

Program Self-Evaluation Cover Page (CD 4000)

Contractor's Legal Name PALO VERDE COMMUNITY COLLEGE DISTRICT		Vendor Number 7351	
Contract and Age	☒ CSPP	Number of Classrooms	2
	☐ CCTR – (Infant/Toddler)	Number of Classrooms	
	☐ CCTR – (School Age)	Number of Classrooms	
	☐ Education Network – (Infant/Toddler)	Number of Homes	
	☐ Education Network – (Preschool)	Number of Homes	
	☐ CHAN	Number of Classrooms	
	☐ CMIG – (Infant/Toddler)	Number of Classrooms	
	☐ CMIG – (Preschool)	Number of Classrooms	
Describe the Program Self-Evaluation Process (Note: This area expands as necessary.) This report was completed with the participation of teachers and other staff members of the Child Development Center, parents of children attending our program, and Palo Verde Community College members. Teachers had the opportunity to participate on the ECERS and the DRDP. From the DRDP Summary of Findings we found that 55% of the children scored at the exploring level of self and social development domain on measure #11-conflic negotiation. It also showed that 68% of the children scored at the exploring level on Language and Literacy domain on measure#21—letter and word knowledge—66% of children scored at exploring level on mathematics development domain on measure #35. To enforce these tasks we have included more hands on activities, do more reinforcement on positive behavior, included more books on our daily routines, have added more computer games, obtained new tablets through a grant, and made on our lesson plans. Parents had the opportunity to submit a parent's survey and from the Desired Results Parent Survey Summary parents voiced that 21% of them are just satisfied with the interaction with other parents and 21% are just satisfied with parent involvement. To help accomplish this task, parents have been receiving monthly newsletters and calendars (in Spanish and English), we are also sending reminders of events occurring in the program; we are keeping a daily open communication and we are doing more door prices when doing monthly meetings. Some of the positive comments parents wrote on their survey include that the program is doing a good job, children are happy and that it is a great resource to have in Blythe. The Self-Evaluation estimated dates of completion for the areas if improvement stated on the surveys and summary of findings should be June 30, 2014.			
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	Date	
	Name and Title	Phone Number	

Fiscal Year 2013–14

**Program Self-Evaluation
Forms**

**Forms CD 3900, CD 4000, and CD 4001A
must be submitted by: Monday, June 2, 2014, 5 p.m.**

Desired Results Program Action Plan – Reflection on Action Steps (CD 3900)

Contractor Name Palo Verde Community College District	
Contract Type, and/or FCCHEN CSPP	Age Group (Infant/Toddler, Preschool, School-Age) PRESCHOOL
Planning Date 6/30/2014	Lead Planner's Name and Position Maria Kehl- Program Director
Follow-up Date(s)	Lead Planner's Name and Position Maria Kehl- Director and Lorenia Becerril, Edna Garcia—Lead teachers

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 2012-13 Program Self-Evaluation Report. As the FY 2012-13 Action Steps would be different or unique to the contract type and age group, a separate reflection and narrative for each is required.

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 fiscal year 2012-2013 summarization of the DRDP's we found out that 24% of the children were only on the developmental stage of math domain and 53% of the children were on the exploring level of language and literacy development- To accomplish a successful year, we purchased some new materials, teachers attended new trainings, teachers introduced new books to the children, did more music and included bean bags with numbers and colors. We have made some changes to the curriculum; teachers are using computers, tablets and zoo-phonics, and other materials to better serve the children.

During the month of December, 2013 the new Desired Results Developmental Profile summary of findings showed that 55% of the children scored at the exploring level of self and social development domain on measure #11-conflic negotiation. It also showed that 68% of the children scored at the exploring level on Language and Literacy domain on measure#21—letter and word knowledge—66% of children scored at exploring level on mathematics development domain on measure #35. We have new challenges this year, which we are trying to accomplish by continuing with our professional education, attending more trainings and requesting new materials to meet the needs of all children.

**Desired Results Developmental Profile Summary of Findings
And Program Action Plan – Program or Network Level (CD 4001A)**

Contractor Name Palo Verde Community College District	
Contract Type, and/or FCCHEN CSPP	Age Group (Infant/Toddler, Preschool, School-Age)
Planning Date 6/30/2014	Lead Planner's Name and Position Maria Kehl- Program Director
Follow-up Date(s)	Lead Planner's Name and Position Maria Kehl-Director, Lorenia Becerril & Edna Garcia-lead teachers

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Key Findings by Domain from Developmental Profiles	Educational Program Goal(s)	Action Steps (i.e. address activity planning, curriculum modifications, materials required, staff or program schedules, child-staff interactions, classroom use of space, professional development, parent education, and/or community outreach)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible
Ask: Where is the program now? 55%-57% of the children scored at the exploring level on Self and Social Development domain (the lowest score was on measure # 11— Conflict negotiation)	Ask: Where does the program want to go? Teach children to participate during classroom activities. Form groups and suggest taking turns. The program wants to teach the foundations of social and emotional development because social-emotional competencies as well as other cognitive and motivational competencies are required to be successful in school.	Ask: How does the program get there? Attend new trainings to learn how to do more positive reinforcement in the classrooms. Invite children to participate on a positive way when interacting with other children. Show books about positive behavior; include more games and other activities in the classroom to reinforce positive behaviors. Teach children about friendship and family; Explain how to seek for help when experiencing a conflict. Practice problem solving, role play, involve families; Incorporate music where all children participate	Ask: By when? This will be an ongoing process all the way through June, 2014. Lead teachers and aides will be implementing new skills to succeed on this task

65%-68% of the children scored at the exploring level on Language and literacy development domain (The lowest measures include #21-letter and word knowledge)	Teach children through games such as flashcards, use books, puzzles and other games; Integrate learning opportunities into the everyday routines during the day. The goal for us working on this domain will be to get children ready for kindergarten and for children to understand they way print is organized in text and books, to recite letters and words, and to understand their knowledge of the alphabet and letter recognition.	- Teach children through games such as flashcards, use books, puzzles and other games; Integrate learning opportunities into the everyday routines during the day. The goal for us working on this domain will be to get children ready for kindergarten and for children to understand they way print is organized in text and books, to recite letters and words, and to understand their knowledge of the alphabet and letter recognition.	- Attend trainings to reinforce this domain. Use daily zoo-phonics tools to teach children letter and sound recognition. Include reading more books throughout the day. - integrate more reading materials throughout the classrooms where children can freely go and look at magazines or books during the day. - purchase new computer games that can help children develop this domain	Lead teachers and aides will introduce new methods to develop this domain Maria Kehl- Program administrator will purchase materials. June, 2014.
60%-66% of children scored at exploring level on mathematics development domain (the lowest measure includes measure 35—measurement and #37—Patterning	Teach children age appropriate mathematical competencies with fun activities in their daily lessons. Our goal is for children to expand their understanding of numbers, quantities, number relationship and operations in their everyday environment.	- Use more hands on activities throughout the day; include mathematical themes on other areas such as the sandbox. - Offer opportunities to explore around the classroom - use daily mathematical activities throughout the day; Puzzles, games, flashcards will also be used, Books about numbers will be provided	- Use more hands on activities throughout the day; include mathematical themes on other areas such as the sandbox. - Offer opportunities to explore around the classroom - use daily mathematical activities throughout the day; Puzzles, games, flashcards will also be used, Books about numbers will be provided	Lead Teachers and aides will work on domain throughout the school year. June, 2014