Coaching & Assessment
Race to the Top
Los Angeles County

Jocelyn Tucker, M.A., Los Angeles County Office of Child Care
Fiona Stewart, M.A. Child Care Alliance of Los Angeles
Zenaida Meza, B.A. Child Care Alliance of Los Angeles

Race to the Top - LA County QRIS Consortium

- Los Angeles Universal Preschool
- County of Los Angeles Office of Child Care
  - Child Care Alliance of Los Angeles

Los Angeles County Office of Child Care (OCC)

- Race to the Top-Early Learning Challenge Grant
- Steps to Excellence Program (STEP)
- Investing in Early Educators-Stipend Program (AB 212)
- Local Planning Council
- Policy & Advocacy
- Strengthening Families Learning Community

CHIEF EXECUTIVE OFFICE
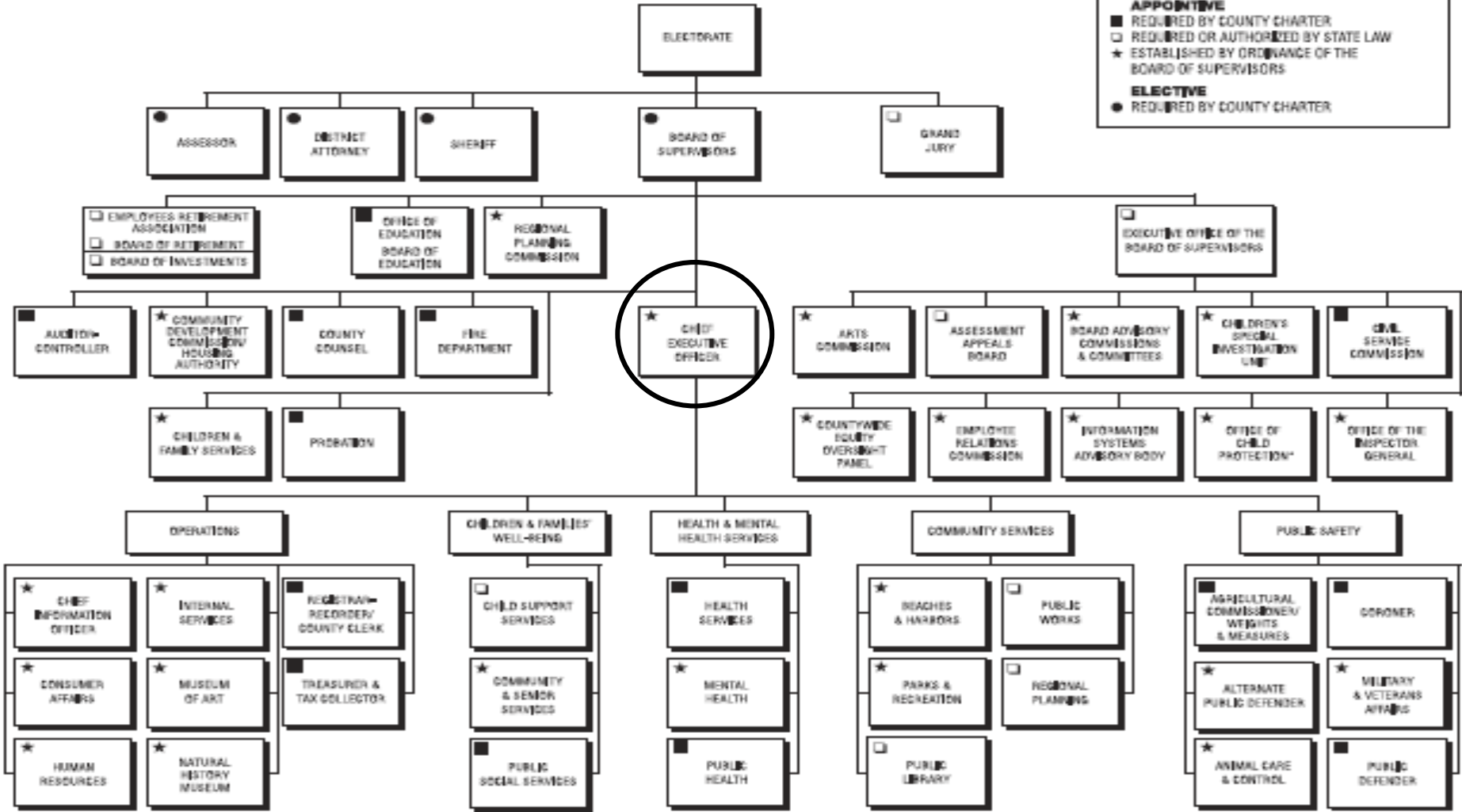
Sachi A. Hamai
Interim Chief Executive Office

Brence Culp *
Sheriff Priorities

Fesia Davenport *
Office of Child Protection

Christina Ghaly *
Consolidation Efforts

Jim Jones
Chief Operational Officer

Manuel Rivas
Legislative Affairs and Intergovernmental Relations

David Sommers
Countywide Communications

Jeff Reeb
Office of Emergency Management

Sid Kikkawa
Budget and Financial Management

- Children & Families' Well-Being
- Community and Municipal Services
- Health and Mental Health Services
- Public Safety
- Operations

Tom Tindall **
Central Services

- CAP Projects
- Real Estate
- UNINCORP

Maryanne Keehn
Benefits/Comp

Robbie Mack
Employee Relations

- Classification
- Workplace Programs

Amy Clarke *
Administration

- Contracts
- Facilities
- Fiscal
- HR
- IT
- Procurement
- Strat. Init.

Steve Robles
Risk Management

Cheri Thomas
Service Integration Branch

LACOCC RTT Organization Chart

```
                          RTT Program
                            Manager
                               |
        +----------------------+----------------------+
        |                      |                      |
  TA Program            Professional              Clerical Staff
  Specialist (4)        Development                    |
                             |                         |
                             |                     Clerk/Typist
                        Coordinator                    |
                             |                     Clerk/Typist
                         Specialist                    |
                             |                     Clerk/Typist
                         Specialist
```
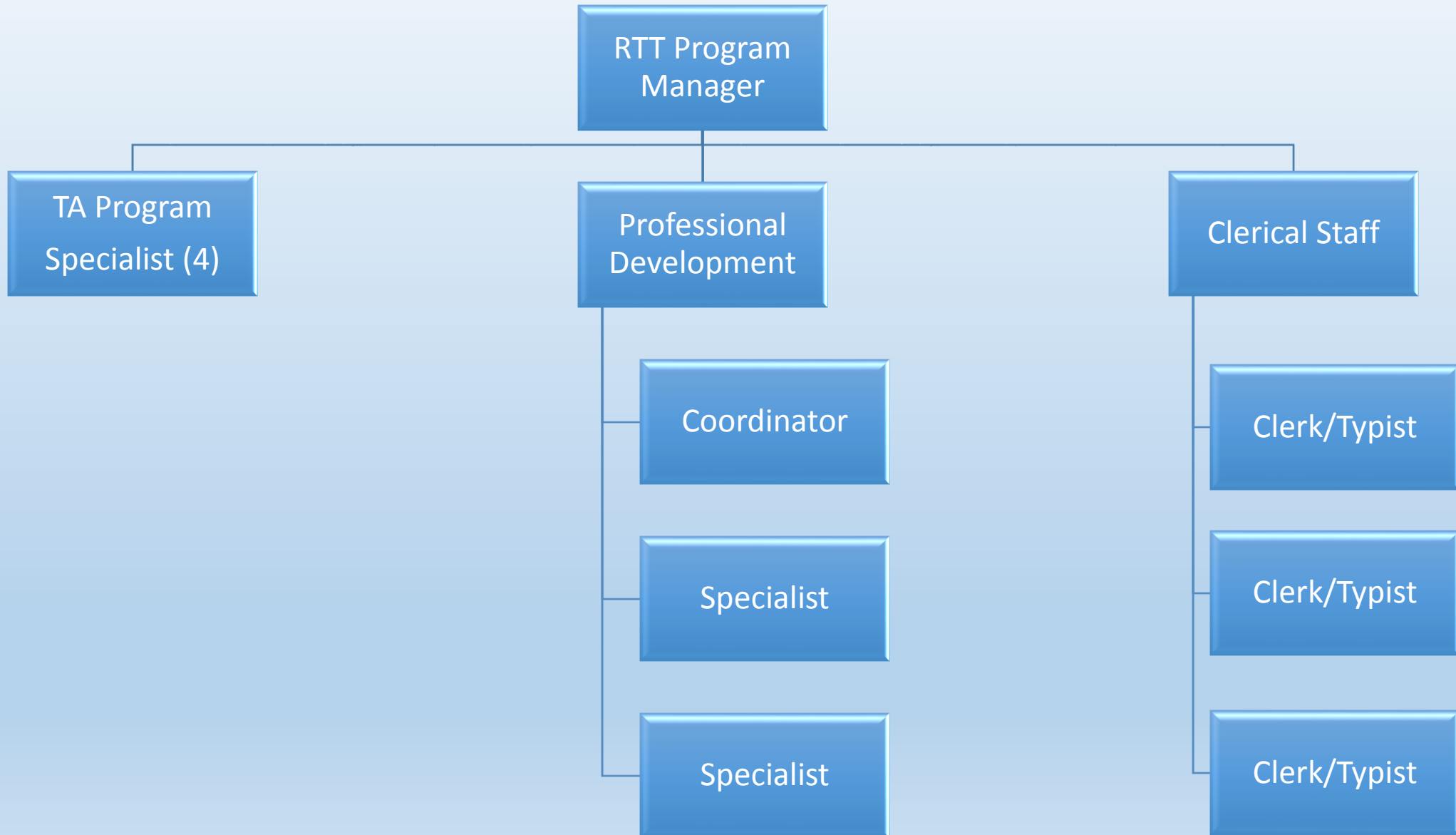
Child Care Alliance of Los Angeles (CCALA)

- Alliance of 10 Agencies - 7 Resource & Referral Agencies & 3 Alternate Payment Agencies
- Collaboratively have provided training, technical assistance, & coaching to the ECE Workforce for over 40 years

"Working together to strengthen families and ensure high-quality child care and early learning across Los Angeles County"

CCLACC – Quality Improvement Through the Years…

- Child Care Initiative Project
- Choose Health Los Angeles Child Care
- Gateways™ for Early Educators
- Race to the Top

CCALA – Gateways Quality Improvement Coaching & Training FY 2013-14

- Trained 2,941 Participants
- Provided 763 Training Sessions
- Provided 1,806 Training Hours
- Coached 1,277 Participants
  - 60% Family Child Care Home Providers
  - 26% Child Development Center Staff
  - 14% ECE Support Staff & Exempt Care Providers

CCALA – Gateways Quality Improvement Coaching & Training

- Trained 9,052 Participants
- Provided 3,011 Training Sessions
- Provided 7,598 Training Hours
- Coached 1,849 Participants

Race to the Top LA County Collaborative

- Who is eligible to participate in the Project?
  - FCCH
  - Non-Government Funded Centers
  - Government Funded Centers
- Who is eligible to receive Quality Improvement Coaching?
  - FCCH
  - Non-Government Funded Centers
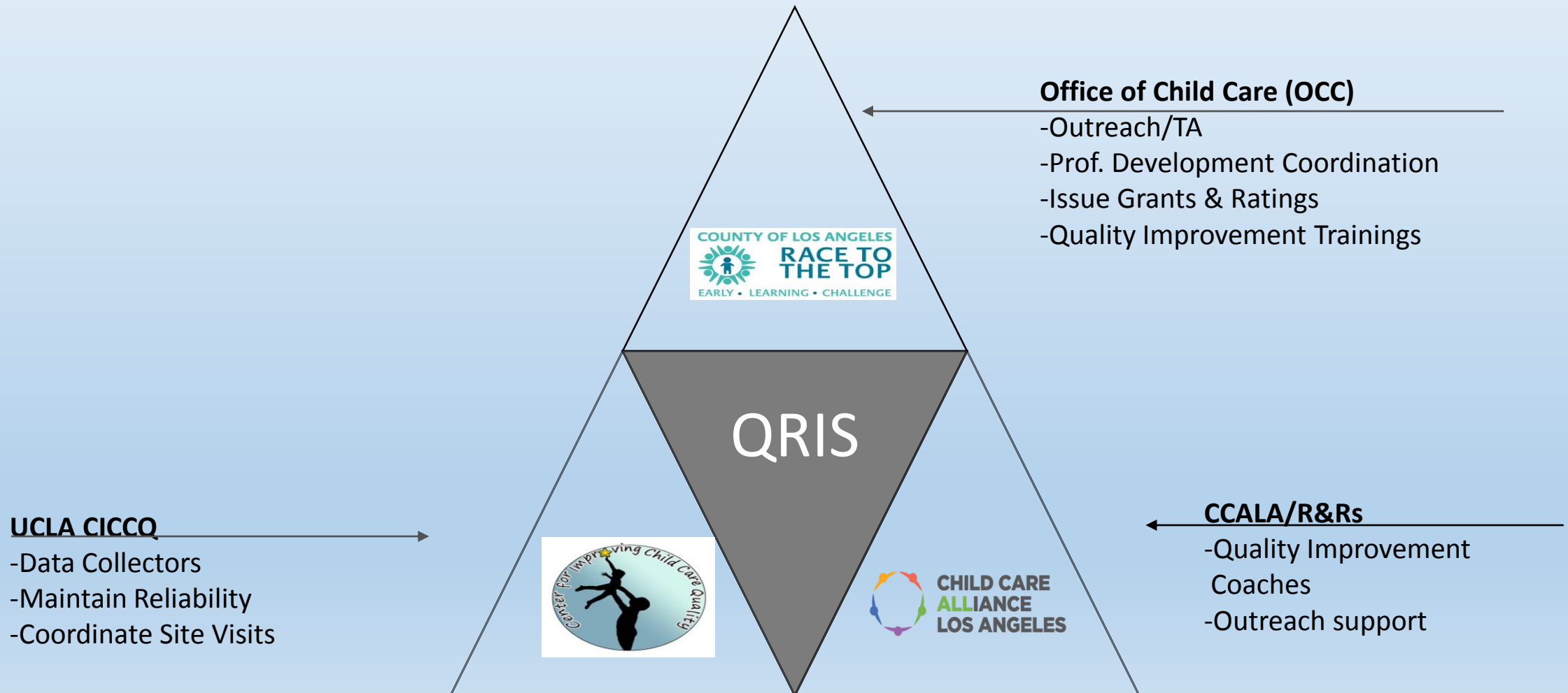
Race to the Top LA County Collaborative

- County Office of Child Care
  - Recruitment, Application & Technical Support
  - Professional Development & Training
  - Issuing stipends
- UCLA Center for the Improvement of Child Care Quality
  - ERS & CLASS Assessment
  - RTT Final Rating
- Child Care Alliance
  - Quality Improvement Coaching
  - Professional Development & Training – Gateways, CHLACC, Nemours
  - Resource & Referral Services - Linkage to Community Resources

OCC – Intake & T.A.

- Recruitment
- Application
- Technical Support
- Grant Application – financial stipend to provide Participants means to improve quality of program

CCALA – Quality Improvement Coaching Intake

- Connection & Support
  - Participant Info Sheet
  - Coaching Participant Agreement
  - RTT Matrix Review
  - Computer Assessment Survey

CCALA – Quality Improvement Coaching Philosophy

- Four Core Areas
  - Building Relationships
  - Facilitating Shared Goal Setting & Planning
  - Communication Skills
  - Modeling Best Practices

Office of Child Care – RRT 1 - Assessment

- Observation & Rating
  - ERS Observation
  - CLASS Observation

Race To The Top
Early Learning Challenge Grant

Preliminary Quality Rating Report

Prepared For:

██ Family Child Care

7/8/2013

Your Preliminary RTT Observation Results

Family Child Care Name:

◼ Family Child Care

RTT Core Areas	RTT Element	RTT Quality Rating Points					
		1 Point	2 Points	3 Points	4 Points	5 Points	
CORE 1: Child Development & School Readiness	1. Child Observation	☐	☐	☐	☐	☐	Complete Self Assessment
	2. Developmental & Health Screenings	☐	☐	☐	☐	☐	
CORE 2: Teachers & Teaching	3. Qualifications for Lead Teacher	☐	☐	☐	☐	☐	
	4. Effective Teacher-Child Interactions: CLASS Assessments	☐	☐	3	☐	☐	From Evaluation Site Visit
CORE 3: Program & Environment	5. Program Environment Rating Scale(s)*	☐	☐	☐	☐	☐	
Total Points: *(Please add up all your points from above)*							

*Note: If you do <u>not</u> see a score for RTT element 5 (Program Environment Rating Scales), see page 3 of this report for your actual score. Review the RTT matrix to assign a score of either 1 or 2, based on whether you meet the criteria.

🛑 **Results Review: What is Your Family Child Care Home's RTT Quality Level?**
Use the total points you earned to identify what your current RTT quality level is, based on the ranges below. Fill in the circle that corresponds to your point total.

If Your Total Points Are:	Less than 6	Between 6 to 13	Between 14 to 17	Between 18 to 21	Equal 22 or more
Then Your RTT Rating Is:	①	②	③	④	⑤

FCCERS-R Item Scores

The following chart displays your FCCERS-R item scores. It is important that you refer to your own copy of the FCCERS-R as you read your scores so that you understand what is measured by each item. Please keep in mind that it is the overall average score, and not individual items, that best represents your child care program's level of quality.

Family Child Care Name: Family Child Care	Review Date: 2/13/2015							
Subscale Score / FCCERS-R Item	Your FCCERS-R Item Scores							
	1	2	3	4	5	6	7	
I. Space & Furnishings 1. Indoor space used for child care				4				
2. Furn. for routine care, play & learning				4				
3. Provision for relaxation & comfort			3					
4. Arrangement of indoor space for child care							7	Strength
(5) 5. Display for children				4				
6. Space for privacy					5			Strength
II. Personal Care Routines 7. Greeting/departing							7	Strength
8. Nap/rest		2						
9. Meals/snacks				4				
10. Diapering/toileting				4				
(4) 11. Health practices		2						
12. Safety practices		2						
III. List. & Talking 13. Helping children understand language				4				
14. Helping children use language						6		Strength
(4) 15. Using books		2						
IV. Activities 16. Fine motor		2						
17. Art				4				
18. Music & movement		2						
19. Blocks							7	Strength
20. Dramatic play				4				
21. Math/number		2						
22. Nature/science						6		Strength
23. Sand & water play							7	Strength
(4) 24. Promoting acceptance of diversity							7	Strength
25. Use of TV, video and/or computer								N/A
26. Active physical play		2						
V. Interaction 27. Supervision of play & learning							7	Strength
28. Provider-child interaction							7	Strength
(7) 29. Discipline							7	Strength
30. Interactions among children						6		Strength
VI. Program Structure 31. Schedule				4				
32. Free play		2						
33. Group time							7	Strength

FCCERS-R Indicator Report
Family Child Care Home Name: ███ Family Child Care
Date of Observation: 2/13/2015
Classroom ID: 81501P

1. Indoor space used for child care — 4

Indicator	Y	N	N/A	Indicator	Y	N	N/A	Indicator	Y	N	N/A	Indicator	Y	N	N/A
1.1		x		3.1	x			5.1		x		7.1	x		
1.2		x		3.2	x			5.2	x			7.2	x		
1.3		x		3.3	x			5.3			x	7.3		x	
1.4		x		3.4	x										

2. Furniture for routine care, play and learning — 4

Indicator	Y	N	N/A	Indicator	Y	N	N/A	Indicator	Y	N	N/A	Indicator	Y	N	N/A
1.1		x		3.1	x			5.1	x			7.1	x		
1.2		x		3.2	x			5.2		x		7.2	x		
1.3		x		3.3	x			5.3	x			7.3	x		
								5.4	x						
								5.5	x						

3. Provision for relaxation and comfort — 3

Indicator	Y	N	N/A	Indicator	Y	N	N/A	Indicator	Y	N	N/A	Indicator	Y	N	N/A
1.1		x		3.1	x			5.1		x		7.1	x		
				3.2	x			5.2	x			7.2		x	
								5.3		x		7.3		x	

PreK CLASS Scores For Observed Classrooms

The following chart displays your average Classroom Assessment Scoring System (CLASS) dimension and domain scores. Each CLASS score page represents one classroom that was observed. It is important that you refer to a copy of the CLASS Manual as you read your scores, so that you can understand and interpret the information presented below.

CLASS SCORING SYSTEM KEY

1	2		3	4	5		6	7
	Low			Middle			High	

Family Child Care Name: ⬛ Family Child Care
Site ID #: 81501P
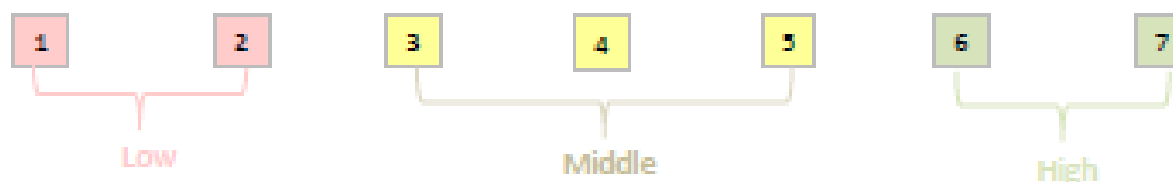
Domain	Domain Score	Dimensions	PreK CLASS Dimension Scores							
			1	2	3	4	5	6	7	
1. Emotional Support	6.6	Positive Climate							7	Strength
		Negative Climate*	1							Strength
		Teacher Sensitivity						6		Strength
		Regard for Student Perspective						6		Strength
2. Classroom Organization	5.9	Behavior Management						6		Strength
		Productivity						6		Strength
		Instructional Learning Formats						6		Strength
3. Instructional Support	2.9	Concept Development			3					
		Quality of Feedback		2						
		Language Modeling					5			

*Note: A score of 1 or 2 for the "Negative Climate" dimension is indicative of high quality, and a score of 6 or 7 means low quality. All other dimension scores correspond to the CLASS Scoring System Key (inserted above).

CCALA – Coaching & Observation Ratings

- Approach to Rating Review
  - Understanding Ratings in the context of the tool used
  - Reflection & Support
  - Collaborative Learning
- Quality Improvement Plan (QIP)
  - Developed collaboratively with Participant based on RTT Goals, Assessment Results, and areas of Participant Interest
  - QIP & Grant Application

COUNTY OF LOS ANGELES RACE TO THE TOP
EARLY • LEARNING • CHALLENGE

CHILD CARE ALLIANCE LOS ANGELES

GATEWAYS FOR EARLY EDUCATORS — QUALITY COACHING FORM 4
Quality Improvement Plan

Participant Name: _____
Participant ID#: _____

Date of Learning Environment Assessment: ___/___/___
Date of Special Needs and Inclusion Practices Assessment: ___/___/___

***Important: Please use one Quality Improvement Plan sheet per goal.

QUALITY IMPROVEMENT PLAN

a. Quality Improvement Plan Date: ___/___/___	b. Name of Coach:_____ c. Time Coaching Session Began:____:____AM/PM d. Time Coaching Session Ended:____:____AM/PM	e. Type of Contact: (CIRCLE ONE)					
		t (Telephone)	e (Email)	ov (Office Visit)	sv (Site Visit)	g (Group)	oth (Other)

f. Quality Area for Improvement (CHECK ONE):

☐ Area 2: Teacher-Child Relationships ☐ Area 3: Learning Environment ☐ Area 4: Identification and Inclusion of Children with Special Needs

g. Improvement goal:

h. Objectives (what will be done to achieve goal?)
1.
2.

GATEWAYS FOR EARLY EDUCATORS — QUALITY COACHING FORM 4
Quality Improvement Plan

i. Participant action steps (strategies, how will you achieve your objectives?)

j. What support / resources will the Coach provide?

1ST Follow-Up Date	Time Coaching Session Began / Ended	1b. Type of Contact						1c. Goal Status		
1.____/____/____	1a. B:___:____ E:___:____	t	e	ov	sv	g	oth	d	p	c

1d. What progress was made:

1e. Next action steps:

1f. What resources are needed to accomplish the goal:

Codes: Type of Contact: t=Telephone, e=Email, ov=Office Visit, sv=Site Visit, g=Group, oth=Other; Goal Status: d=In Development, p=In Progress, c=Complete

2ND Follow-Up Date	Time Coaching Session Began / Ended	2b. Type of Contact						2c. Goal Status		
2.____/____/____	2a. B:___:____ E:___:____	t	e	ov	sv	g	oth	d	p	c

2d. What progress was made:

2e. Next action steps:

2f. What resources are needed to accomplish the goal:

3RD Follow-Up Date	Time Coaching Session Began / Ended	3b. Type of Contact						3c. Goal Status		
3.____/____/____	3a. B:___:____ E:___:____	t	e	ov	sv	g	oth	d	p	c

3d. What progress was made:

CCALA – S.M.A.R.T. Goals

- Goals, Objectives & Action Steps
- S.M.A.R.T.
  - Specific
  - Measurable
  - Attainable
  - Relevant
  - Time-Bases

CCALA – S.M.A.R.T. Goals

Form Language:
Spanish
Goal Status:
In Progress

Participant Name: Estrada, Delia

Participant ID#: 4206

Date of Learning Environment Assessment: 8/6/2013

Date of Special Needs and Inclusion Practices Assessment: 10/21/2013

QUALITY IMPROVEMENT PLAN

a. Quality Improvement Plan Date: 12/5/2014	b. Name of Coach: Cepeda, Lileana c. Time Coaching Session Began: 01 : 30 PM d. Time Coaching Session Ended: 02 : 15 PM	e. Type of Contact: sv (Site Visit)

f. Quality Area for Improvement (CHECK ONE):
Teacher-Child Relationships

g. Improvement goal:
The provider will improve her teacher child interactions in order to further develop the children's cognitive growth by June 2015.

h. Objectives (what will be done to achieve goal?)

1.
The provider will attend workshops throughout the 2015 year that will assist her with her knowledge of the CLASS.

2.
The provider will Video tape herself and will have her coach observe her during different activities in order to reflect on her practices and improve by June 2015.

i. Participant action steps (strategies, how will you achieve your objectives?)

The coach and the provider will look into different PDL opportunities to assist her with improving her understanding and awareness of teacher child interactions.

j. What support / resources will the Coach provide?

The coach will work with the provider to assist her in enrolling into workshops. The coach will also go to the providers child care observe her and video tape her a few times to help her with her interactions.

Follow-up

2nd Follow-Up	2b. Type of Contact	2c. Goal Status	Time Coaching Session Began / Ended	
2. 2/9/2015	sv	p		
2a. B:	09	00	AM	
E:	11	00	AM	

2d. What progress was made:
The coach observed the morning routine that the assistants and the provider have with the children; the coach then debriefed with the provider about their current communication practices. The provider has attended all OCC trainings and is finding them to be very beneficial for her interactions.

2e. Next action steps:
During the next visit the coach and the provider will focus on dissecting the CLASS dimensions book in order to become more familiar with it.

2f. What resources are needed to accomplish the goal:
The provider needs to become more familiar with the CLASS Dimensions

OCC– Professional Development

- Community Based Training
- Delivered in various settings throughout the community
  - Seven R&R's
  - Community Colleges – East LA College, LA Valley, LA City College, Southwest
  - Lakeshore
- Trainings as well as Coaching is offered in English, Spanish & Chinese

OCC– RT Training Topics

Month	Topic	Proposed Materials (not confirmed yet)
January	Promoting Relationships, Interactions and Guidance for Infants/Toddlers.	Infant/Toddler Developmental Guidelines

(CLASS-Toddler) Dimensions Guide

DRDP |
| February | Supporting Children's Learning through Concept Development and Higher Order Thinking for Preschool Age Children. | Bring CLASS Dimensions Guide Prek |
| March | The Indoor Learning Environment for Preschool Age Children. | FCCERS Tool (bring or receive)

PreK Guidelines Vol 2 and 3

CLASS Dimensions Guide PreK |
| April | Using the Desired Results Developmental Profile to Identify Program Successes and Needs for Improvement, Part 1 | Participants: Download, print and bring the DRDP-PS 2010 to your session |
| May | Using the Desired Results Developmental Profile to Identify Program Successes and Needs for Improvement, Part 2 | Frameworks |

OCC–Training Topic & Learning Objectives

March	**The Indoor Learning Environment for Preschool Age Children.** **Learning objectives** **Participants will:** 1. Learn how a high-quality indoor learning environment is connected to child growth and development; 2. Review relevant components of the indoor environment from the ERS and learn how they contribute to a high-quality environment that promotes children's exploration; and 3. Identify strategies on how to use ERS data to make improvement to the indoor learning environment.	**FCCERS Tool (bring or receive)** **PreK Guidelines Vol 2 and 3** **CLASS Dimensions Guide PreK**

CCLAC– Professional Development

- Community Based Training
- Delivered in Seven R&R's
  - Trainings as well as Coaching is offered in English, Spanish & Chinese
  - Gateways Passport & Karen Kaye Award of Achievement
- http://www.ccala.net/

http://www.ccala.net/

This Site ▼

Gateways Calendar for Early Educators and Child Care Providers

Gateways Portal

View All Site Content

Lists
- Tasks
- Calendar: Gateways for Early Educators Training, LA County
- Tasks To Complete

Discussions
- Team Discussion

Sites
Documents
- Shared Documents
- CCALA Agency Reports

People and Groups

Calendar of Events for Early Educators and their families

Gateways for Early Educators Training Calendar for Los Angeles County

Actions ▾

← → **March, 2015**   Expand All   Collapse All | 📅 Day   📅 Week   📅 **Month**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
			6:30 PM **Work Environment. Dealing with Stress** 6:45 PM **The Indoor Learning Environment for Preschool Age Children**			9:00 AM **Como organizar los portafolios de los niños** 12:00 PM **Comprendiendo el estilo único de aprendizaje y temperamento de los niños**
8	9	10	11	12	13	14
		6:45 PM **Dual Language Learners and Literacy**	6:30 PM **Cognitive Development** 6:45 PM **Learning Environment and Curriculum Part 1**			8:00 AM **Deepening Your Connection with Families** 9:00 AM **UC Davis: Introduciendo el lenguaje al jugar** 9:00 AM **Are you ok? Observing Pro-social Skills** ▾ 4 more items
15	16	17	18	19	20	21
						8:00 AM **Jean Piaget's Theories on How Children Learn About their World** 9:00 AM **El medio ambiente de aprendizaje adentro de su hogar** 9:00 AM **Communication & Conflict Resolution** ▾ 3 more items

Training Calendar by Title

3/21/2015 8:00 AM Jean Piaget's Theories on How Children Learn About their World 📎
Join us for an engaging and lively introduction to the work and ideas of Jean Piaget, a child psychologist and philosopher's who researched how children learn and think. Discover why Piaget's stages of cognitive development and his ideas on approaches...

3/21/2015 9:00 AM El medio ambiente de aprendizaje adentro de su hogar
Acompañe a Race to the Top para identificar estrategias sobre cómo usar los datos del FCCERS para mejorar el ambiente de aprendizaje interior.

3/21/2015 9:00 AM Communication & Conflict Resolution
Join Elia Marco-Long to learn the importance of teaching children how to manage and communicate their feelings to constructively solve problems.

3/21/2015 9:00 AM Choose Health LA Child Care

3/21/2015 11:30 AM Child Development Theory in Action! -The Reggio Emilia Approach 📎
This training offers a glimpse into the inspiring and innovative world the *Reggio Emilia Approach! Reggio* is centered in a deep respect for children and their ability to guide their own experiences and learning. Find out how you can easily incorporate...

3/21/2015 12:00 PM Understanding Why Children Misbehave
Join Ora Lee Alcox and discover why misbehaving is expected and common in the classroom!

3/25/2015 6:45 PM Positive Interactions and Guidance ❗NEW
Positive Interactions and Guidance
Nora Daly, MFT, Featuring Judy Brunk

3/26/2015 6:30 PM Choose Health LA Child Care

4/8/2015 6:45 PM Learning Environment and Curriculum Part 2
Learning Environments and Curriculum
Zolia Sarmiento, MA

Participants will identify the opportunities for learning during program routines. Stations or areas of experience will be discussed such as math, science, music, art, etc. Furniture arrangement,...

4/11/2015 9:00 AM "Family Provider Relationships" & "Culturally Inclusive Learning Environments"

(More Events...)

ducators and Child Care Providers

Gateways Calendar for Early Educators and Child Care Providers

Gateways Calendar for Early Educators and Child Care Providers > Gateways for Early Educators Training Calendar for Los Angeles County > Learning Environment and Curriculum Part 1

Gateways for Early Educators Training Calendar for Los Angeles County: Learning Environment and Curriculum Part 1

Close

Export Event

Title	Learning Environment and Curriculum Part 1
Training Strand\Type	Learning Environment, and Curriculum
Meets L.A. County Steps to Excellence	Yes
Description	Participants will identify the opportunities for learning during program routines. Stations or ares of experience will be discussed such as math, science, music, art, etc. Furniture arrangements, outdoor areas, safety and health will be also covered. Participants will develop ideas to implement and improve their program environments. Presented by Zoila Sarmiento, MA
Agency Location	Connection For Children
Start Time	3/11/2015 6:45 PM
End Time	3/11/2015 9:00 PM
Agency	Connections for Children
Languages Offered	English
Contact Person	Julia Morales
Contact Phone Number	310-452-3325 Ext. 219
Contact Email	juliam@cfc-ca.org
Registration Fees	No
Trainer	Zolia Sarmiento, MA
Training Location Address	2701 Ocean Park Blvd. 253
Workspace	

OCC – RRT 2 - Assessment

- Observation & Rating
  - ERS Observation
  - CLASS Observation
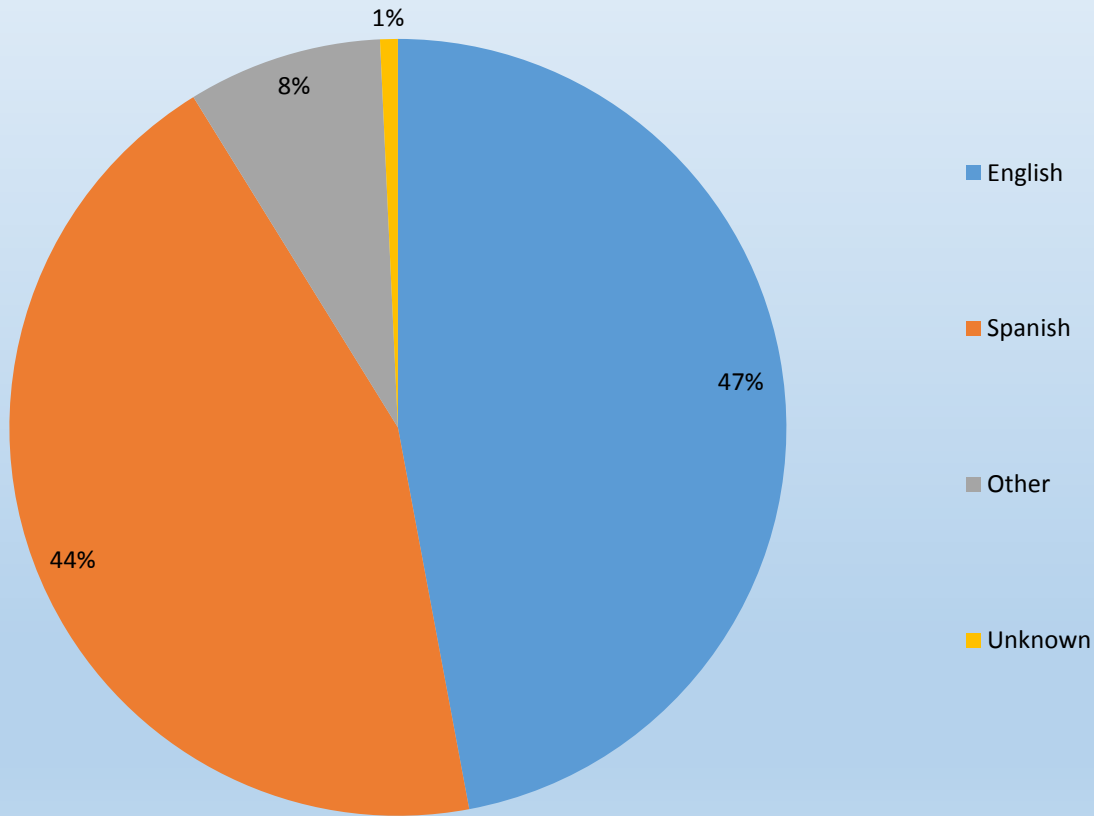 - Portfolio Observation
  - RTT Final Rating

CCLAC– Quality Improvement Coaches

- Caseloads 1 Coach to 25 Participants
- All Coaches are trained on ERS: ECERS, FCCRS, ITERS
- 1 Coach is an ERS Anchor
- All Coaches trained on CLASS
- ASQ & ASQ:SE
- DRDP 2015
- CA Foundations & Frameworks
- Coaching Philosophy & Core Competencies
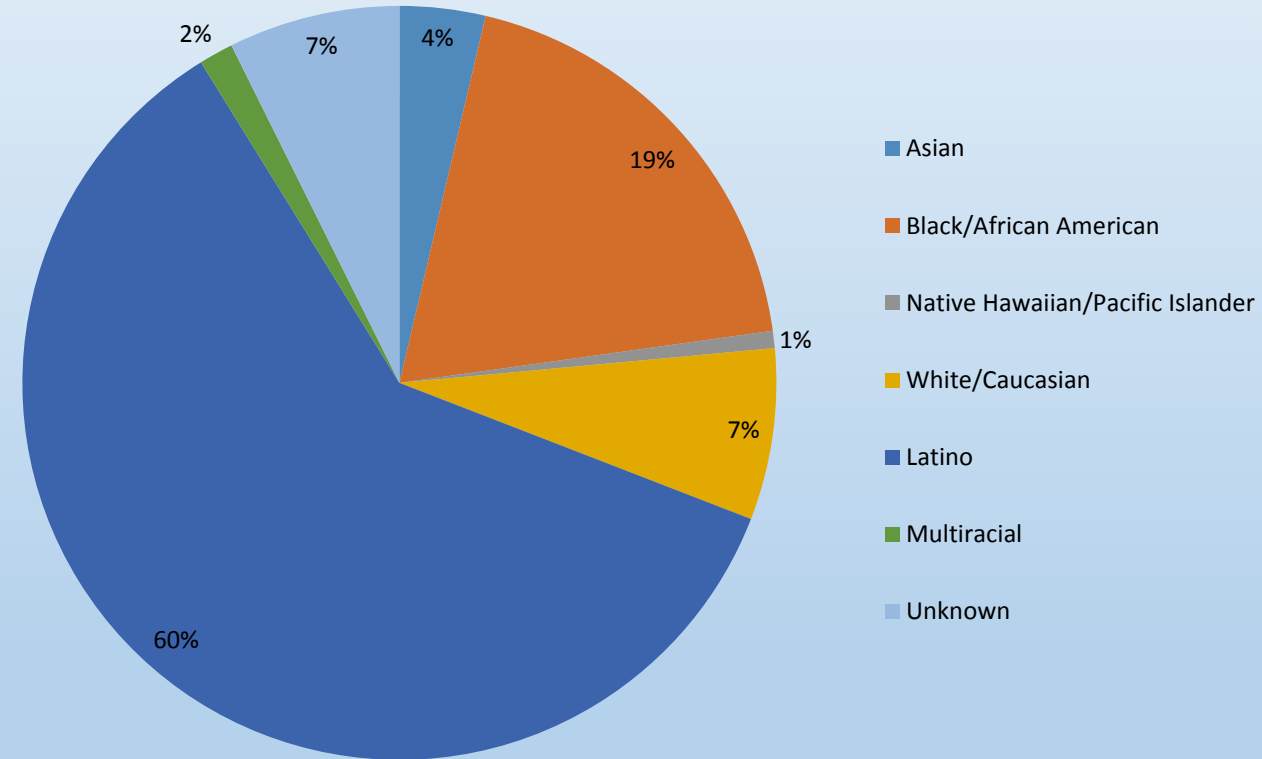- Reflective Practice & Goal-Setting

Our Participants…
RTT Coaching FY 2013-14

RTT Participant Primary Language

- English
- Spanish
- Other
- Unknown

RTT Participant Ethnicity

- Asian
- Black/African American
- Native Hawaiian/Pacific Islander
- White/Caucasian
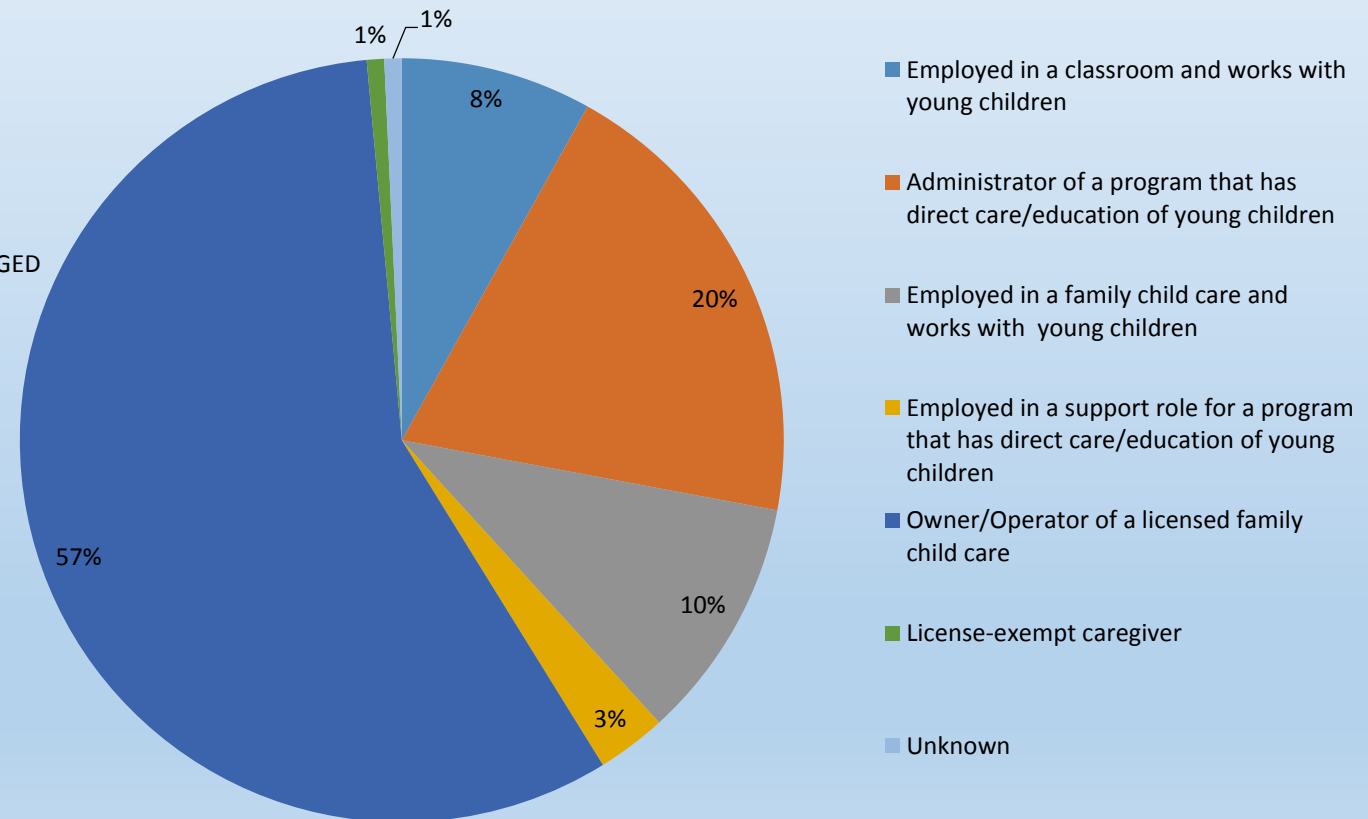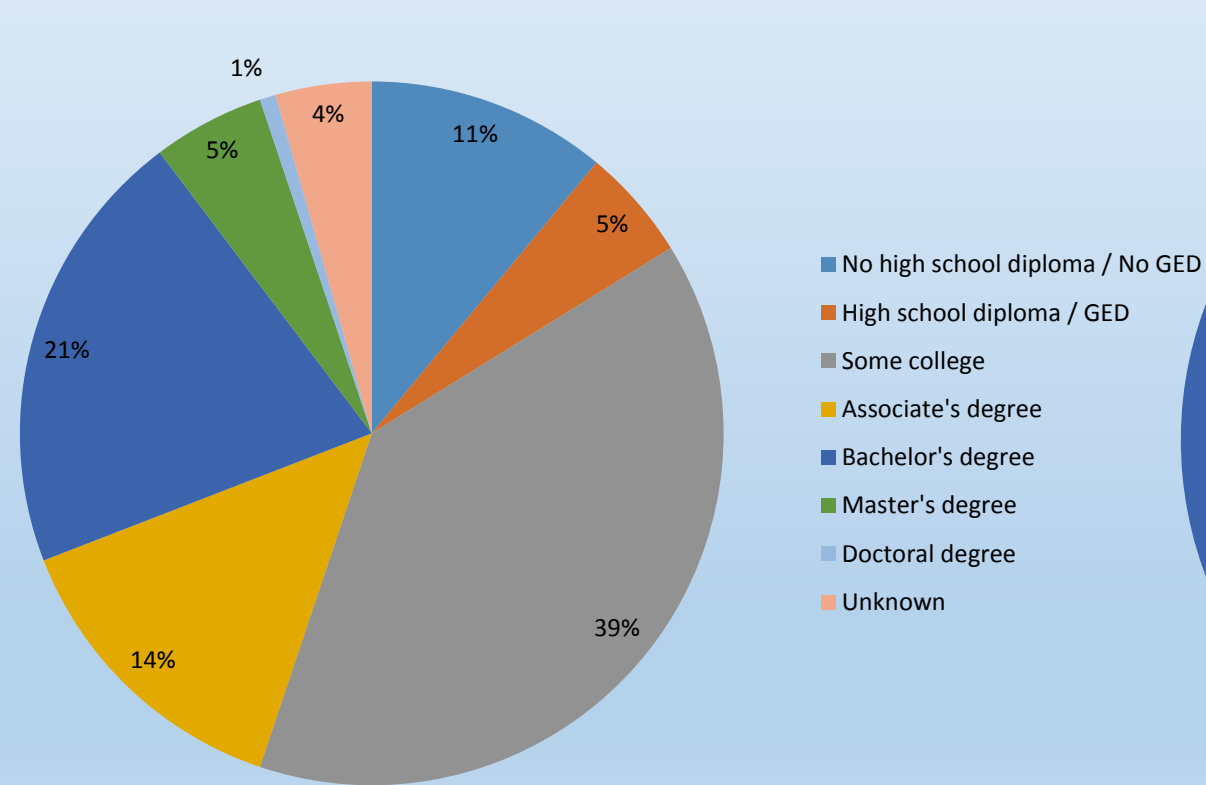- Latino
- Multiracial
- Unknown

Data based on 136 Participants.

Our Participants…
RTT Coaching FY 2013-14

RTT Participant Involvement Type
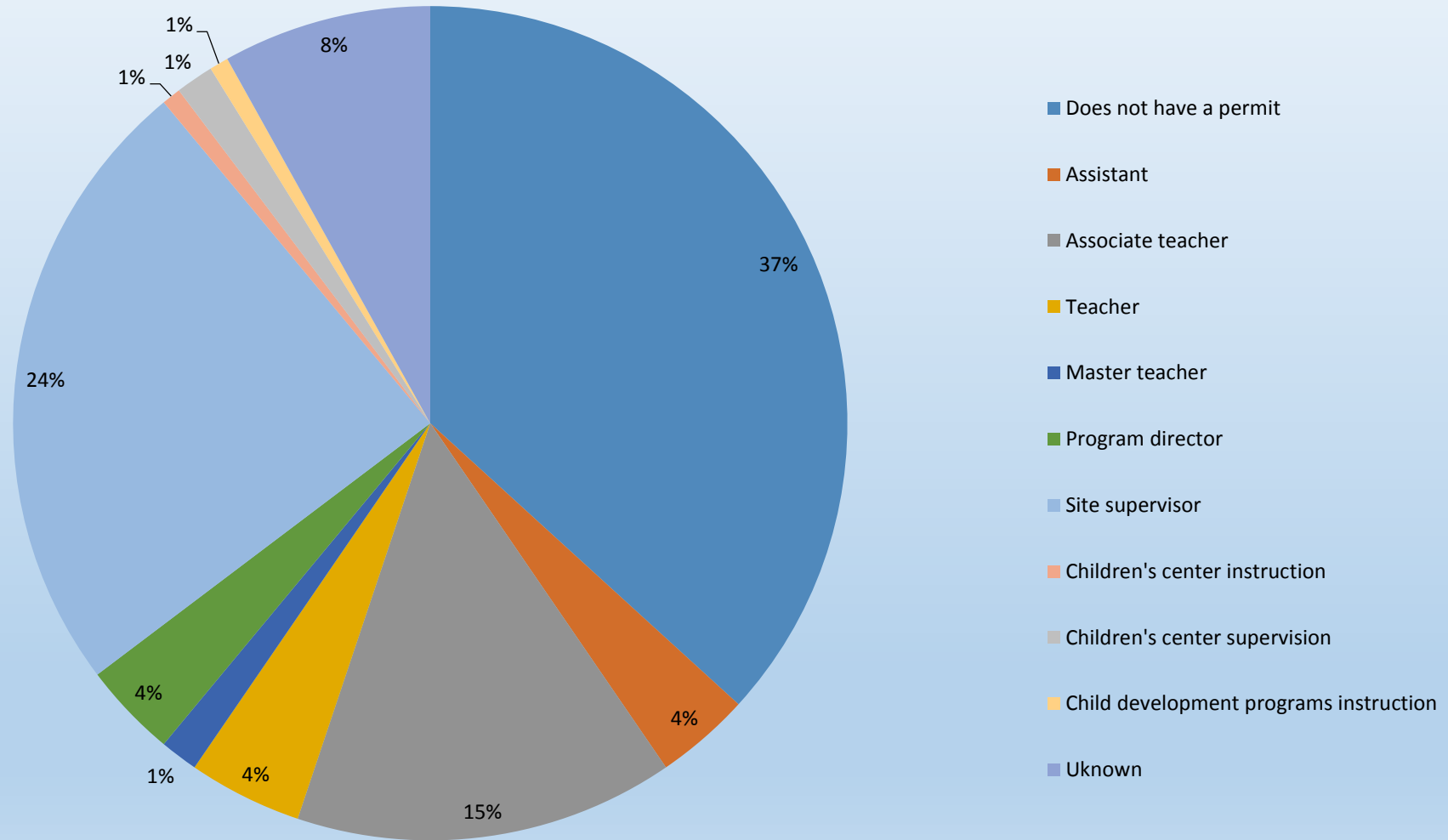
RTT Participant Highest Education

Legend (Highest Education):
- No high school diploma / No GED
- High school diploma / GED
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctoral degree
- Unknown

Education pie values: 11%, 5%, 39%, 14%, 21%, 5%, 1%, 4%, 1%

Legend (Involvement Type):
- Employed in a classroom and works with young children
- Administrator of a program that has direct care/education of young children
- Employed in a family child care and works with young children
- Employed in a support role for a program that has direct care/education of young children
- Owner/Operator of a licensed family child care
- License-exempt caregiver
- Unknown

Involvement pie values: 8%, 20%, 10%, 3%, 57%, 1%, 1%

Participant Average Years in the ECE field = 18.01 years

Our Participants…
RTT Coaching FY 2013-14

RTT Participant Permit Level

37% — Does not have a permit
4% — Assistant
15% — Associate teacher
4% — Teacher
1% — Master teacher
4% — Program director
24% — Site supervisor
1% — Children's center instruction
1% — Children's center supervision
1% — Child development programs instruction
8% — Uknown

Strengths, Challenges & Lessons Learned

- Strengths – County-wide
  - Community Based
  - Integrity of the Model
  - Ability to serve diverse population
  - Strong Working Relationships & Communication
  - Strong Foundation
- Challenges
  - Strengthening Communication Systems
- Lessons Learned…

Any Questions??
Thank you for joining us today!!

Jocelyn Tucker, M.A.
Los Angeles Office of Child Care
RTT-ELC Pilot – Coordinating QRIS Consultant
jtucker@ceo.lacounty.gov

Fiona Stewart, M.A.
Child Care Alliance of Los Angeles
Program Director
fiona.stewart@ccala.net

Zenaida Meza, B.A.
Child Care Alliance of Los Angeles
Professional Development & Coaching Coordinator
zenaida.meza@ccala.net