

Status: **Reviewed**

Entry #: 21

Date Submitted: 12/30/2020 9:43 AM

2020-2021 COMPREHENSIVE REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON- INSTRUCTIONAL PROGRAMS

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

BASIC UNIT INFORMATION

Program/Unit Name

Early Childhood Education Lab School

Department Name

ECELS

Division Name

SBS

Name of Person responsible for the Program/Unit

Justin Smiley

Website address(es) for your program(s)/unit(s)

Webpage URL 1

Unit webpage<https://www2.palomar.edu/pages/ECELabSchool/>

Please list all participants and their respective titles in this Program Review

Participant	Title
Tamara Holthaus	Coordinator
Diane Studinka	Liaison
Rene Robelin	Site Supervisor
Lisa Casas	Site Supervisor

PROGRAM/UNIT MISSION STATEMENT

What is your Program/Unit's mission statement?

The mission of Palomar College Early Childhood Education Lab School (ECELS) is to provide high quality education and care for the children of students, staff, faculty, and community families. We serve as a model early childhood program which is available for academic, curricular, and research purposes, including student training, field work, and observation.

We have committed ourselves to:

- Appreciating childhood as a unique and valuable stage of the human life cycle.
- Basing our work with children on knowledge of child development.
- Appreciating and supporting the close ties between the child and the family.
- Recognize that children are best understood and supported in the context of family, culture, community, and society.
- Respecting the dignity, worth, and uniqueness of each individual.
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.

Palomar College ECELS believes there are five important goals to be a successful program. They include children, families, staff, students, and community.

Children

To provide a safe, stimulating, and developmentally appropriate learning environment in conjunction with a quality educational curriculum that assists the social, emotional, physical, and cognitive growth of all children. To provide Anti-Bias approach and curriculum promoting individual and cultural diversity.

Families

To create a supportive environment that accepts and promotes all parents as equal contributors to their child's education and to the program. To communicate, educate, and partner with families by providing parent orientation, training, referrals, parent conferences, family events, and open invitations for parents to share family and cultural traditions that foster the family-school partnership.

Staff

To provide a healthy, positive, diverse, and optimal team-teaching work environment which respects each employee's contributions to operate successfully. To advocate for a living wage, benefits and compensation that is based on education, experience and responsibility.

Students

To operate an exemplary program, with a welcoming atmosphere, providing guidance and support, for college students to observe and participate in, to include child development student teachers. Students from any discipline, who have projects involving work with children are also welcome.

Community

To exemplify and model a quality college campus-based program within the local community and State of California Early Learning System. To advocate for children and families based on the fundamental importance of early learning for positive individual and societal outcomes.

updated 6/2020

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The ECELS mission statement aligns very well with the mission statement of Palomar College. At the ECELS the children and staff are both supported and encouraged to learn new skills that contribute their well-being. Our goal is to cultivate and encourage life long learning among our students and families. In addition, we also strive to develop cultural enrichment among our staff, children and families.

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

PROGRAM/UNIT DESCRIPTION**Staffing**

Use the Permanent Staff Count link below to answer staffing questions.

Link: [Permanent Employees Staff Counts](#)

This form required a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff

Total Number of Full-time Staff

0.00

Number of Classified Staff

0.00

Number of CAST Staff

0.00

Number of Administrators

0.00

Number of Full-time Faculty

10.00

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)

None at the time.

To clarify the Part-Time Employee numbers above:

Part-Time Staff- Short Term Hourly- 11 staff who work anywhere between 16 to 24 hours per week.

Part-Time Faculty- NOHE- 11 NOHE faculty who work between 16 to 24 hours per week.

Weekly hourly rates vary due to the need to maintain teacher to child ratios at all times per Community Care Licensing.

As part of the PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. Attach a copy of the chart when you are submitting your review or provide the link to your organizational chart if it is online.

OR

If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager, Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)

If you need help, please contact us and we will walk you through the process (msnyder2@palomar.edu or mbarton@palomar.edu)

How will you submit your organizational chart?

Upload Document

Upload



Organizational Chart 11-2020.pdf
75.89 KB



Program/Unit Description

Who utilizes your services

The ECELS provides child care and education services for children of students, faculty, staff, and community members at our San Marcos and Escondido sites. In addition, the ECELS serves as a model lab school for Child Development Department, Nursing, Dental Assisting, Psychology, EME, and students of other departments on campus.

What services does your program/unit provide (Describe your program/unit)?

The ECELS child care and education services for children 6 months to 5 years of age. Additionally, the ECELS offers opportunities for students from various departments to observe, participate, and student teach with the on site children to complete their class assignments. For instance, students from CHDV 100, 101, 103, 104, 105, 115, 120, 152, 182, 184, 185, 201, 202, 203, and 204 use the ECELS children and services each semester throughout the year.

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PROGRAM/UNIT ASSESSMENT**SERVICE AREA OUTCOME ASSESSMENT****GOT SERVICE AREA OUTCOMES?**

Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.

For non-instructional areas, outcomes are called Service Area Outcomes (SAO).

So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted Nuventive Improve (previously named TracDat) as our official repository for SLO and SAO Assessment information.

Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by:

- 1) Login to Nuventive Improve (previously TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.
- 2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.
- 3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

NEED HELP?

Nuventive Improve:

- 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.
- 2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

Defining and Assessing SAOs:

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

- 1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!

- 2) Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

Are all of your unit's SAOs and assessment plans **UPDATED** and **ENTERED** in Nuventive Improve?

Yes

If **NO**, describe why and identify a date by which they will be entered.

N/A

SAOs SUMMARIES AND REFLECTIONS

For each SAO in Nuventive Improve summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

SAOs

SAO 1

SAO Title

Healthy Environment

Assessment Status

Not assessed

SAO Summary and Reflection

The ECELS has been dealing with a variety of on site pests (rats/mice/snakes) and storage rooms and sheds must be organized, items need to be removed, and materials need to be rotated and used on a regular basis.

Next planned assesment

Spring 2021

SAO 2

SAO Title

Parent Satisfaction

Assessment Status

Not assessed

SAO Summary and Reflection

On an annual basis the ECELS survey's parents on the services they receive. The plan is to start surveying new parents upon enrollment and 3 months into the program. The additional surveys will help the admin team and teachers plan for better services for the future.

Next planned assesment

Spring 2021

OTHER ASSESSMENT DATA

Quantitative Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit.

Measures, Descriptions, and Annual Values

Measure 1

Name of Measure

Child Enrollment

Description of Measure

The ECELS will maintain at least 80% of enrollment capacity.

Year
2020-21

Year

Year

Year

Value
Current enrollment is at
84.2%

Value

Value

Value

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 2

Name of Measure

Environmental Rating Scale

Description of Measure

The ECELS will maintain an average score of 5's on all environment rating scale instruments.

Year
2020-21

Year

Year

Year

Value
Ratings will take place in
January

Value

Value

Value

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Reflect on your quantitative data and summarize your findings or interpretations.

Currently the ECELS is above the enrollment capacity of 80%. Prior to COVID, the ECELS had a capacity of 88.4% and families were continuing to enroll children. It will most likely take the ECELS at least a year to recover and see pre-COVID enrollment rates again.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

The ECELS must provide professional development for staff development and training on an annual basis. Due to COVID-19, the teachers and admin team were able to complete extra training and staff development hours during the closure.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?

Since this is the first year for the ECELS to submit a PRP, improvements will be discussed next year.

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ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

Describe your program's achievements this past year. Where possible, describe how these achievements are related to our students and their success!

The ECELS had several program achievements this past year. Our first achievement was a program review by the California Department of Education. We did very well, the summary findings were minimal. Our second achievement was we opened our infant classroom, this helped to fill a need in the community for infant care. Next, we revised and updated our Parent Handbook which was Board approved in August 2020. Lastly, after closing on March 13, 2020 for several months our admin team worked hard to develop a safe reopening plan. We established written protocols, trained ECELS staff, and met with families via Zoom to communicate all new protocols and procedures related to COVID-19.

Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit. What effect will these changes have on your program/unit?

The ECELS started participation in the San Diego Preschool Pilot Program last year. As participants we are paid a higher daily reimbursable rate per child, these contract funds help to sustain program quality. Due to COVID-19 our regulating agency, Community Care Licensing is conducting online Zoom visits instead of in person. Our last licensing visit was conducted in July, there were no findings.

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?

At this time, no board policies, procedures, or processes need to be updated, created, or deleted on behalf of the ECELS.

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PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overall evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

Section 1: Overall Evaluation of Program

Reflect on your unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing them for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

OVERALL EVALUATION OF PROGRAM

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:

We are a well respected program in the North County community. Our program has strong qualified staff and knowledgeable teachers. We maintain high program standards of quality, and we continually review and assess program needs to ensure program quality is sustained. Our San Marcos ECE Lab School site is a new facility that is state of the art. The physical environment is perfect for early learning and care. As a program, we are able to serve both funded and tuition paying families in order to serve a broader community.

Opportunities:

in the future, we see the following as opportunities:

- 1.) Program expansion, offer other related services such as Kinder Camp for kindergarten age children during the summer.
- 2.) Partner with the San Diego County Office of Education to provide leadership and services to infants and toddlers with special needs.
- 3.) Continue to work towards full enrollment in both the funded and tuition based programs.

Aspirations:

Due to the COVID closures, we hope to re-open the Escondido ECELS site and the infant classroom by 7/1/2021. Also within the next two years, we hope to increase enrollment to full capacity at both the Escondido and San Marcos site or at least be at our pre-COVID enrollment numbers.

Results:

We will be able to serve more families at both sites and expand the age range to include highly sought after infant care. The measurable results will be increased enrollment numbers which increases tuition and contract earnings.

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PROGRESS ON PRIOR PRP GOALS

List current or prior PRP goals your unit has been working on and provide an update by placing an “X” in the appropriate status box.

Prior PRP Goals

Goal 1

Goal	Choice
N/A- No prior goals due to first year participating in PRP process.	Completed

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

N/A first year for PRP submission.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

New Goals: Please list all goals for this three-year planning cycle.

Goal 1

Description

Re-open the Escondido site for services by July 1, 2021.

Strategies for implementation

1. Modify the Return to Services Plan to specifically meet the needs of the Escondido site.
2. Submit plan to the Policy Board and the EOC for approval.
3. Prepare and train staff on all protocols included in the Return to Services Plan.
4. Prepare the environment inside and outside for services.
5. Conduct parent orientations
6. Prepare lesson plans and curriculum

Timeline for implementation

1. January 31, 2021 modify the Return to Services Plan to meet the needs of the Escondido site.
2. February 2021 submit plan for approval.
3. Advertise to the community.
4. March and April 2021 prepare the physical environment inside and outside for services.
5. April and May 2021 train staff, start enrolling children.
6. June 2021 conduct parent orientations in prepare lesson plans and curriculum.

Outcome(s) expected (qualitative/quantitative)

First outcome, increase enrollment in the funded program, fill 88 enrollment slots to be at full capacity.

Second outcome, increasing enrollment in the funded program will ensure we earn our full contract amount and stay in good standing with the California Department of Education Early Learning and Care Division.

How does this goal align with your unit's mission statement?

By re-opening the Escondido site it will help our program to serve the broader community as stated in our mission statement.

How does this goals align with the College's Strategic Plan 2022?

Reopening the ECELS Escondido site aligns with the College's Strategic Plan 2022 VfS Goal 1 and Goal 2 by providing child care and education services to students who are working toward completion and transfer degrees and certificates. Additionally, the reopening of the Escondido site also aligns with VfS Goal 4 by providing opportunities for CHDV students to work with young children to complete the necessary coursework to enter the workforce.

Expected Goal Completion Date

7/1/2021

Goal 2

Description

Reopen Infant Room

Strategies for implementation

1. Notify current families that the infant room will reopen July 1, 2021, ask families to share the information with other families possibly seeking infant care.
2. Advertise to the community.
3. Use the waitlist to reach out to the community, evaluate community interest.
4. Start the enrollment process with interested families.
5. Prepare infant classroom and playground for services.
6. Train staff
7. Conduct parent orientations

Timeline for implementation

1. January 2021 start advertising infant room will reopen.
2. March and April 2021 start to follow up on waitlist application for potential enrollments.
3. May 2021 prepare classroom and playground for services.
4. May and June continue enrolling
5. June 2021 train staff and conduct parent orientations.

Outcome(s) expected (qualitative/quantitative)

First outcome, another needed service is being offered to the community. Quality infant care is hard to find and parents often have to wait for slots to open up.

Second outcome, we will provide quality care services for 9 infants on a daily basis.

How does this goal align with your unit's mission statement?

By re-opening the infant classroom it will help our program to serve the broader community as stated in our mission statement.

How does this goals align with the College's Strategic Plan 2022?

Reopening the ECELS infant classroom aligns with the College's Strategic Plan 2022 VfS Goal 1 and Goal 2 by providing child care and education services to students who are working toward infant/toddler the completion of units for permits, transfer degrees, CHDV degrees, and certificates. Additionally, the reopening of the Escondido site also aligns with VfS Goal 4 by providing opportunities for CHDV students to work with infants to complete the necessary coursework to enter the workforce.

Expected Goal Completion Date

7/1/2021

How do your goals align with the College's values of equity and inclusion?

The ECELS is a role model for the child development field. Our motto is "We are not perfect, but we will always try our best." The ECELS goals align with the College's values of equity and inclusion by providing child care and education access for all families who need services. The ECELS provides care and education services to low income families who receive funding through our state funded program or receive funding from outside sources the ECELS accepts for payment. All children are welcome, including those with special needs or disabilities. Diversity is demonstrated through the children, families, and teaching staff at the ECELS. Parents are viewed at the child's first teacher. The ECELS prides itself on developing a mutually respectful and trusting relationship with all families. The teaching staff continue to be creative and innovative in the activities they present to the children on a daily basis. The ECELS is known in the community as being a leader in the field and participates in various programs.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access Strategic Plan 2022.

The ECELS will support VfS Goal 5: Equity by providing child care and development services for low income students to complete their courses, certificates, and degrees.

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RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?

No

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

The ECELS is a self-supporting service area on campus. The only concern moving forward will be with the lower enrollment due to the COVID situation and the extra expenses due to the inability to co-mingle groups of children and the extra cleaning and sanitizing supplies needed to maintain the site.

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NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your director no later than 10/30/2020.*
 - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the director with feedback.*
 - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

Do you have resource needs that require physical space or modification to physical space?

No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page under "Instructional Funding Sources").

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

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FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

Confirmation of Review by Division / Planning Council

Person/Group/Council who reviewed PRP:

Sign Date

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

Areas of Concern, if any:

Recommendations for improvement:

Enter your email address to receive a copy of the PRP to keep for your records.

I confirm that the Program Review is complete and ready to be submitted.

Yes

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

1st PRP; favorable program review from CDE; opening of infant classroom; revised/updated Parent Handbook; transitioned during COVID with strong protocols, training, and communication; excellent delineation of goals w/strategies, timelines, outcomes

Looking forward to next year's PRP as you document progress on goals, etc.

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Shayla Sivert

Signature Date:

12/30/2020