

Unit Planning: Student Services
Child and Family Education
For 2008-2009

Section I: Data Elements

All data for CFE was very difficult to obtain for previous years since funding and enrollment numbers were inconsistently gathered and often embedded in different departments. We included some rough guesstimates and left other areas blank when the data was not accurate enough to be informative.

	2004-05	2005-06	2006-07
Unit Effectiveness			
<u>Enhances Student Engagement</u>			
<u>Number of service contacts</u>			
ECE Students			Data pending
Other Lane Students taking ECE courses			Data pending
<u>Enrolled Children- Child and Family Center</u>			
(ASLCC Coop and CDC)			
Community			14
Lane Employees			10
Lane Students			80
<u>Agency supported</u>			
Dept of Human Services			6
EC CARES – Early Intervention			2
Head Start			11
Total			123
<u>Lane Family Connections</u>			
Parent Contacts and Referrals			2,378
Child Care Provider Contacts			7,105
Community Contacts			939
Referrals/Information for Lane			76
<u>Number of unduplicated participants</u>			
<u>Total Enrolled Children served</u>			
(Data from ASLCC Co-op/CDC)			115
<u>Demographics of individuals served</u>			
<u>Child and Family Center Children</u>			
Birth – 24 months			8
24 months – 3 1/2 yrs			27
3 1/2-4 1/2			40
4 1/2 – 5 1/2 years			40
Male			No Data
Female			No Data
Children with identified disabilities			6
<u>ECE Practicum Students</u>			
Male			4

Female	2004-05	2005-06	2006-07
			37
<u>Lane Family Connections</u>			
Parent clients served: Income - Under 24,999			44%
25,000-44,999			39%
Over 45,000			17%
<u>Ethnicity: average of parents& child care providers</u>			
African American			.02%
Asia-Indian			.02%
Caucasian			.79%
Native Hawaiian Pacific Islander			0
Native American Alaska Native			.03%
Hispanic-Latino			.11%
Rate Unreported			.03%
<u>Other evidence of enhancing engagement</u>			
<u>Enhances Student Learning</u>			
<u>Enhances CCSSE Benchmark-Support for Learners</u>			
ECE Practicum Students using Center Lab	48	48	41
School		18	18
ECE Students who receive John & Betty Gray Scholarships			Data pending
ECE students participating in Cooperative Ed Job Placement			
<u>Enhanced student persistence</u>			
Non-ECE Students using Lab School for course requirements			30
Lane Family Connections Workshop Participants			1,725
LFC Child Care Providers completed 1+ credit ECE class			40
<u>Other learning enhancement data</u>			
Other student placements (e.g., Specialized Employment)		4	3
<u>Enhances Student Satisfaction</u>			
ACT student satisfaction data			No Data
CCSSE satisfaction data			No Data
<u>Other evidence of enhancing satisfaction</u>			
Child and Family Center-Parent Satisfaction Survey Results			No Data
Lane Family Connection-Parent Satisfaction Survey Results:			
Was LFC helpful as you were making child care decisions?			YES: 90%
Unit Efficiency			
<u>Faculty/Staff to student ratios relative to benchmarks</u>			No Data
<u>Demand/capacity analysis</u>			(See narrative)
(i.e. waitlists, complaints about access, etc.)			
<u>Total general fund budget</u>			
Child and Family Education Department Administration			0

	2004-05	2005-06	2006-07
Child and Family Center			0
Early Childhood Instruction			\$248,194
Lane Family Connections	\$4,750	\$4,750	0
<u>Budget from other sources</u> (i.e., student fees, grants, etc.)			
Child and Family Education Department Administration			NA
Child and Family Center			NA
Student Fees for Child Care Centers			\$224,000
Early Childhood Instruction			0
Lane Family Connections			\$1,222,533
<u>Other evidence of efficient use of resources</u> # Co-op students			Data pending
Unit Essentialness			
Essential to completing a business process with students			NA
Essential to an effective educational experience			(See Narrative)
Legally mandated			(See Narrative)
Other evidence of essential service			(See Narrative)

Additional Comments/Clarifications to Student Services data elements

1. Unit Effectiveness

a. Engagement

- ❖ The Child and Family Education (CFE) Department was created in 2006-07. The department consists of three programs; Lane Family Connections, Lane Child and Family Center (which serves as a lab school for Early Childhood Education students, student parents, LCC staff and faculty and community members), and the Early Childhood Education instructional component. The CFE Department provides instruction and services to students and community members. Students enrolled in the ECE practicum experience volunteer in the Center classrooms. Students have access to ECE faculty, who are now housed in the Child and Family Village area. Students can network and access direct support in the student lounge located in the CFE Administrative Offices. The Child and Family Center provides support to students whose children are enrolled in the Center by offering reduced fees in exchange for working in the Center. Lane Family Connections provides students with support and referrals to child care services throughout Lane County.
- ❖ The Child and Family Education Department programs provide an essential service for student parents and the community at large. The Child and Family Center serves as a child care model and sets standards regarding quality care for children. The lab school is designed to continually incorporate innovative practices in early childhood education that all community members can identify as exemplary.
- ❖ With budget reductions for 07-08 the CFE Department lost 1.75 FTE office staff and practicum assistance with the merge of the programs. Work Study positions and parent co-op students are

filling in on a part time basis. Data tracking systems are being developed and will begin January 2008.

b. Learning

The Child and Family Education Department supports learning opportunities for students beyond the conventional methods.

- ❖ Lane Family Connections provides workshops for community child care providers. Frequently these orientation sessions provide the first college experience for many of the participants. In 2006-07, Lane Family Connections provided continuing education courses to 1,725 students. Of these 40 continued their education by enrolling in credit courses at Lane Community College.
- ❖ Students enrolled in the Early Childhood Education program access the lab school to practice skills learned in the classroom. The lab school also provides a practical learning experience for nursing, dental and reading students.
- ❖ ECE students have access to scholarship funds to promote learning activities and provide financial support to complete school.
- ❖ Department staff provide training and special programs to students and community groups. Staff serve as community experts and provide a resource to identifying child care and subsidies for students.

c. Satisfaction

- ❖ Lane Family Connections workshops received an overall evaluation rate of 99% satisfaction with the learning experience. Parent services are rated at 90% satisfaction.
- ❖ The Child and Family Center will be developing a satisfaction survey to be implemented in Spring 08.

2. Unit Efficiency

- ❖ Currently the Lane Child and Family Center has a wait list for parents of infant and toddlers and financially subsidized slots (Head Start and Co-op). Parents continue to struggle to afford the cost of both college and child care (which is essential for them to be able to attend school). CFE Department staff are developing innovative collaborations with community partners (such as Head Start, EC CARES, and Lane Workforce) to assist parents in paying the full cost of child care, which in turn supports the full operation of the Child and Family Center.
- ❖ The Child and Family Center provides a co-op option for enrolled parents. Teachers in the center are assisted by parent and work study students who receive reduced child care fees in exchange for working hours in the center. Staff are able to provide parents with job experience, child behavior modeling and referrals to programs at the college.
- ❖ Lane Family Connections is a grant funded program that works with Lane students and Lane County residents to provide access to quality child care. LFC provides services that are accessible to all consumers. Services are provided in English and Spanish. LFC experiences a very high demand for services. LFC received only \$ 4,750 in general support funds in 2006-07. Currently,

the program is totally supported with grant funds. Grant funds supported child care providers in enrolling in the evening Early Childhood Education classes. Classified staff, Child and Family Center teachers, and students in the ECE program have access to low or no cost mandated training opportunities. Staff can access these trainings on site during working hours.

3. . Unit Essentialness

- ❖ Lane's Child and Family Education Department provides high quality child care and education programs that are essential services for staff, faculty and students at Lane Community College. Child Care programs are a proven component of student parent success. Research at the State University of New York concluded that graduation rates are higher for student parents when campus child care is provided--students are more likely to remain in school, graduate in fewer years, and earn higher grades (Kappner, A.S. 2002). The Child and Family Center also allows the college an opportunity to recruit and retain quality faculty and staff. As a key resource to all college departments, the Child and Family Education Department programs provide an avenue of education for students and the community to learn about quality child care and developmentally appropriate practices.

**Section III: Planning for efficiencies, productivity and revenue enhancements:
2008-2009 (FY 09)**

1. Efficiencies and Productivity: (Include impact, consequences, and comments)

In 2006-07 the existing child care programs began a redesign to increase efficiency and productivity. The two child care centers were merged into one Child and Family Center within the Child and Family Education Department. Three programs: Lane Family Connections, Child and Family Center and the Early Childhood Instruction are now positioned in the Child and Family Education Department. In 2007-08 the Department goals are;

Description	Impact	Consequences
Develop and monitor the budget for child care services.	Provide a framework for revenue expectations and a monitoring system for expenses to operate the center.	Fiscally sustained child care center.
Identify costs and revenue for the child care center nutritional services.	Provide budget monitoring.	Fiscally sustained child care center.

2. Revenue Enhancements: (Include impact, consequences, and comments)

Description	Impact	Consequences
Develop new revenue sources for the campus child care services. Fundraising and grants	Would provide funding to provide reduced child care services for students and provide funding for materials and supplies for the center	Would assist in the center fees covering all expenses.
Apply for grant funding for scholarships for child care providers to attend ECE credit classes.	Provide funding for the child care workforce to attend credit ECE classes.	Increase FTE for ECE credit classes.