Assessment: Assessment Unit Planning

Program Review 2014-15

YC - Child Development Centers Program Review

Year Under Review : 2014-15
Type of Review:
Program Description : A main objective of the Yuba Community College District Child Development Centers are to provide support to student parents and ECE students in attaining their educational goals.
The CDC provides support to all eligible parent students of Yuba College by offering on-campus education program & childcare for class and study time. Student parents are given priority services over non-student parents. The centers accommodate students whenever a change in class schedule occurs, especially during the first week of the semester and/or finals week.
The CDC lab classrooms provide ECE students with the opportunity to complete lab hours without leaving the campus.
The Child Development Centers (CDC) also serve as a lab classrooms primarily for students of Early Childhood Education. ECE 46 (Practicum) students are placed in the classroom for Mentoring of Student Teachers. Students from the Nursing program (NURS21) also participate in the lab school for observation purposes and practical application, assisting the children. The following classes currently use the CDC for these courses at Marysville campus:

- 2 sections of ECE 1A – 60 students (240 hours total)
- 1 section of ECE 1B – 40 students (100 hours total)
- 1 section ECE 11 – 30 students (270 hours total)
- 3 sections of ECE 3 – 90 students (no total available)
- 1 section of ECE 46 – 6 students (648 hours total – 6.5 hours per week)

The Clearlake campus use the CDC for the following ECE classes:

- ECE 3
- ECE 1A
- ECE 1B
- ECE 46
- ECE 2A
- ECE 2B

The CDC plays an intricate part of ECE instructional classes such as lab hours, assignments, observation, planning preparing and implementing children's activities, and interaction with children and staff. The CDC provides best practices for our students as follows:

- Continuity between what is being taught in the classroom and practices in the child care setting.
- Some classes require that students observe staff and parent meetings.
- ECE 1B – Students use the lab to implement student developed lesson plans in a practical setting as a final grade for the class Jamboree.
- ECE 11 averages 10 students per semester to conduct 4 hours of observation in a pre-school lab setting.
- Employs 25-30 YCCD students to earn required hours of experience to earn permits.

The CDC is an integral part of the ECE Program. This partnership is crucial to the continued success of YC ECE students.

The Marysville CDC serves an average of 50 to 55 student parents each semester. Because child care services are offered for study time, as well as class attendance, the students with children enrolled have maintained an average of 2.36 or higher for multiple academic years. The student averages for the CLC center were 2.05 or higher.
As a requirement of California Department of Education, our program must complete parent surveys on an annual basis. The surveys asks for feedback regarding how the child and development program and child care services helps parents support their children's learning and development, and family needs. From the survey of 65 parents we have learned that these services made it easier for 49 parents to attend education or training classes.

In summary, the CDC is an essential part of ECE instructional classes providing lab hours, assignments, observations, planning, preparing and implementing children's activities, interacting with children and staff.

Executive Summary (Include a list of team members): Participating Team Members:
Walter Masuda
Karen L. Stanis
Cheryl Peters
Michelle Siller
Site Supervisors

Our goals consisted of aligning our services with the needs of our students based on survey's and orientation feedback from our student parents.
Data was entered from various state mandated tools which are designed to improve the overall quality of the program. This data was then used to drive program planning for the upcoming year'; specifically program staff's support of students schedule needs and meeting eligibility requirements. We have also identified the need for extending program hours to meet student class schedules.

01SP. Department Goals (Click '?' for Prompt): The Child Development Centers support the YCCD vision statements which include:

- Providing an innovative, world class learning environment:
  This is accomplished by maintaining NAEYC accredited center in Marysville and renewing our accreditation in Woodland and Clear Lake.
- Building and maintaining an atmosphere of trust within the college district and with our communities: Parent surveys provide evidence that our student parents trust in the child care services that they receive and feel that their for child is safe and happy while they are attending classes or using their study time.
- Developing and maintaining programs and facilities that best meet the need of our students and communities. The CDC staff has worked intensely to create and develop staff core competencies which align with the ECE professional expectations of excellence as a part of a process to provide program and staff improvement. In addition, over the past six years we have applied for and received five California Department of Education Repair and Renovation grants for an approximate total of $245,000 that have/will be used to maintain the Child Development Center facilities district wide.
- Stewarding resources strategically to meet the diverse needs of our communities and region. This is being accomplished by having a District Director of the Child Development Centers and partnering resources with Foster/Kinship Care Education. Collaboration with the Child Care Planning Council and funding through First 5, provided ongoing training for CDC staff to gain greater understanding of the diverse needs of our community.
- Providing educational, economic, cultural and civic leadership for our communities and region: The Program Director, Site Supervisors and Teachers sit on community agency committees such as Child Care Planning Council, ECE (Active)

Our goals to maintain excellence, fiscal responsibility, and cultural awareness are implemented and confirmed by maintaining accreditation at the Yuba College site and actively seeking accreditation of our Clearlake Campus and Woodland campus'. Parent survey's are completed bi-annually in order to evaluate the services we provide. This data is used to continually improve and assure our students that we are providing high quality and best practices in the field.

02SP. Facilitate Learning & Collaboration (Click '?' for Prompt): The program aligns with community agencies that are committed to improving student learning outcomes such as; California Preschool Instruction Network, Partners for Infant/toddler Care, First 5 of California, Child Care Planning Council and Children's Home Society to provide students with the training necessary to implement learned theory in working environment.
The program allows DE students to have study time in order to complete course work.
The program adjusts childcare hours to accommodate class schedules particularly at the beginning of each semester. To maintain services when classes are not in session, the program provides options so that students do not lose a spot for their child when the semester begins.
The program collaborates with ECE faculty and nursing faculty to provide a lab setting for students completing their practicum course work.
The program collaborates with Cal Works & FWS in order to provide on site work experience for students.

03SP. Student Contacts (Click '?' for Prompt): We serve over 310 students per semester through completion of their practicum hours, observations, nursing students, employed students and parent students. The total number of students equals to 25,980 hours of lab time per semester and over 51,860 hours annually.
The following classes currently use the CDC for these courses at Marysville campus:

- 2 sections of ECE 1A – 60 students (240 hours total)
- 1 section of ECE 1B – 40 students (100 hours total)
- 1 section ECE 11 – 30 students (270 hours total)
- 3 sections of ECE 3 – 90 students (no total available)
- 1 section of ECE 46 – 6 students (648 hours total – 6.5 hours per week)

The Clearlake & WCC campus' use the CDC for the following ECE classes:

- ECE 3
- ECE 1A
- ECE 1B
- ECE 46
- ECE 2A
- ECE 2B

04SP. Input to Improve (Click '?' for Prompt): The program review data is used to ensure student parents are receiving quality child care services while they are attending classes and because each student is given study time for each class they attend, they are more likely to use that study time knowing that their children are being well-cared in a facility close by.
The program review data is also used to make progress toward becoming a model lab school. We are continuing to work with the ECE department and faculty in identifying the needs of our ECE students and how we can ensure each student's success in attaining their educational goals.
Providing a quality child development for program for both student parents and ECE students requires constantly reviewing data, refining procedures and processes, and implementing best practices in all areas.
Parent Advisory Committee consists of faculty, students, staff and parents. The purpose of the P.A.C. is to

05SP. Course Outlines (Click '?' for Prompt): N/A
06SP. Collaboration (Click '?' for Prompt): The ECE department and the CDC have continued to work in close collaboration to support both ECE practicum and observation students. Meeting bi-annually with faculty, CDC program staff discuss mentorship revisions and ECE curricula as it relates to syllabi.
Program staff and managers collaborate with appropriate constituents in order to communicate on going program improvements, fiscal enrichment and regulatory compliance.
We have collaborated with the nursing program to provide a resource for Nurs. 121 in order for students to experience pediatric lab hours. We have collaborated with FWS and Cal Works as we have provided on site work experience specific to their educational goals.

07SP. Catalog Currency (Click '?' for Prompt): Yes however, additional information in the catalog such as; students of Yuba College have priority enrollment, (the only exception is when children are under the protection of CPS). It would also be beneficial if the program description included "lab school" as this service is a major component for the ECE departments as students utilize the lab throughout the year.
08SP. Student Progress (Click '?' for Prompt): Bi-annually the program receives feed back from students via survey's which include questions specific to student success and learning outcomes; ie. did the program allow you to attain your educational goals as a result of your child/ren being enrolled in the CDC lab school? Findings are then input into a program data base which management and staff analyze as part of the ongoing improvement process. We also provide students with the opportunity to acquire
09SP. DE Students (Click '?' for Prompt): As the Child Development Program consists of three sites, Marysville, Clearlake & Woodland, we are able to serve as a Lab School for ECE classes in multiple counties. This provides students with the opportunity to complete observation course work (online and face to face courses) at each center.
10SP.Disproportionate Impact(Click '?' for Prompt): The lab school serves the culturally and socioeconomically diverse population of students at all three sites. It is our responsibility to prepare students for the rigorous work involved in the field of working with young children; including current state and federal guidelines for observation, assessments, documentation, working with families including issues of diversity and cultural competency and sensitivity. As a state funded program, income eligibility mandates provide for free or reduced services for 98%-100% of our students/parents. Funding agency, EESD mandates that we promote, appreciate and respect diversity; race, gender, ethnicity, age, socio-economics and religious preference therefore; when our annual review debrief identified a need for the program to further develop age and gender materials, we developed an improvement plan to implement the required curricula and materials.
11SP. Mapping (Click '?' for Prompt): No
12SP. Core Competencies (Click '?' for Prompt): In order to improve services for our students, analysis of data identified the need to further develop curriculum that would align with California Department of Education Foundations & Framework. The research based tool is used by staff to align with K-12 criteria and the Early Education and Support Division DRDP assessments. The data was further analyzed and program action plans were developed and submitted as part of our annual review with the state.

13SP. Professional Development (Click '?' for Prompt): Developing core competencies for staff has led to more effective mentorships and staff modeling best practices for observation students and work experience students. Through a reflective

process and discussion, the program identified the need for off site workshops that would improve knowledge of current theory and practices. For the first time we were able to cover expenses for three staff to receive training on the new assessment instrument mandated to be implement fall 2015. We were also able to cover the expense for eight teaching staff to attend the CAEYC conference in Sacramento. We collaborated with CPIN (California Preschool Instructional Network) to provide training, strategies and learning content at each site which was developed in coordination with SLO for children 3-5 yrs. old.
Licensing actions drove the implementation of improved new student/staff employee orientations that are now a deeper richer learning experience for all.
Teaching permit renewals are
14SP. Reflection (Click '?' for Prompt): This review is going to be used in order to improve and develop an investment of a complete observation room; cameras, computers and sound would make us a true lab school and provide students with much more flexibility when needing to complete coursework observations. As anecdotal record is at the foundation of research in the Early Care and Education field, providing students the ability to record from an observation room will provide them with more authentic data. Students would have the benefit of on-site mentoring in the observation room to build the relationship piece between instruction and the student coursework that is so vital to student success. The investment of ECE faculty located near each program site provides students with access to the practicum side of their coursework and access to their instructors; collaboration between lab school and coursework instruction is a model proven to raise the success rate for students in this profession.
Are you ready to submit your final program review?: Yes

Program Recommendation: Equipment/Technology

Observation of the CDC classrooms is a very important component of the student's lab experience. Cameras and monitors have been installed to enhance the educational lab experience. Adding the additional feature of sound and monitors in the resource rooms will allow students and ECE faculty to observe the children and staff without interrupting the classroom instruction. Funding for the additional equipment will be requested through the Perkins Grant 2016.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011, 2011-2012, 2012-2013, 2013-2014
Request Date: 11/30/2015
Supporting Evidence : Approximately 4-8 Yuba College ECE 46 practicum students use the CDC classrooms to complete their (lab) requirements each semester.
Each student is required to complete 100 hours at the center.
Students from other ECE classes conduct 6 hours of observation time per student each semester. In general, there are about 20 students per semester who use the center as part of the ECE curriculum.

Plan of Action

Equipment - The estimated cost to purchase and install observation equipment is between $40,000 and $50,000. We will need to secure formal quotes from vendors and then apply for outside funding, such as the Perkins Grant. (Active)
Budgetary Impact: TBD - Will apply for Perkins Grant
Timeline/Responsible Party: TBD
Perkins Eligible: Yes

Status

Reporting Year: 2014-2015 11/12/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Equipment has been purchased for the purpose of viewing each classroom at the Marysville site however, sound has been included. In order for students to access the classroom effectively for the completion of coursework, soud must be a part of the video system.

Reporting Year: 2014-2015 11/12/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Video equipment has been installed; to meet observation capability, sound must be included.

Program Recommendation: Staffing

YC - Child Development Centers Program Review

As a lab school for the ECE department, outside funding is necessary time for staff to work with students as mentors and to provide funding for student internships. This would enable staff to spend more time with students, enhancing the student's experience during their time in the CDC. Since students must complete 50 days of 3 plus hours per day working in the classrooms in order to apply for their Child Development Associate Credential, paid internships would allow for more students to work at the CDC, as we do not have funding to employ every student in need of classroom hours. Funding for theses two areas would be requested through the Perkins Grant. (In prior years, CDCWorks! provided funding for the student's practicum hours.)

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2013-2014, 2014-2015
Supporting Evidence : Mentor- The current reimbursement rate from the California Department of Education does not allow for extra staff to have "off the floor" time to mentor ECE students. Preschool classrooms must maintain a ratio of 1 teacher to 8 children and the Toddler classroom must maintain a ratio of 1 teacher to 4 children. Should a teacher be pulled out of the ratio count, a qualified substitute must be added to maintain the ratio.
Student Internship - Per the California Department of Education the ECE Child Development permit requirements are:

Associate Teacher - 12 units *ECE/CD including core courses
- 50 days of 3+ hours per day within 2 years

Teacher - 24 units *ECE/CD including core courses and 16 GE units
- 175 days of 3+ hours per day within 4 years

*ECE core courses include the classroom experience (46R-lab).
Yuba College has an average of 5 students each semester that use the CDC classrooms to fulfill this requirement.

Evaluation Plan: Analyze data on ECE 46 students success rate annually.

Plan of Action

Staffing - Technical/Clerical - Determine the number of students per semester that use the CDC classrooms to meet the lab requirements for ECE and complete their minimum number of hours as their prerequisite for applying for their child care permits. Based on the averages, we will apply for outside funding, such as the Perkins Grant to assist with funding for these two areas. (Active)
Timeline/Responsible Party: TBD
Perkins Eligible: Yes

Status

Reporting Year: 2014-2015 11/12/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
We will be applying for Perkins funds in this next year; as part of a 5 year strategic plan we are currently developing, for CDC teachers required time to meet individually with mentees and interns.

Program Recommendation: Marysville Facilities

As Yuba Colleges progresses toward remodeling its campus', it is recommended that all of the 1600 buildings (Warren Hall) be retained for the ECE/CDC collaborative creating an ECE/CDC center for classroom observation, onsite study lab for ECE students and parents of enrolled children, and inclusion of a parent resource center complex.
A separate kitchen area for preparing the enrolled CDC children's meals would also be part of the center (Completed 6/2014).

With $15,000 from our existing Repair and Renovation Grant and currently seeking Grant Funding from Lowes to match the initial 15,000, we are requesting college funds to match 15,000 from Perkins Funds in order to become the only certified Nature Explore Classroom in our twin counties. This is a prestigious certification and necessary for students in ECE/Human Development to experience. Nation wide, Early Education leaders have identified that children's brain development is becoming negatively affected due to more screen time and less time outdoors. "Experience of the outdoors and wilderness has the potential to confer a multitude of benefits on young people’s physical development, emotional and mental health and well being and societal development. Mental health and well-being benefits from play in natural settings appear to be long-term, realized in the form of

emotional stability in young adulthood," (Literature Review by Penny Travlou, OPENspace Research Centre (2006)
ECE students need to observe children in a natural outdoor learning environment in order to replicate the processes when they become viable citizens within the teaching profession. Aligning theory with practical application is a vital component of student success. To build FTES within the ECE department, having a program that is not only Accredited but also certified as a Nature Learning Program, will have students coming from beyond our county borders.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2011-2012, 2013-2014, 2014-2015
Request Date: 01/04/2016
Inactive Date: 06/30/2016
Supporting Evidence : The Marysville campus CDC provided service to over 100 students with enrolled children at the centers during the 2013-2014 academic year. (Need to obtain numbers from Cassie Leal for the 2013-2014 year). Parent survey's of our students identified that without onsite child care, they would not be able to attend classes at Yuba College. Students of Yuba College receive priority enrollment as stated in Title 5 regulations.

The Marysville center also provides onsite lab classrooms for various disciplines. If an CDC/ECE complex were developed it would strengthen and enhance the communications between the ECE faculty and CDC teachers and staff, thereby providing the students with the most up to date classroom/observation experiences. The observation room would be used by faculty and students. College campuses which have incorporated this partnership among practicum and theory have become model programs for all on site programs. UC Davis and Chico are prime examples of instituting a high quality model in California.

Evaluation Plan: Working with the President, Vice President, Dean and ECE faculty, we will discuss and develop the time line for building relocation. We will strategically design the ECE/CDC center to optimize the space making it highly functional for students. Collaborative meetings will be scheduled in order to support both departments and their respective staff.

Plan of Action

Facilities - To what degree does your program or department have adequate facilities to support effective instruction? Please explain.
To better support Early Childhood Education students, the ECE department/classrooms should be located within one of the Building 1600 units at the Marysville Campus.
The Marysville center is currently preparing meals for up to 75 children each day, without the proper equipment, such as an oven, adequate sinks, storage space. Meals are currently prepared with electric skillets, grills, microwave, crockpots, etc. We are currently obtaining quotes to renovate the kitchen area of Unit B to purchase and install the necessary equipment. This project will be funded with the Repair and Renovation agreement that received from the California Department of Education. These funds are restricted to the upgrading of classrooms, playgrounds and specific equipment. They cannot be used to purchase computers, observation equipment or instructional supplies.
(Active)

Perkins Eligible: No
DE Related: No
HSI Related: No

Status

Reporting Year: 2014-2015 11/12/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
The recommendation to prepare meals on site has been completed from Renovation and Repair state grants June 2014. Discussions have taken place regarding the alignment of ECE classrooms in the same location as the CDC lab; however dates have not been decided.

Program Recommendation: 13/14 CDC-ECE Center

Re-locate CDC/ ECE Department/Classrooms to the 1600 Building, include FKCE & ILP within this plan.

Recommendation Priority: 3. High Priority

YC - Child Development Centers Program Review

Year(s) Requested: 2012-2013, 2013-2014, 2014-2015
Request Date: 12/21/2015
Inactive Date: 07/29/2016
Supporting Evidence : Research from the Early Education Journal September 1996 explained the (3) part mission of lab schools on college campus'; (1) serve as a site for personal training in child development and early childhood education, (2) serve as a site for research on various aspects of child development and early education (3) serve as a model program/leadership for the local, state, and national early childhood education community.
Four critical issues that the article also addressed are key to the Yuba College CDC/Lab becoming embedded in the college; expanding prgraom services, reevaluating training functions, revitalizing model program/leadership activities, and expanding research opportunities.
Evaluation Plan: Utilizing the collaborative process, students and staff will complete survey's to rate the effectiveness of having the two departments for close proximity. The survey's will identify key information relative to determining if: having the ECE/CDC close to each other has assisted them with completing their courses? If having the CDC/ECE departments close to each other allowed them to complete observations in a timely manner?
Survey questions will be developed within the body of our collaborative meetings.

Plan of Action

Facilities - Consult with Early Childhood Education instructors. (Active)

Status

Reporting Year: 2014-2015 11/30/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
This recommendation is currently in the discussion process; however to meet this goal it is important to set a timeline for completion.

Program Recommendation: 13/14 Equipment/Technolog

Install observation equipment (sound capability) and purchase computers for student use on site.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Supporting Evidence : For students to experience a more authentic observation experience, providing them with the opportunity to observe outside of the
classroom has been proven to be more effective in lab school settings.
Evaluation Plan: Consult with IT, ECE and Media departments

Plan of Action

Equipment - To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)?
Our program has adequate computers and equipment for office staff. More computers are needed for Yuba College students to use for research and to access WebAdvisor for time sheet entry. District wide the child development center employs approximately 30 to 35 student workers annually. For, most of these students it is their first job experience and along with learning to enter time sheets into WebAdvisor, students learn how to keep a time sheet, calculate hours and the importance of time sheet deadlines. Many other valuable skills are learned, such as filling out job applications, job interviews, and the importance of communication regarding work hours just to name a few.
One area that is of difficulty for the CDC Office Staff is the fact that while the Marysville Staff regularly uses the shared CDC folder on the “Y” drive, our other centers at CLC and WCC are unable to access this folder. We have many state enrollment forms, along with other various program documents that are continuously updated in these files and accessed as needed. Currently we must remember to email each updated document to the other centers. It would be a tremendous time saver if the other campuses had access to the CDC shared folder on the Y drive. This would also reduce the chances of errors as many times staff are using outdated documents, as they either missed the email or forgot to save the new document to their files. The current plan to use the SkyDrive to store documents is pending due to the amount of time it will take to upload the documents and train everyone on using this feature.

To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related).

To be a model lab child development center, we would require the installation of video/observation equipment. This would provide students and faculty with a means to view the classroom environment, allowing for discussions without disruption of the children's activities.
(Active)

Budgetary Impact: Past quotes were up to $ 50,000.00 We will be requesting new quotes.
Timeline/Responsible Party: Will be working with the Dean and the ECE and IT departments. Possibly work with Media services regarding ideas for observation equipment.
Perkins Eligible: Yes
DE Related: No
HSI Related: No

Status

Reporting Year: 2014-2015 11/30/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Staff need training on the One Drive as many of our staff do not have the skills to navigate basic programs necessary to complete their duties/responsibilities.

Program Recommendation: 13/14 Staffing

Hire additional clerical at CLC. (Done Fall 2014) Review current job descriptions to align with new education criteria for teaching staff and supervisors.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Supporting Evidence : The California Matrix for EESD is being revised. SB -837 has altered the credentials for teaching staff in the state.
Evaluation Plan: Have begun working with the district office of Human Resources to revise job descriptions.

Plan of Action

Staffing - Technical/Clerical - Does this program have adequate technical/clerical staff to support a high quality program?

No. The CLC center has slowly been rebuilding their program and we are currently hiring permanent staff. One position that has yet to be requested is the clerical position. After two years of only offering part day services, due to low enrollment, the recently hired staff has not only enrolled the center to the maximum capacity of children, but has recruited several student workers. The final position to fill will be the clerical position. Clerical positions are extremely important as the State requires many documents for enrollment, attendance reporting, food program eligibility, etc. to meet the standard requirements and maintain a quality center.
In an addition a re-organization of the child development program is being considered. Job descriptions are being reviewed and it is anticipated that there will be changes to the current positions in order to support a higher level of quality services and becoming a model lab school. In addition, we have 2 clerical positions that need to become 12 month positions in order to maintain quality in processing enrollments, assisting with accreditations, program reviews and various program related tasks.
(Active)

Perkins Eligible: No
DE Related: No
HSI Related: No

Status

Reporting Year: 2014-2015 11/30/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Although the clerical positions have been filled, we are still in need of re-writing the job descriptions of the teaching staff to

employ a staff that meets accreditation, state and college lab requirements. Currently, only four staff have a bachelors or masters degree. All staff should be mandated to have bachelor degree no later than fall 2017.

Program Recommendation: 13/14 Staff Support and Professional Development

Continue to provide and request staff training and support to ensure a quality program.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Supporting Evidence : Parent Surveys, Professional Growth Plans, Evaluations, Work Improvement Plans, and NAEYC teacher surveys.
Evaluation Plan: Continue to distribute and review parent surveys and teacher surveys. Evaluate and analyze findings to drive improvement action plans.

Plan of Action

Professional Development/Training - In the last year, what professional development or networking has faculty and/or staff participated in?
In collaboration with the California Preschool Instructional Network and the Yuba/Sutter Child Care Planning Council training/conferences have been provided to enrich the professional development of permanent and student staff. This professional component is designed to keep current with the expected learning outcomes for the California Department of Education both in the planning of instruction and assessment.

How did these activities contribute to student success? (include supportive data)
Annually the program receives feedback from students via surveys which include questions related to student success; does the program allow for you to attain your educational/vocational goals as a result of your child/ren being enrolled in the CDC Lab School. Findings are then input into a report which provides data the program uses as part of the ongoing improvement plan. As stated before, from Marysville's most recent survey of 65 parents we have learned that child care services made it easier for 49 parents to attend education or training classes, with 7 parents replying that it was not applicable as they

How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity?
Our accreditation agency, National Association for the Education of Young Children, requires all staff to have course work and field training in order to foster meaningful relationships with the families that we serve. For professional growth purposes, all staff attends community events which reflect the diverse community in which we live and work. Linking theory and practical understanding creates a learning environment that is sensitive to other perspectives.

What Staff Development activities would you suggest be offered in the next year that would enhance your program?

Our Child Development staff would like to have staff development trainings regarding:
- CPR and First Aid Certification
- Communication Skills
- Desired Results Developmental Profile
- Office 365 – SkyDrive, Calendar, etc.

(Active)

YC - Child Development Centers Program Review

Perkins Eligible: No
DE Related: No
HSI Related: No

Status

Reporting Year: 2014-2015 11/12/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
We met our goals for the year and plan to continue the process as PD is key to SLO's in the profession.