

**Program Self-Evaluation Process
Fiscal Year 2016–17**

Contractor Legal Name: Grossmont Cuyamaca Community College District	Vendor Number: 6814
Contract Type(s): CSPP and CTTR	
Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.	
<p>X Program Review Instrument FY 2016–17 – All Contract Types: http://www.cde.ca.gov/ta/cr/documents/eesos1617.pdf</p> <p>x Desired Results Parent Survey – All Contract Types: http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc</p> <p>x Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types: http://www.ersi.info/ecers.html</p> <p>x Desired Results Developmental Profile and DRDPtech Reports - Center-based/CFCC Contracts Types: https://www.desiredresults.us/drdp-forms</p>	
Using a narrative format, summarize the staff and board member participation in the PSE process: This form can be expanded and is not limited to a single page.	
<p>At the classroom level, each lead teacher on both campuses evaluated and assessed their children using the DRDP instrument. This data was collected both at the individual child's level and at the classroom level. The findings were used to write classroom Summary of Findings and Action Plans. The coordinator at each campus took those individual Summary of Findings and Action Plans and wrote program Summary of Findings and Action Plans. Program Improvement Goals were noted. As well as areas of strengths that were identified with the goal of continued improvement. The coordinators at each campus distributed parent surveys and tallied and evaluated the results. Each coordinator summarized their center's areas of improvement needed and program strengths. The document was submitted for approval and signature from the Dean, Vice president, President, and Chancellor. The document will be presented for informational purposes only to the governing Board of the Grossmont-Cuyamaca Community College District on May 8, 2017.</p>	
Statement of Completion: I certify that all documents required as a part of the PSE have been completed and are available for review and/or submittal upon request.	
Signature of Executive or Program Director:	Date:
Name of Executive or Program Director as listed in the Child Development Management Information System (please print): Melanie Roberts, Interim Coordinator, Cuyamaca College	Phone Number: 619-660-4601

Maura Mehrian, Coordinator, Grossmont College Child	
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Scan and submit both the EESD 4000A and EESD 4000B TO FY1617PSE@cde.ca.gov.

Mail hard copy **ONLY** if the PSE cannot be sent electronically to:

FY 2016–17 Program Self-Evaluation
Early Education and Support Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814

**Summary of Program Self-Evaluation
Fiscal Year 2016–17**

Contractor Legal Name: Grossmont-Cuyamaca Community College District		Vendor Number: 6814
Contract Type(s): CSPP and CTTR	Age Group (Infant/Toddler, Preschool, School-Age) Infant/Toddler and Preschool	
Program Director Name (as listed in the Child Development Management Information System): Maura Mehrian, Grossmont College Melanie Roberts, Cuyamaca College		
Program Director Phone Number: 619-660-4601 Cuyamaca 619-644-7715 Grossmont	Program Director E-mail: Melanie.roberts@gcccd.edu Maura.mehrian@gcccd.edu	

This form can be expanded and is not limited to a single page.

1. Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas.

Program Review Instrument FY 2016-2017

EES-01: Plan for Parent Involvement

The coordinators at both sites will continue to collect information from parents formally through the parent surveys and informally through parent meetings and events. The information collected will be used to provide more parent education and involvement opportunities that are relevant to each center's family's needs, interests, and wants. An annual Family Strengthening Plan, using the Five Protective Factors, will be designed and implemented by the site coordinator and lead teachers. Grossmont will include the Early Head Start TFSS.

EES-04: Recording and Reporting Attendance

Corrective Action Plan for Grossmont:

Sign In and Out sheets have been rewritten to include a legend for the correct documenting and recording of absences and tracking of Best Interest Days.

EES-08: Desired Results Profile and Data

Corrective Action Plan for Cuyamaca College

Finding: The DRDP instrument would be more effective if action steps were more specific and if the outcomes were used in conjunction with the foundations and frameworks to guide lesson planning and planned possibilities.

Plan: The coordinators will meet with lead teachers in June/July to design and implement a planning tool that utilizes the DRDP outcomes to plan for activities and planned possibilities. The teachers are utilizing a digital portfolio that aligns with DRDP tech and allows for parents to be more included in their child's progress.

Implementation: The coordinators will meet with the lead teachers in June/July and follow up in the Fall and Spring.

Action Plan for Grossmont

Grossmont is implementing Learning Stories as the template to record and present DRDP evidence. Learning Stories will be aligned with DRDP measures. The Learning Stories will be placed in each child's portfolio as documentation of each child's learning and development.

EES-12 Qualified Staff and Director

Corrective Action Plan for Cuyamaca College

Finding: Every Teacher and aide doesn't have a permit.

Plan: Ensure that every teacher and Aide has an Associate Teacher Permit or above.

Implementation: The coordinator will assist their staff throughout the school year to obtain the necessary permits and will document this in a site wide personnel roster. Permits for the current staff to be completed by August 2017.

Plan for Grossmont

All teachers who work directly with children hold a CDE issued permit. Coordinator will continue to support the permit process for all new student workers.

EES-18: Environment Rating Scale

Corrective Action Plan for Cuyamaca College

Finding: There were two safety hazards observed outdoors. Insufficient cushioning: the sand under the climbing dome measured 2-3 inches in depth and the wood chips under the climbing structure measured 2-5.5 inches deep in several areas.

Adequate handwashing by children did not take place. All children attempted to wash hands but not all did it correctly.

Plan: Children will utilize the proper handwashing technique. There will be adequate cushioning under the climbing dome and structure.

Implementation: New sand and wood chips will be order by August 2017. The handwashing procedures will be sent out to families via Learning Genie for parents and children to practice at home. Staff meetings, emails, and trainings will be used to remind staff of proper hand washing procedures.

Plan for Grossmont

Grossmont is implementing the California Teaching Pyramid as an approach to curriculum. This evidence based approach offers teachers a framework for working with young children with a strong focus on Social and Emotional development. The foundation of this approach is a skilled workforce, strong relationships with families, and safe and secure relationships with teachers, and nurturing environments.

Grossmont removed the climbing structure from the outdoor environment. We are transforming the outdoor environment to an outdoor classroom as an extension of the indoor learning environment. The outdoor classroom replicates the same learning centers that are found inside into the outdoor environment with a focus on naturalistic learning and observation.

Parent Survey

Findings for Cuyamaca College

Finding: 100% of the parents surveyed felt their child is safe and happy in this program. Parents surveyed reported that they did not want more information about their child's care and development. One parent surveyed reported that they were "not satisfied" with the parent involvement aspect of the program. Parents are satisfied with the amount of information they receive from the program and the hours of operation.

Plan: Parent Involvement Opportunities will be planned and publicized via email and classroom teachers. Each classroom will have a bulletin board to inform parents of the schedule, activities, and involvement opportunities. Each classroom will hold an orientation in August to discuss classroom and center policies, as well as where and how to report safety of health concerns.

Implementation: The orientations will be conducted in August.

Findings for Grossmont

100% of the parents surveyed felt very satisfied or satisfied with the overall quality of the program and feel that their children are safe, happy, and developing well in the program. The coordinator will continue to solicit feedback formally and informally from parents in order to continue growth and improvement in the program.

Nearly ALL parents surveyed feel that the interactions among the staff and children are warm and caring. All parents surveyed report that this program has enabled them to continue their education, find work, continue work, and ALL parents report feeling fully supported by the CDC in their efforts. All parents surveyed would like to see an extension of center hours and summer school childcare options offered. All parents surveyed would like more parent

workshops offered in regard to discipline and guidance with their child/ren. The center coordinator will work with the EHS TFSS to provide parent workshops monthly on understanding young children's behavior, discipline, and guidance for young children. Some parents report that the CDC feels like a second home or family.

Age Appropriate Environment Rating Scales

Findings for the Cuyamaca College ECERS

The quality of personal care routines and health and meal practice needs improvement in order to improve our health and safety practices.

Plan: The handwashing procedures will be provided to families via Learning Genie and at the parent orientations in August 2107. Staff will be trained in August 2017 on proper handwashing techniques.

Implementation: The lead teachers will distribute the information to parents via learning genie and at the orientations.

Findings for the Grossmont College ECERS

In the area of Space and Furnishings tables were found to be crowded and do not allow for community building at meal times. Children have a difficult time moving around the outdoor lunch tables to reach the sink and trash cans, disrupting their ability for self-care and clean up after meal times.

In the indoor environment small rectangle tables are pushed together to make larger tables and move easily when children lean on them.

In the area of Language-Reasoning improvement is needed regarding books and pictures highlighting diversity and abilities.

Plan:

New round tables will be purchased in order to support the conversations and learning that organically take place during meal time.

Round tables will also be added to the indoor environment to support more community learning and opportunities for peer to peer work.

Each teaching team will create a list of books that highlight diversity, abilities, and differing gender roles to add to each classroom. Coordinator will purchase books and furniture June 2017.

Findings for the Cuyamaca College ITERS

The quality of personal care routines and health and meal practice needs improvement in order to improve our health and safety practices.

Plan: The handwashing procedures will be provided to families via Learning Genie and at the parent orientations in August 2107. Staff will be trained in August 2017 on proper handwashing techniques.

Implementation: The lead teachers will distribute the information to parents via learning genie and at the orientations.

Findings from Grossmont College ITERS

The quality and procedures followed for diapering children varied throughout the Infant and Toddler classrooms. While most health practices were followed, proper procedure for washing hands in between removing the soiled diaper and placing the clean diaper on the child varied within the classrooms. Glove removal also varied between the Infant and Toddler classrooms.

Plan: Staff training on proper diapering procedures will take place Fall 2017. Each classroom team will be responsible for training another team to ensure that the same procedure is used throughout the center.

Space and furnishings need improvement. Low shelves need replacing.

Plan: Coordinator and teachers will order new shelves.

DESIRED RESULTS DEVELOPMENTAL PROFILE AND DRDPTECH REPORTS

Findings for Cuyamaca College Preschool

In the Language and Literacy development domain, 31% of the program are at Building Earlier, 19% at Building Middle and 38% are at Building Later. In the Cognition (including math and science) domain, 50% of the program are at Building Middle. In the Social and Emotional development domain, 39% of the program are at Building Earlier.

Plan:

Language and Literacy Development:

Incorporate more finger plays and songs into the daily activities. Offer Let's Read Together parent workshop to encourage early literacy at home.

Use the Learning Genie app to communicate with parents about the stories read and linking the story to the weekly report, so the parents can read at home with their children.

Continue to introduce new books, adding a variety of rhyming books, poetry, and finger plays.

Add small group activities involving journals, letter and word games, phonological awareness activities

Cognition (including math and science)

Increase the number of open ended questions asked to further the children's inquiry

Post examples of open ended questions in the different learning centers so staff can refer to them

Hold a weekly share circle, children are invited to bring in natural items from home.

Social and Emotional Development

Continue to use role modeling, social stories and the classroom expectations to support Social and Emotional development. Create a classroom book of pictures and descriptions of children modeling these behaviors.

Implementation:

Coordinator will plan Let's read Together Trainings for Fall 2017

Teachers will implement stories and songs in daily routine

Findings for Grossmont:

The Preschool findings demonstrate that 48% of children are at the Building Middle stage for Approaches to Learning, 39% at Building earlier and 30% scoring in the Building Later stage. Social and Emotional Development shows 35% of children at Building Middle, 30% at Building Later, and 34% Building Earlier. In the domain of Language development 30% of children are at Building Middle, while 39% are at Building Later. 31% scored in the Building Earlier stage. The Literacy domain shows 55% of children at or above the Building Middle stage while 34% scored in the Building Earlier stage. Math demonstrates that 35% of children are in the Building Middle stage while 26% are Building Later. A total of 12% of children scored in the Building Earlier stage of Mathematics. The domain of Science demonstrates that 47% of children are in the Building Later stage with 30% in the Building Middle stage, and a small percentage, 13% of children, scored in the Exploring Later stage. Physical Development shows 48% of children are in the Building Later stage, 26% in the Building Middle stage, and 17% in the Building Earlier Stage. Health domain shows 48% of children in the Building Later stage, 48% in the building Middle stage, with 8% of children scoring in the Building Earlier stage. History and Social Science demonstrate that 61% of children are in the Exploring Middle stage, 17% are in the Building Later stage, 4% are in the Integrating stage and 17% are in the Building Earlier stage of development. Visual and Performing Arts show 26% of children in the Building Earlier stage, 30% of children in the Building Middle stage, 39% in the Building later stage, and 4% at Integrating.

Plan:

Teachers will continue using information obtained from DRDP reports to plan curriculum. Focus for FY 17-18 teachers will continue implementing strategies learned from California Teaching Pyramid training in order to raise scores in SED domains. In particular conflict negotiation and using language to label and extend children's knowledge of emotions and healthy expression of feelings and needs.

New teaching staff will be oriented and trained on using the DRDP, Learning Stories, and taking anecdotal observations. New staff will be included in the Teaching Pyramid trainings for FY17-18. Individual Team coaching through WestEd will continue through the 17-18 program year.

It was noted throughout all DRDP's that books depicting non-typical gender roles and stereotypes were minimal. Coordinator and staff will go through center Library and reorganize by ITERS/ECERS classifications and new books will be ordered to enhance the selection and replace old and damaged books.

The CDC has completed its first full program year partnered with Early Head Start. Teachers and coordinator will continue to develop plan for the respectful implementation of tooth brushing practice with a goal to empower parents and children in healthy dental habits and care.

Findings for Cuyamaca College Infant/Toddler:

In the Approaches to Learning-Self Regulation domain, 46% of the program are at the Exploring Later level.
 In the Cognition (including math and science) domain, 54% of the program is at the Exploring Later level

Plan:

Approaches to Learning and Self-Regulation domain:

Create a positive classroom environment that allows children to explore, where they often hear the word “yes” by using Positive Descriptive Acknowledgments

Provide materials that support relationships (family pictures, pictures of teachers and children engaging in appropriate behaviors)

Provide materials that relate to feelings and the expression of emotion (books, stories, songs, and pictures of faces showing different feelings.

Arrange the classroom environment to support peer interactions (small group spaces, “alone” spaces)

Establish clear caregiving routines

Cognition (including math and science) domain:

Arrange the classroom environment to encourage exploration

Provide materials that support spatial (nesting and stacking) relationships (plastic cups, baskets, bins, hollow blocks)

Provide materials that promote cause and effect exploration (knobs, levers, latches, nuts and bolts, musical instruments)

Implementation:

Lead Teacher will begin implementation in August, 2017.

Weekly reflection and ongoing program adjustment

Finding for Grossmont Infant/Toddler

The program shows 69% of infants at Exploring Middle in the domain of Approaches to Learning Self-Regulation. In the Social and Emotional domain, 86% of infants are at Exploring Earlier. Language and Literacy Development demonstrates 67% of infants at the Exploring Earlier stage. Cognitive Development for 42% of infants is at the Exploring Earlier stage, while 83% Physical Development and Health is at the Exploring Middle stage. The Toddler class shows 80% of children in the Exploring Later stage for Approaches to Learning and 60% of children at the Exploring Middle stage for Social and Emotional Development. Language and Literacy development shows 40% of Toddlers are at the Building Earlier stage while 40% of Toddlers are at the Exploring Middle stage. 80% of Toddlers scored in the Exploring Later stage for Cognitive development, as well as, Physical Development and Health. The Two Year old classroom demonstrates 67% of children at the Exploring Later stage for Approaches to Learning and 33% emerging to Building Later. For Social and emotional development 78% of children are in the Building Earlier stage, and Language and Literacy demonstrate 44% of children at the Exploring Middle stage while 56% of children are at the Building Earlier stage of development.

Plan:

Teachers will continue to implement a relationship based approach to early care and education based on the Six Essential Policies of PITC and The California Teaching Pyramid.

2. Provide a summary of areas that met standards and a summary of procedures for ongoing monitoring to ensure that those areas continue to meet standards.

PROGRAM REVIEW INSTRUMENT FY 2016-2017

The following areas met standards for Cuyamaca College and Grossmont College:

EES-01: Plan for Parent Involvement

The coordinators will continue to use parent surveys and feedback in order to provide more parent education and involvement opportunities. An annual Family Strengthening Plan, using the Five Protective Factors, will be designed and implemented by the coordinators and lead teachers.

EES-02: Family Eligibility Requirements**EES-03: Child Need Requirement Verification**

EES-05: Correct Fee Assessed**EES 07: Alternative Payment (AP) Policies**

The coordinators and the techs will continue to follow state regulations regarding eligibility and need.

EES-04: Recording and Reporting Attendance

The attendance policy was re-written and approved by the state consultant. The procedures for reporting and tracking attendance were updated and are being implemented.

EES-06: Inventory Records

Binders were established to track and organize expenditures, categorized by funding source.

EES-08: Desired Results Profile and Data

To continue improvement, the coordinator received extensive training regarding the administration of the DRDP. The lead teachers documented children's learning via Learning Genie, an online electronic portfolio tool.

EES-09: Annual Evaluation Plan

For continued improvement, the coordinators will keep accurate records and file them throughout the year in the corresponding section of the CMR file box.

EES-10: Site Licensure

The coordinators will continue to write a follow up plan of corrections for any licensing citations received.

EES-11: Staff Development Program

The staff at Cuyamaca college attended various professional development workshops centered around social-emotional development.

EES-12 Qualified Staff and Director

The coordinators will continue to support the staff in acquiring and upgrading their Child Development Teaching Permits.

EES-13 Staff-Child Ratios

The coordinators and tech will continue to ensure that the staffing required to meet ratio is within regulations.

EES-14: Family Selection**EES-15: Compliance with Due Process**

The coordinators and techs will continue to ensure we are following regulations regarding family selection. The appeals process was re-written in the parent handbook quoting the actual regulation by using Title 5 language.

EES-16: Refrain from Religious Instruction

The statement that we refrain from religious instruction was made more prominent in the parent handbook and is posted on an informational bulletin board in the lobby.

EES-18: Environment Rating Scale

The coordinators and lead teachers will continue to use the Environment Rating Scale instrument to assess, evaluate, and improve the classroom space and furnishings, personal care routines, language/reasoning, activities, interactions, program structure and staff structure of the center. The coordinators will continue to provide staff training, and purchase materials as recommended by the scores on the instrument.

EES-19: Nutritional Needs

The centers continue to serve food from the new food vendor which provides healthy, ethnically diverse and delicious food, which coincides with our Farm to Preschool curriculum and local growing season. Menus and nutritional information are posted monthly on the bulletin board in the lobby.

Mail hard copy **ONLY** if the PSE cannot be sent electronically:

FY 2016–17 Program Self-Evaluation
Early Education and Support Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814

California Department of Education
March 2017