

# Child Development Center Program Review (2025) Latest Version

## Student Services (1) - Program Description First Submission: Version by Ferguson, Melita on 12/02/2025 00:36

### a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

#### Vision

The Abel B. Sykes, Jr. Child Development Center/Laboratory School (CDC) is a vital part of the Compton community. It plays an essential role in Compton Community College's educational system for recruitment and retention. We believe that each child, parent, student, college participant, and employee is a unique individual of great value. We also believe that positive learning experiences, respect, and a healthy self-image are crucial to their lives. The Child Development Center/Laboratory School focuses on using research-backed strategies and best practices that effectively address the academic achievement and opportunity gap for low-income families and children of color.

#### Mission

The California Preschool/Transitional Kindergarten Learning Foundations, California Content Standards (Pre-K), Classroom Assessment Scoring System (CLASS), Infant/Toddler (ITERS), and Early Childhood (ECERS) Environment Rating Scales, Universal Design for Learning, Inquiry-Based Instruction, Culturally Responsive Pedagogy, Creative Curriculum, and STEAM serve as the guiding principles of the educational program. These frameworks aim to meet children at their developmental levels and support their intellectual, social, emotional, physical, and cognitive growth. We believe providing services and resources for children and their families is essential for achieving their academic goals. All children are assessed in the fall and spring using the Desired Results Developmental Profile (DRDP) and the Ages and Stages Questionnaire to identify any developmental delays. Age- and developmentally appropriate learning activities are designed based on assessment data and parent input. Parents are encouraged to contact their family pediatrician and local Regional Center for evaluations and services to support their child's development. The CDC assists the child and parent in implementing early intervention plans and accessing community resources. Behavior plans are developed collaboratively with parents for children exhibiting challenging behaviors.

#### Licensing and Funding

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

### b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.

According to the Institutional Research and Planning Office, Program Data Dashboard – Spring 2025, Latino students make up 60% of the college enrollment, and African American students account for 25%. Based on our enrollment trends, the Center's demographics reflect those of both Compton College and the local community.

### c) Describe how interaction with the program helps students succeed or meet their educational goals.

#### Laboratory School

The **Laboratory School** sets high expectations for Child Development Center staff, young children, parents/students, and Compton College students. The Center offers hands-on learning experiences and professional development opportunities for CDC staff, student workers, nursing students, and volunteers. The program's diversity enhances recruitment, enrollment, retention, and completion rates while supporting and promoting student success, preparing them for a smooth transition into the workforce. The CDC/Laboratory School allows Compton College students and employees with young children to develop practical parenting skills, enroll in training programs or courses for job development and advancement, earn certificates and degrees in specific disciplines, and receive transfer credit to a four-year college or university. Furthermore, the CDC/Laboratory School enables students to study while pursuing their career goals, ensuring their children are safe, healthy, and ready for a successful academic journey and future workforce. The goal is to prepare teachers, assistant teachers, student workers, and practicum students to succeed as childcare providers.

#### Parents/Students

Parent involvement supports the child's academic success and helps parents and students reach their educational and career goals. The center staff recognize parents as the primary and most important teachers in a child's life and welcome their participation and involvement. The center maintains an open-door policy to encourage parents to easily participate in center activities. Compton College students have enrollment priority with flexible childcare hours to fit their class schedules and can also access study hours on or off campus. During enrollment, parents create an education or career plan with their counselor. The Director reviews this plan with the parent during their annual recertification. Progress reports are submitted each semester to ensure that the parent and student have the resources needed to complete their education plan. Counseling, tutoring, and other support services are available.

#### Volunteers

Volunteers participate in classrooms after completing the required documentation, such as fingerprints, TB clearance, immunizations, and a volunteer form from Human Resources. Parents/students, faculty, college students, grandparents, and family members are encouraged to share their talents with the children or help the teacher during daily routines or special events. Volunteers have access to educational, community resource boards and binders, or they can 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 the chance to improve their teaching skills with guidance from CDC laboratory teachers, mentor teachers, assistant teachers, and student workers. The CDC Laboratory teachers and Assistant Teachers demonstrate best practices for working with young children. Topics include classroom setup, creating bulletin boards, lesson planning, activity preparation and execution, teacher/child interactions, classroom management, parent engagement, child assessments, and children's portfolios. Students receive feedback and resources. The practicum instructor observes and offers input while evaluating 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 selected students receive more intensive coaching during 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 defines teacher and assistant teacher responsibilities in the classroom. Eligible student workers are those with child development majors who must pass their coursework to continue working at 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 needing extra support to pass their child development classes. Student workers assist the teacher with classroom setup, 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 developed collaboratively with the Director and student worker to monitor progress toward child development certification.

#### Nursing Students, Psychology Students, Child Development

All students are welcome to conduct observations for their assignments. They must submit the proper documentation (TB clearance, fingerprints, immunization records) before entering the classroom. Nursing students engage in learning activities, assist with handwashing, and help during mealtime.

The CDC/Lab School provides childcare for parents attending classes, with additional study hours available according to their class schedule. Childcare hours are adaptable during tests, finals, or special projects. Parents can access community, health, and educational resources tailored to their family's needs or specific requests. Students in Child Development, Nursing, and Psychology can fulfill their in-service hours either in the classroom or using observation rooms. Compton College employees have a safe, convenient place to leave their children while

working toward their education and careers.

**d) How does the program interact with other on-campus programs or with off-campus entities?**

The CDC collaborates with the following programs, on 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**

*The Parent Advisory Committee, made up of CDC parents, meets to discuss the program, provide input on programs and policies, and access education and community resources. The Child Development Permit Specialist reviews transcripts and applications from CDC teachers and student workers to help them obtain child development permits from the Commission on Teacher Credentialing. The Child Development Department practicum instructor assigns practicum students to the Center. The director attends an orientation visit to share information about the Center, expectations for practicum students, and how to apply for the Mentor program. The Nursing Department assigns nursing students to the Center to complete their service hours. Health and safety resources are available as needed. The Extended Opportunity Programs and Services (EOPS) offer students in child development programs opportunities to work as student employees at the Center. Recruitment strategies are shared to align the Center with the college. The CDTC grant provides stipends to child development students.*

**Off-Campus**

*The 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 site supervisor completed the requirements for Mentor Teacher and plans to participate in the yearly Mentor Institute and Mentor Advisory Committee meetings. The 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 these meetings. Partnerships in Education, Articulation, and Collaboration in Higher Education (PEACH). The director attends monthly meetings to network, gather information, and advocate for quality experiences for young children. California Community College Early Childhood Educators (CCCECE). The director also attends monthly meetings to network, gain knowledge, and support quality experiences for young children. Teachers, assistants, and student workers participate in early childhood education workshops and training. Best Start Compton/East Compton provides information and resources to the center. The center received seventy-five backpacks filled with learning materials for the children. The California Early Care and Education Workforce Registry is a tracking system that supports early childhood educators by offering workshops, training, and resources to promote professionalism in the workforce.*

**e) List notable achievements that have occurred since the last Program Review.**

*Center Environment enhancements included installing a digital security system. The state provided additional funding to purchase learning materials, classroom furniture, technology, and outdoor play equipment. Staff hires included a cook and two infant, toddler, and preschool teachers. Children with special needs receive on-site professional observations, assessments, occupational, and speech therapy. Parents are supported through the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP) assessment process with the Regional Center and the school district. Child Development Laboratory School's collaboration with the Child Development department continued to offer opportunities for child development students to complete practicum hours and conduct classroom observations. Uniformed nursing students completed in-service hours in the toddler and preschool classrooms. The Parent Advisory Committee was created to advise the child development center on services for families and children. The committee held monthly meetings to discuss the infant, toddler, and preschool programs and provide input on center policies and procedures. The monthly parent newsletter includes educational, vocational, and community resources, updates on center activities, and policy reminders. A parent resource area was established for parent education, campus and community resources, a needs assessment survey, and a suggestion box. The Child Development Center's Education program features curriculum-based classrooms for Art, STEM, Language/Literacy, Math, and Sensory activities for preschoolers. It also includes a Gymboree and a napping room for infants and toddlers. The college campus offers free field trips for children, including a six-seater buggy for infants and toddlers and tricycles for preschoolers. Field trips around the campus include nature walks, child development classes, the gymnasium, library, outdoor track, and visits to construction sites. The school year ends with a "Crossing the Bridge" family-and-friends celebration for the Pre-K children transitioning to kindergarten. Child Development Center staff collaboratively developed professional growth plans, setting personal and professional goals and activities. Ongoing development is offered through individual or group training and the Summer Teacher Academy, shaped by input from parents, teachers, and the director. Student workers also developed their own professional growth plans, establishing personal and professional objectives and activities. Professional development includes both formal and informal methods, tailored to individual needs. The site supervisor enhanced her professional growth by earning her master's degree and enrolling in a doctoral program. Three teachers who graduated from Compton College are pursuing Bachelor of Arts degrees at Dominguez Hills University. The student workers have completed the requirements to move from an Assistant Teacher permit, which requires supervision by a teacher, to an Associate Teacher permit that allows managing a classroom independently. They are now submitting their applications for a teacher permit through the Commission on Teacher Credentialing. A teacher permit is required for a permanent teaching position in the child development center.*

**f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?**

Hiring remains on hold until enrollment increases enough to cover costs. The center has maintained a waitlist of 30-40 children since 2018. Staff shortages limit enrollment capacity, resulting in low enrollment. Teacher-to-child ratios affect enrollment; infant/toddler ratios are 1:4. The infant/toddler waitlist consistently exceeds 10 children, while the other six are waiting for the four enrolled children to turn 24 months old and graduate from the infant/toddler class. Parents seek other options, or the child has aged out, and no slots are available in the two-year-old class because they are reserved for the original four enrollees. Hiring additional staff could allow more children to be enrolled, helping meet licensing capacity and funding requirements. To prepare for permanent teacher positions, qualified student workers are receiving individualized professional development on Community Care Licensing, the Department of Social Services, and the Department of Education policies, standards, and regulations. Additionally, there will be a financial impact as Hold Harmless ends in June 2026; low enrollment will result in funding losses.

## Student Services (2) - Program Environment First Submission: Version by Ferguson, Melita on 12/02/2025 00:36

**a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?**

The Abel B. Sykes, Jr. Child Development Center and Laboratory School, located in the northwest part of the Compton College campus, offers childcare for children aged 12 months to 4 years. The single-story building includes six classrooms, four observation rooms, a warming kitchen, and a laundry room. The computer lab features a large-screen TV and educational resources. The staff lounge has a small kitchenette, a 55-inch TV, a phone, two computers, a rocking chair, and tables and chairs. Three classrooms are designed to meet the developmental needs of infants (12-16 months) and toddlers (16-24 months). Preschool children rotate through classrooms focused on Sensory, Math, Language/Literacy, STEM, and Art throughout the day. Office space is available for the director and site supervisor. The Child Development Center operates with subsidies from the California Department of Education (preschool program), the California Department of Social Services (infant/toddler program), the Child and Adult Care Food Program (CACFP), and the Compton Community College District. Facility improvements include painting the entire center, repairing broken fixtures such as sinks, toilets, soap, and paper towel dispensers, and ongoing indoor and outdoor maintenance.

The preschool program is currently located in the Infant/Toddler Center. This temporary relocation and staffing shortages affect enrollment opportunities for families with infants, toddlers, and preschoolers. The Center still plans to serve school-age children in the future and holds a school-age license. However, the infant/toddler building currently lacks adequate restroom facilities needed to restart the school-age program.

**b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart.**

The staff at the Child Development Center and Laboratory School are committed to creating a rich educational environment for young children, parents, students, and college learners. The Child Development Center has eight staff members on-site: a Program Director, Site Supervisor/Teacher, infant/toddler/preschool teachers, and a cook.

**Program Director** has over 50 years of experience in early childhood. She holds an Ed.D. in Education Leadership, Administration, and Policy, as well as a Master's, Bachelor's, and an associate's degree in child development. The director also maintains a Program Director Permit from the California Commission on Teacher Credentialing, Classroom Assessment Scoring System (CLASS) Certification, and is a Professional Growth Advisor.

**The Site Supervisor** role was expanded to an administrative position after the Senior Administrative role was eliminated to reduce costs. The current Site Supervisor, Shanika Jones, began as a student in 2013, then served as a student worker in 2014, became a provisional employee in 2016, and has been a permanent preschool staff member since 2019. She earned an AA in 2015, a BA in 2018, an MA in 2020, and started a doctorate program in 2022 with an expected completion date of Fall 2026. Ms. Jones expressed interest in becoming a director of a child development center and took on the site supervisor role after the previous supervisor retired. The Site Supervisor assists the director in ensuring the CDC complies with CDC policies, the district's regulations, Community Care Licensing, the Department of Social Services, and the Department of Education. Administrative responsibilities include managing enrollment and eligibility data for state reports and documentation. The Child Adult Food Program requires an additional person to review meal reimbursement claims. The Department of Social Services (Infant/Toddler), the California Department of Education (state preschool), and Community Care Licensing all require a qualified Site Supervisor to be present on-site, even if the director is present. They want to ensure a qualified person is available at the entrance throughout the day. The Site Supervisor manages personal emergencies and scheduled breaks, ensures classroom coverage, documents teacher/child ratios, takes on classroom responsibilities when a teacher is absent, and manages the food program in the absence of the cook. The Site Supervisor is also responsible for scheduling and documenting practicum, nursing, and child development students.

**Infant/Toddler/ Preschool teachers**

Under general supervision, plans, develops, implements, and supervises the education program and activities for an infant, toddler, or preschool classroom in a learning laboratory setting; oversees laboratory students and staff in the school, and provides a safe and nurturing environment to help children develop their social, cognitive, and educational skills; and performs related work as required. Assesses, co-creates individual learning plans, and implements parent-driven early learning activities for children with special needs. The teachers have collectively earned degrees in Early Childhood Education, ranging from an Associate of Arts to a master's degree, and hold a valid child development permit required by the state.

**Student workers** majoring in child development hold appropriate permits to assist teachers with supervising and implementing learning activities.

**Cook/Nutritionist** has a California Food Handler Training Certificate, meal preparation training, and completes the Child and Adult Care Food Program annual mandatory training.

**ABEL B. SYKES JR. COMPTON COMMUNITY COLLEGE  
CHILD DEVELOPMENT CENTER/LABORATORY SCHOOL  
ORGANIZATIONAL CHART 2025-2026**

Dr. Sam Agdasi Dean of Student Learning
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Dr. Melita E. Ferguson Director
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Gloria Lafolette Site Supervisor/I/T/P Teacher	Shanika Jones Site Supervisor/I/T/P Teacher	Lashone Gaston Cook
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Kaneshia Dunnigan I/T/P Teacher*	Marleen Gil I/T/P Teacher	Yvonne Godfrey I/T/P Teacher	Devin Hernandez I/T/P Teacher
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I/T/P Teacher (Vacant)*	I/T/P Teacher (Vacant)*	I/T/P Teacher (Vacant)	I/T/P Teacher (Vacant)	I/T/P Teacher (Vacant)	I/T/P Teacher (Vacant)
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Note: \* Positions temporarily held by Provisional Employees and Federal Work-Study Students  
I/T/P = Infant/Toddler/Preschool Teacher

Note: \* (Positions temporarily held by Provisional Employees and Federal Work-Study Students)

**c) Describe the personnel needs for the next four years.**

The center hours will expand to accommodate the schedules of students attending morning and afternoon classes. Extended hours will support practicum and nursing students in completing in-service hours. Although student workers are an asset to the program, maintaining consistent schedules poses challenges. Teachers' hours need to increase from 6 to 8 to cover the extended service hours. The AM and PM teachers will be on the premises for at least thirty minutes to ensure a smooth transition. The AM teacher will pass on information about the children to the PM teacher. Currently, seven eight-hour teachers are needed to increase the hours of operation. Student workers will assist the teachers during the AM and PM sessions.

**Personnel Needs**

PERSONNEL	WORK HOURS (7:30 am -5:00 pm)
(2) Site Supervisor/Teacher AM/PM	8 hours
(6) Infant/Toddler/Preschool Teacher AM	8 hours
(6) Infant/Toddler/Preschool Teacher PM	8 hours

Operating hours until 6:00 pm accommodate working parents 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 depend on the availability of qualified staff throughout the day.

**Old CDC renovation.**

**Personnel**

**Child Development Program Director** supervises a childcare and development program operated in a single site or multiple sites; provides services in the care, development, and instruction of children in a childcare and development program; and serves as coordinator of curriculum and staff development in a childcare and development program.

**Child Development Site Supervisor** will oversee the childcare and development program at a single location; provide services in caring for, developing, and instructing children in a childcare and development setting; and serve as a coordinator of curriculum and staff development for such programs. The Site Supervisor assists the director in ensuring the CDC complies with CDC policies, district regulations, Community Care Licensing, the Department of Social Services, and the Department of Education. Administrative duties include managing enrollment and eligibility data for state reports and documentation. The Site Supervisor handles personal emergencies and scheduled breaks, ensures classroom coverage, documents teacher and child ratios, takes on classroom responsibilities when a teacher is absent, and manages the food program in the absence of the cook. Additionally, the Site Supervisor is responsible for scheduling and documenting practicum, nursing, and child development students.

**Infant/Toddler/Preschool Teacher (special needs)** Under general supervision, plans, develops, implements, and supervises the education program and activities for an infant, toddler, or preschool classroom in a learning laboratory setting; oversees laboratory students and staff in the school, and provides a safe and nurturing environment to help children develop their social, cognitive, and educational skills; and performs related work as required. Assesses, co-creates individual learning plans, and implements parent-driven early learning activities for children with special needs.

**Cook**

Cook preplanning food allergies, food preparation for family-style meal service (ensure that breakfast, lunch, and snacks meet USDA child nutrition guidelines), Child and Adult Care Food Program reporting (menus, meal production, monthly attendance records, and meal counts), maintain a safe and healthy environment (monitor temperature controls, clean and sanitize work supplies and kitchen), provide nutrition education, and engage in professional development activities.

**Maintenance** will check the restrooms and trash cans every two hours starting at 10:00 a.m. and perform thorough cleaning throughout the entire Center in the evening.

**d) Describe facilities needs for the next four years.**

**Infant/Toddler Center**

**Indoors**, the entire center requires painting. Additional bulletin boards are needed in the hallways and classrooms. The toilets in the children's restrooms need to be replaced. Sinks should be replaced, and the holes in the baseboards in the children's classrooms should be covered. The paneling on counters in the lobby area and classrooms needs to be replaced. The front door needs repairs, and the locks on all exterior doors should be repaired. Locks also need to be added to classroom doors. **Outside**, Water fountains need to be replaced in the preschool and infant/toddler play yard. A shade covering is needed for the infant/toddler yard. Padding on the outdoor play structures.

**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 are inconsistent. Teachers clean and sanitize during the day.

**e) Describe the equipment (including technology) needs for the next four years.**

The CDC needs a resource-tracking software system to track Compton College students using the CDC for non-childcare purposes. The intention is to track these interactions and collect data on student hours for Nursing, Practicum, and Observation using Trac Cloud. The pricing to add this profile is \$1,499/year.

**f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?**

Hours of operation: Monday to Friday, 7:45 am – 4:45 pm. Staff hours are 7:30 am – 4:00 pm and 8:30 am – 5:00 pm. The hours create challenges for students with classes that start or end after 5:00 pm.

**g) Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?**

School districts are providing both full- and part-time childcare for children aged three to five. Parents with school-age children may prefer having their kids in one location. The center mainly focuses on enrolling infants and toddlers, who are more likely to stay in the program for two or more years.

## Student Services (3) - Service Area Outcomes (SAO) First Submission: Version by Ferguson, Melita on 12/02/2025 00:36

**a) List and describe the program's 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 is focused on enrolling children in the infant/toddler program to meet the ongoing demand for children under 3 years old.

2. Student Support: Compton Child Development Center assists Child Development students, Nursing students, and Student Workers in reaching their educational and career goals. Child development practicum students have completed their service hours in the infant/toddler and preschool programs. Nursing students are finishing clinical hours, taking temperatures, and caring for minor injuries. Student workers are introduced to classroom responsibilities. The director and teachers model classroom tasks and assist with homework to support practicum students and student workers.
3. Student Success: Compton Child Development Center provides a program that fosters the cognitive, social-emotional, and physical growth of enrolled children. Parents can focus on their personal growth and educational goals, knowing their child is in a nurturing, safe, and healthy environment.

**b) How were the SAOs developed? Who was engaged in the creation of the SAOs?**

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

**c) How often are the SAOs assessed and who is engaged in the discussion?**

A Compton Child Development Center Advisory Committee is being created to 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 if the SAO assessment results were not as anticipated?**

The Laboratory School aims to support the personal and professional goals of the teaching staff, parents, students, child development, and nursing students. A Laboratory binder, resource area, and resources room contain information to assist staff, laboratory students, and families. Resources are provided based on survey results.

**e) Where are 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 at monthly meetings, in staff monthly update memos, and in the parent newsletter. SAOs' input surveys will be provided to staff, parents/students, student workers, and practicum students in the Fall and Spring. The Child Development Center Advisory Committee will meet in the Fall and Spring to review.

**f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?**

Stakeholder input led to the development of the Laboratory School to support instructors and students involved in activities. The Laboratory School has dedicated classrooms for Math, STEM, Language/Literacy, Art, and Sensory activities, designed based on the Learning Foundations, CLASS, and ERS guidelines to address the individual needs of children. The classroom layout provides opportunities for teachers, student workers, and practicum students to focus on specific skills and concepts, tailoring activities according to DRDP results and children's interests. Increased scheduling flexibility has enhanced retention and completion rates among practicum students. Students can now schedule their clinical hours around school and personal commitments. Additionally, parents have a clearer understanding of their child's development and progress across each curriculum area in preparation for K-12.

## Student Services (4) - Program Improvement First Submission: Version by **Ferguson, Melita** on **12/02/2025 00:36**

**a) What activities has the program engaged in to improve services to students?**

Activities to improve services included professional development workshops and staff training. The monthly Parent Newsletter was updated and sent to parents and students. The Family Needs Assessment is conducted during enrollment and in the Fall and Spring semesters, along with regular check-ins to provide resources as needed. Pre-enrollment materials are offered to students upon request. Parent orientation includes a tour of the center and a review of the parent handbook. Parent resource binders, a suggestion box, family needs surveys, and a bulletin board with information from the college and community are available in the lobby area.

**b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.**

The Center participated in the State Contract Monitoring Review and Program Self-Evaluation. The review results led to updates in policies and procedures for the Parent Advisory Committee, enrollment and eligibility processes, health, illness, safety, the food program, and staff professional development. The classroom ages have been adjusted to match the waitlist of 3-year-olds and younger. Due to district transitional kindergarten, the demand for center-based childcare is mainly for children 3 years and younger. A flyer is being distributed to recruit new parents to the program. Flexible scheduling has allowed Child Development Practicum students to complete their service hours in the infant/toddler and preschool programs. Nursing students are fulfilling clinical hours by taking temperatures and caring for minor injuries. Student workers are introduced to teachers' classroom responsibilities through hands-on experiences. The director and teachers model best practices in the classroom and assist with homework to support practicum students and student workers.

**c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.**

Trends were identified through parent surveys, parent/teacher conferences, and Director/teacher observations. The Director's open-door policy promoted input from staff, practicum students, the Child Development department, the business office, the Federal work-study program, and community stakeholders. Input from the Child Development Department contributed to the Laboratory School's development. Eliminating the administrative assistant and sharing duties between the Director and the Site Supervisor continues to positively impact the CDC budget and improve satisfaction rates among parents, students, and teachers, as evidenced during the State Program Review.

## Student Services (5) - Customer Service First Submission: Version by **Ferguson, Melita** on **12/02/2025 00:36**

**a) How was the survey conducted? Please include a copy of the survey.**

The confidential Desired Results Parent Survey (appendix) was distributed in Spring 2025 to families enrolled in the Infant/Toddler and Preschool programs. The questions asked about their satisfaction with the program, their feelings about their child's safety and happiness, and the various topics regarding their child's care and development provided throughout the year. The response options included very satisfied, satisfied, not satisfied, yes, and no. Participants consisted of new parents/students, returning parents/students, and employees on campus.

**b) What were the major findings of the customer service survey?**

**Parent Surveys** were distributed during the Fall and Spring semesters. Parents were very satisfied and satisfied with the overall quality of the program and believed their children were safe and happy while employed and attending college. Parents were very satisfied with the childcare hours, the program's location, the teachers' backgrounds and experience, and the language the teachers spoke. Communication, interactions, and involvement among staff, the child, and the parent were very satisfactory and satisfactory, respectively. The children's individual needs were met. Parents were very satisfied with the equipment, materials, cultural and daily activities, environment, nutrition, health, and safety practices. Parents were satisfied with how the program promotes their child's learning and development, as well as interactions with parents. Less than 25% of parents surveyed had not received information on their child's

progress, development and growth. Schedule of daily activities, what you can do to help your child learn and grow, parenting skills, how to find other services in the community, where to report health or safety concerns, experience and training of program staff, discipline procedures, how you can get involved with your child's program. Action Plan: The information will be provided through parent orientation, monthly parent newsletter, parent education boards, parent conferences, parent advisory meetings, and informal conversations during arrival and departure.

**c) Describe exemplary services that should be expanded or shared with other programs.**

*The Laboratory School* program design should be shared because it meets the individual needs of child development students completing service hours and observation assignments. Nursing students can complete their clinical hours, study, and access campus resources. Study time is included in the childcare hours for parents and students. The information can be shared with students during recruitment, enrollment, and counseling sessions.

**d) What aspect of the program's service needs improvement? Explain how the program will address service improvements.**

*Enrollment* capacity is eighty or more children, depending on school schedules. Staff shortages limit the number of children served and the hours of operation. The center cannot serve families in need or provide the hours needed for afternoon and evening classes. *Enrollment and eligibility process* can be overwhelming for many parents. Parents will complete the enrollment paperwork in the staff lounge with assistance available as needed.

## Student Services (6) - Conclusions and Recommendations First Submission: Version by Ferguson, Melita on 12/02/2025 00:37

**a) Summarize the program's strengths.**

The Abel B. Sykes, Jr. Child Development Center and Laboratory School program effectively addresses families' academic and opportunity gaps in underserved communities. *The curriculum* offers a high-quality learning environment with consistent application of research-based instructional practices using Universal Design for Learning in Early Childhood Education, Culturally Responsive Pedagogy, California Preschool Learning Foundations, California Infant/Toddler Learning Foundations, Developmentally Appropriate Practices, and STEAM (Science, Technology, Engineering, Art, Math). 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 in place to ensure a safe and healthy environment for children, parents, and staff. *Individualized professional* development plans, coaching sessions, and resources are provided to ensure that the director, staff, student workers, cook/nutritionist, and administrative assistant have the tools needed to excel in their service to parents and students.

*Laboratory School* offers a comprehensive hands-on experience for parents, students, student workers, child development, and nursing students. Parents and students will improve their parenting abilities and advocate for their children to promote academic achievement. Study time allows parents to attend classes and use the central computer room or college library to study while their child learns in a secure environment. Student-workers and child development students gain real-time classroom teaching experience.

**b) Summarize the program's areas that need improvement.**

*Enrollment:* The center is below enrollment capacity. Early Transitional Kindergarten and Transitional Kindergarten impact the enrollment of four-year-olds in the program. The center will transition to increasing the number of children under three to build enrollment capacity.

**c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.**

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

1. Revise the curriculum to better support children under three in the program. The waiting list helps increase enrollment of children aged 12 months to 3 years.
2. Add a Site Supervisor/Teacher to assist with administrative duties, substitute for an absent teacher, and ensure compliance with State and Licensing guidelines. The Site Supervisor/Teacher works closely with the director to meet state and licensing requirements. State funding requires a site supervisor to support the director during operational hours. Community Care Licensing mandates a site supervisor in the director's absence.
3. Permanently increase teacher hours from six to eight to increase the center's operation hours. Currently, the Center operates from 7:45 am – 5:00 pm, with teacher work hours staggered.
4. Hire four full-time teachers to increase enrollment in the infant/toddler and preschool program
6. Repair the door so that the Security System can control access to the Center. The system will work once the door is repaired.
7. Maintenance to maintain a healthy and safe environment.