California Department of Education
Child Development Division

CD 3900
March 2013

Desired Results Program Action Plan – Reflection on Action Steps

Contractor Name **PALO VERDE COMMUNITY COLLEGE DISTRICT**	
Contract Type, Education Network, and/or Cal-SAFE **CSPP**	**Age Group (Infant/Toddler, Preschool, School-Age)** **PRESCHOOL**
Planning Date: December, 2011	**Lead Planner's Name and Position** Lorenia Becerril- Lead Teacher
Follow-up Date(s) January 2012; May 2012,	**Lead Planner's Name and Position** Maria Kehl-Program Director

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

Reflection: Review each Program Action Plan (CD 4001A) submitted in the FY 2011–12 Program Self-Evaluation Report. Below, provide a narrative summarizing the outcome of each action step. Record how each action step was successfully accomplished. If there were modifications or revisions to the action steps, reflect on and record the outcome of those changes.

During the month of December 2011 all DRDP-R's were summarized and we found out that some of the children were only on the developmental stage of math domain (24% of the children enrolled in our program) and that 53% of the children were on the exploring level of language and literacy development. To accomplish a successful developmental goal some materials were purchased throughout the school year; we also purchased more books for staff and children, and attended as many trainings we could to increase our knowledge on how we can better serve the children.

From the ECERS we learned that some of the classrooms were lacking furniture such as couches or cozy pillows to make the classrooms cozier. We also found out that we were in need of art materials, new music and movements' tools and computer software. Some materials were purchased, and donations from the parents were also provided (items such yarn, paper, crayons, and glue). For the computer software, a conversation with the computer tech, College Interim Vice president and other College members took place and the Palo Verde College donated some computers for the program. Teachers are using more art supplies and submitting weekly lesson plans, sending newsletters out to the parents to inform them of their curriculum and communication on daily basis with all the parents that visit the program. We also purchased two small playhouse couches and more musical tools. Now the children are using music more often and teachers have it as part of their daily lessons.

California Department of Education
Child Development Division

CD 4000
March 2013

Program Self-Evaluation Annual Report

Contractor's Legal Name **PALO VERDE COMMUNITY COLLEGE DISTRICT**			
Vendor Number **7351**		☐ **Cal-SAFE** **CDS Code**	
Contract and Age	☒ **CSPP** ☐ **CCTR – (Infant/Toddler)** ☐ **CCTR – (School Age)** ☐ **Education Network (Infant/Toddler)** ☐ **Education Network (Preschool)** ☐ **CHAN** ☐ **CMIG - (Infant/Toddler)** ☐ **CMIG - (Preschool)**		
Date Program Self-Evaluation Completed	5/14/2013		
Number of Classrooms	2	**Number of Family Child Care Homes**	0

Describe the Program Self-Evaluation Process (Note: This area expands as necessary.)
This report was completed with the participation of parents, College members and Palo Verde College Child Development Program staff. All parents had the opportunity to do a survey for the Child Development Program and 100% felt that their children are safe in the program. The major concern that parents voiced was that there is still a lack of parent involvement, and that we need to provide more information on how children develop. Some of the comments on the parents' surveys include things such as the program being very helpful, the children being able to learn a lot and how much they love the preschool. To help with parent involvement, parents receive monthly newsletters (in Spanish and English), reminders about happenings in the program, monthly calendars and we keep a daily communication with parents that visit the program.
From the DRDP summary of finding we learned that 25-28% of the children scored at the developmental level of Cognitive development domain. The lowest scores at measure #28 and 31. To enforce this task, teachers have included more cognitive games on their daily lessons. A purchase order has been submitted to purchase new games and achieve our goal with this task.
The self-evaluation estimated dates of completion for the areas of improvement stated on the surveys and summary of findings should be June 30, 2013.

A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.		**Date**
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.		**Date**
A copy of the Program Self-Evaluation will be/has been presented to parents.		**Date**
Statement of Completion **I certify that a Program Self-Evaluation was completed.**	**Signature** **Name, Title, and Phone Number**	**Date**

California Department of Education
Child Development Division

CD 4001A
March 2013

Desired Results Developmental Profile Summary of Findings And Program Action Plan – Program or Network Level

Contractor Name **Palo Verde Community College District**	
Contract Type, Education Network, and/or Cal-SAFE **CSPP**	**Age Group (Infant/Toddler, Preschool, School-Age)** **PRESCHOOL**
Planning Date **12/07/2012**	**Lead Planner's Name and Position** Lorenia Becerril and Edna Garcia
Follow-up Date(s)—Jan. 1, 2013, March 5, 2013, March 22, 13	**Lead Planner's Name and Position** Maria Kehl- Program Director

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

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
40-43% of the children scored at the developing level on self and social development. Children need more interaction with other children, more cooperation and socialization with peers	Integrate engaging learning opportunities into the everyday routines during arrivals, departures, mealtime, both indoor and outdoor activities throughout the day. Include more storybooks, flannel stories, socio-dramatic materials and puzzles to link social and education themes. Continue attending trainings to learn new methods on how to integrate children that have a difficult time with social interaction.	Administrator- Maria Kehl Lead teachers- Lorenia Becerril and Edna Garcia and instructional aides working at the Palo Verde College Child Development Program. This will be an ongoing process.

25 to 29% of the children scored at the developmental level on mathematic developmental domain. Children can benefit by understanding number senses of quantity, counting and mathematical operations.	Engage children in everyday mathematical activities, such as math games, calculators, peg boards, etc. Encourage children to engage in mathematical reasoning around the classroom. Use curriculum and teaching practices that strengthen children's problem-solving as well as representing, communicating and connecting mathematical ideas. Purchase new mathematical materials for teacher to integrate more meaningful math activities when preparing their lessons.	Program Director- Maria Kehl Lead Teachers-Lorenia Becerril and Edna Garcia and aides- June, 2013 will be expected date of completion.

California Department of Education
Child Development Division

March 2013

Fiscal Year 2012–13 Program Self-Evaluation Forms

All Forms Due:
Monday, June 3, 2013, 5 p.m.