### Desired Results Program Action Plan – Reflection on Action Steps

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In the Domain of Motor and Perceptual Development 50% of our children. To scaffold the learning and provide appropriate climbing activities for toddlers we added a donated bunk bed ladder to the back of our fire truck climbing structure in our sand area. This lead to expanded skill building in Balance, Eye-hand Coordination, Space and Size, and Impulse Control.

To promote growth in Fine Motor skills we wanted to provide activities that offer multiple mediums and layers to ongoing art projects. By offering several steps we encourage the Fine Motor skills along with Curiosity, Attention maintenance, and Memory.

In providing opportunities to develop Language and Literacy skills, (where our children were at 48%) we took another turn. We created individual corkboards for each child in the room. This was displayed at the child’s eye level with their photo and ongoing additions of photos of them exploring their interests in the environment throughout the semester. The children notice everything and would point and talk about what they were doing in the photos. This extended learning in Memory, Identity of Self and Communicating needs, feelings, and interests.
Program Self-Evaluation Annual Report

Contractor’s Legal Name
Grossmont Cuyamaca Community College District

Vendor Number
6814

Cal-SAFE
CDS Code

Contract and Age
☐ CSPP
☐ CCTR – (Infant/Toddler)
☐ CCTR – (School Age)
☐ Education Network (Infant/Toddler)
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☐ CMIG - (Infant/Toddler)
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Date Program Self-Evaluation Completed
April, 2013

Number of Classrooms
4

Number of Family Child Care Homes
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Describe the Program Self-Evaluation Process (Note: This area expands as necessary.)

Annual report process - The self-evaluation process for the Grossmont Cuyamaca Community College District Child Development Centers was conducted separately by each site with a CCTR and CSPP contract. The data was reviewed and findings combined by the two site directors, Cynthia Dionne and Linda Haar.

Following the timeline developed by Center staff, the first step began in August 2012, when the staffs met on each campus to discuss the annual self-evaluation to be submitted June 1, 2013. The 2011-12 action plans were discussed, adjustments made and any follow up dates completed were noted or extended into 2012-13 if needed. In addition, the DRDP-PS and DRDP I/T (2010) assessment, and how to incorporate the findings into the daily curriculum were discussed.

In September, a Parent Advisory Committee (PAC) meeting was held for parents to give input on the program, family activities and parent meetings they would like to have scheduled during the fall semester.

August to October 2012, the initial assessment (DRDP-PS and DRDP-I/T) of newly enrolled children began and was completed within the 60 day time period. For children who were continuing in the program, the staff began observing, recording information and collecting documentation to demonstrate each child’s developmental progress. The timing of the process was begun to complete the next assessment in required timeframe and using the appropriate instrument according to the child’s age.

Curriculum activities in the classrooms were designed for staff to interact and observe children during the daily routine, as well as during purposeful planned activities. After completing the assessments, the DRDP-PS or I/T classroom tally sheets/data summary sheets were completed. In November, the child’s developmental progress forms were completed and parent conferences were held.
A summary of findings was completed after the first DRDP-PS were completed in the (CSPP contract) classrooms and sent to the State analyst in December, 2013.

Both campuses entered into the first year as part of the Quality Preschool Initiative funded by First 5 (formerly, Preschool for All) grant program. An ECERS-R was conducted by the QPI review team in one classroom at both sites (CSPP contract). The detailed results were given in a report to the staff in January, 2013. The CSPP classroom not scheduled for an outside ECERS-R review by QPI was reviewed internal by another lead teacher at the Center. In the infant/toddler rooms at Cuyamaca staff completed ITERs (CCTR contract).

At Cuyamaca, the findings from the ECERS-R and ITERs were in the area personal care, (hand washing), room arrangement for visibility (CSPP) and displays at children level and more diversity in the materials (CCTR). Action steps were developed and completion dates noted.

At Grossmont, a new Site Coordinator took over the position on January 2, 2013. DRDP and Observation trainings were given during that first week of new administration. From January to April, the Site Coordinator was available to provide support and assist staff with gathering documentation for their DRDP’s.

From January to March 2013, initial DRDP-PS or I/T were completed at both sites for children enrolling for the first time during spring semester. Staff continued observations of currently enrolled children and began the second assessment. In April, staff from both sites completed their second DRDP’s. At Cuyamaca, the DRDP-PS or I/T classroom tally sheets/data summary sheets and the Child’s Progress Summaries were completed. Parent conferences were scheduled for May, 2013. At Grossmont, teachers used the DRDPtech to input their DRDP’s and completed their Child Progress Reports using the DRDPtech summary reports. Parent conferences at Grossmont were also scheduled for May.

In February, a Parent Advisory Committee meeting was held for parents to give input on the program, family activities and parent meetings they would like to have scheduled during the spring semester.

During the March staff meetings at both sites, the coordinator met with staff to review the Desired Results progress and determine dates for submittal in April of the completed DRDP-PS and I/T and summaries.

During the months of February and March, the Site Coordinator at Grossmont completed ITERs for the CCTR and ECERS for the Emaay room. As stated previously, an ECERS-R was completed for the Emaay room by QPI staff.

In April, the parent survey was distributed for parents to complete. The results were tallied and comments reviewed. At Cuyamaca, even with a conscious effort to have parents complete the survey, very few were returned. At Grossmont 90% of the parent surveys were returned.

In the parent surveys from Cuyamaca, 100% of the families completing the survey replied that they were very satisfied with the program. Parents stated they felt their child was
safe and happy. The areas parents had an interest in were how they could help their child develop educationally and helping their child gain interest in learning the ABC's and numbers. Overall, parents were satisfied or very satisfied with the characteristics of the program. Two areas that need to be reviewed by staff are additional cultural activities and interaction with other parents. In the suggestions, a parent commented on wanting better communication regarding daily/weekly lessons and topics or other activities.

At Grossmont, 78% of the families reported that they were very satisfied with the program and 22% reported that they were satisfied. 100% of the families shared that their child was safe and happy in the program. Parents displayed the most concern with our shortened hours on Fridays and not being opened during the breaks. Grossmont College CDC will take the following year to review finances to determine if this availability can become a possibility for our population.

The classroom summaries (ECER-R, ITERs, DRDP-PS, and DRDP-l/T) were compiled and reviewed by the staff and coordinator. The coordinators reviewed the data for the program self-evaluation annual report and completed form cd 4000. Each site gathered information for a comprehensive Program Action Plan (form cd 4001A) to identify key findings, develop action plans, and identify goals and objectives to address areas of need. Plans are currently being implemented; corrections made and continued progress will be recorded. Staffs review the Program Action Plan for 2011-12, and then completed the narrative for the Reflection on Action Steps (form cd 3900).

During May, the final Agency Self-Evaluation Annual Report will be presented to the board, reviewed and the Board Chair will sign the report. The district will send the report to the state by the June 1, 2013 due date. During the June staff meeting, the goals determined in the report will be shared with staff. In August 2013 during Parent Orientation meeting, the goals will be shared with families and also posted on our parent communication board starting in fall 2013.

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May 21, 2013, Item 653 ATTACHMENT A4
### Contractor Name
Grossmont Cuyamaca Community College District

### Contract Type, Education Network, and/or Cal-SAFE CCTR
Age Group (Infant/Toddler, Preschool, School-Age) Infant/Toddler

### Planning Date
April, 2013

### Lead Planner’s Name and Position
Cynthia Dionne, Center Coordinator

### Follow-up Date(s)
August, 2013 and September, 2013

### Lead Planner’s Name and Position
Linda Haar, Center Coordinator

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### Key Findings from Developmental Profiles And Educational Goal (What will be accomplished for children?)

### Action Steps (Including materials and training needed, schedule, space and supervision changes)

### Expected Completion Date and Persons Responsible

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Grossmont
| Domain: Cognitive Development | We have ordered materials to add to the environment that support classifying and sorting such as eye droppers, turkey basters, sorting trays (cupcake tins/plastic egg cartons), large pom-poms, a large ball tower, and tweezers. A dramatic play/kitchen area has been incorporated into the classroom to promote symbolic play, imitation and memory. Plates, cups, pots, pans, and a variety of foods have been ordered and will be added to this area. | Fayine Morka August 19, 2013 |
| Domain: Language and Literacy Development | More books and music will be purchased and will be added to the classroom. The teacher will encourage her support staff to follow her lead in asking more open ended questions throughout the day. The lead teacher will offer group time for children who are interested where books, games, and other activities will be explored and questions will be asked. | Cynthia Dionne August 19, 2013 |
| Domain: Cognitive Development | Develop a math table (separate from the manipulative) with rotating math activities to better observe development. | Sept. 2013 Vicki Greco |
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The staff spent time reflecting and discussing the classroom activities that build and support math, language and literature development, they found that they needed to be more intentional in planning these activities. During the weekly staff meetings, staff collaborated on individual, small and large group activities that they would introduce to children. They looked at the whole child, developing curriculum to build and support math and language development in all the different centers throughout the classroom (circle time, writing center, dramatic play, science, art, etc.). They discovered through this process that they were able to engage children in math and language activities more often.

Social and emotional development, conflict negotiation in particular has been challenging. One of the goals was to help children to see their class as a community, where everyone has a voice and is respected. They wanted the children to learn problem solving techniques to resolve conflicts. They planned small and large group activities to support social and emotional development. Social stories were introduced individually and to the group. Puppets and other props were also introduced to build social skills. Outside services, behavior specialists were brought in to support families, teachers and children working together.

In another classroom, during team meetings there was a discussion on conflict resolution. The staff planned for most circle time activities to revolve around “Conflict Negotiation” (Measure 11). They read books on friendships, safety, feelings, and allowed for group and individual discussion time. During the group time the children came up with rules that they now apply during conflict resolution; “Be safe, Be kind, and Follow directions”. Teachers and children asked, “Is it safe, Is it kind, Is it following directions”. These practices also fell into, “Expression of Self” (Measure 15). Questions were asked about ways to handle conflicts to discuss what books were about. This allowed each child an opportunity to respond and share their thoughts. During circle, children also drew about topics that were brought up, or about books that were read; this is also part of the action plan for “Understanding and Response to English Literacy Activities” (Measure 25). Staff then added words to the children’s work not only during circle, but during free play time, and read their own words back to them.

For Number sense (Measure 32) the children came up with games that the staff would incorporate counting into. For example, some children are interested in spinning different objects to see how long they would spin. The staff asked them to count to see how long before they stopped spinning, or how many they could get to spin at once. The staff and children also sing the same counting song up to 10 in English, and also count in Spanish and Arabic daily for circle. The children volunteer to count each child in either their home language or English during circle by touching their heads as they go around entire circle.
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Desired Results Developmental Profile Summary of Findings
And Program Action Plan – Program or Network Level

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| Domain: Language and Literacy Development  
41% of the children at developing and 10% at exploring                                                   | Site coordinator along with lead teacher will provide training to staff on activities for children that develop language/literacy skills (books, magnet letters, journals, writing materials, etc.). | Judy Fernandez, lead teacher Linda Haar, Site coordinator August 19, 2013 |
| Domain: Mathematics Development  
34% of children at developing  
34% of children at building                                                                           | Site coordinator along with the lead teacher will train staff on activities for children that develop math skills. Math materials and games, teacher and child directed, will be purchased and added to the classroom. | Judy Fernandez, lead teacher Linda Haar, Site coordinator August 19, 2013 |
| Domain: Self and Social Development | Books on differences in each of us and conflict will be purchased and added to the classroom. | Cynthia Mendoza  
August 19, 2013.  
Cynthia Mendoza, lead teacher  
Linda Haar, Site coordinator |
| --- | --- | --- |
| Domain: Language and Literacy Development | Purchase flannel stories/songs and dramatic play items to add to the classroom. | Cynthia Mendoza  
August 19, 2013.  
Cynthia Mendoza, lead teacher  
Linda Haar, Site coordinator |
| --- | --- | --- |
| Grossmont | Books will be ordered and added to the classrooms.  
Teachers will attend Foundations and Frameworks trainings that focus on LLD during the summer months that they are on contract but the center is closed to assist them in planning LLD activities. | Cynthia Dionne  
August 19, 2013 |
| --- | --- | --- |
| Domain: Self and Social Development | The Site Coordinator plans to train all staff on CSEFEL during the summer months that they are on contract but the center is closed. She will not only train staff, but will go the entire coaching process with the staff as the year progresses.  
Dramatic play materials have been ordered and will be incorporated into the classroom to promote SSD. | Cynthia Dionne  
August 19, 2013 |

May 21, 2013, Item 653  
ATTACHMENT A13