

PAGE 1
ENROLLMENT TRENDS
(Principles (II) / Rubric Items: **4**)

PAGE 2
STUDENTS & STUDENT SUCCESS
(Principles (II) / Rubric Items: **5**)

PAGE 6
SLO / SAO
(Principles (II) / Rubric Items: **9**)

Program Review - 2015-2016

Child Development Center

Module: Department Purpose

Question: Describe the purpose of the Discipline/Program/Service.

Answer: The Child Development Center has three primary functions: To provide a quality Early Childhood Educational Program to children of West LA College students (first priority), faculty & staff (second priority) and the community (third priority). In addition, to facilitate Child Development students' learning and professional development by providing an exceptional environment for hands-on implementation based on the concepts and techniques that are taught in the Child Development Practicum classes. Lastly, to provide parent education and support in order to enhance parents' knowledge of child growth & development, positive discipline/guidance approaches, community resources, etc.

Question: Describe how the stated purpose aligns with the college mission statement.

Answer: The Child Development Center (CDC) is a student support service by providing access to higher education for students with young children. This is done by providing quality early education services, so that students/parents have the opportunity to complete their educational goals. As a result, the CDC supports students in achieving their educational goals, which is consistent with West LA College's Educational Master Plan and Mission.

Data from a recent CDC parent survey (November 2014) supports the assertion that the CDC supports student success, since 30% of students stated that they would need to drop-out of college if WLAC CDC was not available (please see data below).

IF THE WLAC CHILD DEVELOPMENT CENTER WERE NOT AVAILABLE, WHAT WOULD YOU DO?

DROP OUT OF SCHOOL: 30%
REDUCE CLASS LOAD: 53%
REDUCE STUDY TIME: 49%
TAKE MY CHILD TO CLASS: 15%

In addition, the CDC prepares Child Development students for the workforce by providing an educational laboratory for practicum students to engage in hands-on training.

Module: Enrollment Trends.

Question: Describe the trends in Enrollment and FTES. Given the data, what are the implications for your program/service?

Answer: Please see below regarding the CDC Demographics (based on the Nov 2014 survey).

ETHNICITY: BLACK, AFRICAN-AMERICAN: 31%; MEXICAN, CHICANO, MEXICAN-AMERICAN: 2%;
OTHER HISPANIC: 54 %; CAUCASIAN, WHITE: 4 %

PRIMARY LANGUAGE: ENGLISH: 75 %; SPANISH: 19 %; OTHER LANGUAGE: 6%

GENDER: MALES: 14%; FEMALE: 86%

AGE: UNDER 20: 6%; 20-24: 30 %; 25-34: 49%; 35 AND OVER: 15%

There were no dramatic changes in the CDC demographics from the previous year. There continues to be high percentage and Latino Families(54 %) and 19 % indicated that their primary language is Spanish; however, all but one parent can also speak English. As a result, hiring additional staff that speak Spanish does not seem essential at this time since we have enough bilingual staff to meet students/parents and program needs. The male population remains fairly consistent (14 %, which is a 2% increase). The program continues to ensure that male students/parents feel welcomed and included in program activities/ events.

In 2014-2015, the CDC's enrollment increased significantly (i.e., enrollment was consistently full and we had more full time vs. part time services needed); however, the program goal is to have a waiting list to ensure consistent enrollment from year to year.

Module: Students and Student Success.

Question: Based on the demographic trends in enrollment, what are the implications for your Program/ Service?

Answer: Summary and implications:

There were no dramatic changes in the CDC demographics from the previous year. There continues to be high percentage and Latino Families (54 %) and 19 % indicated that their primary language is Spanish; however, all but one parent can also speak English. As a result, hiring additional staff that speak Spanish does not seem essential at this time since we have enough bilingual staff to meet students/parents and program needs.

The male population remains fairly consistent (14 %, which is a 2% increase). The program continues to ensure that male students/parents feel welcomed and included in program activities/events.

In 2014-2015, the CDC's enrollment increased significantly (i.e., enrollment was consistently full and we had more full time vs. part time services needed); however, the program goal is to have a waiting list to ensure consistent enrollment from year to year.

Below are the following recruitment strategies utilized by the CDC: Coordinated with West's Public Relations/Advertising representative to ensure that West's weekly newsletter highlighted CDC services and openings and that CDC's information was included on West's Facebook page. A few large CDC Recruitment posters were located in key areas (i.e., in front of the library and in the financial aid office). Sent email reminders about CDC services/openings along with flyers/applications to key departments, such as, CalWORKs, Financial Aid, Child Development, etc. Also, sent email reminders regarding CDC services to West administrators, faculty, staff and ASO email groups. Conducted recruitment outreach during campus and community events (i.e., Taste of Soul event, West's Spring Open House, Fall Kick-off, etc.). Conducted outreach in the community (i.e., leaving flyers at local clinics, nutrition centers for low income families, Laundromats, etc.) Added the CDC's information with Connection for Children (local resource and referral service for families locating for child care/early education services).

Question: Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for the Program / Service?

Answer: The retention rate in Child Development (CD) revealed a 9% increase from 2013 (79%) to (88%) in 2014. The FTES also increase 10% (84 students) in 2013 to (94 students) in 2014. In addition, the average class size increased from 38.4 (in 2013) to 41.7 (in 2014).

There was only a slight increase regarding completed AA degrees from 7 students (in 2013) to 8 students (2014). The increase in completing degrees may take a few years to show a significant increase. There was a decrease in certificates from 8 (in 2013) to 3 in (in 2014). The reason for this could be due to the fact that more students are choosing to apply for Child Development Permits through the state vs. obtaining certificates through the college, since the trend in the field is to have Child Development Permits vs. having certificates.

The above results reflect that CD students still need additional support. Continued coordination between CDC and the CD Department is essential to ensure that CD students have the support and resources to be successful. For example, encouraging more students to join CD Club as a supportive network, having combined CDC and CD meetings & events to assess student needs/ interests and then developing/ implementing additional activities.

Question: Given the data, describe the trends in Degrees and Certificates awarded. What are the implications for your Program/ Service?

Answer: As previously stated, there was only a slight increase regarding the completion of AA degrees from 7 students (in 2013) to 8 students (2014). The increase in completing degrees may take a few years to show a significant increase. There was a decrease in certificates from 8 (in 2013) to 3 in (in 2014). The reason for this could be due to the fact that more students are deciding to apply for Child Development Permits through the state vs. obtaining certificates through the college, since the trend in the field is to have Child Development Permits vs. having certificates.

The CDC Director will continue to work closely with the Child Development Faculty/Instructors to ensure that CD students are provided with the essential support/resources in order to increase the number of students completing their AA degrees and certificates. Also, the CDC & CD Departments will continue to collaborate in order to encourage more students to join the Child Development Club and have events that motivate and support student success (i.e., hands-on activities to promote leadership skills, peer mentoring, etc.). The Child Development Club meetings are fun & engaging, but also highlight the importance in completing AA degrees and transferring to 4 year colleges to complete their BA degrees in Child Development. The trend in the CD field, is for teachers (and other related child development jobs) to have a BA in Child Development and to have a Child Development Permit or higher (through the State of California Commission on Teacher Credentialing). As a result, the CD Club will continue to help educate and support students in this effort.

Module: Staffing Trends

Question: Describe the trends in FTEF. What are the implications for your program?

Answer: There has been consistency regarding CDC full-time Faculty in order to provide early education services and to provide the necessary training support for practicum students. However, this year we have a full-time CDC Tenure Faculty person that plans to retire in December 2015. As a result, the program will need to replace this full-time tenure position to ensure quality services, practicum training, and to ensure that program is meeting our state funding requirements (i.e., environment rating requirements, children's developmental assessments, etc.).

In order to meet required ratios, the program increased the hours for our unclassified staff (CDC Assistant) from 4 hours to between 6 to 6.5 hours. Each of the classrooms has 2 teacher assistants and has needed to increase the hours for both CDC Assistants in our toddler classroom and for one CDC Assistant in the 2 preschool classrooms. The program also relies on Federal Work Study & CalWORKs Student Workers to meet required ratio, especially in our toddler classroom, which requires a 1:4 child/teacher/staff ratio. This can be problematic, since Student Worker attendance is not always consistent and the students may not have the required child development units. As a result, having one more CDC Assistant in the toddler classroom is needed.

The CDC has a full-time Program Specialist, which is a SFP position. This is an essential position to ensure quality services and to meet and maintain program compliance. This position maintains all the CDC program files, completes data reports, helps the classroom and provides backup support when the director attends meetings, off site, etc. As result, this position should be funded as a permanent full-time position vs. a SFP position.

Lastly, a Program Office Assistant is needed to provide consistent coverage for the CDC Front Office for safety purposes. In addition, this position is needed to provide program administrative support for both the CDC Director and Program Specialist.

Question: Are staffing levels adequate to fulfill the purpose of the Discipline/Program/Service? Explain.

Answer: The CDC does not have enough staffing, especially in our toddler classroom, which requires a 1-4 child/staff/faculty ratio (which mean 6 faculty/staff for the 24 children enrolled in that classroom). The program currently only has 1 full time teaching faculty and 2 teacher assistants. The program relies on student workers to support coverage; however, the amount of student workers that the CDC receives varies from semester to semester and many times the student workers do not have the required Child Development units to be counted in the classroom ratios. As a result, this puts the program at risk for safety/supervision issues and being out of compliance, which can affect ongoing funding as well as future funding opportunities.

The CDC needs to replacethe full-time CDC faculty position in order to meet program requirements, continue quality practicum training practices, etc.

As previously stated, the CDC has a full-time Program Specialist, which is a specially funded position. This is an essential position to sure quality services and to meet and maintain program compliance. This position maintains all the CDC program files, completes data reports, helps fill-in in the classroom and provides backup support when the director attends meetings, off site, etc. As result, this position should be funded as a permanent full-time positions vs. a specially funded position in order to secure ongoing funding for this essential position.

Lastly, a Program Office Assistant is needed to provide consistent coverage for the CDC Front Office for safety purposes. In addition, this position is needed to provide program administrative support for both the CDC Director and Program Specialist.

Question: Describe the Reassigned and Release time assigned to faculty in the division. Include the faculty name, amount of release/reassigned time, length of time the assignment will last (one semester, one year, if it's renewable, etc.), and the purpose of the release/reassigned time.

Answer: N/A

Module: Functions and Services.

Question: List the functions and services provided by the Office / Program / Service.

Answer: Below are the primary functions & services provided by the CDC:

1. Provide quality early education services for children 2-5 years of old.
2. Provide CD 22/23 practicum placement, supervision and training and opportunities for students to complete observation assignments.
3. Provide parent/students with training opportunities (i.e., child development, health/nutrition, etc.), and assist parents/students with needed campus and community resources.

Question: What are the emerging trends in technology that affect the program?

Answer: As of fall 2015, the state (California Department of Education) now requires that programs complete children's developmental assessments (2 per year, per child) online and will no longer accept assessments that are done using a hard copy. As a result, the CDC needs to have working computers in the classrooms and IPAD Tablets. In addition, the CDC Faculty would benefit from additional computer training.

Question: Describe the technological advances that have been implemented to improve and streamline the Program/ Service.

Answer: The CDC program visibility on the college website has increased awareness of our program services; however, as stated last year, additional visibility is needed to ensure ongoing consistent and full enrollment. The CDC Director continues to coordinate with West Los Angeles College's Public Relations/Advertising representative to ensure that the CDC updates regarding enrollment opportunities are covered in the West Los Angeles College Weekly email Newsletters and also that the CDC is highlighted on West Los Angeles College's Facebook page.

Module: Survey Results

Question: Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys).

Answer: The CDC Parent Survey combines a survey from the Department of Education-Child Development Division (Desired Results Parent Survey) and the second part of the survey is a LACCD / CDC survey, which provides an overview of the student parent population, demographics, reasons for attending college and their satisfaction with the CDC services.

A total of 52 parents completed the survey (approximately 80%).

Below is a sampling of the survey results from Nov 2014:

How satisfied are you with the overall quality of this program? Very Satisfied: 85%; Satisfied: 15%

What are your reasons for attending college? -Transfer to 4 year college: AA/AS degree: 60 % Acquire job skills: 13%; Upgrade job skills: 26%

If the WLAC Child Development Center were not available, what would you do? Drop out of school: 30%; Reduce class load: 53% ;Reduce study time: 49%; Take my child to class: 15%

Which of the following might prevent you from completing your education? Money: 64% ; Child Care: 69% How has the WLAC Child Development Center helped your child develop? Develop social/emotional skills: 77 %; Promote new experiences: 79% ; Acquire learning & cognitive skills: 81% ; Promote independence: 69%; Develop physical skills: 65 % ; Promote self-esteem: 71% & Acquire language skills: 71%

How did you find out about the WLAC Child Development Center? From another student-parent: 41%; Read about it in the Schedule of Classes/ College Catalog: 27%; From another campus office or faculty: 20%; Flyer: 8 % *From the college web site: 41%

In addition to childcare, how has the WLAC Child Development Center helped you? -Referral to Financial Aid Office, EOP&S/CalWORKS: 35% ; Health information: 30%; Referral to counseling services: 12%; Improve parenting skills: 56 %; Referral to off-campus services: 26%; help in understanding child's development: 60% & Kindergarten/ Transition Information: 21%

Question: Discuss the implications of the survey results for the program.

Answer: Based on the information from the combined parent survey, the program plans the following strategies: The survey data regarding how parents/students are hearing about the program indicates that students/parents referring other student/parents has one of the most effective means for our CDC enrollment. Therefore, the program will continue to discuss during parents/trainings and during the Parent Advisory Committee meetings regarding additional ways that current parents can communicate our services to students that could benefit for our services.

Having consistent enrollment is critical for ongoing funding and to ensure that all students/parents are aware of our services, since having free/low-cost child care/early education services is one of the most critical factors to support students that have young children. The parent survey data also indicates how essential the CDC services are to student success, since 30% of parents/students stated that they would need to drop-out of school, (if it wasn't for the CDC) and 53% stated that they would need to reduce their class load. This data clearly shows that not having the CDC would negatively impact enrollment and student retention rates. In addition, 49% indicated that not having the CDC services would affect their study time, which also impacts student retention and students being able to transfer successfully to four year colleges. This is valuable data, since cutting the CDC program has been considered a possible option (due to budget cuts). This information could be utilized if there was a possibility for cutting the CDC, since having the CDC clearly impacts student success as well as student equity (85% are either Latino or African American and are low-income).

The parent survey feedback indicates that parents/students could benefit from additional information regarding kindergarten/transitions. As a result, the CDC program will continue to highlight information

regarding kindergarten transitions & school readiness during parent meetings/trainings, newsletters and provide any additional materials/resources. Based on this information, the revised parent handbook (revised July 2015) has a new section highlighting school readiness. The program will continue to encourage CDC parents to participate in the Learning Foundations Project-School Readiness Program, which is a free program to help parents better understand and support their children with school readiness.

Module: Service Level Outcomes/ SAOs

Question: Describe the program Service Level Outcomes/ SAO assessment methods and results in the prior year.

Answer: In 2014/2015 Student Services implemented the new SAOs and below are the results:

Part III: Reflection, Dialogue, and Action Planning

Please complete this section after you have collected data from your assessment(s).

SAO 1:

a. What were the most important results or findings from the data and analysis?

SAO 1: At least 75% of the CD 22 Practicum placement students (at the CDC) will indicate that the CDC Practicum training experience met their expectations (based on the CD 22 Course Objectives) and that they feel better prepared for the Child Development workforce.

Benchmark: 83 % of the practicum students completed the survey.

Based on the above question regarding if practicum students felt they were better prepared for the child development work force, the survey data reflected the following:

50%-indicated that they strongly agreed that their training experience better prepared them for the workforce.

20%- indicated that they agreed that their training experience better prepared them for the workforce.

20%- indicated that they disagreed that their training experience better prepared them for the workforce.

10%- indicated that they strongly disagreed that their training experience better prepared them for the workforce.

Comments the reflected what was going well included:

Having classroom experience help me gain confidence in my own capabilities as a teacher .

I feel prepared now \

Better understanding of culture .

I liked that it was convenient to get to and the hours worked for me \

Conducting the lesson plans was an amazing experience. Absolutely loved it! \

I actually like the way they teach children, I thought kids were going to school to only play but now I know that

they learn so many things and I like it .

flexible hours that worked with my school schedule

Everything was great. The teachers, the children, the director. everyone is involved. they are truly a team.

The lead teachers have many great ideas for setting up interactive activity tables, for all domains. I learned how to select a variety of materials \

Comments regarding suggestions for changes or improvements to the CDC Practicum experience included:

You should look into having the teachers take professional development classes that teaches them best teaching practices. The teachers are very traditional with the worksheets. What I learn in my CD classes doesn't match what I'm seeing in the early ed center and that's very disappointing and discouraging \

Classrooms transitions are not organized. Children are confused. They don't understand what is happening

during this time. Some are not ready to move on. It's REALLY confusing. It needs organization \

The teacher and the center should have streamline information \

Take advantage of teaching moments like while having lunch, working on manners, allowing children independence by serving themselves. Allowing children to use glue themselves. Fostering independence, creating more of a sense of community. Giving children the opportunity to have more discussions. Getting children opinions. Teaching self-regulation \

Communication, communication daily following the end of the practicum shift. Sharing ideas and comments regarding areas of strengths and weaknesses. Practicum students keeping a journal of lead teacher comments regarding areas for improvement, to self-monitor progress, and do homework if necessary for more learning of child development to improve weaknesses \

b. What changes can be made to address these implications and improve services? (e.g. changes to the unit, work flow, communication, and facility)?

The results reflect a significant variance regarding the practicum training experience. As a result, it would be beneficial for practicum students to complete a pre-assessment survey to assess their training needs and to gain greater insights regarding how the program can better meet student▲ training needs and expectations. The results would then be shared with the CDC Teachers in order for the teachers to help facilitate a training experience that best meets student▲ individual needs. At the end of the semester, the practicum students would then take a post-assessment survey to help determine progress and any needed modifications.

Continue to offer free (or low-cost) professional development opportunities to help support faculty/staff ongoing learning & professional development needs.

Provide a professional development library for teachers and staff (that also could be a resource for practicum students) in order to provide additional curriculum ideas, classroom management ideas, etc.

c. What resources are needed to address these changes?

Yes, the program needs additional resources in order to purchase a wide variety of teacher/staff & student training resources.

d. For the next assessment cycle, what changes (if any) need to be made to the SAO, assignment, assessment tool, and/or the rubric or criteria, improve or refine your results?

Yes, as stated above, the program will conduct and pre-post assessment survey.

e How do you plan to communicate and share the results of the assessment results with the campus community, colleagues, and students?

The CDC Director will share the above process & results and tools (i.e., assessment tools, etc.) with the other CDC Directors. Also, the Director will share the results and follow-up the CD Practicum Instructor in order to brainstorm ideas and so that she (the CD Instructor) can share the results with the CD students. In addition, there will be follow-up discussions during CDC meetings, and the CDC Director will share updates/follow-up during Student Services meetings.

f. What documentation or evidence will you have to show that you engaged in robust dialogue and communication about your assessment results?

Email sent (also printed them out) on 5/ 8 to CDC faculty/staff to gain their feedback/insights regarding the survey data result.

Was on the CDC Agenda (May 12, 2015). Follow-up email was sent to faculty/staff on 5/19.

g Additional Comments and Conclusions and improvements: No

Part III: Reflection, Dialogue, and Action Planning Please complete this section after you have collected data from your assessment(s).

SAO 2:

a. What were the most important results or findings from the data and analysis?

SAO 2-The CDC will plan and implement parents/students training opportunities that meet paren▼ s needs, which will reflect that at least 80% of parents felt that the CDC met their training needs

Benchmark: 30% of parents completed the brief survey in the fall & spring semesters; a schedule of meetings/trainings was completed based on parent▲ feedback & 82% of parents completed the comprehensive survey.

Regarding the question-Have you received training information from the program about the following; the survey data reflected the following:

How your child is growing and developing- 80.4%-stated yes

What you can do to help your child learn and develop-80.4%-stated yes

Parenting skills-84.3%-stated yes

Discipline procedures/practices- 75 %-stated yes

b. What changes can be made to address these implications and improve services? (e.g. changes to the unit, work flow, communication, and facility)?

Based on the survey data, parents indicated the need for additional training/resources regarding discipline.

As a result, the program will create an action plan.

The plan will include the following strategies:

Ongoing trainings dealing with discipline strategies facilitated by our St. Joh■ s Consultant.

Having a variety of discipline handouts and resources available for parents

Including discipline tips in the parent newsletters.

c. What resources are needed to address these changes?

Additional resources to provide a leading library regarding books on positive guidance and other related parenting materials.

d. For the next assessment cycle, what changes (if any) need to be made to the SAO, assignment, assessment tool, and/or the rubric or criteria, improve or refine your results?

No, continue the current practice.

e. How do you plan to communicate and share the results of the assessment results with the campus community, colleagues, and students?

The CDC Director will share the process & results with the other CDC Directors. The CDC Director will also share the results/follow-up with the CDC Parent Committee. In addition, there will be follow-up discussions during CDC meetings, and the director will provide updates during Student Services meetings.

f. What documentation or evidence will you have to show that you engaged in robust dialogue and communication about your assessment results?

Email sent (also printed them out) on 5/ 8 to CDC faculty/staff to gain their feedback/insights regarding the survey data results.

Was on the CDC Meeting Agenda (5/12/15).

Follow-up email was sent to faculty/staff on 5/19.

F. Additional Comments and Conclusions and improvements: No

Question: How has dialogue regarding assessment results and improvement plans been conducted and documented?

Answer: Regarding SAO 1: At least 75% of the CD 22 Practicum placement students (at the CDC) will indicate that the CDC Practicum training experience met their expectations (based on the CD 22 Course Objectives) and that they feel better prepared for the Child Development workforce.

The program plans to do a pre/post assessment vs. just a post assessment to enhance practicum training experiences. The CDC Director has already collaborated with the Child Development Department in order to develop the pre and post practicum assessment. This will hopefully provide the CDC additional information regarding practicum students training needs in order to enhance the outcome of practicum training experiences.

Module: Departmental Engagement.

Question: What interoffice collaboration has your office/program/service been involved in during the past six years?

Answer: The CDC consistently collaborates with several departments on campus. Below is a summary regarding department the engagement that occurred over the past year:

Dental Hygiene Program: The CDC has had an on-going collaboration with the West Los Angeles College's Dental Hygiene program. For example, each year the dental hygiene students come to the CDC and teach the children about healthy dental hygiene habits. These events included skits/plays about the healthy and unhealthy teeth, nutritional education and brushing and flossing demonstrations with puppets.

The Child Development Department: The CDC collaborated with the Child Development Department regarding the annual Trike-a-ton/Spring event. During the Trike-a-ton/Spring event, the CD students developed/implemented hands-on activities based on what they learned from their CD 1 & CD 2 classes. The CDC children were able to engage in a variety of fun learning activities, and the CD students were able to put into practice effective teaching approaches.

The CDC/CD Departments are also working together to support the Child Development Club in order to support student success. The Child Development Club planned and implemented a Harvest Festival for the 1st time in fall 2014, and planned/implemented another Harvest event on 10/28/15. This year, the club applied lesson learned* from the prior year in order to enhance this experience for the CDC children. For example, this year the event was held in the CDC yard, so that it would be in a more relaxed setting for the children.

The CDC and CD Department also work closely together regarding CD 22 & CD 23 Practicum Students. For example, the CDC Director and CD Practicum Instructor coordinated to develop a practicum training feedback survey in order to assess ways in which the CDC program and CD Department can continue to strengthen practicum training experiences.

Fine Arts Department: The CDC continues to collaborate with the Fine Arts Program in order to have a winter/holiday event for the children.

Project Learn: Project Learn students come to the CDC on a weekly basis to read to the children.

The Entire Campus: In addition, the CDC has collaborated with the entire campus regarding special program events, which included: Halloween/Harvest Parade, Thanksgiving event, Trike-A-Thon, etc.

Question: What has your department/ program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

Answer:

New & Ongoing Collaborations with community partners:

School Readiness Program: The CDC continues to collaborate (more than 2 years) with the Learning Foundations Project (Smarttel Foundations). This program/project provides 10 week (on-site) School Readiness workshops for our CDC parents. This program provides hands-on learning support in pre-academics, as well as social/emotional and physical developmental domains. The CDC program provides awareness about this program by having special presentations during parent meetings/trainings.

St. Johns: The CDC has an ongoing community collaboration (more than 2 years) with St. Johns to provide the following: support with possible referrals, providing classroom observations and providing one/one and group training support for both faculty/staff and parents regarding early mental health issues (i.e., help with children's social skills, discipline challenges, etc.) and possible developmental delays (i.e., speech, cognitive, etc.).

Nutrition and Physical Activity Program with Los Angeles County Department of Public: This is an ongoing collaboration (year 2). This program provides nutrition & physical fitness trainings for parents & teachers (i.e., how to provide simple & fun nutrition and gross-motor activities in the classroom and at home).

Toy Loan Program with the County of Los Angeles Department of Public Social Services: This is an ongoing community collaboration (year 2). This program provides free toys for the children to check-out on a weekly basis. On the 5th time (when a child returns their toy), they receive a free incentive toy to keep. This program helps children develop responsibility and cooperation and gives them an opportunity to take home and keep new play items.

Los Angeles Universal Preschool (LAUP) Race to the Top (RTT): This was a new collaboration. LAUP

provides ERS and CLASS assessments, training, technical assistance (i.e., classroom support visits), and professional learning opportunities (i.e., free local training/workshop opportunities for faculty/staff to attend).

Module: Professional Development.

Question: For each regular full-time person in your program, provide the committees in which each person is active, and list the 2 most significant professional development activities engaged in over the last 2 years.

1 Employee Name	2 Committees	3 Role in committees	4 First Prof Dev Activity	5 Year First PD Activity	
Katy Kelley	SLO, Academic Senate & Professional Growth Committees	General Committee member	West LA Community College Five-Day Experiential Learning Institute		
Angelina Gomez	Domestic Violence Committee	General Committee member	City Track Computer Training		
Amy Baugh	N/A		DRDP Training		

La Donna Black Ott	N/A		DRDP Training	
Glender Mc Kay	N/A		Nutrition Training	

Question: In order to keep current with new developments in your field, are there areas of unmet professional development needs among staff in this program? If yes, please describe.

Answer: Child Development Center (CDC) Professional Development Overview and Plan

The CDC developed a professional development survey to assess faculty/staff training & professional development needs. The CDC Directors disseminated the survey at their sites and then the survey data was collected & analyzed. Based on the 21 items that were listed on the survey, the top 10 items were ranked based on the training areas that were most needed. Below is a list of training topics based on highest need (#1=highest need and #10=lowest training need).

1. Community Care Licensing
2. Children with Special Needs
3. Linking DRDP results to teaching practices
4. Lesson Plans
5. Parent Involvement & Engagement
6. Culturally Sensitive Practices
7. Environment Rating Scales
8. Time Management
9. Helping Parents Understand the Philosophy of Learning Through Play
10. Health & Safety Practices

The CDC Directors decided to address the training area regarding community care licensing at each site during faculty/staff meetings. The CDC program offered two Saturday: Linking DRDP Results to Teaching

Practices and Lesson Plans & DRDP 2015 Assessment.

To meet other trainings needs and the trends the DRDP ☆ s, the program disseminates local trainings offered by the California Preschool Instructional Network-CPIN and Los Angeles Universal Preschool-LAUP (see attached training flyers).

As stated before, having computer training is needed since required assessments are now completed online.

Module: Facility Planning.

Question: List and describe any current facilities challenges (e.g., location, quantity, quality) affecting your program's ability to achieve its goals and meet institutional needs.

Answer: The facilities department is responsive to the CDC requests and will immediate respond.

Question: Specify the division/ department's short term goals (1 year) for facilities improvement and functionality.

Answer: Below are needed items to ensure a safe, clean and healthy environment. Also, to meet health and safety requirement of Community Care Licensing (Title 22) and The Department of Education (Title 5).

POUR IN PLACE SURFACE NEEDS TO BE REPLACED- The pour inplace surface is currently coming apart and there are holes in the surface. This is a huge safety and compliance issue. In addition, it is recommended to replace most of the existing sand with a pour in place (or another surface) and just modify one the existing sand areas to have one smaller sand area that can be covered. The existing sand is very low and it is extremely hard to keep clean and sanitary. This is also a health and compliance issue.

RAIN GUTTERS NEED TO BE REPLACED-The current rain gutters are falling apart, which is a major issue since we are expecting a strong raining season.

THE PLAY STRUCTURES NEED TO BE RESURFACED (DUE TO SPLINTERS)-This is a safety and compliance issue)

CLEAN ALL THE WINDOW (INSIDE AND OUTSIDE)-This is ongoing maintenance.

PAINT THE INTERIOR & EXTERIOR OF THE CDC BUILDING- This is ongoing maintenance.

CLEAN AIR VENTS- This is ongoing maintenance.

CARBON MONOXIDE DETECTORS-The program needs to have Carbon Monoxide Detectors to meet new title 22 requirements.

Question: Specify the division/ department's long term goals (2-6 years) for facilities improvement and functionality.

Answer: Address any items from the short-term goals that were not completed.

Module: Completion.

Question: List the people who participated in this Program Review.

Name	Role
Katy Kelley	Full Time Faculty
Amy Baugh	Full Time Faculty
La Donna Black-Ott	Full Time Faculty

Glender Mc Kay	Full Time Faculty
Angelina Gomez	Staff

Question: Program Manager: Fill out your name and date of final approval, save, and submit the program review.

Answer: Katy Kelley-11/9/15