table 2 below). More importantly, all scores of broad domains captured in this report were higher than national averages. It is important to note that the CLASS assessment included three twenty minute observation periods and the ECERS was a three to four hour block of time. The CLASS scores for preschool classrooms were above average and the ECERS scores were below average. This demonstrated that despite the ability of the preschool teachers to provide effective instruction the ability to sustain good practices throughout the day is challenging.

<b>DIMENSION/DOMAIN</b>	<b>NATIONAL AVERAGE</b>	<b>Pre-k I</b>	<b>Pre-k II</b>	<b>Pre-k III</b>
<b>Emotional Support</b>	4.71	4.5	4.3	5
<b>Classroom Organization</b>	4	5.3	5.6	6
<b>Instructional Support</b>	1.99	2.6	2.6	2.6

### **Efficiency**

The program has no comprehensive monitoring system in place to assure or promote quality in services to children. The fee for service children are not assessed with an appropriate and reliable research based assessment tool making it difficult to know the developmental level and needs of individual children and the group. Without adequate assessment information planning relevant curriculum and activities is difficult. Instituting an informative developmentally

appropriate assessment tool will incur costs associated with training and time off the floor for staff to complete the tool.

The program lacks monitoring policies, tracking procedures, and timeframes to meet state requirements and most areas of operation. The new Center Manager has the knowledge and skills of an effective director, but currently does not receive ongoing status reports in order to capture the program's progress necessary to make corrections to ensure program quality.

## **Staffing Levels**

Currently ECDC's organizational structure does not support quality early care and education or improvement of internal capacity. Teaching staff need support and training to understand and maintain the objectives of the curriculum. In many cases, it is not evident that classroom staff are informed or oriented to the organization's philosophy or purpose and the connection to their actual work. Understanding of class curriculum and daily activities planning varies among teachers. For those who are knowledgeable the ability to put their knowledge into practice is challenged by the structure in which they work. Time for classroom planning is limited and may not include input from all classroom staff or parents. In interviews, it was indicated among new staff and substitutes there was limited orientation to the point that substitutes were "simply introduced and put into classrooms." Staff expressed situations and interactions creating tension for the team were not dealt with in a timely manner. In an interviews staff stated gossip across the center was rampant and led to division amongst the team. Unresolved conflict can create an unhealthy work environment which could deteriorate direct services to children and families.

The study team was told that ECDC was implementing High Scope, but we saw little or no evidence that the High Scope Curriculum was being implemented in the classrooms. There is currently no evidence of an ongoing professional development plan or schedule of trainings for staff to keep up with the most current research in the field that provides teaching strategies and skills for intentional and appropriate teaching. Training without follow-up has led to confusion regarding basic child care principles and practices. For example, the training on primary care giving left the teachers with the idea that each teacher must be in "possession" of their four assigned primaries at all times. The teachers require the children to remain in the area where they are denying the children freedom of movement and choice.

"Primary caregiving" is used as a practice at ECDC. Each primary "caregiver" is assigned a group of children for all caregiving assignments. Groups are appropriately determined based on age of

children. Continuity of care is expected where each lead care provider moves with children groupings along age-appropriate classrooms. There may be problems among some staff who are not equipped to work with particular ages as children move along age-appropriate classrooms. Additionally the inconsistency of staff placement within each day interrupts the primary care relationship. During the observation in the infant room, four different teachers were rotated into and out of the room in one hour creating a lack of consistency for the children, families and staff.

The required annual report to the California Department of Education for last year or previous years cannot be located, and teachers have no memory of the development or subsequent implementation plan. The plan analyzes the DRDP results for the children, the ECERs scores, and the parent surveys to look for trends and areas of needed improvement, and culminates in the development of a plan of action for the coming year. This year's report is due June 1, and offers staff the opportunity to assess the program and build an improvement plan together. If the previous center administration(s) completed the reports in past years and did not share the results and plan with staff the work and opportunity for learning was lost.

Operationally and financially full staffing is critical to the success of the program. It is difficult to operate a program that must consistently depend on substitutes and at times, having to hire additional substitutes to provide classroom coverage. Constant movement to maintain coverage is not good for staff morale. Teachers need stability within a particular age group to do their work well.

Current staffing patterns impact the overall stability of the program. The lack of consistency of staff in a given classroom impacts parent/teacher communication, secure attachments for children particularly in the infant toddler classrooms, and results in frustration for classroom staff.

## **Financial Structure**

An important question that this report attempts to answer is whether or not the financial structure as presented can be sustainable without leveraging current revenue sources with City General Funds. It is the finding of this report that given the most optimistic enrollment goals, additional City revenues will be required to support expected expenditures with current staffing levels (\$1,481,927).

Using data from the latest City of Emeryville General Child Development Program Audit for the end of June 30, 2011, per-child–revenue–rates have been determined for both unsubsidized and subsidized participants. The unsubsidized per-child-revenue-rate of \$13,455 was determined by using the total unrestricted income derived from Family Fees for Noncertified Children then dividing the amount by the average monthly enrollment as described by the adjusted and allowed enrollment schedule in audit ( $\$858,143/66 = \$13,002$ ). The result of the division was inflated by 3.5% to add the increase in fees that occurred this fiscal year. Accordingly, the subsidized per-child-revenue-rate of \$ 9,957 was derived using the revenue generated by the summation of the Child Nutrition Program, Family Fees from Certified Children during the 2010-11 Fiscal Year, plus the agreed upon amount between the Center and the Department of Education. The total of the summation was then divided by twenty-seven or the average monthly enrollment of unsubsidized participants during the 2010-11 Fiscal Year.

Future budget planning should be informed by ECDC’s management team, the City’s Human Resource Manager and representation from other stakeholders. The costs of full staffing for required group sizes and teacher-child ratios from opening to closing, including backfilling for teachers who are absent and coverage for mandated breaks and meal periods are significantly higher than projecting out the cost for the staff’s annual wage and benefits. Additionally, weekly preparation time for paperwork, meeting, and planning is necessary for the teaching teams and should be included in budget planning.

Table 3 below is a set of series which describe the difference between expected expenditures and revenues at any particular average monthly enrollment. Enrollment figures were based on a combination of unsubsidized and subsidized child slots. Series 1 reflects closely the actual enrollment numbers and revenue accumulated during the 2010-11 Fiscal Year. Please note, all the series presented use the current 2011-12 Budgeted Expenditures. Given the assumptions as described above, ECDC would need average enrollments higher than the current Center’s capacity, both of staff levels and facility space, to reach a difference close to zero or break-even point between expenditures and revenues (Series 6).

<b>Table 3: Revenue versus Expenditure Analysis Based on Average Monthly Enrollments</b>						
<b>Series</b>	<b>Average Monthly Enrollment</b>			<b>Revenue Based on Total Average Enrollment</b>	<b>2011-12 Budgeted Expenditures</b>	<b>Difference</b>
	<b>Unsubsidized</b>	<b>Subsidized</b>	<b>Total</b>			
<b>1</b>	66	27	93	\$1,156,869	\$1,481,927	\$(325,058)
<b>2</b>	70	27	97	\$1,210,689	\$1,481,927	\$(271,238)
<b>3</b>	75	27	102	\$1,277,964	\$1,481,927	\$(203,963)

4	80	27	107	\$1,345,239	\$1,481,927	\$(136,688)
5	85	27	112	\$1,412,514	\$1,481,927	\$(69,413)
6	90	27	117	\$1,479,789	\$1,481,927	\$(2,138)
7	95	27	122	\$1,547,064	\$1,481,927	\$65,137

## Possible State Cuts and Impact to ECDC

Externally, the State is currently in the middle of proposing cuts to child care funds. Proposed cuts would have a significant effect on ECDC which receives funding from the State of California, Department of Education (CDE) for their subsidized program.

Additionally, changes to eligibility requirements are expected to take place for CDE child care funded programs. The changes will further erode possible revenues available to ECDC because fewer families will be able to meet income requirements. Moreover, if the proposed State changes do occur, lower funding levels will affect the number of subsidized child slots available. It is expected if CDE child care funds are reduced; the ECDC contract for CDE services will decline from the current level of 27 to 20.

## Meal Provision

The Child Adult Care Food Program (CACFP) comes under the Code of Federal regulation Title 7 Part 226. This Part includes regulations and standards that must be adhered to by all child care centers who participate in any Child Nutritional Programs. Based on the latest independent auditor's report of the program and interviews with management staff, it is clear that the ECDC lacks the necessary internal controls to be consistently in compliance with the Federal regulations and standards. It is important that those assigned to track information required for compliance are well trained.

Unhealthy food practices were observed by a team member while on-site at ECDC. The cook had partially cooked turkey meat before leaving for the day and put it into the refrigerator to finish cooking the next morning. Leftover food from the day was also left in the refrigerator.

According to the Center Manager, the cook had been told that she should not keep the leftovers. The Center Manager and the Program Coordinator mentioned that there were a lot of leftovers with some foods. This brings up the question if production estimates are being accurately calculated or if the food served is appealing to the children. During an interview with the cook, it was learned that her ServeSafe Food Protection Manager Certification expired in 2000. The cook stated that no one had notified her of the need to be re-certified. However, the Community

Services Director directed the cook to get her permit recertified back in 2010 when she was made aware that the cook's permit had expired.

The ECDC Program Manager shared she and the Program Coordinator had developed new menus for the cook to follow due to the fact that there were continuous changes being made using unhealthy substitute foods including canned fruit with added sugar. During the interview, parents stated that they did not get individual copies of the menu, but it was posted in the front entrance. They stopped looking at the menu posted because the menus did not accurately reflect what was actually served. Parents would like to see more fresh vegetables and fruit on the menu.

All food orders are reviewed and approved by the Program Coordinator. The Center Manager also informed the team that the food budget was currently over budget. Despite the attempt to provide consistency and control of the menus, canned ravioli were purchased and served to children, demonstrating that the measures to improve meal service have not been effective. Financially the program might consider contracting with an outside vendor for their meals or only serve snacks with the parents providing breakfast and preparing lunch for their children. Also, the inconsistent adherence to the food program could result in the revocation of funds from CACFP.

The kitchen is well laid out and equipped, and could be rented out as a source of revenue for the center. Meal service options include using a vendor or creating a trade for the use of the kitchen for the labor necessary to prepare the meals.

## **Curriculum**

During our interview with the Program Coordinator, we were informed that the program was using High Scope as the curriculum. However, there was little evidence that it was implemented consistently and in some classrooms very few components of the curriculum were observed. Considering the number of hours children are in school, there is very little free choice time. It was noted that ECERS scores went up slightly when observed on Fun Friday. Free play is an integral part of the daily schedule and the current practice of having the core of the curriculum reserved for a special activity on a specific day denies children the opportunity to learn by discovery. The lack of adequate materials is part of the reason for the structured nature of the program. The success of child directed programs is reliant on having enough materials necessary to engage the children. Another element of children's curriculum is outdoor activities. The infants were not observed playing outdoors at any time while members of the study team were on the premises. Mornings were chaotic in the multi-purpose room where children {except

infants} were there from the time they arrived until about 9:00am when they went into their assigned classroom. This was also a violation of CDC regulations as the class size in the multi-purpose room exceeded the maximum of 24 at any given time.

## **Configuration of Classroom**

Looping children to maintain continuity of care is inconsistent. Additionally infant/toddler and preschool care and education are separate disciplines requiring distinct skills and education. Expecting teachers to be well trained and effective with both age groups, especially given the training level of the current team, is not a reasonable expectation and leads to poor curriculum planning and implementation. Insufficient classroom materials do not allow for rotation in the classroom to maintain interest and new learning. Pre k 3 has limited materials available in the shelves accessible to the children, much less to rotate. Science materials are limited. Sand and water play were not observed and staff reported no sand had been available for over a month. Resources are needed to purchase age appropriate materials for the classrooms.

It was also noted that there was a lack of materials in the infant classroom. Adequate selections of books were not accessible to the children, even though additional books were stored at teacher height. Another concern had to do with the fact that children could not move freely from one learning center to the next. They must stay with their primary caregiver and move with them to each interest area as a unit denying the experience of freedom of choice and autonomy. If another teacher and her children are in one area, other children were not allowed in the area. (See information on continuity of care below)

ECDC should reevaluate the use of the multi-purpose room for morning drop-offs. There were concerns identified with sanitation, safety, supervision, access and availability of materials, related to its use. The combined group care also detracts from the primary teacher's ability to develop relationships with families of the children assigned to their care, complicating the limited parent/teacher communication. Additionally, the adult picnic benches are too tall for children and their feet dangle above the floor creating a potential safety issue. Mealtime is more than food. It is a learning opportunity for language and early math experiences. Children need to eat in small groups in their classrooms to reduce unnecessary transitions and to provide an opportunity for conversations within their care group and with the teacher charged with their education.

## **Administrative Support**

Based on the 2010-11 City Annual Budget, and in addition to past subsidies from the General Fund of \$300,000 annually, the City also supports the Center with significant indirect subsidies for support services, including: Finance, Human Resources and facility depreciation.

Change within the ECDC leadership team is needed. The current position of Program Coordinator does not provide effective program functioning or leadership. The position is responsible for day to day assignments, curriculum, and some reporting, but not training and progressive discipline. A more effective model requires the replacement of the Program Coordinator position with an exempt position of Education Coordinator or Assistant Manager so that more than one person can work with staff to improve practice. It is critical that a manager who spends most of their day in the classroom is a fully charged manager who can address personnel issues. Lack of timely response to small issues creates larger issues that are more difficult to address. A change in structure would provide more consistent and timely feedback to staff.

## **Enrollment Management**

City responses to the latest Center's Financial Audit findings concluded that failures in Enrollment Management were due to staff turnover, specifically the Program Manager position. One particular response also added that as of November 2011 a new computer program was installed to help monitor enrollment and assist with automated fees. Unfortunately, for at least three months after installation of the new program, the individual responsible for using the software had not been trained to effectively use it. According to the Community Services Director it should be noted that the new software system will be up and running in April 2012. In addition, prior to going live staff will be adequately trained on its' use.

## **Trends in Child Development**

There is a growing recognition of the need to improve the quality of early care and education in California and across the nation. The California Early Educator Competencies provide a comprehensive description of the knowledge, skills and disposition the teachers of young children need to support their learning and development. Teachers need skills to observe and assess children's learning and use this information to inform the curriculum and their environments. The program should develop and adopt a curriculum philosophy, so that teachers can develop goals and objectives in partnership with families to inform their curriculum

Intentional teaching involves worthwhile conversations with children, extending children's learning by providing challenging experiences and interactions that foster high level thinking skills. It is about having purpose and thought as you engage in children's play and their interests; a balance between child focused activities and adult initiated experiences are needed. These are key experiences that enhance children's learning and development and should be considered as part of the overall training for staff.

## **Professional Development for Teaching Staff**

At the time of this report, there is little evidence of ongoing professional development for teaching staff. However, ECDC is closed one week per year in August when staff participates in an in-service training. The City has dedicated resources available for individuals, who seek professional development, but the teaching staff at ECDC did not express acknowledgement that supports for training and to attend college classes were available.

The findings of the study indicate the implementation of mandatory professional development for all teachers, including substitutes, on an ongoing regular basis is critical in moving toward quality. Starting with the development of a training plan for ECDC as a whole with prompt implementation and moving toward a plan for individual teams. We recommend a focus on hygiene, early care and development with the infant/toddler team receiving specific training relating to the age group they are serving. Please refer to the recommendations relating to curriculum and plan to train staff on the curriculum selected for your program. Attachment B is a small sample of the tremendous amount of Early Childhood Education Professional Development resources available locally to ECDC.

## **Process of Effective Student Recruitment**

Interviews with parents indicated responses to inquiries regarding enrollment were slow to none at all. One parent told her boss about the program only to hear later that she had enrolled her child in another program after trying repeatedly to get a response from ECDC to her phone calls where she had left various messages. It is detrimental to recruitment efforts if the ECDC reputation is not maintained.

Improving the overall recruitment process should include:

- Provide high quality services starting with the application process. There are many ways that parents can get information relating to what constitutes quality services and you want to be sure that the program stands out in this area from the very beginning.
- Prepare a plan to review and determine waitlist status periodically (a minimum of every four months), including a system to inform parents on the waitlist of their status.
- Maintain enrollment at full capacity to ensure empty slots are filled systematically.
- Develop an outreach plan to promote ECDC and the services provided.
- Assign the primary responsibility of contacting parents to one person, preferably the Administrative Assistant.

### **Current Level of Child Development Services**

Classroom observations determined the current level of child development at ECDC was not at appropriate levels. As evident by the CSEFEL results, as described above, child development services was least evident in the infant and toddler classrooms. Moving toward accreditation requires use of the assessment tools to determine the current program, plans to move forward, and the active engagement of all staff. Given the current levels of quality moving toward accreditation from National Association for the Education of Young Children (NAEYC) is likely a multi- year process.

### **SWOT Analysis**

In an effort to summarize much of the information presented on this report, the SWOT Analysis includes a set of recommendations that identifies internal strengths and weaknesses plus external opportunities and threats.

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Facility</li> <li>• ECDC Advisory Committee Support</li> <li>• Friends of ECDC</li> <li>• Site Manager</li> <li>• Location and affordability</li> <li>• Teachers</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing Issues</li> <li>• Quality of Child Care and Early Child Development Services</li> <li>• Fiscal Sustainability</li> <li>• Internal Monitoring and Tracking Systems</li> <li>• Performance Evaluation</li> <li>• Meal Provision</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Local, State and National Early Childhood Education resources</li> </ul>	<ul style="list-style-type: none"> <li>• Community Care Licensing</li> <li>• State of California budget reductions</li> <li>• California Department of Education Child &amp; Adult Care Food Program</li> </ul>

**Strengths**

**Facility**

The facility is attractive and was built with many features such as age appropriate playgrounds for children.

**Location**

The Center is conveniently and centrally located for both residents and employees of local employers.

**ECDC Advisory Committee**

Committed group that believes the Center is a “vital City service that is beloved by parents” and “is a rare source of care for infants as young as four months old.”

### **Friends of ECDC**

The Friends of ECDC provide support to the program by raising funds for children's extra curricula activities.

### **Site Manager**

The new site manager is enthusiastic and comes to the program with the appropriate management skills and early childhood development knowledge to help to move the program forward in the right direction.

### **Teachers**

Teachers expressed their enjoyment working with children. Their love and dedication for children and families created a sense of loyalty to the program. Teachers also stated that they would like more training.

### **Parents**

Parents stated that they felt that their children were safe and happy at school. Parents expressed that it felt like they were dropping their children off at "aunty" or "grandma's" place. In fact, some parents shared that they relocated closer to the center because they wanted to be part of the program.

## **Weaknesses**

### **Staffing**

As noted above, the staffing structure, the issues of absenteeism and the consistent rotating of teachers from one classroom to the other impact the overall quality and stability of the program.

### **Quality of Child Care and Early Child Developmental Services**

Using research based measuring tools for classroom environments, child development for early learning, and teacher-child interactions, this report finds that there are aspects of service 'quality' that were above average and other areas that can benefit from consistent classroom staff training. In particular, the services to infant and toddlers need immediate attention. The needs of the children, families, and teachers cannot be neglected in an attempt to become fiscally solvent.

### **Fiscal Sustainability**

It is the finding of this report that given the most optimistic enrollment goals, additional City revenues will be required to support expected expenditures with current staffing levels (\$1,481,927).

### **Internal Monitoring and Tracking Systems**

Currently, ECDC does not have a comprehensive internal monitoring system for ongoing monitoring of program operations or status reports to capture the program's progress in order to make necessary corrections for improving and ensuring program quality. To accomplish the delivery of high quality services, ECDC needs to have systems in place to promote an ongoing cycle of planning and reviewing that contributes to continuous improvement. Ongoing monitoring and assessing goals and objectives to determine the impact of ECDC's services are critical to the process. Well-designed systems monitor implementation activities on a regular and frequent basis. Monitoring requires systematic, comprehensive methods for collecting and analyzing information to determine whether agency operations are on track toward planned outcomes.

### **Performance Evaluations**

Performance evaluations do not reflect the duties and responsibilities described in each job descriptions category.

### **Meal Provision**

Unhealthy food practices were observed by a team member while on-site at ECDC and prepared food that was not compliant with CACFP regulations was served. Additionally, the cook reported that she prepared food for 75 children a day. The current FTE census is 93 demonstrating a lack of compliance that could result in the requirement to return funds for any meal served that does not provide the adequate portions.

## **Opportunities**

### **Local, State and National Early Childhood Education Resources**

Emeryville is fortunate to be located close to a number of quality entities that provide a high level of support in the area of Early Childhood Education (ECE). A list of those resources can be obtained by communicating with the local county Child Care Planning Council. Many of these agencies provide workshops, webinars and onsite technical support. Other statewide and national organizations are very active in their efforts to increase the level of ECE and care. Those agencies include: West Ed, the Program for Infant/Toddler Care Trainer Institutes (PITC), and both the California and National Association for the Education of Young Children.

### **Quality of Child Care and Early Child Developmental Services**

Using research based measuring tools for classroom environments, teacher-child interactions and children's social-emotional development skills and indicators, this report finds that there are aspects of service 'quality' that were above average and other areas that can benefit from consistent classroom staff training, in particular services to infants and toddlers needs immediate attention.

### **Threats**

#### **Community Care Licensing**

The staffing structure issues are severe enough to place ECDC in jeopardy of being out of compliance with Title 22, Division 12, Chapter 1 of the Manual of Policies and Procedures for Community Care Licensing.

#### **State of California Budget Reductions**

If the proposed State cuts to subsidized child care funds occur, lower funding levels will affect the number of subsidized child slots available. It is expected if CDE child care funds are reduced; the ECDC contract may be reduced from 27 to 20 enrollment opportunities.

#### **California Department of Education Child & Adult Care Food Program**

Based on the latest independent auditor's report of ECDC and interviews of management staff, it is clear that the ECDC lacks the necessary internal controls to be consistently in compliance with the Federal regulations and standards.

### **Recommendations**

To support City staff and the Emeryville Child Development Center Advisory Committee and to ensure practical use of analysis, a set of recommendations have been outlined below. Given the Strengths in combination with the Opportunities as identified above, the ECDC has an opportunity to increase the quality of care for participating children and their families. It is important to note that based on the current level of expenditures and levels of enrollment, self-sustainability of ECDC without assistance from City General Funds is not possible. Moreover, to implement many of the recommendations below, additional resources will be required. The added value of the program will need to be balanced by the reality of limited public resources.

Issue	Recommendation	Priority High: zero to six months Moderate: six months to 1 year Medium-term: one to two years Long Term – two to five years
<p><b>Inadequate Staffing and Absenteeism:</b> Our observations while on-site found that there is a constant need to cover classrooms shifting teachers from one room to another to meet licensing requirements. The Program Coordinator spends significant time covering in the classroom to maintain state required ratios. At times, the Center Manager also covers in the classroom. In addition to the 4 substitutes hired by the city at 4 hours a day, four days a week up to 900 hours per year to cover the classrooms for breaks, there are times additional substitutes from a private agency at inflated rates to provide required coverage must be procured.</p>	<p><b>Inadequate Staffing</b> Conduct an analysis of the actual need for full time and part time staff to provide required ratios and class sizes from opening to closing daily, inclusive of teacher break periods and planning time, to develop a staffing pattern that supports the required work.</p> <p><b>Absenteeism</b> Work with the union to approve the City's proposed revised "Availability for Work Expectations and Rules Governing Leave Use", which includes reasonable expectations and standards.</p>	High
<p><b>Monitoring:</b> The program has no comprehensive monitoring system in place. There are no monitoring policies, procedures, timeframes, and responsibilities of staff and tools for all areas of operation. No process in place for Center Manager to receive ongoing status reports capturing the program's progress in meeting program goals and objectives, used in making necessary corrections, and improving/ensuring program quality.</p>	<p>Develop monitoring policies, procedures, timeframes, staff responsibilities and tools for all areas of operation and administration.</p> <p>Identify program goals and objects for the next 2 or 3 years. Using the information provided in this report, prepare a professional training plan that meets the needs of the program and staff.</p> <p>Program planning must focus on the results of ongoing monitoring, program data, goals and objectives to drive the overall training plan and program activities.</p>	High
<p><b>Staffing Pattern and Classroom Coverage:</b> Current staffing patterns impact the overall stability of the program. The lack of consistency of staff in a given classroom impacts:</p> <ul style="list-style-type: none"> <li>• Parent/teacher communication, secure attachments for children, particularly in the infant toddler classrooms</li> <li>• Staff frustration</li> <li>• Program disruption</li> </ul>	<p>To strengthen the capacity of each teaching team and to better serve the specific age groups appropriately, the program should consider having teams of teachers that primarily serve:</p> <ul style="list-style-type: none"> <li>○ Infants and toddlers which would include the infant teachers and the toddler I teachers (Professional Development for this team would focus on the age of the children served)</li> <li>○ Toddler II should be included in the pre-school and pre-k group since the toddler group are children who are younger preschoolers</li> <li>○ If staff movement is necessary, it should be done within the specific teams avoiding the practice of sending an infant teacher to cover pre-k or pre-k to cover the infant classroom.</li> </ul>	High to Moderate
<p><b>Staffing Structure:</b> Currently, the center's organizational structure does not support quality early care and education and the development of internal capacity. Teaching staff need support to understand and maintain the objectives of the curriculum. We were told that the program is implementing High Scope, but there is little no evidence that the High Scope Curriculum is being implemented in the classrooms. There is no ongoing professional development plan and schedule of trainings for staff to keep up with the most current research in the field that provide teaching strategy and skills</p>	<ul style="list-style-type: none"> <li>• Review all job descriptions to clearly delineate the actual duties and specific educational requirement for their assigned position (including state requirements) starting at the top. Infant/toddler units are not specified in the job description</li> <li>• Consider creating a new exempt position to replace the current coordinator position description; someone with the knowledge and skills to provide ongoing support for staff to improve the overall quality of services for children. Someone with strong supervisory skills, mentoring and coaching skills and responsibilities, who can model intentional teaching, social/emotional</li> </ul>	Moderate to Medium Term

Issue	Recommendation	Priority High: zero to six months Moderate: six months to 1 year Medium-term: one to two years Long Term – two to five years
<p>for intentional teaching. Training without follow-up has led to confusion regarding basic child care principles and practices. For example the training on primary care giving left the teachers with the idea that each teacher must be in possession of their four assigned primaries at all times. The teachers require the children to remain in the area where they are denying the children freedom of movement and choice.</p>	<p>support, provide feedback with teachers to further develop their skills using the most current methodologies. This would allow for two levels of supervision which is always more effective than one.</p> <ul style="list-style-type: none"> <li>• Another option is to hire a lower level position to assist with tracking, scheduling and other necessary paperwork.</li> <li>• In line with the Advisory Committee’s goal for program sustainability, you may want to maintain the current structure at the management level with three key people including the new exempt management position and if and when the program becomes financially stable, re-evaluate program needs to determine if another position may be needed to help maintain program quality.</li> <li>• Follow-up training would let teachers know that primary care teachers are responsible for the care giving routines, but that the teachers share the care of all children assigned to the room. This would allow the children to move freely and engage in activities of their choosing increasing the opportunity for intentional learning and diminishing the need for unnecessary discipline issues.</li> <li>• Revise system for floating teachers to cover in the classrooms. We recommend that management consider the following: <ul style="list-style-type: none"> <li>○ Keeping the Infant/toddler teachers in one group that cover I/T classrooms only when necessary, and</li> <li>○ Keeping the preschool teachers/pre-k staff in a group that only covers the preschool/pre-k classrooms.</li> </ul> </li> </ul>	
<p><b>Performance Evaluations:</b> Staff evaluations are not based on specific job duties and responsibilities. Develop professional development plan that reflects the outcomes of staff performance evaluations. Hold staff accountable for making progress in areas determined to require or/need improvement or enhancement.</p>	<p>Develop performance evaluations based on specific duties, responsibilities and educational requirements as stated in each job description category.</p>	<p>Medium Term</p>
<p><b>Policies and Procedures:</b> In general, there are limited program policies and procedures for staff to follow relating to their job responsibilities. Our rule is that if it is not in writing it does not exist and staff will consistently ask for the same information over and over again; they may claim they did not know; and in some cases, the outcome for not having these policies and procedures could have a negative impact on the entire program.</p>	<ul style="list-style-type: none"> <li>• Be sure that the most current policies and procedures are available at the center.</li> <li>• Where there are no policies that are important to provide guidance for staff, we recommend that work on developing them get started as soon as possible.</li> </ul>	<p>Medium Term</p>
<p><b>Curriculum:</b> We were informed that the program is using High Scope as the curriculum. However, the curriculum is</p>	<ul style="list-style-type: none"> <li>• Form a committee of staff and parents to review High Scope and other curriculum currently being implemented in the field to</li> </ul>	<p>High to Moderate</p>

Issue	Recommendation	Priority High: zero to six months Moderate: six months to 1 year Medium-term: one to two years Long Term – two to five years
really not being implemented as it should or there is very little observable evidence that it is being implemented	<p>determine which fits the program’s goals, objectives and philosophy. If you consider using the Advisory Committee to review various curriculums, we suggest that you get other parents involved as well. BANDTEC can provide suggestions for curriculum review.</p> <ul style="list-style-type: none"> <li>• Provide more free play opportunities during the course of the day. Children learn through play; when they interact with their peers and with their teachers in exciting, interesting and fun ways. Teachers are responsible for setting the stage for children’s learning.</li> <li>• Prepare and implement a Professional Development program for all staff including specific training for staff working with infants and toddlers.</li> <li>• Purchase more materials for the infant room; we can provide suggestions if needed.</li> <li>• Purchase canopy for Infant play area to allow children to come outdoors to play.</li> <li>• Let children have their breakfast in their own rooms not in the multi-purpose room by preparing a schedule to accommodate the hours children are in school so that they are in their classrooms when they arrive.</li> </ul>	
<b>Recruitment:</b> Interviews with parents indicated response to inquiries regarding enrollment was slow to none at all; one parent told her boss about the program only to hear later that she had enrolled her child in another program after trying repeatedly to get a response to her phone calls where she had left messages.	<ul style="list-style-type: none"> <li>• Improving overall process: services starting with the application process to the quality of services provided for children. There are many ways that parents can get information relating to what constitutes quality services and you want to be sure that the program stands out in this area</li> <li>• Prepare a plan to review and determine waitlist status periodically (every four months). Develop system to periodically inform parents on waitlist of their status.</li> <li>• Maintaining enrollment at full capacity: assure that empty slots are filled in a systematic process</li> <li>• Developing an outreach plan to promote the program and the services provided.</li> <li>• Have the administrative assistant keep a daily log of all calls received and returned for enrollment inquiries</li> </ul>	High
<b>Professional Development:</b> No evidence of ongoing professional development for teaching staff.	<ul style="list-style-type: none"> <li>• Provide mandatory professional development for all teachers including subs on an ongoing regular basis. <ul style="list-style-type: none"> <li>○ Decide what works best for parents: <ul style="list-style-type: none"> <li>○ closing five full days a year for training</li> <li>○ one/half day monthly, or</li> <li>○ at least 5 full days during the course of the year</li> </ul> </li> </ul> </li> <li>• Develop a Training Plan based on the needs of staff in general; prioritize the needs and get started as soon as possible. We recommend a focus on hygiene and early care and development with the infant/toddler team receiving specific training relating to the age group they are</li> </ul>	High to Moderate

Issue	Recommendation	Priority High: zero to six months Moderate: six months to 1 year Medium-term: one to two years Long Term – two to five years
	serving. <ul style="list-style-type: none"> <li>Refer to the recommendations relating to curriculum and plan to train staff on the curriculum selected for your program.</li> </ul>	
<p><b>Sanitation Procedures:</b>            Staff members are not following updated hand washing, toileting, meal service procedures as recommended by the public health and <i>Caring for Our Children: The National Health and Safety Performance Standards for Out-of-Home Child Care</i> for adults and children. For example, children and adults should wash hands upon entering the classroom, before meals, after diapering or toileting, or when in contact with any bodily fluid. If hands are not visibly soiled, hands should be rubbed together with soap for 10 seconds and then rinsed under running water.</p>	<p>It's imperative that the program review and implement appropriate diapering, toileting, hand washing and sanitizing procedures. The following resources can help the program put appropriate practices in place:</p> <ul style="list-style-type: none"> <li><i>Caring for Our Children: The National Health and Safety Performance Standards for Out-of-Home Child Care</i> (3<sup>rd</sup> edition)</li> <li><i>All About the ITERS-R</i> by Debby Cryer, Thelma Harms, &amp; Cathy Riley</li> <li><i>All About the ECERS-R</i> by Debby Cryer, Thelma Harms, &amp; Cathy Riley</li> <li><i>California Child Care Health Program has free information, resources and handouts that can be used for training.</i>  <a href="http://www.ucsfchildcarehealth.org/">http://www.ucsfchildcarehealth.org/</a></li> </ul>	<p style="text-align: center;">High</p>

## Attachment A: Market Analysis: Survey of Providers Similar to Emeryville CDC.

### Children’s Creative Learning Centers

Pixar, Clif Bar, and the city operated child care programs for Palo Alto, Monterey, and Mountain View all put out RFPs to non-profits to operate their child care centers. All are run by Children’s Creative Learning Centers (CCLC), which charge similar rates in a variety of locations and all centers are National Association for the Education of Young Children (NAEYC) accredited or in the process of accreditation. The rates for child care operated by CCLC all charge similar rates to those listed below for Pixar and Clif-Bar. In March 2012 the Pixar rates increased by \$75.00 across the board and are now a \$100.00 more a month than Clif Bar. The city or business provides the building and the private contractor provides all services and manages tuition collection. The center hours vary between 8:00 and 7:30 opening to 6:00 to 6:30 for closing, with the exception of Clif Bar and they set the hours based on the current schedule of the employees. Some specific qualities include:

- Pixar and Clif-Bar are both for employees only
- Both are NAEYC accredited
- Pixar offers a reduction of \$25.00 a month for auto pay

Clif Bar offers limited means based scholarships, but not publish the amount or qualifying wage, and the tuition subsidies are provided by Clif Bar.

Age	Pixar Full Time	Pixar PT M-F	Clif Bar Full Time-Only	ECDC – Unsubsidized Full Time Fees for Residents and (nonresidents)
Infant	\$ 1350		\$ 1250	\$1536 (\$1707)
Toddler	\$ 1350		\$ 1150	\$1397 (\$1553)
Jr Preschooler	\$ 1110	\$ 875	\$ 1075	\$1118 (\$1242)
Pre-School	\$ 1050	\$ 830	\$ 975	\$1118 (\$1242)
Pre-K	\$ 1025	\$ 810	\$895	\$1118 (\$1242)

CCLC for the City of Mountain View does not publish tuition rates, but provides tuition assistance for families with the incomes listed below:

Family Size	Annual Gross Income
1-2	\$42,216
3	\$45,156
4	\$50,256
5	\$58,296
6	\$66,336
7	\$67,836
8	\$69,348

**C-5 Children’s School**

A State/Private partnership in San Francisco provides a Reggio inspired curriculum for infants, toddlers, and preschoolers. The state provides the building and a private non-profit provides the care. The cost of care is \$2,005 for infants and toddlers and \$1,714 for preschoolers

**Aquatic Park Preschool in Emeryville (APR)**

APR offers Spanish, capoeira, garage band and yoga in addition to the regular curriculum and provides Healthy Organic snacks are served daily and special provisions made for children with allergies. They do not mention lunch.

Current Rates:

Program	Full Time	Part Time 4 Days	Part Time 3 Days	Drop In Full Day	Drop In Half Day
Infant Toddler	\$1650				
2’s	\$1500	\$1375	\$1275	\$65	\$40
after 5 pm	\$1540	\$1430	\$1300		
3-5 yrs	\$1250	\$1140	\$1030	\$65	\$40
after 5pm	\$1300	\$1195	\$1060		

Materials Fee: \$200 per family (due in October)

## Attachment B: Examples Local Resources available for Early Childhood Education Professionals

Alameda Child Care Coordinating Council

### Free Training, Assistance, Resources, and Support

Are you a child care provider, or are you considering a career working with young children? Our multicultural staff offers free assistance, training, and resources to child care providers:

A free [Resource and Referral service](#) for child care centers and licensed family child care homes,

[Free and low-cost training](#)

[Professional development and career counseling](#)

Start-up assistance for new family child care providers, including child development workshops, business training, licensing and regulations, contracts, and taxes.

A lending library of reference materials and information linking you with other child care professionals and associations.

Educational, safety, and legislative advocacy activities through child care organizations and networks in Alameda County.

### Resources in Spanish and Chinese

We have made a special effort to reach out to Spanish-speaking parents and child care providers. Nearly all of our materials and workshops are available in Spanish and English. We also offer training and materials in Chinese, and offer support groups for Chinese-speaking child care providers.

**BANANAS, Inc.**

BANANAS is a non-profit child care referral and support agency serving the diverse families in Northern Alameda County, California. We provide free parenting information, workshops and referrals to family child care, child care centers, preschools, babysitters, in-home caregivers, nannies and playgroups. We provide subsidized child care for parents in need. We also offer training, workshops, classes and technical support to caregivers and child care programs to assure parents a wide selection of quality care.

We offer our services in many languages including:

**Saturday, March 17, 9:00 am to 2:30 pm**

CSEFEL, MODULE 1: BUILDING RELATIONSHIPS AND CREATING SUPPORTIVE ENVIRONMENTS

Building relationships is the foundation for dealing with challenging behavior. This UC Davis class looks at how to use the CSEFEL method to evaluate the social/emotional development of

infants and young children and explores ways to better meet the needs of the children in your care. Please note: These trainings are for Licensed Family Child Care Providers ONLY.

### **CPR & FIRST AID TRAINING**

This 8-hour course in English includes CPR and First Aid training information and costs \$90. If you need the 15-hour course to meet child care licensing requirements, you must enroll for preventative health. Preventative health is a seven hour course that costs \$50. The charge for all three classes (CPR, First Aid and preventative Health) is \$120. You CANNOT register for these classes online. Pre-registration and payment is required. Call us for registration forms and information about classes in Chinese, Spanish and Vietnamese at 510-658-7353.

### **CHILDREN WITH CHALLENGING BEHAVIOR**

Explore appropriate guidance techniques and learn practical skills in this 3-part series with Madeline Meyer Riley, MFT. Ideas and strategies are based on the Linda Brault Method. There will be two “learning communities” in April.

## Attachment C: ECDC ENVIRONMENTAL RATING SCALE ASSESSMENT

### ECERS-R Scores

Toddler 2	Score	# items scored	Average Score
Space/Furnishings	25	8	3.12
Personal Care	14	6	2.33
Language-reasoning	16	4	4.00
Activities	22	9	2.55
Interaction	17	5	3.40
Program Structure	11	4	2.75
Parents and Staff	25	6	4.33
<b>TOTAL</b>	<b>131</b>	<b>42</b>	<b>3.12</b>

Pre-k 1	Score	# items scored	Average Score
Space/Furnishings	29	8	3.65
Personal Care	13	6	2.16
Language-reasoning	12	3	4.0
Activities	36	9	4.0
Interaction	19	5	3.8
Program Structure	30	8	3.75
Parents and Staff	25	6	4.16
<b>TOTAL</b>	<b>164</b>	<b>45</b>	<b>3.64</b>

Pre-k 2	Score	# items scored	Average Score
Space /Furnishings	35	8	4.37
Personal Care	13	6	2.16
Language-reasoning	17	4	4.25
Activities	31	9	3.44
Interaction	20	5	4.00
Program Structure	10	3	3.33
Parents and Staff	27	6	4.50
<b>TOTAL</b>	<b>153</b>	<b>41</b>	<b>3.73</b>

Pre-k 3	Score	# items scored	Average Score
Space/Furnishings	38	8	4.75
Personal Care	14	6	2.33
Language-reasoning	21	4	5.25
Activities	31	9	3.44
Interaction	19	3	4.75
Program Structure	11	6	3.66
Parents and Staff	27	40	4.50
<b>TOTAL</b>	<b>161</b>	<b>40</b>	<b>4.50</b>

**ECERS SCORE AVERAGE**

<b>Toddler 1</b>	<b>3.12</b>
<b>Pre-K 1</b>	<b>3.64</b>
<b>Pre-K 2</b>	<b>3.73</b>
<b>Pre-K 3</b>	<b>4.50</b>

## **Attachment D: Development of ECDCs Mission Statement**

As a sub-part of this study, BANDTEC will provide support to the Advisory Committee to develop Emeryville's Child Development Mission Statement. We request advance notice of meeting dates.