

**Compton College**  
**Child Development Center**  
**Program Review 2016/17**

**A. Program Description**

**1a. The Child Development Center**

The Abel B. Sykes, Jr. Child Development Center (CDC) at Compton College provides a high quality early learning program that culturally, developmentally, and linguistically supports the physical, social, emotional, cognitive and creative development in infant, toddlers and preschool age children. The philosophy of the center is based on the belief that all children can thrive and learn when engaged in enriched individualized learning experiences that prepare them for kindergarten and beyond. The program provides opportunities for parents and students to learn and practice effective parenting and teaching strategies. The California State Department of Community Care Licensing licenses the Abel Sykes Center. The center is also a laboratory school providing opportunities for practicum students from child development, nursing, psychology and other disciplines. The students are mentored and engaged in hands on experiences as they discover how young children learn and grow.

**Infant/Toddler Program:** The infant/toddler program is designed to foster independence through play and to help the child develop a healthy self-concept. Curriculum activities are varied and appropriately to the developmental stages and individual learning styles of the children. While maintaining ratios of one adult to three infants and one adult to four toddlers, the children are free to explore and manipulate the environment. The infants/ toddlers have easy access to toys, materials and equipment that are safe, colorful and challenging to their physical, social and cognitive development. Individualized attention is given to feeding and sleeping throughout the day. Although the center will provide iron fortified formula and cereal as required by the Child and Adult Care Food Program (CACFP), after signing a form declining the center's food, parents have the right to provide breast milk, infant formula and other foods. Parents supply clothing and diapering essentials for their child.

**Preschool Program:** The Abel Sykes Center employs developmentally appropriate practice (DAP), a research-based approach reflecting effective early childhood education best practices for how young children typically develop and learn at different ages and stages in their life.

Information about the family expectations, values, elements that influence their home and community experiences promotes the development of individually appropriate and culturally relevant achievable and challenging learning goals. Through continuous observation of children's play and interactions with peers, adults, and the world around them, Sykes CDC teachers discover the abilities, interest and developmental progress of each individual child in their care. The daily schedule provides a balance of child initiated and teacher-directed indoor and outdoor, active and quiet, large and small group activities that support the growth and development of each individual child.

**Assessment:** Within sixty days of enrollment children are assessed using the California State mandated Desired Results Developmental Profile (DRDP-R). The data from the DRDP-R assessment, parental input and research based early learning strategies drives the formation of individualized early learning indoor and outdoor activities designed to promote optimal learning and development for infant, toddlers and preschool age children.

**Children with Special Needs:** Ages and Stages Questionnaire provides a valid and reliable screening for celebrating milestones and identifying disorders or delays in young children before they enter kindergarten. The Abel B. Sykes, Jr. Child Development Center strives to make reasonable accommodations and provide social service, medical and mental health resources to support the children and families. Teachers are provided with resources and opportunities for training. Parents' input is used to create a positive line of communication between the school and the home.

**Dual Language Learners:** Many young children come to our child development center as English language or dual language learners; this bilingualism plays a role in the development of social/emotional, cognitive, language and literacy skills. The CDC staff understands that the home language influences the acquisition of English in the early learning environment as the usage of vocabulary and language is dependent upon how family uses language and lived experiences.

**Science Technology Engineering Art Mathematics (STEAM):** Abel Sykes Jr. Child development Center believes that incorporating Science Technology Engineering Art Mathematics (STEAM) into the early learning curriculum prepares the children and their families for the 21<sup>st</sup> century American and global workforce, engenders the creation of new jobs and positively impacts economic growth. Young children are innately and naturally curious. At the Center, they are allowed to explore their environment, encouraged to ask questions and engage in hands on, exploratory experiences. Culturally, linguistically and developmentally

appropriate experiences provided at the Center include children's literature and manipulatives as they learn content, process and application in Science Technology Engineering Art Mathematics (STEAM). We allow opportunities to use open-ended materials for problem solving through art and creativity. This plays an important role in making technology, the sciences and computer science interesting and fun for the young children.

**Stress and Trauma:** Young children in our care may have experienced emotional, physical, medical, or home and community violence traumas. These experiences impact the child's ability to fully engage in the daily learning experiences, follow the rules and directions, form or develop healthy relationships and attachments. Anti-social behaviors and developmental issues impact the child throughout their education and into adulthood. Children will begin to thrive in a learning environment where teachers show compassion and patience, support all children in developing a positive and confident self-identity. This is what we do daily at the Center.

**Culturally Appropriate Positive Guidance:** We are aware that young children understand and have a strong desire to follow their cultural routines. Behaviors are drawn from cultural roots that foster the child's developing identity. Cultural differences between school and home practices are a challenge for young children to process and require patience as they learn to negotiate the expectations between home and school. The adoption of cultural appropriateness encourages our teachers to consider possible conflicting family, community and religious traditions and beliefs between the children and themselves as they provide guidance that is positive, and developmentally and linguistically appropriate for the children in their care. Teachers at CDC guide the children's behavior by modeling respect and compassion, paying attention, working predictable routines and establishing clear developmentally appropriate rules. Culturally, developmentally and linguistically effective practices include distraction with an alternate activity and redirection.

**Health and Nutrition:** Upon arrival into the classroom, all children receive a health check prior to the parent signing the child into the program for the day. Information is exchanged between the teacher and parent regarding the child's night and early morning behavior and possible health concerns. If a child becomes ill or injured during the day, the appropriate care is provided and the parent informed by a phone call and in writing depending on the severity of the injury or illness. The program provides a variety of well-balanced meals and snacks for the children. The Center's nutritionist consults with parents to ensure that children with special dietary needs are

provided with alternatives supporting the preferences of the parents and in compliance with the California Child Care Food Program guidelines and regulations. Children remaining at the center beyond 12:30 pm will have the opportunity to rest on floor mats or cots. Since sleep is an individual matter, children are expected and encouraged to do so but not forced. However, children must rest quietly and not disturb others who wish to sleep.

**Program Evaluation:** Quality Counts California promotes the implementation of quality rating and improvement systems (QRIS) to support the distribution of resources to early learning caregivers in developing programs that promote optimal growth and development in young children. The Sykes Center has embraced the Early Childhood Environmental Rating Scale, Infant/Toddlers Environmental Rating Scale and the Classroom Assessment Scoring System for Infant, Toddlers and Preschool age children to provide quality early learning experiences for all children by focusing on effective parent engagement, school readiness, professional development for teachers and continuous environment and program improvement.

**Parent and Family Engagement:** The Abel B. Sykes, Jr. Child Development Center remains an important source for the recruitment and retention of students for Compton College. Parents are encouraged to volunteer in their child's classroom, participate in parent meetings and attend workshops to gain knowledge on child development, and to become an advocate for their child thus laying a foundation for future positive academic outcomes for their children. Each classroom has an observation room providing easy access for parents to observe their child participating in various learning experiences throughout the day. Parents plan and participate in special center wide activities such as International Day, Harvest Day Festival, "the Olympics", and the yearly Pre-Kindergarten Culmination ceremony. For health and safety purposes, parents must show proof of a tuberculosis health clearance taken within the past year. Parents of enrolled children complete an annual parent survey of the CDC program. From the last completed survey, 87% of the parents were very satisfied, 13% were satisfied, and 0% were not satisfied. Many of the parents acknowledged the positive contributions of the Center to them and their children's lives.

**1b. Program and the College's mission statement, statement of values, or strategic**

**initiatives:** The Abel B. Sykes, Jr. Child Development Center is an integral part of the Compton Community College District fostering an enriched environment that supports the pursuit and attainment of academic and professional goals for our diverse population of students. The high

quality early childhood learning environment plays a pivotal role in developing a healthy self-perception is critical in preparing children and families for success in the 21<sup>st</sup> century workforce. Parents have opportunities to practice and develop their parenting skills as well as allotted study time to complete their academic goals. As the child's first and most important teacher, parents are encouraged to become actively engaged in their child's early learning experience and attend workshops on growth, development, and advocacy for their child. Current center information, Compton College resources, and community resources are accessible to the parents on multiple bulletin boards throughout the Center. Sykes Child Development Center continues to research and implement new learning strategies for children and parents. The Center benefited from a brief collaboration with Child 360 (formerly Los Angeles Universal Preschool LAUP) to receive technical support for the infant/toddler program and the implementation of a new research based curriculum for the program. Childcare services, study time, on site observations and mentoring support the students and parents from recruitment to completion of the certificate/degree programs and transfers to higher education.

**Technology in the Preschool Program:** The preschoolers have access to IPADS in the classroom learning essential mathematics, problem solving and early literacy skills. The childcare center houses a computer lab which is accessible to students and parents throughout the day.

## **2. Student Population served by the program**

The Child Development Center (CDC) is licensed to serve families with infants, toddlers, and school age children. The Center is currently only serving families up to preschool age. Priority enrollment is given to the most vulnerable children. Families receive community resources if we are unable to accommodate their child. Other children are placed on a waiting list prioritized by income and family size and may pay a minimal fee regulated by the State Department of Education guidelines. According to the Institutional Research and Planning Office, Compton College Facts and Figures – fall 2017 Latino students represent 63% of the college enrollment and African American students represent 25% of the college enrollment. Based on our enrollment trends, the demographics of the center reflect the combination of the student population of Compton College and the community with 50% of African American and 50% Latino children ranging from 3 months to 5 years of age. The enrollment and funding have remained relatively stable for a while. The numbers have started to increase and it is projected

that the numbers will continue to increase for several quarters and years to come as Compton College enrollment increases. It is noteworthy that there was no cut in the CDC food budget from previous year but rather an increase. The enrollment based funding reimbursement for the last two quarters are shown below. The numbers for the final quarter of 2017/18 will be stronger based on the attendance observed so far.

A summary of the enrollment and attendance numbers reported for the second and third quarters of 2017/2018 fiscal year is shown below:

<b>CCTR-7080 Q2</b>		<b>CCTR-7080 Q2</b>		<b>CCTR-7080 Q2</b>	
<b>OCT. 2017</b>		<b>NOV. 2017</b>		<b>DEC. 2017</b>	
Total Enrollment Days	496	Total Enrollment Days	471	Total Enrollment Days	298
Days of Operation	25	Days of Operation	22	Days of Operation	20
Days of Attendance	496	Days of Attendance	466	Days of Attendance	298

<b>CCTR-7080 Q3</b>		<b>CCTR-7080 Q3</b>		<b>CCTR-7080 Q3</b>	
<b>JAN. 2018</b>		<b>FEB. 2018</b>		<b>MAR. 2018</b>	
Total Enrollment Days	363	Total Enrollment Days	421	Total Enrollment Days	590
Days of Operation	21	Days of Operation	21	Days of Operation	27
Days of Attendance	353	Days of Attendance	411	Days of Attendance	576

<b>CSPP-7173 Q2</b>		<b>CSPP-7173 Q2</b>		<b>CSPP-7173 Q2</b>	
<b>OCT. 2017</b>		<b>NOV. 2017</b>		<b>DEC. 2017</b>	
Total Enrollment Days	579	Total Enrollment Days	570	Total Enrollment Days	478
Days of Operation	25	Days of Operation	22	Days of Operation	20
Days of Attendance	579	Days of Attendance	570	Days of Attendance	478

<b>CSPP-7173 Q3</b>		<b>CSPP-7173 Q3</b>		<b>CSPP-7173 Q3</b>	
<b>JAN. 2018</b>		<b>FEB. 2018</b>		<b>MAR. 2018</b>	
Total Enrollment Days	548	Total Enrollment Days	602	Total Enrollment Days	761
Days of Operation	21	Days of Operation	21	Days of Operation	27
Days of Attendance	548	Days of Attendance	602	Days of Attendance	761

### **3. Interaction with the program helps students succeed or meet their educational goals.**

The Sykes Child Development Center supports the success of parents and students by providing childcare services and study time. The parents focus on their studies and/or work-study programs while the children are taken care of in the Center. The students enrolled in the program are in a high quality culturally, developmentally and linguistically appropriate learning environment that promotes the child's growth and development to ensure academic success as

they enter the K-12 system.

**4. The program interacts with other on-campus programs or with off-campus entities.**

Practicum students from the Child Development, Nursing and Psychology department are able to observe and implement effective research based teaching strategies in an early classroom setting. Now and again students from neighboring college campuses are accepted to complete practicum/ observation hours at the Center.

**5. Notable achievements that have occurred since the last Program Review.**

A notable achievement was the development of a new outdoor play area for the infant/toddlers and the preschool. An additional achievement included a brief partnership with Child 360 (formally Los Angeles Universal Preschool), where onsite coaching and technical assistance was provided to the teachers in the development of infant/toddler program.

**6. Prior program review recommendations and the impact on the program and students**

This is the first program review written for the Child Development Center.

## **B. Program Environment**

### **1. Location and resources:**

The Abel B. Sykes, Jr. Child Development Center is located in the northwest part of the Compton College campus. It is a one-story structure with six classrooms, kitchen, laundry, computer lab and a playground running on the east and north sides of the building. Classroom placement is infants (3 -16 months), toddlers (16- 24 months), preschoolers two-three year olds, three year olds, four year olds, and four –five year olds ready to enter kindergarten. A teacher and student workers are assigned to each of the six classrooms. There are also offices for the director and staff. The Sykes Center operates on subsidies received through the State Department of Education, Early Education and Support Division (EESD), Child and Adult Care Food Program (CACFP), and Compton Community College District. The enrollment and attendance drive the funding for the program. Currently, the Center is very dependent on student workers to support the permanent staff. The anticipated growth of the children in the program will require additional funding to hire qualified teachers and teacher assistants.

### **2. The number and type of personnel assigned to the program.**

A full time qualified staff is required for the morning and afternoon day to day operations of the program. The staff consists of one interim director, one site supervisor, four morning teachers, one afternoon teacher and one morning assistant teacher, morning and afternoon student workers. Currently, the interim director holds earned degrees in Child Development and Education Leadership. The site supervisor holding certification in early childhood education continues to support the staff by covering for teacher absences, breaks, ensuring that teacher/child ratios are maintained and assists in maintaining and reporting funding regulations and requirements. The interim director, site supervisor and teachers are certified through the State of California Commission on Teacher Credentialing and hold program director-, child development site supervisor-, and teacher-permits. Several teachers have earned bachelor degrees in Early Childhood Education. Some of the teachers serve as certified mentor teachers to student-mentees. Student/ Workers holding associate assistant teacher and assistant teacher permits assist the teachers in preparing an enriched learning environment for the children. A trained nutritionist/cook prepares a variety of meals for the children, introducing new foods while ensuring the meals promote healthy eating and meets the guidelines of the California Child and

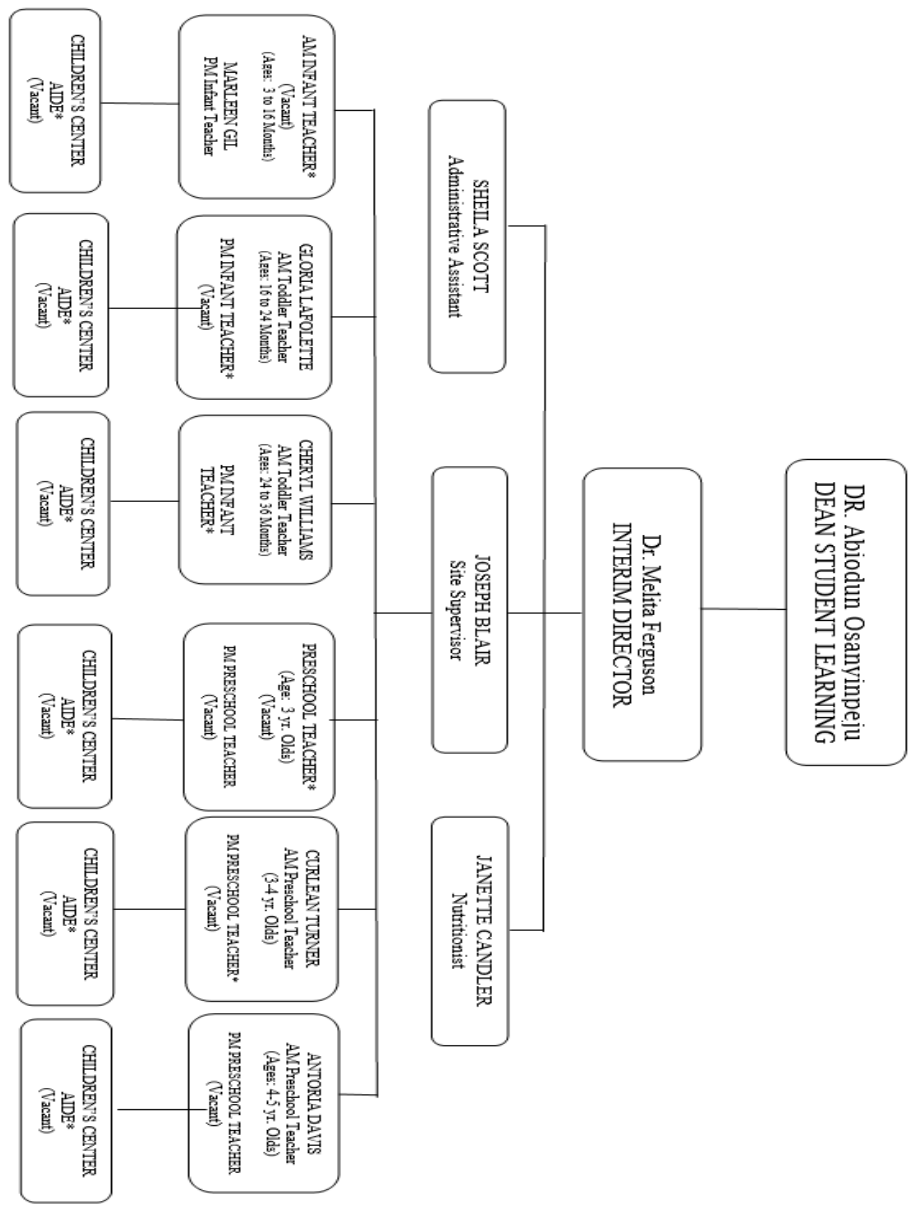


Adult Care Food Program (CACFP). An administrative assistant oversees the required enrollment documentation of the children and parents for the program.

All classes are open and fully operating within the state required adult/child ratios Monday through Friday. However, the CDC has urgent needs in the areas of staffing and facilities. The permanent classroom teachers start at 7:45 am and leave at 1:45pm. There is one permanent teacher in the afternoon to cover the classrooms. In the meantime the site supervisor is doing a great job at minimal cost to the program. The highest priority now is to hire at least two full time classroom teachers to replace some of the teachers that retired a while back. The afternoon shift is very important to the services provided by the Center and the need cannot be overemphasized. Sometimes, teachers are literally begged to stay a couple of hours beyond their regular shift. The Center used to provide full day and weekend childcare but the service had to be cut back because three retired teachers, Ms. Harper, Ms. Clemente, and Ms. Sobareneus had not been replaced. Nevertheless, Abel Sykes, Jr. CDC continued to service well over 70 children of ages three months to four years every fall, winter, spring, and summer semesters of the recent fiscal years 2016/17 and 2017/18. The state requires that the ratio of teacher to kids should be one to three for infants, one to four for toddlers, and one to eight children in preschool. It has been a tough job trying to stay in compliance with the state regulations. When a teacher is absent, the children have had to be relocated to other classrooms because there are no substitutes to cover the class(es) for the day. Every now and again, the ratio exceeds the limits. The Center basically, is short-staffed. The highest rate of calls for childcare is for infants/toddlers. However, we have reached our ratio limit and are unable to enroll more infants/toddlers into the program due to the shortage of qualified staff. The major concern from surveyed parents was teachers' absence and not enough aides in the classrooms.

The absence of qualified full time permanent teachers impact the quality and consistency of enriched early learning experiences throughout the day for all children. Currently, the teachers are working 6 hours per day. This schedule does not allow sufficient time for planning, attending staff meetings or professional development opportunities. Morning and afternoon teachers need to meet together daily to plan for and discuss the needs of the children in their care. Qualified student workers are available to care for the children during naptime to provide opportunities for the teachers to plan, attend meetings, and receive professional development.

**ABEL B. SYKES, JR. CHILD DEVELOPMENT CENTER**  
**ORGANIZATIONAL CHART FOR FISCAL YEAR 2018-19**



Note: \* Positions temporarily held by Provisional Employees, Cal-WORKS & Federal Work-Study Students)

**3. Child Development Center Staffing Plan and personnel needs for the next four years:**

Below is an organizational chart of the Child Development Center. The filling of the vacancies in the chart has to be fast-tracked because of the urgency in the needs of the Center. We now have an interim Director but in order to stay in compliance and accommodate the needs of our students and community, the Center needs classroom teachers, immediately.

**4. Facility needs for the next four years.**

The facility needs for the next four years are ongoing maintenance and enhancing security to ensure the health and safety of the children, parents and staff. The Abel Sykes, Jr.

Child Development Center, commissioned in 2005 remains adequate for today's enrollment. The building however is in dire need of better security. The front door security is compromised as there are no surveillance cameras/monitors and many of the classroom door locks need repair or replacing. Teachers are unable to unlock the outside doors leading to the play area. Blocks are used to prop open the classroom doors while the children are outdoors. The toddlers will attempt to enter the building through the open doors creating an ongoing supervision challenge. Insufficient staff compound this challenge. A privacy screen on fence will prevent unwelcomed people from making obscene comments and gestures or observe the children without permission. The front door remains unlocked allowing easy access to anyone attempting to enter the facility therefore, creating an unsafe environment for the children, parents and staff.

Maintaining a safe, clean and healthy environment for infants/toddlers and preschool children is an ongoing challenge in any childcare setting. Cleaning and sanitizing is required throughout the day on a daily basis to maintain a disease free environment. Infants and toddlers are crawling and preschoolers are sleeping and playing on carpets that require regular shampooing due to toileting and upset stomach accidents. There have been several outbreaks of hand, foot and mouth disease, ringworm and frequent colds due to insufficient cleaning and sanitizing. Concerns for the children's health and safety around poisonous liquids, limit teachers in their ability to clean and sanitize while the children are in the classrooms. The Center requires a full time maintenance person who will be able to clean and sanitize while the teacher is outdoors with the children and after the children leave for the day. Automatic paper towel and soap dispensers would regulate the amount used and decrease the cost of daily paper towel usage.

The preschool program is currently housed in the infant/toddler Center. This temporary move as well as insufficient staff is impacting the enrollment opportunities for families with infants and toddlers and school age children. The Center still nurtures the long term plans to serve school age children. The infant/toddler building does not have adequate restroom facilities and ventilation so we are unable to continue the school age program at this time. The old Abel Sykes Jr. building has been earmarked for this project. Unfortunately, the structure requires extensive renovation before it can be used to house the preschool program and school age kids in the afternoon and early evenings. This laudable venture will support the changing demographics of the community and the Teacher Preparation Project (TPP) of the CA Strong Workforce

Program. The TPP is expected to generate an increased demand for the training of early childhood education teachers. This project and the numbers being generated at the Center definitely require the presence and contribution of a substantive director and more teachers at the Child Development Center. An interim director and an infant/toddler teacher were hired in October but we need two more classroom teachers.

**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:

<b>Items</b>	<b>Cost Estimate</b>
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)	1350.00
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

## **6. The specific hours of operation of the program.**

The Center is open Monday-Thursday from 7:45am-5:30pm, Friday from 7:45am-5:00pm, and as needed on Saturdays. The CDC provides child-care services through the year but participates in all holidays observed by the District. The scheduled hours are aligned with the class schedule of the college and adequately meets the needs of the children, teaching staff, parents and college students.

## **7. The external factors that directly affect the program.**

External factors that directly affect the program are the California regulations Title 5 Division 1 Chapter 19 Child Care and Development Programs and Title 22 Community Care Licensing for Childcare programs. The Center provides services for parents with no or limited experience in a licensed and state funded childcare program. The required documentation, time lines and accountability have proven to be overwhelming for some parents who are also college students. The Center will continue to alleviate the pressure on parents through a revised parent handbook, parent bulletin board and resource table. A timeline and visual reminders will be available for parents on the parent boards in the lobby area and outside each classroom. Incoming and current parents will participate in an orientation, monthly meetings with the director/site supervisor, pre-enrollment meeting with the enrollment administrative assistant and parent conferences with their child's teacher.

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### **C. Service Area Outcomes (SAOs) assessment results**

#### **1. The following are the SAOs for the Child Development Center**

- Provide a high quality educational program that supports the physical, social, emotional, intellectual and creative development in each child
- Provide opportunities for parents to develop, strengthen and practice parenting techniques and skills
- Provide childcare services and study time to parents so that they may pursue their educational goals
- Provide students an opportunity to practice their developing teaching skills under the guidance of mentor teachers and teaching staff.

#### **2. Development of SAOs**

The service area outcomes are based on the overall philosophy, goals of the Center, and expectations of staff, parents and students. This is the first time the service area outcomes were written for the program, however an assessment will be conducted during the Spring semester. Staff, parents and practicum students will participate in the discussion.

#### **3. Frequency of assessment and those engaged in discussion**

The SAOs are new to the Center. Teachers, staff, and parents will be coopted to participate in the assessment and discussion.

#### **4. If the SAO assessment results were not as anticipated**

If the results are not as anticipated a representation of the stakeholders will discuss and create a plan to obtain the desired outcomes.

#### **5. The SAOs assessment results shared with staff, students, and the public**

Assessment results will be shared during staff and parent meetings, as well as made available at the appropriate location or forum for public access.

#### **6. The SAO assessment results indicated the need to change or modify components of the program**

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The service area outcomes will be assessed in Spring 2019 and changes will be implemented as needed.



## **D. Program Improvement**

### **1. Activities the program engaged in to improve services to students**

Staff is in the process of creating professional development goals: teacher/child interactions, Creative Curriculum, Working with children with challenging behaviors, STEAM, Parent/family Engagement.

### **2. Metrics used by program personnel to improve program services.**

The program completes a yearly State mandated self-assessment which includes a documentation review, Early Childhood Environment Rating Scale (ECERS), Infant/Toddlers Environment Rating Scale (ITERS), and Classroom Assessment Scoring System (CLASS).

### **3. Student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives.**

N/A

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## **E. Customer Service**

### **1. How was the survey conducted? Please include a copy of the survey to the appendix.**

The Desired Results Parent Survey (appendix) was administered during the Fall 2017 semester.

### **2. The major findings of the customer service survey**

- Satisfaction with the overall quality of the program: 86% very satisfied 14% satisfied
- Do you feel your child is safe and happy in this program: 100% yes
- Resources and parent education received from the program: 75% yes 25% no (child development, parenting skills, community resources, health and safety)
- Impact of enrollment to accept employment: 64% yes
- Impact of enrollment to attend educational program: 86%

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

The Center provides a unique opportunity for infants, toddlers and preschoolers to engage in activities provided by a diverse population of students, practicum students and parent educators. Students, practicum students and parents have an opportunity to learn, develop and practice research based teaching strategies and parenting skills in an early learning classroom setting.

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

The program needs ongoing professional development to continue to support the children, practicum students and parents. Currently there is a shortage of qualified experienced teachers impacting the quality of learning environment for the children and college students. A training plan is being developed based on the individual needs of the teachers. Ongoing training and resources will be provided to all teachers. Center information and community resources will be posted and regularly updated on the parent board. Parent orientation, education meetings and parent/teacher conferences will increase parent involvement in the program.

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## **F. Conclusions and Recommendations**

### **1. The program's strengths**

The Abel B. Sykes, Jr. Child Development Center provides an enriched learning environment that meets the diverse and unique needs of the children, parents, students and staff at Compton College. Staff is supported with individualized professional development through coaching, modeling and on-site training. Children participate in culturally, developmentally, and linguistically appropriate early learning experiences promoting cognitive, social-emotional, and physical development and 21<sup>st</sup> century skills to ensure success in school and life. Parents are engaged in their child's educational experience while learning and practicing appropriate parenting and advocacy skills. Students are provided with guided hands on experiences to learn and practice research based teaching strategies.

### **2. The program's areas that need improvement.**

Areas of improvement include hiring additional qualified full time teachers and assistant teachers. As well as providing time for the teachers and assistants to meet, plan and develop enriched individualized lesson plans and activities for the children in their care.

### **3. The program's recommendations in a prioritized manner**

- a. Hire additional full time teachers to replace the three retired teachers.
- b. Adjust the schedule to allow planning time for the teachers and assistants

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

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.

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## **Student & Community Advancement Program Review Committee**

### ***Ratings***

**Excellent**

The program review was extremely well written. Concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

**Meets Expectations**

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

**Needs Improvement**

The program review was poorly written or incomplete. Too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student & Community Advancement Program Review Committee by an established deadline.

### **Revised**

5/5/2010; 3/13/2013; 3/31/2014; 4/15/2014; 6/1/2015; 8/20/2016

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Appendix

Name of Agency: \_\_\_\_\_

Site/Program: \_\_\_\_\_

Date: \_\_\_\_\_

**Desired Results for Children and Families — Parent Survey**

**This survey asks for your feedback about the child care and development program your child attends. The California Department of Education is very interested in how the program helps you to support your child's learning and development and meet your family's needs. Your responses will be completely confidential and will help us to improve the services provided to you. If you have more than one child who attends this program, please answer the following questions about your *youngest* child in the program.**

1. How satisfied are you with the overall quality of this program?

**Very Satisfied**     

**Satisfied**     

**Not Satisfied**     

2. Do you feel that

	<b>Yes</b>	<b>No</b>
A. Your child is safe in this program?	<input type="radio"/>	<input type="radio"/>
B. Your child is happy in this program?	<input type="radio"/>	<input type="radio"/>

3. Have you received information from the program about the following?

	<b>Yes</b>	<b>No</b>
A. How children develop at different ages (e.g., walk, talk, etc.)	<input type="radio"/>	<input type="radio"/>
B. How your child is growing and developing	<input type="radio"/>	<input type="radio"/>
C. How your child is doing in the program	<input type="radio"/>	<input type="radio"/>
D. Schedule of daily activities	<input type="radio"/>	<input type="radio"/>
E. What you can do to help your child learn and develop	<input type="radio"/>	<input type="radio"/>
F. Parenting skills	<input type="radio"/>	<input type="radio"/>
G. How to find other services in the community (e.g., employment and training opportunities, parenting classes, health care)	<input type="radio"/>	<input type="radio"/>
H. Where to report health or safety concerns and complaints	<input type="radio"/>	<input type="radio"/>
I. Experience and training of program staff	<input type="radio"/>	<input type="radio"/>

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- J. Discipline procedures o o
- K. How you can get involved with your child's program o o

4. Would you like more information about any topics related to your child's care and development?

**Yes** o (please specify topics: \_\_\_\_\_)  
**No** o

5. Has your child's enrollment in this program made it easier for you to:

- |                                  | <b>Ye<br/>s</b> | <b>N<br/>o</b> | <b>Not<br/>Applicab<br/>le</b> |
|----------------------------------|-----------------|----------------|--------------------------------|
| A. Accept a job?                 | o               | o              | o                              |
| B. Keep a job?                   | o               | o              | o                              |
| C. Accept a better job?          | o               | o              | o                              |
| D. Attend education or training? | o               | o              | o                              |

6. How satisfied are you with these characteristics of your child's program?

- |   | <b>Very<br/>Satisfie<br/>d</b> | <b>Satisfie<br/>d</b> | <b>Not<br/>Satisfie<br/>d</b> |
|---|--------------------------------|-----------------------|-------------------------------|
| A. Hours of operation                         | o                              | o                     | o                             |
| B. Location of program                        | o                              | o                     | o                             |
| C. Number of adults working with children     | o                              | o                     | o                             |
| D. Background and experience of staff         | o                              | o                     | o                             |
| E. Languages spoken by staff                  | o                              | o                     | o                             |
| F. How program staff communicate with you     | o                              | o                     | o                             |
| G. Meeting the individual needs of your child | o                              | o                     | o                             |
| H. Interaction between staff and children     | o                              | o                     | o                             |
| I. Interaction with other parents             | o                              | o                     | o                             |
| J. Parent involvement                         | o                              | o                     | o                             |
| K. Equipment and materials                    | o                              | o                     | o                             |
| L. Cultural activities                        | o                              | o                     | o                             |
-

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| M. Daily activities   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| N. Environment  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| O. Nutrition  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| P. Health and safety policies and procedures                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q. How the program promotes your child's learning and development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Is there anything else you would like to say about how this program meets your family's needs?

8. Do you have any suggestions about how this program could be improved?

***Thank you for taking the time to complete this survey. This information will be used to help improve the services provided to you.***

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