

MOUNT ST. MARY'S COLLEGE
FUNDING REQUEST TO THE W. M. KECK FOUNDATION

I. Executive Summary

Since 1973, MSMC's Child Development Center has been a licensed child care center working to counteract the obstacles facing the children of Service Planning Area 6 (SPA 6) by providing them with a nurturing environment that supplies enriching and exciting educational activities created to challenge all aspects of the child's growth and development. The CDC currently is licensed to care for 65 low-income children, ages two-and-a-half through eight years. Approximately 85% of the children attending the CDC are from low-income families whose parent(s) are in job training programs or working full-time, and more than 60% of the children enrolled are from families that live below the state poverty line.

Because there are only a few licensed and accredited centers in the local community, and because the CDC is always filled to its licensed capacity with an average waiting list of 250 children, the College requested and received approval for state funding to expand the CDC to include 14 additional infants and toddlers, ages newborn to three years. All the 14 additional slots made possible by the new infant/toddler center will be subsidized slots for low-income families. This means that the CDC will receive approximately \$165,000 annually to provide these new services to a very needy community.

In addition to increasing the availability of quality child care in the local community, the CDC needs to improve the observation access for college students. Administratively affiliated with the Education Department and the Associate of Arts program at MSMC, the CDC serves as an observation and training site for courses in early child education, psychology, nursing and physical therapy. Students from USC, Santa Monica and West Los Angeles Colleges also participate in observations at the CDC. Each year the CDC assists in the education of more than 100 students. However, the growing number of visitors and a lack of space have forced the Center to limit the number of students from other colleges. Consequently, having secured state funding and licensing for expanded child care services and needing more and improved observation space for college students, it has become necessary for the College to expand, renovate and retrofit the CDC. We believe that this project reflects the W.M. Keck Foundation's mission in early learning as the goals of this initiative are to:

- Renovate the Child Development Center into a state-of-the-art facility and learning lab that will improve the effectiveness of the educational environment for the young children at this facility, as well as the child care training of the students in MSMC's early childhood education program;
- Expand the availability of quality child care in one of the most impoverished and under-served Service Planning Areas (SPA 6) of Los Angeles County, particularly for those low-income working families with infants and toddlers, ages newborn to three years; and
- Increase the surrounding community's child care service capacity by graduating more high caliber, child care professionals with associate and bachelor degrees in innovative early child development education.

We are requesting that the W.M. Keck Foundation take a leadership role in funding this project because its commitment to innovation in early learning directly aligns with the mission of this new child care facility. In addition, the Foundation's visibility and position within the education community will help the CDC obtain further support from other private and corporate sectors. These combined factors make the W.M. Keck Foundation the most appropriate organization to receive our funding request for the establishment of this cutting-edge child care facility.

A grant award in the amount of \$500,000 to be spent on the new infant/toddler facility will help the CDC substantially in meeting the above renovation and program expansion goals, and enable it to make a significant difference in the lives and academic success of at least 500 children and their families, 500 college students and numerous additional child care facilities throughout Los Angeles County during the next five years.

II. Introduction: Mount St. Mary's College

A. Mission, History & Programs

For 76 years, MSMC has maintained its identity as an independent, Catholic, liberal arts college dedicated to the mission of academic excellence and community service. The Mount prepares its graduates for meaningful professional and personal lives by providing a "values-based," liberal arts education with bachelor and associate degrees in 27 majors, including the arts, humanities, natural and social sciences, business and nursing. Since 1925, more than 14,000 MSMC students have graduated to address the most prevalent needs of the community, both local and global.

At the Chalon campus, located in Brentwood, baccalaureate programs are offered in a traditional format that attracts students with stronger academic qualifications. GPAs for the middle 50 percent of our baccalaureate freshmen range between 3.31 and 4.03; SAT totals range from 960 to 1150. Most of MSMC students continue to be of traditional college age and 71 percent of first-time freshmen enroll from public high schools. In addition, the Chalon campus' Weekend College furnishes an innovative approach to learning that allows working adults to earn their Bachelor of Arts or Bachelor of Science degree in four years, while at the same time continuing to fulfill their full-time obligations to their careers and families.

In 1962, MSMC demonstrated its commitment to bringing educational opportunity to economically disadvantaged communities and youth, by expanding to a second campus near downtown Los Angeles. This campus, on the former Doheny estate, easily serves the areas of East, Central and South Central Los Angeles, and accommodates those students with high school records that do not immediately qualify them for admission to baccalaureate study. In the 1970's, MSMC introduced the associate degree program to provide Doheny students with opportunities for immediate employment after two years of study. In the 1980's, as more students came to the Doheny campus from Los Angeles' inner city high schools, seriously under-prepared for the associate degree curriculum, the Alternative Access program was implemented. This program provides students with a strong learning support system, which includes required courses in study skills, basic reading, writing and mathematics; academic and career counseling; and a learning resource center where tutoring and individualized instruction are available. Significant financial aid also is furnished by this program and is designed to relieve these students from overwhelming financial concerns that would detract them from their studies.

For 40 years, Doheny campus programs have enabled thousands of young people to attend college in spite of significant economic and educational barriers. In the words of the Western Association of Schools and Colleges accreditation report, "The College has achieved national standing in higher education because of its successful programs on the Doheny campus." In fact, 67 percent graduate with an associate in arts degree compared to the 10 percent graduation rate of California's community colleges. Half of those Doheny graduates transfer to MSMC's Chalon campus to pursue baccalaureate degrees, while an additional 30 percent enroll in BA programs elsewhere. Doheny graduates are routinely counted among those baccalaureate students receiving honors at graduation; they also gain admission to graduate programs at prestigious universities such as UCLA, Stanford, Yale and Cornell.

B. Capability & Accomplishments

Designated as a Hispanic-Serving Institution (HSI), Mount St. Mary's College serves a student population that is rare in higher education: ethnically diverse, female, first-generation college students, a large proportion of whom are from economically disadvantaged backgrounds. The Mount's enrollment statistics closely reflect the region's ethnic composition: 12 percent African-American, 16 percent Asian-American/Pacific Islander, 41 percent Hispanic, 22 percent Caucasian and 9 percent Other. Nearly 75 percent of our students are the first in their families to attend college, 60 percent have family incomes of less than \$25,000 and 85 percent speak English as a second language. **Fully 95 percent of the College's undergraduate students qualify for financial aid based on nationally applied family income criteria.** A mid-1990s report from the Association of Independent California Colleges and Universities (AICCU) indicated that MSMC had the highest percentage of culturally diverse students of any AICCU member. In addition, MSMC is unusual in its ability to maintain high academic standards while enabling disadvantaged students to succeed. So even though many students come to MSMC with multiple risk factors, the College's programs enable these students to succeed at a rate far exceeding the national average. Among baccalaureate students, non-white students fare as well or better than white students on retention and graduation rates averaged over five years. Also, the Mount's graduation rates by ethnicity are uniformly higher than national averages.

In response to the increasingly diverse student population on the College's two campuses, the faculty and staff have worked to infuse multicultural perspectives throughout the academic and student life programs. This ongoing effort was initiated in 1985 and has been documented in the monographs and videotapes that make up our "Celebrating Cultural Diversity in Higher Education" series. Colleges and universities in all fifty states and three Canadian provinces have purchased our monographs and videotapes, the latter narrated by presidential inaugural poet Maya Angelou, a longtime friend of Mount St. Mary's College.

Because service learning and leadership are hallmarks of a Mount education, the College has developed community outreach programs that are designed to motivate and prepare inner-city high school students for a college education. These efforts include the Student Ambassadors, the Center for Cultural Fluency, the Center for Urban Partnerships and the High School Mentoring program. The Student Ambassadors program sends MSMC undergraduates to inner city high schools where they serve as mentors, role models and counselors' aids. The Center for Cultural Fluency provides culturally diverse materials and curriculum plans to K-12 teachers throughout

the Los Angeles area. The Center for Urban Partnership places student interns in community sites to serve as liaisons for MSMC service-learning efforts. Through a grant from the William and Flora Hewlett Foundation, MSMC has been able to develop vigorous service-learning programs in schools, shelters, housing projects, and after school enrichment programs. Finally, the High School Mentoring program was developed in 1995 to encourage and assist young women of color in their pursuit of education and occupational achievement by providing training in areas such as communication skills, conflict resolution, and stress management as well as college preparation.

MSMC's commitment to academic excellence and community service has received national recognition in the fields of teacher preparation, science, leadership and the education of a culturally diverse student body. These honors and accomplishments include:

- Receiving the Pew Charitable Trusts' Leadership Award for the Renewal of Undergraduate Education,
- Ranking among the Top 15 Regional Universities in the West in the 2001 U.S. News and World Report's "America's Best Colleges",
- Being one of only 100 colleges and universities in the nation selected for the John Templeton Foundation's Honor Roll for achievement in the field of character development, and
- Educating 15 student recipients of the Minority Graduate Teaching Fellowship, presented by the Rockefeller Brothers Fund, an achievement accomplished by only one other college in the country.

III. Description of Project: Expansion, Renovation & Retrofit of MSMC Child Development Center

A. Description of Current CDC Programs

Since 1973, MSMC's Child Development Center has been a licensed child care center working to counteract the obstacles facing the children of Service Planning Area 6 by providing them with a nurturing environment that supplies enriching and exciting educational activities created to challenge all areas of the child's growth and development. The CDC currently is licensed to care for 65 low-income children from the surrounding neighborhood, ages two-and-a-half through eight years, and is open from 7:00 AM to 5:30 PM from Monday through Friday. Approximately 85% of the children attending the CDC are from low-income families whose parent(s) are in job training programs or working full-time, and more than 60% of the children enrolled are from families that live below the state poverty line.

Daily activities at the Mount's CDC include:

- Nutritious breakfast, lunch and afternoon snack prepared on-site for the children;
- Teacher taught developmentally appropriate curriculum utilizing Developmentally Appropriate Practices (Bredekamp and Copple, 1997) and The Creative Curriculum (Dodge and Colker, 1999) as part of its childhood learning program, and assisted by work study and early childhood education students;
- Indoor free choice time, outdoor play, and rest period for the children;

- Teacher escorted walks to the local elementary school and back; and
- Observation visits by early childhood education students from Mount St. Mary's and other colleges (which occur two to three times a week).

All the CDC's teachers have completed a bachelor's degree in Early Childhood Education or a related field, a child development teaching permit and at least two years of experience working in the field. In addition, these teachers work with small groups of children that allow for individual attention and greater learning opportunities. Aides working at the CDC may or may not have a specific educational degree, but most have previous field experience. Moreover, teachers and staff at the CDC have two staff in-service days each year and all staff members are able to take education classes in MSMC early childhood education department free of charge. During the past four years, the CDC's director and the entire teaching staff have participated in the following educational conferences and in-service days:

- June 1998, two-day in-service workshop on literacy and assessment conducted by outside speakers;
- June 1999, one-day in-service workshop on child abuse identification and positive guidance and discipline;
- March 2000, annual conference conducted by the California Association for the Education of Young Children;
- June 2001, two-day in-service workshop on positive guidance and discipline and team building; and
- November 2001, annual conference conducted by the National Association for the Education of Young Children.

In October of 2001 the CDC received accreditation from the National Association for the Education of Young Children, which wrote of the CDC, "the program has demonstrated substantial compliance with nationally recognized criteria for high quality early childhood programs." Being a NAEYC accredited child development center, MSMC CDC follows the NAEYC guidelines required for providing high quality care and learning.

The CDC also is a lab school for college students. Administratively affiliated with the Education Department and the Associate of Arts program at MSMC, the CDC furnishes an observation and training site for courses in early child education, psychology, nursing and physical therapy. Students from USC, Santa Monica and West Los Angeles Colleges also participate in observations at the CDC. In addition, student teachers from the Mount's credential program complete their student teaching experience in the preschool classrooms.

Parenting workshops are offered four to five times a year at the CDC on subjects requested by the parents through surveys periodically distributed by the CDC Director. Parent workshop topics have included: How to prepare your child for kindergarten, Kindergartens available to children in the Los Angeles Unified School District and how to register for them, Child guidance and appropriate discipline, Communication with the family, and Accessing health care for children. Furthermore, the parents of the children enrolled at the Center are strongly encouraged to participate in the CDC's Parent Advisory Committee as a means for these parents to become

involved with their children, and to insure that the learning experience for both the children and their families is of the highest quality possible.

Finally, the CDC is affiliated with a number of community organizations, most notably the Foster Grandparent Program and the Lanterman High School Student Work Skills Program, which both provide volunteer workers for the Center on a regular basis. Volunteers from *Foster Grandparents* gave 140 hours of service per week for 45 weeks and Lanterman students furnished an additional 27 hours of service per week for the same number of weeks, providing the Center with more than 7500 hours of volunteer service last year. In addition, the Director of the Early Childhood Education Department maintains close relationships with neighboring child development programs, such as the child development center at Los Angeles Trade-Tech College and the head start programs of the University of Southern California, in order to exchange information among these community groups.

B. Community's Need for Expanding and Renovating the CDC

The CDC on the Doheny campus of MSMC easily serves the areas of East, Central and South Central Los Angeles (Service Planning Area 6), a section of Los Angeles designated by the California Department of Education (CDE) as a "Priority One" area of high need for infant/toddler care. According to the United Way of Greater Los Angeles' Children's Score Card 1998, "A disturbing finding emerges from a review of the conditions in the county's eight Service Planning Areas (SPAS): On virtually every measure, SPA 6 numbers are strikingly high for most problem indicators for children. SPA 6 is highest in infant deaths, rate and number of teen births, and child deaths, and lowest in births at normal weight and children with health insurance. 51% of the children in SPA 6 are below the poverty level and a total of 79% are in low-income families, compared to countywide rates of 33% poor and 51% low income. SPA 6 accounts for one in four of the county's children on public assistance and the highest number of single female headed families is in SPA 6." Finally, SPA 6 ranks as the third lowest served planning area for child care in Los Angeles County, with slots available for only 16.7% of children needing such care. (Policy Analysis for California Education. Los Angeles County Child Care Needs Assessment, March 2000.)

Because there are only a few licensed and accredited centers, such as the Mount's CDC, in the local community, and because the CDC is always filled to its licensed capacity with an average waiting list of 250 children, the College requested and received approval for state funding to expand the CDC to include 14 additional infants and toddlers, ages newborn to three years. All the 14 additional slots made possible by the new infant/toddler center will be subsidized slots for low-income families. This means that the CDC will receive approximately \$165,000 annually to provide these new services to a very needy community.

In addition to increasing the availability of quality child care in the local community, the CDC needs to improve the observation access for college students. Each year the CDC has more than 100 students for observation and training in early child development, but because of the growing numbers of visitors and a lack of space, the Center has had to limit the number of students from other colleges. Consequently, having secured state funding and licensing for expanded child care

services and needing more and improved observation space for college students, it has become necessary for the College to expand and renovate the child care facility.

C. Need for the Building Renovation & Retrofit

The current Child Development Center at MSMC is a two-story building (Building #17) originally built 100 years ago in 1902 with an improved attic and basement. In addition, there is an accessory structure (Building #17.5) to the main CDC, which was formally a carriage house, but is now used for storage by the CDC. It is Building #17.5 that will be renovated and retrofitted for the new infant/toddler facility.

However, Building #17.5 has a number of structural deficiencies that need to be addressed, if the expansion of the infant/toddler center is to take place. This building's exterior walls are unreinforced masonry with exterior plaster over the masonry at the exterior face and pose a serious risk during earthquakes. The building's walls and roof also have no insulation, and the roof being original construction has exceeded its useful life expectancy. In addition, the building's sewer and waterlines are undersized and in poor condition to accommodate the new infant/toddler program, and the building's entry and second floor currently are not accessible to individuals with disabilities.

While the main CDC building (Building #17) has been improved and altered over time to accommodate the child care center, beginning with the installation of the children's restrooms in 1973, many original portions of the Center need repair or replacement. The roof in particular has exceeded its useful life expectancy and has deteriorated enough to reveal daylight in some locations of the attic. This building's basement walls, foundations and chimneys also are constructed of unreinforced masonry and are a safety hazard during earthquakes. The light fixtures in this building are in poor condition and equipped with inefficient lamps and ballasts that do not provide adequate lighting for the programs' needs. In addition, the adult and children's restrooms at present have no provisions for accessibility by the disabled. Furthermore, the parking lot, paths of travel, restrooms and play areas do not accommodate people with disabilities. (Please refer to the "*Proposal Phase Structural Report for the Child care Development Center at Mount St. Mary's College,*" pages two through eight for a detailed description of the seismic retrofit needs for Buildings #17 and #17.5)

Finally, there is an existing outside play area between the two buildings mentioned above, that needs to be brought up to code with separate infant and toddler play spaces added. This is because the existing area's play equipment is located in a space that is not accessible to individuals with disabilities, and is covered with fine grain sand that creates hygiene problems. In addition, the play area equipment is surrounded by a low concrete barrier that restricts accessibility and may pose a danger to children. This play area's existing irrigation system, used for maintaining the mature trees and landscaping, has exceeded its estimated useful life.

D. Goals & Description of the CDC Expansion & Renovation

The overall goals for the expansion, renovation and retrofit of the Mount's CDC are to:

- Renovate the Child Development Center into a state-of-the-art facility and learning lab that will improve the effectiveness of the educational environment for the young children at this facility, as well as the child care training of the students in MSMC's early childhood education program;
- Expand the availability of quality child care in one of the most impoverished and underserved Service Planning Areas (SPA 6) of Los Angeles County, particularly for those low-income working families with infants and toddlers, ages newborn to three years; and
- Increase the surrounding community's child care service capacity by graduating more high caliber, child care professionals with associate and bachelor degrees in innovative early child development education.

Once the structural renovation and retrofit of Building #17.5 is completed, the new infant/toddler center will have the program capacity for six infants and eight toddlers, with the potential to expand the program further by two more infants and six more toddlers for a future total capacity of 20 infant/toddler child care slots. The classrooms in this new facility will have a direct visual connection to the outdoor environment, as well as a variety of interior micro-environments all within the sight lines of caregivers that will allow for play activities and will promote personal contact among the infants, toddlers and caregivers. In addition, these classrooms will be illuminated by natural light as much as possible, of appropriate scale according to the various age groups and have acoustic absorbing material to mitigate internal noise. There also will be interior observation areas for early childhood education students that will allow them to observe the classrooms without interfering with the activities of either the children or the caregivers. Moreover, this new facility will have various support areas, such as a kitchen, laundry, nap area, child restrooms and diaper changing stations that will be arranged and designed to maximize and maintain the visual sight lines of the caregivers.

When the renovation and retrofit of Building #17 is completed, the main CDC building will have improved illumination provided by proper fixtures that furnish the required lighting levels needed for classroom use. In addition, new storage areas in the classrooms will minimize the current visual clutter and improve the sight lines for caregivers. The number of both adult and child restrooms will be increased and will provide for disabilities access. One of the interior second floor stair runs, which at present disrupts the path of travel for classrooms on the first floor, will be redirected. The kitchen shelving and cabinets used for food stores and dry goods will be replaced by a walk-in pantry adjacent to the kitchen, and a new laundry area will be added to the main CDC building. Finally, the interior and exterior walls and finishes of both Buildings #17 and #17.5 will be repaired to match the historic nature of these structures after accommodating the required retrofit. (Please refer to the *"Infant/Toddler and Child Development Center Programming Study,"* pages 11 through 20, and the Schematic Drawings in the accompanying portfolio for a detailed description of the expansion and renovation construction.)

By the completion of the expansion, renovation and retrofit project for the CDC, the outdoor play area will be separated into several play spaces that are developmentally appropriate for each age group and that maintain the visual sight lines for caregivers throughout the outdoor environment. A central gathering area also will be added, with hand washing sink, drinking fountains and other common use facilities, to promote socialization between the various age groups. The existing hardscape, concrete barriers and paved areas will be removed as required to enhance and improve the safety of the outdoor play spaces. The outdoor play spaces will be provided with furnishings and equipment that will facilitate both large and small group activities and interactions. In addition, the irrigation system will be replaced to meet code and enhance the landscaping of the outdoor play area.

The actual construction phase for this expansion, renovation and retrofit project consists of a collaborative design strategy that will:

- In the first phase of construction, renovate and seismically retrofit the CDC's carriage house (Building #17.5) into a new infant/toddler facility that will provide superior learning environments for eight infants and six toddlers, as well as create observation spaces for the training of students in early childhood education,
- In the second phase of construction, enhance the existing outdoor play space and integrate it with the new required infant/toddler play area, and
- In the third phase of construction, seismically retrofit and revitalize the main CDC building (Building #17) so as to improve classroom learning environments, enhance visual monitoring by teachers, develop student observation spaces, and facilitate the efficient movement of children between classrooms, restrooms, meal areas and outdoor play areas.

E. Program Description & Goals for the Expanded & Renovated CDC

Children in the new Infant/Toddler center will receive good nutrition and the type of supervised interaction and play that will provide them with an easy transition into the preschool classroom, and give them the skills they need to take full advantage of the preschool curricula. They will be in a safe and challenging setting that has many opportunities for interaction with the environment, toys, peers and caregivers. Emphasis will be placed on building strong bonds between caregivers and children and on fostering brain development, which is at its greatest during the years from newborn to age three.

Because the quality and frequency of adult-child interactions are critical variables for social, cognitive and motor skills development in infants and toddlers, children at the Mount's Infant/Toddler center will be placed in small groups with low staff-to-child ratios and caregivers with strong qualifications. These caregivers will involve the infants and toddlers in communicative exchanges and supervised play activities that will:

- Build intimacy between the caregivers and children;
- Enhance the children's interest in their environment;
- Expand their knowledge of the physical world;
- Provide them with stimulation for later language development; and
- Engage them in creative thinking and problem solving among their peers.

The education program for preschool children in the newly renovated Building #17 will continue to utilize Developmentally Appropriate Practices and The Creative Curriculum, as well as the NAEYC guidelines for designing its learning activities and curricula. But because of the environmental improvements facilitated by the renovation, the overall effectiveness of these lesson plans and activities will be greatly enhanced. Better lighting and larger, clutter-free classrooms, resulting from the creation of improved storage areas, will allow more programmatic flexibility, provide space for the children to engage in concurrent quiet and active play and decrease aggressive behavior. In addition, superior sight lines and paths of travel will enable the caregivers to supervise and interact with the children more successfully. (DeBord, 2001)

Furthermore, usage of the carefully planned observation spaces, in both Building #17 and #17.5, will be integrated into MSMC early childhood education curricula. Because specific training and experience is key to the provision of quality day care, these new observation spaces will enable early childhood education students from Mount St. Mary's and other colleges to:

- Gain important knowledge of child development and the application of early childhood education practice;
- Understand the behavior, social interactions, learning difficulties and family involvements of children in various age groups;
- Learn about setting-up activity areas, managing children during child-choice time, organizing small group projects and integrating learning activities; and
- Obtain new insights into the classroom needs of young children and the teaching techniques that work most effectively with them.

In addition, the new Infant/Toddler Center will allow prospective teachers to fulfill their student teaching experience as required for the Associate Degree for the California Child Development Teacher Permit. Finally, MSMC students from other disciplines, such as nursing, psychology and physical therapy will be able to make important observations in relation to their fields and early childhood development.

F. Evaluation Methodology

In assessing the effectiveness of the CDC's new infant/toddler program and the renovated environments used by the children, several prominent evaluation instruments will be used. Because the infant/toddler center is required to be separate from the main CDC, part of the evaluation process will be included in the work conducted toward gaining NAEYC accreditation for this new center. In addition, as a State funded child care facility, the CDC must conduct and submit to the California Department of Education, Child Development Division, a yearly self-study covering all the CDC's programs using the "Desired Results Developmental Profile" that is part of the *Program Standards for Center-Based Programs*. This annual self-student and assessment not only includes an evaluation of the quality and success of the children's programs, but requires quantifying how these programs are meeting the families' needs.

The effectiveness of the newly renovated CDC facilities will be evaluated by the CDC Director, with the help of staff and MSMC faculty, who will conduct these assessments using the Infant Toddler Environmental Rating Scale (ITERS) for the Infant/Toddler Center, and the Early

Childhood Environment Rating Scale (ECERS) for the main CDC building. Both these evaluative tools provide an overall picture of the surroundings that have been developed for both children and adults in an early child care setting, and assess the quality of the child care environment through rating descriptors organized in seven categories:

- Space and Furnishings;
- Personal Care Routines;
- Listening and Talking;
- Learning Activities;
- Interaction;
- Program Structure; and
- Adult Needs (Parents and Staff).

The ITERS and ECERS will be conducted during the first year after the renovation of each building respectively.

In evaluating the effectiveness of the new observation spaces for the training of early childhood education students, the Director of the Early Childhood Education Department will revise the "Student Teacher Evaluation Form," adapting it to the infant/toddler classroom experience. In addition, the student's professor will review these evaluation forms, and reflection will be conducted with the student to ascertain both the value of the observation and the types of knowledge actually acquired. Finally, a log will be kept of all the students and visitors using the observation space, along with their reactions, in order to keep statistics on the number, purpose and value of these observation visits. (Please refer to Attachment O for the Evaluation Schedule).

G. Expected Results

There will be a number of positive outcomes for the CDC's various target populations. Infants and toddlers who currently are being cared for by a family member or neighbor (in unlicensed care) will be cared for at the Center in a nurturing environment by professional, experienced staff. Such quality child care, where infants and toddlers may interact with staff and peers safely while exploring the world around them, is crucial to the development of greater curiosity, better concentration and social competence. In addition, high quality infant and toddler care, such as will be provided at the Mount's CDC, "can prevent the drop in IQ that often occurs between 12 and 30 months in home-reared, low-income children, and enhance their language and problem solving skills" (Griffin and Fein, 1988).

Parents who must work will feel more secure about their children knowing that they are in a quality child care center utilizing developmentally appropriate learning curricula. Furthermore, the provision of quality day care can reduce overall family stress by furnishing parents with a support system and allaying their concerns about their infant or toddler. For example, at the Center, parents will receive workshop training and information on parenting skills, child development, good nutrition for their children, and how to obtain health care coverage. These parents also will be able to receive referrals for early intervention related to any health, nutrition, cognitive or emotional needs within their families.

Mount St. Mary's and other college early childhood development students will benefit greatly from the new infant/toddler center and improved observation stations in the main CDC building. Either through classroom observation or by working in the classroom as a student teacher, early childhood education students will acquire the first-hand knowledge and experience they need to provide quality care that will enhance a child's social and cognitive interactions with the world.

Consequently, this new child care facility will expand access to an exceptional quality of child care and learning experiences for low-income families and their children, while also increasing the child care capacity of Los Angeles County by graduating more high caliber child care professionals. During the next five years, this expansion and renovation project will allow the Mount's CDC to make a significant difference in the lives and academic success of at least 500 children and their families, 500 college students and numerous additional Los Angeles child care facilities where our graduates will be employed.

H. Project Timeline & Permit Process

Please see Attachment N for Project Timeline and Permit Process.

I. Project Financial Support, Maintenance & Self Sufficiency

MSMC Child Development Center has been a state licensed and funded community child care facility since 1973. This long-term funding commitment by the State is a direct result of the consistently high quality of care given by the CDC's staff to the children of the local community. If however, State or Federal funding for child care is cut, MSMC, given its commitment to serving the local community, would place its Institutional Advancement Department behind this program to find, cultivate and solicit alternate sources of funding for its continued operation.

With regard to the fundraising needed for the completion of this capital project, MSMC Institutional Advancement Department and its Office of Corporate and Foundation Relations have identified and are pursuing a number of important donor prospects. Mr. Fred Ali of the Weingart Foundation, Ms. Lois Mitchell of the Orfalea Family Foundation and a prominent individual, Mr. Warren Ackerman, all have visited the CDC and expressed interest in this project. Both the importance and the community's need for this expanded and renovated child care facility make a very compelling case to donor prospects and have convinced the College of this project's fundability. (Please see Attachment H for the sources of funding being contacted for this project)

IV. Funding Request

We are requesting that the Keck Foundation take a leadership role in funding this project because of the significant part the CDC has and will play in meeting the critical need for quality infant/toddler and early childhood learning in Service Planning Area 6. The Foundation's commitment to innovation in early learning directly aligns with the mission of this new child care facility to expand the access of low-income children to quality child care and learning experiences, while also increasing the child care capacity of Los Angeles County by graduating more high caliber child care professionals. In addition, the Foundation's visibility and position within the education community will help the CDC obtain further support from other private and corporate sectors. Consequently,

we believe that the Keck Foundation's support will enable the College to leverage the interest of the above individuals and organizations into firm funding commitments as well. All these factors combined make the W.M. Keck Foundation the most appropriate organization to receive our funding request for the establishment of this cutting-edge child care facility.

A grant award in the amount of \$500,000 to be spent on the new infant/toddler facility will help the CDC substantially in meeting the above renovation and program expansion goals, and will allow it to make a significant difference in the lives and academic success of at least 500 children and their families, 500 college students and numerous additional child care facilities throughout Los Angeles County during the next five years. We are applying to your organization for this funding because we know that MSMC's Child Development Center shares the same goals, that of expanding the availability of quality early learning experiences that prepare young children to enter school ready to learn, and increasing the local community's child care service capacity by graduating more high caliber, child care professionals. Therefore, on behalf of all the children, families, college students and local communities MSMC's Child Development Center serves, thank you for your consideration of this proposal.

V. Statement of How the W. M. Keck Foundation's Grant will be Acknowledged

If Mount St. Mary's College receives the grant for its Child Development Center, the Public Relations office will promote it internally and externally through a variety of venues. A press release will be sent to higher education writers and editors at regional and national media outlets, including the *Chronicle of Higher Education* and *Chronicle of Philanthropy*. News of the grant also will be included in the College's magazine, *The Mount*, which is mailed to more than 15,000 alumnae and other supporters. Additional venues for disseminating the news will include the College's Web site, a College-wide e-mail message and announcements at regular campus events by the president, and the *Faculty & Staff Bulletin*, a biweekly newsletter that is distributed through campus mail.

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