

Compton College Student Services
Abel B. Sykes Jr. Child Development Center
Program Review 2021

1. Program Description

Vision

The Abel B. Sykes, Jr. Child Development Center/Laboratory School (CDC) is integral to the Compton community. It serves as a vital recruitment and retention component of the educational delivery system of Compton Community College. We believe that each child, parent/student, college student, and employee is a unique individual of immeasurable value, that positive learning experiences, respect, and a healthy self-concept are critical in their life. The Child Development Center/Laboratory School focuses on implementing research-based strategies and best practices that effectively impact the academic achievement and opportunity gap for low-income families and children of color.

Mission

Universal Design Learning, Inquiry Instruction, Culturally Responsive Pedagogy, and the Creative Curriculum drive the educational program designed to meet children at the level of their needs and support their intellectual, social, emotional, physical, and cognitive development. We believe that services and resources to children and their families are essential to achieve their academic goals successfully. All children are assessed in the Fall and Spring using the Desired Results Developmental Profile (DRDP) and Ages and Stages Questionnaire to identify developmental delays. Age and developmentally appropriate learning activities using the data from the assessments and parent input. Parents are encouraged to contact the family pediatrician and their local Regional Center for evaluations and services. The CDC supports the child and parent with the implementation of early intervention plans and community resources. Behavior plans are co-created with parents for children with challenging behaviors.

Licensing and Funding

Licensed by the California State Department of Community Care Licensing, the Child Development Center operates on subsidies received through the State Department of Education (preschool), California Department of Social Services (infant/toddler program), Child and Adult Care Food Program (CACFP), and Compton Community College District.

Population

The Child Development Center/Laboratory School (CDC) is licensed to serve families with infants, toddlers, and school-age children. Young children 12-48 months are eligible for full/part-time childcare based on family income, family needs, and the parent's school schedule. Compton Priority is given to Compton College students and employees to support their education and career goals. According to the Institutional Research and Planning Office, Program Data Dashboard – Spring 2018 Latino students represent 63% of the college enrollment, and African American students represent 25% of the college enrollment. Based on our enrollment trends, the Center's demographics reflect the student population of Compton College and the community.

Laboratory School

The **Laboratory School** sets high expectations for CDC staff, young children, parents/students, and Compton College students. The Center provides hands-on learning experiences and professional development for CDC staff, student workers, nursing students, and volunteers. The diversity of the program improves recruitment, enrollment, retention, and completion rates while supporting and promoting student success in preparation to continue their academic career with a successful transition into the workforce. The CDC/Laboratory school enables Compton College students and employees with young children to develop practical parenting skills, enroll in training programs or courses for job development and promotion, earn certificates and degrees in specific disciplines, earn transfer credit to a 4-year college/university. Furthermore, the CDC/Laboratory school permits students to study and pursue all the above, ensuring that their children are safe, healthy, and prepared for a successful academic journey and the future workforce. The goal is to ensure that teachers, assistant teachers, student workers, and practicum students are ready to succeed as childcare providers.

Parents/Students

Parent involvement is beneficial for the child's academic success and the parent/student pursuing their educational and career goals. The center staff recognizes parents as the first and most important teachers in a child's life and welcomes and values their participation and involvement. The center staff maintains an open policy and encourages parents to take part in all center activities freely. Compton College students have enrollment priority with flexible childcare hours to accommodate their class schedules while also providing study hours on or off-campus. During the enrollment process, parents develop an education/career plan with their counselor. The

Director reviews the education/career plan with the parent during their annual recertification. Progress reports are submitted each semester to ensure that the parent/student has the necessary resources to complete their education plan. Resources for counseling, tutors, and other assistance are available.

Volunteers

Volunteers participate in classrooms after completing the appropriate documentation (fingerprints, TB clearance, immunizations, volunteer form from Human Resources). Parent/students, faculty, college students, grandparents, and family members are encouraged to share their talents with the children or assist the teacher during daily routines or special events. Volunteers have access to education, community resource boards, and binders, or they may request specific resources for their personal needs. Professional development workshops, materials, and parent education meetings are also available to volunteers.

Practicum students

Practicum students have an opportunity to practice their developing teaching skills under the guidance of CDC laboratory teachers, mentor teachers, assistant teachers, and student workers. The CDC Laboratory teachers and Assistant Teachers model best practices for working with young children. Topics include classroom arrangement, creating bulletin boards, lesson planning, activity preparation and implementation, teacher/child interactions, classroom management, parent interactions, child assessments, and children's portfolios. Students receive feedback and resources. The practicum instructor observes and provides input as they evaluate the prepared lessons.

California Early Childhood Teacher Mentor Program

The CDC has one California Early Childhood Mentor teacher on staff. Practicum students must apply for the California Mentor program. These select students receive a more intense coaching experience while completing the practicum course. At the end of the session, the Mentee completes and submits a mentor teacher evaluation to the California Mentoring Program. The mentor teacher receives a stipend per student from the California Department of Education, early Learning and Care Division.

Student Workers

The student workers' Child Development Center permit determines teacher/assistant teacher responsibility in the classroom. Eligible student workers have child development majors and

must pass their course work to continue in the Center. The director and acting site supervisor provide guidance and feedback based on observations, individual conferences, and information from the lead teacher. Coaching and resources are available to students who need additional support passing their child development classes. Student workers will assist the teacher in classroom arrangement, creating bulletin boards, lesson planning, activity preparation and implementation, teacher/child interactions, classroom management, parent interactions, child assessments, and children's portfolios. A professional development plan is co-created with the Director and student worker to track progress toward child development certification.

Nursing Students, Psychology Students, Child Development

All students are welcome to conduct observations to complete assignments. They are required to submit the appropriate documentation (TB clearance, fingerprints, immunization records) before entering the classroom.

c.) How does the program help students (summary)

The CDC/Lab schools provide childcare while the parent attends classes and provides additional study time hours based on the parent's school schedule. The childcare hours are flexible during tests, finals, or special projects. Parents receive community, health, and educational resources based on the Family needs assessment or special requests. Child Development, Nursing, and Psychology students can complete their in-service hours in the classroom or using the observation rooms. Compton College employees have a safe and convenient location to leave their children while pursuing their education and career.

d.) Interactions with programs on-campus and off-campus

The Center collaborates with the following programs on campus and off-campus to enhance the program's quality for young children, CDC Staff, students/parents, Compton College students, student workers, and volunteers.

On-Campus

Child Development Permit Specialist reviews CDC teachers' and student workers' transcripts and applications to obtain child development permits from the Commission on Teacher Credentialing. *Child Development Department* practicum instructor assigns practicum students to the Center. The director participates in an Orientation visit to share information about the Center, expectations as practicum students, and how to apply for the Mentor program. *Nursing Department* assigns nursing students to the Center to complete their service hours. The

department plans to sponsor a children's vegetable garden in the large play yard. Health and safety resources are available as needed. *Extended Opportunity Programs and Services (EOPS)* provide students with child development majors to work as student workers in the Center. *Outreach and Marketing EM Subcommittee* occurs on the first Wednesday of each month. Recruitment strategies are shared, aligning the Center with the college.

Off-Campus

California Early Childhood Mentor Teacher Program funded by the California Department of Education's Early Learning and Care division is one of the State's Quality Projects under Quality Counts California. The CDC mentor teacher with 32 years of experience continues to attend workshops and participates in the Yearly Mentor Institute and attends two Mentor Advisory Committee Meetings annually. *Child Development Advisory Committee* meets twice a year with community directors, teachers, and child development instructors to network, advocate and share information about their programs. The Director and teachers attend the meetings. *Reading Machine Program* through LA County Library Compton Branch. A librarian comes to the Center twice a month to read stories to the children. *Partnerships in Education, Articulation, and Collaboration in Higher Education (PEACH)* The Director attends monthly meetings to network, gain information, and advocate for quality experiences for young children. *California Community College Early Childhood Educators (CCCECE)* The Director attends monthly meetings to network, gain knowledge, and support quality experiences for young children. Early childhood education workshops and training for teachers, assistants, and student workers. *Early Learning Alliance* provides monthly professional development workshops for teachers, assistant teachers, and student workers. The CDC mentor teacher presented in her Distance Learning classroom. *Best Start Compton/East Compton* provides information and resources to the Center. The Center received seventy-five backpacks with learning materials for the children. *California Early Care and Education Workforce Registry* is a tracking system to support early childhood educators by providing workshops, training, and resources designed to improve professionalism in the workforce.

Notable achievements

Child Development Center Distance Learning Program was approved by the California Department of Education for the infant/toddler and preschool programs, enabling continued funding during the pandemic. The child development program was required to (1.) provide

documentation of ongoing communication with parents/students, (2.) provide activities aligned with the Family's daily activities and routines, (3.) provide professional development and training during an emergency to improve staff skills and quality of services (4.) Distance Learning Zoom classrooms for Infants/Toddlers and Preschool and virtual parent orientations. *Child Development Center Distance Learning and In-Person program* successfully began with reduced hours and limited capacity. *Child Development Laboratory School* collaboration with the Child Development department was reestablished for child development students to complete practicum hours and conduct classroom observations. Nursing students in uniform completed in-service hours in the toddler and preschool classrooms. A child development instructor used the toddler classroom to teach the infant/toddlers environmental rating scale (ITERS). Another instructor used the observation rooms to discuss child/teacher interactions in the classroom while students observed and took notes. *Parent/Students* graduates are acknowledged and celebrated with a gift and certificate. *Parent Advisory Committee* was designed to advise the child development center on services to families and children. The committee will host monthly meetings to discuss the infant/toddler and preschool programs and provide input to center policies and procedures. The monthly parent newsletter includes educational, vocational, community resources, updates on Center activities, and policy reminders.

Child Development Center Education program included Science, Technology, Engineering, Art, Math (STEAM) activities for infants, toddlers, and preschoolers. STEAM activities include Pre-K Boot Camp for the graduating students. The college campus environment supported cost-free field trips for the children with a six-seater buggy for infants and toddlers, tricycles for the preschoolers, and walking. Field trips around the campus included nature walks, child development classes, the gymnasium, the outdoor track, and visits to the construction sites. The pre-k scientists visited a science laboratory and participated in two science activities. Week of the Young Child and Dr. Suess's birthday is celebrated with various fun activities, including pajama day, dance party, share the day, and movie day. The end of the school year includes class promotion certificates for all children and a year-end celebration for the Pre-K graduates.

Child Development Center Staff co-created professional development plans identifying personal and professional goals and activities. Teachers successfully inputted the child assessment results into the DRDP website instead of completing written assessments. The nutritionist successfully began to create menus and other documentation for the Food Program. The Abel B. Sykes Jr

Teacher Academy provides professional growths hours to renew or upgrade child development permits. A teacher graduated with a master's degree and upgraded her child development permit. *Student-workers* co-created professional development plans identifying personal and professional goals and activities. Several student workers completed coursework to upgrade child development permits and graduate from the college. Student-workers participated in the Abel B. Sykes Jr Teacher Academy and will receive a certificate with professional growth hours to renew their child development permits.

f). Prior program recommendations not implemented

Hiring is placed on hold until enrollment increases to support the expense. The pandemic (2020) has impacted enrollment, postponing the hiring of additional teachers.

2. Program Environment

a. Location and resources:

The Abel B. Sykes, Jr. Child Development Center and Laboratory School located in the northwest part of the Compton College campus provides childcare services for young children from twelve months to four years. The one-story structure houses six classrooms, four observation rooms, a warming kitchen, laundry room. The computer lab has a wide-screen TV and a staff lounge. Three classrooms are age and developmentally appropriate for infants (12-16 months) and toddlers (16-24 months). The twos, threes, and fours are in three age and developmentally appropriate classrooms, leading to the play area. Office space is available for the director and site supervisor. The Child Development Center operates on subsidies funded by the California Department of Education (preschool program), California Department of Social Services (infant/toddler program), Child and Adult Care Food Program (CACFP), and Compton Community College District.

The preschool program is currently housed in the Infant/Toddler Center. This temporary move and insufficient staff impact the enrollment opportunities for families with infants and toddlers, and preschoolers. The Center still nurtures long-term plans to serve school-age children. The infant/toddler building does not have adequate restroom facilities to reestablish the school-age program currently. The process to renovate the old Abel Sykes Jr. building has begun with forming a committee including representation from the Child Development Center and Child Development Department. The committee worked diligently to design the Center to accommodate preschool, school-age, and child development students. The original two preschool

classrooms were expanded to four classrooms. The Child Development Department will have a classroom and office space for instructors. The funding proposal is being written and will be submitted for funding by an outside agency.

b. The number and type of personnel assigned to the program.

The Child Development Center and Laboratory school staff is committed to providing an enriched educational environment for young children, parents/students, and college students. Professional Development Plan permits renewal, yearly goals activities theory, and practice. The Child Development center has eight personnel onsite: a Program Director, acting Site Supervisor/Teacher, two Infant/toddler Teachers, two Preschool Teachers, a cook/nutritionist, and a Sr. Administrative Assistant. The *Program Director* has forty-eight years of early childhood experience *and* holds an earned Ed.D in Education Leadership, Administration, and Policy; a Master, Bachelor, and an Associate degree in Child Development; and a Program Director Permit from the California Commission on Teacher Credentialing. The *Acting Site Supervisor/Preschool Teacher, Mentor teacher, Preschool teachers, and Infant/toddler teachers* have a combination of thirty-five years of experience., holds earned degrees in Early Childhood Education ranging from an associate of arts to a master's degree and a state-required child development permit. *Children Center Aides* assist classroom teachers in the delivery of the educational process. *Student Workers* major in child development and have the appropriate child development permit to help the teacher supervise and implement learning activities. *Cook/Nutritionist* holds a California Food Handler Training Certificate, attends Town Hall meetings, and meal preparation training, and passes the California Department of Education Annual Mandatory Training. The *Sr. Administrative Assistant* assists parents with eligibility, certification, and recertification.

c. Child Development Center Staffing Plan and personnel needs for the next four years
Extended service hours

The center hours will expand to accommodate the schedules of students attending morning and evening classes. Extended hours will support working practicum and nursing students to complete in-service hours. Although student workers are an asset to the program, challenges are maintaining consistent schedules. Teacher's hours need to increase from six to eight hours to accommodate the extended service hours. The AM teachers and PM teachers will be on the

premises for at least thirty minutes to ensure a compliant transition. The AM teacher will transfer information concerning the children to the PM teacher. Currently, two eight-hour Teachers and two four-hour Children’s Center aides are needed to increase the hours of operation. Student-workers will support the teachers in the AM and PM sessions.

Personnel titles aligned with roles

The stability of personnel impacts the quality of a child development center and laboratory school. The Center has received complaints and concerns from parents, licensing, and funding analysts regarding the use of student workers. To address the problems, student workers will be child development students and qualified as teachers, assistants, or associate teachers with the appropriate documentation and permits on file. Student-workers will become teacher/assistant teachers with responsibilities aligned with their qualifications. The term Children Center Aide and Assistant Teacher will be interchangeable depending on the level of the child development permit. According to Community Care licensing regulations, all personnel at the Center must have child development units to interact with the children.

Budget Deficit Impacts on Hiring

The subsidies from the California Department of Education, California Department of Social Service, and the Child and Adult Food program are. A proposed cost-saving solution reduces personnel costs by eliminating the administrative assistant position reimbursements based on enrollment. After many years the Center continues to have a budget deficit. The program director, site supervisor, and assigned student workers will assume administrative responsibilities. The site supervisor/teacher will not be assigned to a classroom to maintain teacher/child ratios when a teacher is absent. Organizationally, no director at Compton College has an assigned Sr. Administrative Assistant. This action would result in the administration of the CDC confirming with the management of other programs and maximizing personnel capacity and efficiency while operating within the funding reimbursement nature of CDC enrollment. To increase student enrollment capacity, hours of operation to serve afternoon and evening students, and help the community, the CDC requires additional Children Center Teachers.

Personnel Needs

PERSONNEL	WORK HOURS (7:30 am -10:00 pm)
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(2) Site Supervisor/Teacher AM/PM	8 hours
(1) Infant/Toddler Teacher AM	8 hours
(3) Infant/Toddler Teacher PM	8 hours
(3) Preschool Teacher PM	8 hours
(6) Children Center Aide AM/PM	8 hours

The operating hours until 10:00 pm will accommodate evening faculty and students. Practicum students and nursing students working full-time jobs will be able to complete in-service hours in the evening. The anticipated renovation of the former child development center will allow the center to provide full-day and evening care for infants/toddlers, preschoolers, and school-age children. The capacity of children served will be dependent on qualified staff throughout the day.

4. Facility needs for the next four years.

Security A security system is needed to ensure the safety of the children, parents/students, students, and center staff. Several incidences have placed staff, children, and students in immediate danger in the past few years. The Ring Home Security system is an inexpensive but effective option. *Maintenance* A schedule of routine mopping, sanitizing, and replenishing supplies will maintain a safe and healthy environment for the children, staff, and parents/students. Currently, overall cleaning, sanitizing, and restocking supplies is inconsistent. Teachers clean and sanitize during the day. Cleaning children and adult restrooms, mopping floors, and shampooed/vacuumed carpets are inconsistent. Teachers must request supplies such as toilet tissue, hand soap, and trash bags. *Carpets* in all classrooms are heavily soiled. The carpets should be removed and replaced with colorful learning-based area rugs that can be cleaned and replaced if needed.

5. Equipment (including technology) needs for the next four years.

The CDC urgently needs the following resources to be able to continue serving our students:

Items	Cost Estimate
1. Technology: Lakeshore Complete Interactive Software Suite	5,999.00
2. Technology: Classroom Digital Camera 149 x 6	894.00
3. Technology: Picture printer 79.99 x 2	159.98
4. Technology: Store & Charge Tablet Station 149 x 6	894.00

5. Teacher Resources: Die cut machine, dies, and storage rack	791.49
6. Indoor classroom: Classroom Math Manipulative Center	299.00
7. Indoor classroom: STEM Stories Paperback Library	472.50
8. Indoor classroom: Toddler Manipulative Library	169.00
9. Indoor classroom: Music (CDs)	500.00
10. Indoor classroom: STEM Early Learning Kits 249 x 3	747.00
11. Indoor classroom: Cot Name Clips 9.99 (12)	49.95
12. Indoor classroom: Cots 49.99 x 60	2,999.40
13. Indoor classroom: Sheets 135.00 (12)	1,350.00
14. Indoor classroom: Musical Instruments	899.75
15. Indoor classroom: Hard Unit Blocks (universal set)	899.00
16. Outdoor classroom: Balance Bike	358.00
17. Outdoor classroom: Pump and Play Mud table	599.00
18: Outdoor classroom: Feel and Find Sensory Tubs	115.00
19: Outdoor classroom: Active Play Kit	199.00
20. Indoor/Outdoor classroom: Painting Center	279.00
21. Heavy-duty Evacuation Crib (4)	1,876.00
22. Indoor Classroom Sheets \$ 149.00 (48) x 4 sets per child	596.00
23. Indoor Classroom: Cot Carrier 1 x 6 classes	539.94
24. Indoor classroom: Cots (5 per Set) @ \$339.0 x 15 sets (72 children)	5,085.00
25. Indoor Classroom: Lakeshore Area Carpets 6'x8' – 6 carpets @ 599.99	3,599.94
26. Technology: Smart Google TV (3) preschool classroom & (1) Computer Lab 4 x \$249.99	2,399.96
27. Technology: Wireless Photo Printer (3 per program/1 Computer Lab) @ 249.99	999.96
28. Security: Ring Stick Up Cam solar pack	549.99
29. Security: Video Doorbell	99.99
30. Indoor classroom: All-In-One CD Play with Bluetooth (4) @ 129.00	516.00
31. Indoor classroom: Listening Headphones (4) @ 129.00	516.00
32. Indoor classroom: Storage Unit 4 x \$449.00	1,796.00

33. Indoor classroom: Space Maker Storage Unity 4 @ 649.00	2,596.00
34. Indoor classroom: Infant Changer Storage Unit (2) @ 749.00	1,498.00
35. Indoor classroom: Extra Wide Safety Gate (42" x 30") @ 429.00	1,716.00
36. Indoor classroom: Automatic Ball Inflator (2) @ 79.99	159.98
37. Indoor classroom: Clear View Water Play Table (4) @ 229.00	916.00
38. Indoor classroom: Handwashing Time Timer (6) @ 26.99	161.94
39. Indoor classroom: Color Kinetic Sand (4) @ 49.99	199.96
40. Indoor classroom: Jumbo Magnetic Building Tiles (4) @ 19.99	79.96
41. Indoor classroom: Magna-Cars & Trucks (4 Sets) @ 59.99	239.96
42. Indoor classroom: 20" Huggable & Washable Baby Dolls (\$ sets) @ 139.00	556.00
43. Indoor classroom: Beginner's Peg Puzzles (4 Sets) @ 39.99	159.96
44. Indoor classroom: Lakeshore Playdough (4 Sets) @ 59.99	239.96
45. Indoor classroom: Clear Adhesive Rolls (60'x18") 20 rolls @ 28.99	579.80
46. Indoor classroom: Best Buy Glue (Gallon) 12 gallons @ 13.99	167.88
47. Indoor classroom: Best Buy Large Crayons (12 color Box) 4 Boxes @ 89.88	359.52
48. Indoor classroom: Best Buy Standard Crayons (12 Color Box) 4 Boxes @ 89.99	359.96
49. Indoor classroom: Washable Tempera Paint – Assorted Colors (Gal) 18 @ 15.99	287.82
50. Indoor classroom: Construction Paper (12"x18") Assorted Colors- 18 Case @ 54.50	981.00
52. Indoor classroom: Butcher Paper -Assorted Colors (36"x1,00 ft.) 20 rolls @ 79.99	1,599.80
53. Indoor classroom: Safety Scissors (Doz.) 24 sets @ 19.99	79.96
54. Indoor classroom: All-purpose Paintbrush Assortment (set of 30) 6 sets @ 19.99	119.94

3. Service Area Outcomes (SAOs)

a.) Program Service Area Outcomes

1. Access and Completion: Parents/Students enrolled in Compton Child Development center will improve recruitment, enrollment, retention, and completion rates for Compton College students.
2. Student Support: Compton Child Development center will support the success of Child Development students, Nursing students, and Student Workers to meet their education and career goals.
3. Student Success: Compton Child Development center will provide a program that supports the cognitive, social/emotional, and physical growth and development of the children in the program.

b.) Development of Service Area Outcomes

The Service Areas Outcomes were developed with input from CDC staff, parents, practicum, child development, and student workers.

c.) Frequency of assessment and those engaged in discussion

An SAO Advisory Committee will discuss and assess the progress of the SAOs. The Director engages teachers, parents/students, practicum students, and student workers in group discussions, and informal conversations and distributes surveys to gather information.

d.) What has been done?

The structure of the Laboratory School is designed to meet the personal and professional goals of the teaching staff, parent/students, child development, and nursing students. A Laboratory handbook is being developed to inform participants of available activities and documentation requirements.

e.) Discussion of SAO assessment results

1. Access and Completion: Parents/Students enrolled in Compton Child Development center will improve recruitment, enrollment, retention, and completion rates for Compton College students. The center hours have increased to accommodate the schedule of the parents/students. A flyer is being distributed to recruit new parents to the program.
2. Student Support: Compton Child Development center will support the success of Child Development students, Nursing students, and Student Workers to meet their education and career goals. Child development Practicum students have completed their service hours in the infant/toddler and preschool programs. Nursing students are completing clinical hours while taking temperatures and caring for minor injuries. Student workers are introduced to the

responsibilities of the teacher in the classroom setting. Modeling in the classroom and assistance with homework assignments are provided by the director and teachers to support practicum students and student workers.

3. **Student Success:** Compton Child Development center will provide a program that supports the cognitive, social/emotional, and physical growth and development of the children in the program. Preschool Bootcamp was introduced to support the ongoing development of the children in the program. Preschool “Academic” Bootcamp provides an intense summer session from July -to August that focuses on school readiness skills for children transitioning to Pre-K and Kindergarten. Preschool “Athletic” Bootcamp provides an hour of organized sports activities for the boys in the program. The two girls in the preschool program displayed and expressed displeasure with the “roughhousing” from the boys. The hour of Boot camp allows the girls to participate in classroom activities, nature walks in a calmer environment. The girls join the boys for outdoor play and various activities throughout the day.

f.) The SAOs assessment results shared with staff, students, and the public

The Director will share the SAO assessment results with the staff, student workers, and parent/student education meetings. The Director provides updates in the monthly meetings, staff monthly update memos, and parent newsletter. SAOs input surveys will be provided to staff, parent/students, student workers, and practicum students in the Fall and Spring. The SAOs Advisory Committee will meet in the Fall and Spring to review.

g.) The SAO assessment results indicated the need to change or modify components of the program

Due to the center closure caused by the pandemic, the SAO assessment results from the previous review were not formally assessed. Input from stakeholders, led to the development of the Laboratory school to support the instructors and students participating in the activities. The students can plan their clinical hours around school and personal obligations. Flexibility in days and hours has increased the rate of retention and completion for practicum students.

4. Program Improvement

a.) Activities to improve services:

Activities to improve services included professional development workshops and training for staff. The monthly Parent Newsletter was revised and emailed to parents/students. The Family

Needs Assessment is conducted each semester, along with regular check-ins to provide resources as needed. Pre-enrollment materials were provided to students when they inquired about the services. After enrollment, the Director will conduct Parent Orientations on Zoom. Parent resource binders and bulletin board with information from the college and community are in the lobby area.

b.) How has program personnel used metrics to improve program services

The Center participated in the State Contract Monitoring Review and Program Self-Evaluation Review. The review results led to revisions of policies and procedures for the Parent Advisory Committee, enrollment and eligibility process, health, illness and safety, food program, and staff professional development. The center hours were increased to accommodate the schedule of the parents/students. A flyer is being distributed to recruit new parents to the program. Flexible scheduling has supported Child development Practicum students to complete their service hours in the infant/toddler and preschool programs. Nursing students are completing clinical hours while taking temperatures and caring for minor injuries. Student workers are introduced to the responsibilities of the teacher in the classroom setting through hands-on experiences with the. Modeling in the classroom and assistance with homework assignments are provided by the director and teachers to support practicum students and student workers.

c.) Trends identified in the data

Trends were identified through parent surveys, parent/teacher conferences, and Director/teacher observations. The Director's open-door policy encouraged input from the Child Development department, business office, Federal work-study program, and stakeholders from the community. Input from the Child Development Department led to the development of the Laboratory School. Child Development students and parents will have opportunities to complete in-service hours, access to a computer lab with resources, and study time with parents. Years of low enrollment have placed the CDC budget into a severe deficit. The deficit has prevented purchases of needed supplies and hiring additional teachers to increase enrollment, meeting the needs of parents/students. Parent surveys and input from teachers identified the lack of materials and damaged equipment in the classroom. Many materials in the classroom are outdated and damaged, such as the napping mats. Teachers are using their funds to purchase toys and materials for their classrooms. An intensive budget review identified positions that could be eliminated without a negative impact on the Center. Ongoing conversations with the fiscal

department prompted revisiting staff job descriptions to align with State and Licensing regulations. Several positions were eliminated based on consistent availability.

An analysis of the work hours showed multiple staff was equivalent to one staff person. Also, several staff members did not hold the qualifications to work alone with the children. These positions were removed and replaced with Federal Work-Study students. Feedback from parents and the State Program Review identified a lower satisfaction rate for the administrative portion of the program. State and Community Care Licensing require a Site Supervisor on the premises in the absence of the Director and the DRDP assessment reporting. Currently, the Center has an acting site supervisor handling a portion of the administrative reporting. The administrative responsibilities do not require a Sr. Administrative Assistant. Eliminating the administrative assistant and dividing the duties between the Director and Site Supervisor will positively impact the CDC budget and the satisfaction rate of the parents/students, teachers, and State Program Review.

5. Customer Service

1. How was the survey conducted? Please include a copy of the survey in the appendix.

The Desired Results Parent Survey (appendix) was emailed in Spring 2021 to enrolled families in the Infant/Toddler and Preschool programs. The questions addressed their satisfaction with the program, feelings about the safety and happiness of their child in the program, and the various topics of information related to their child's care and development provided throughout the year. The ratings were very satisfied, satisfied, not satisfied, yes, and no. The participants were new parents/students and pre-pandemic parents/students and employees on campus. All families participated in the Distance Learning and transitioned to in-person in April.

2. The major findings of the customer service survey

Infant/Toddler Program: *How satisfied are you with the overall quality of the program?*

Parents/students expressed satisfaction that the Center reached out to them with food, jobs, and health information during the pandemic. Participation in distance learning allowed the parent/student and child to stay connected with the program. *Have you received information from the program about the following topics:* Although the transition from the campus to distance learning was a challenge, the findings showed 100% of parents received information on parenting skills, developmental milestones, and community resources? *Would you like more information*

about any topics related to your child's care and development? One parent/student requested information on calming children when they are angry. *How satisfied are you with these characteristics of your child's program?* The findings showed that parent-students wanted to be involved in the program planning and activities, an increase in the hours of operation, and more information on parenting skills and strategies for children with challenging behaviors. Parents and teachers are communicating through emails, phone calls, and short informal conversations at drop-off and pick-up times. Parents receive monthly newsletters and attend monthly Parent Advisory meetings. Additional study time increased the childcare hours for parent-students.

Preschool Program: *How satisfied are you with the overall quality of the program?* 75% were very satisfied with the program's overall quality, with 100% feeling that their child was safe and happy in this program. The findings showed 100% very satisfied with the location, teacher/child ratios, education and communication with staff, equipment, and nutrition. 75% very satisfied with hours of operation, teacher/child interactions, and staff/parent interactions. *Have you received information from the program about the following topics?*

The findings showed 100% received information on all listed topics, including child growth and development, parenting skills, health and safety concerns, community resources, and program involvement. 75% did not receive information on daily activities. *Would you like more information about any topics related to your child's care and development?* Parents wrote information on socialization skills and continue to send all kinds of resources written in this section. Parents received resources on developing social skills in young children. Parent conferences focusing on challenging behaviors increased to support the children in the classroom and home environments. The daily schedule was discussed with the parents. Special activities are posted in the newsletter and on the parent bulletin board. Pictures from special events and daily activities are posted on the parent board.

Summary: Time, access to technology, and the level of computer skills impacted the delivery and response of resources through email and participation in the Zoom sessions. Some parents chose to continue receiving resources through email and opted out of involvement in the Zoom activities. Following the State guidelines, parents had the option of Virtual sessions or communication from emails.

3. Exemplary services that should be expanded or shared with other programs.

The model for services provided through the Child Development Center and the Laboratory school should be shared because it meets the individual needs of various students. The other student service departments should share the information with the students during recruitment, enrollment, and counseling sessions. Preschool Bootcamp was introduced to support the ongoing development of the children in the program. Preschool “Academic” Bootcamp provides an intense summer session from July to August that focuses on school readiness skills for children transitioning to Pre-K and Kindergarten. Preschool “Athletic” Bootcamp provides an hour of organized sports activities for the boys in the program. The two girls in the preschool program displayed and expressed displeasure with the “roughhousing” from the boys. The hour of Boot camp allows the girls to participate in classroom activities, nature walks in a calmer environment. The girls join the boys for outdoor play and various activities throughout the day.

4. Aspect of the program's service that needs improvement

Enrollment capacity is eighty or more children depending on school schedules. Staff shortage limits the number of children served and the hours of operation. The Center cannot serve the families in need or provide the hours to accommodate afternoon and evening classes. New staff will be hired, and hours of operation increased based on enrollment. *The enrollment process* requires focus and attention to assist potential parents/students as they complete paperwork and submit documentation. The pre-enrollment materials, center tour, distribution of center application, collection of documents, files reviewed and approved, parent orientation, and start date provided will have a two-week turnaround time. Support for parents/students through phone calls, and emails will be ongoing from certification to the annual recertification.

6. Conclusions and Recommendations

1. The program's strengths

The Abel B. Sykes, Jr. Child Development Center and Laboratory School program effectively impacts families' academic and opportunity gaps in underserved communities.

The curriculum provides a high-quality learning environment with consistent implementation of research-based instructional practices using Universal Design Learning for Early Childhood Education, Culturally Responsive Pedagogy, California Preschool Learning Foundations, California Infant/Toddler Learning Foundations, Developmentally Appropriate Practices,

Science, Technology, Engineering, Art, Math (STEAM). Ongoing program assessment includes the Infant/Toddler Environment Rating Scale, Early Childhood Environment Rating Scale, and Classroom Assessment Scoring System. Community care licensing regulations are maintained to ensure a safe and healthy environment for the children, parents, and staff. *Individualized Professional Development* Individual professional development plans, coaching sessions, and resources to ensure that the Director, staff, student workers, cook/nutritionist, and administrative assistant have the tools needed to excel in their service to the parent/students.

Laboratory School provides a complete hands-on experience for parents/students, student workers, child development, and nursing students. Parents/students will develop their parenting skills and advocate for their children to ensure academic success. Study time will allow parents to attend class and use the central computer room or the college library to study while their child is in a safe learning environment. Student-workers and child development students will have real-time experiences as a teacher in the classroom.

2. The program's areas that need improvement.

Enrollment: Campus closures due to the pandemic impacts the current enrollment for the infant/toddler and preschool programs. The process for eligibility and enrollment includes frequent interactions with the parents. Currently, interactions are driven by the parent resulting in a delay in enrolling the parents. The turnaround time averages three weeks to months as the administrative assistant waits for parents to return documents. This frustration created lost enrollments and frustrated parents. The State requires the Center to reach out to the parents to ensure the enrollment is completed within one week. Dividing the administrative responsibilities between the Director and Site Supervisor will make the process move smoothly and quickly. The Director and site supervisor have taken on some of the duties of the administrative assistant to ensure a quick turnaround in the enrollment process and stay in compliance with State regulations. The Center is currently on probation with the State for administrative errors in the children's files. Beginning July 2021, the funding sources for the Center will be from the CA. Department of Education and the Department of Social Services instead of only from the CA. Department of Education. We must streamline the process to move from probation to good standing with funders.

Health and Safety: The health and safety of children, parents/students, and staff are compromised by the inconsistent cleaning and sanitizing by maintenance. The heavily soiled carpets need to be removed and replaced with area rugs.

Security: Entry to the Center requires a security system to protect the children, parents/students, and staff from possibly dangerous situations.

3. The program's recommendations in a prioritized manner

Strategic initiative: Improve recruitment, enrollment, retention, and completion rates for our students. Support the success of all students to meet their education, career goals

1. Terminate the Administrative Assistant position to help decrease the severe budget deficit.

The Director and Site Supervisor will handle administrative duties. Currently, the Director and Acting Site Supervisor are taking on some of the administrative tasks. The administrative assistant is onsite for four hours and remote for four hours. Parents come into the Center throughout the day from 7:45 – 3:00. When the administrative assistant is off-campus, someone else must assume the responsibility for enrollment.

2. Add a Site Supervisor/Teacher to assist with administrative responsibilities, substitute for an absent teacher, and comply with State and Licensing guidelines. The acting site supervisor/teacher has assisted in administrative duties for the previous administrative assistant. Community Care Licensing and the State require a site supervisor to act in the absence of the Director.

3. Increase teacher hours from six to eight to increase the center operation hours. Currently, the Center operates from 7:45 pm – 3:00 pm by staggering teacher work hours.

4. Hire two full-time teachers to increase the enrollment in the infant/toddler and preschool program

5. 2 part-time Children's Center Aides to increase the enrollment in the infant/toddler and preschool program

6. Security System to control access to the Center. There have been several dangerous incidents at the Center threatening the safety of families and staff.

7. Maintenance to maintain a healthy and safe environment.

4. Please indicate whether the program should continue or be discontinued.

 x Continue Program

___ Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.