

## STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Mary Meta Lazarus Child Development Center

Academic Year: 2011-12

Program Contact: Louise Piper

Program Review Submission Date: 3/25/2013

### I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Mary Meta Lazarus Child Development Center provides a high quality, full-day early care and education program for 50 preschool children whose parents are students or employees at College of San Mateo. Enrollment preference is afforded to low-income student-parents who meet the eligibility criteria set by the California Department of Education's, Child Development Division. Many student-parents who enroll in the program qualify as low-income and are enrolled in basic skills, career and technical education and ESL courses. The program serves a community of students diverse in race, ethnicity, socio-economic status, culture, family composition, age, ability and religion. The majority of students enrolled face the challenge of balancing college and work with childrearing responsibilities. Student-parents who do not qualify for subsidized child care, as well as SMCCD District staff and faculty, may also enroll and pay a full tuition fee as space is available.

In addition to offering an exemplary early care and education program as a valuable student service, the Child Development Center also provides workforce training for Early Childhood Education students from Canada, Skyline and SF State University and contributes to student instruction by providing a practicum and laboratory experience for students from a variety of academic disciplines across the San Mateo Community College District. Students from ECE, Nursing, Dental Assisting, Language Arts, Athletics, Middle College and other departments participate in the program in order to fulfill college course requirements and improve student's readiness for employment.

### II. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

In 2011-12, SLO #5 was assessed: Student-parents will learn to make healthy nutrition and physical activity choices for their families.

**Assessment method:** pre/post testing, tests included 5 multiple choice questions and 5 true or false questions.

**Success criterion:** the goal was to have 75% of students score higher than 70% on health and nutrition post-tests. Data was collected and analyzed to determine if success criterion was met. Findings were used to determine strategies for promoting program improvement.

**Results:** Pre-test data from October 2011 showed students lacked an understanding of how to support the development of healthy eating habits in young children, how to support children to become competent eaters and how to support children with weight concerns.

Post tests were administered in May 2012. Post test data demonstrated 90% of parents learned to identify 5 food groups, 85% learned the importance of limiting children's juice intake and feeding children healthy snacks on a daily basis, and 80% learned developmental norms in regard to introducing new foods to children. Data also showed an increase in the number of physical activities families engaged in during the week. However, parents did not show improvement in limiting children's screen time during meals and data showed only 60% learned about the division of responsibility in the feeding relationship, the parent's role versus the child's role.

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**Action/Follow-up:** Results from pre and post-tests were analyzed to determine the impact of the early intervention health and nutrition program offered in 2011-12 and findings were used to develop strategies to improve services offered in 2012-13. Data demonstrated a need to offer parent education seminars and provide resource materials focused on planning healthy meals on a tight budget given the time constraints of parent's busy schedules. In addition, data showed parents need more information on how to plan relaxed, pleasant family mealtimes conducive to children developing healthy eating habits. In regard to the feeding relationship, parents need to learn how to define their role, responsible for what foods are offered versus the child's role, responsible for what items she/he chooses to eat and how much.

In Fall 2012, a series of parenting workshops were offered on planning, saving, shopping and preparing nutritious family meals. In Spring 2013, a parenting workshop on developing healthy feeding relationships will be offered.

### *B. Student Support Indicators*

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, [Planning, Research and Institutional Effectiveness \(PRIE\)](#) reports and other data sources as appropriate.

In 2011-12, the Child Development Center served a total of 46 families including 51 children. 37% qualified as low-income and received subsidized child care services through a contract with CA Dept. of Education, 14% CalWORKS, 31% non-subsidized student-parents, and 18% faculty and staff.

In addition, the Child Development Center provided students, from a variety of instructional departments district-wide, with field experience and practicum hours to fulfill their course requirements. Field experience and practicum placements at the CDC provide CSM, Canada and Skyline College students access to culturally, linguistically and economically diverse populations of children and families, including children with special needs, opportunities to put theory into practice through completion of general education and career technical education requirements. The Child Development Center generates FTES by serving as a teaching/learning environment for student hours by arrangement and supplemental hours of instruction. During 2011-12, approximately 1200 supervised field experience and practicum hours were provided to students from ECE, Nursing, Dental Assisting, Middle College as well as, interns from Psychological Services. In addition, students from AGS, ASCSM and Athletics volunteered on a regular basis in the children's classrooms for community service.

2. Discuss any differences in student program usage across modes of service delivery.

N/A at this time.

### *C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

The Child Development Center is funded by several Federal and State agencies with a variety of funding terms and conditions attached to each contract. On-going data collection and fiscal reporting are required in order to comply with external funding mandates. The majority of the Coordinator's workload involves maintaining compliance with Federal, State and local regulations. As a result, program efficiency is compromised. Vital components of the program such as, family engagement and staff development, are not fully implemented. Therefore, student-parent learning is not adequately addressed and the training needs of staff, at varying stages in their professional development, are only partially met.

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In order to meet the evolving needs and expectations of students, a comprehensive, multi-faceted family involvement program must be planned and implemented each year. In addition, student learning outcomes must be developed, measured and used to guide program change and promote program improvement. Finally, a staff development plan that includes in-service training opportunities designed to meet the individual needs of staff must be offered. A need exists to hire an office assistant to manage office operations and staff the Center's lobby to increase building security, collect on-going data and assist in completion of required reports.

### D. Course Outline Updates(if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

| Courses to be updated | Faculty contact | Submission month |
|-----------------------|-----------------|------------------|
|                       |                 |                  |
|                       |                 |                  |
| Tab to add rows       |                 |                  |

### E. Website Review

Review the program's website(s) annually and update as needed.

| Program contact(s)        | Date of next review/update              |
|---------------------------|---|
| Louise Piper, Coordinator | updated Mar. 2013/next review Jan. 2014 |
| Tab to add rows           |   |

## III. Student Learning Outcomes Scheduling and Alignment

### A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the course SLO assessment process or schedule.

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### B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

To increase the number of pre and post-tests returned, a new procedure for distribution will be developed in 2012-13. Pre-tests will be completed by individual parents and collected by teachers during the initial parent conference in October. Post-tests will be completed during the Spring parent conference.

Analysis of SLO data from 2011-12, showed a need exists to modify the post-test instrument by making changes to test questions, specifically in the area of the division of responsibility in the feeding relationship. A two-part question, clearly separating the parent's role from the child's role, will be added in order to more accurately measure student-parent learning.

In 2012-13, the same SLO will be assessed to determine if new strategies implemented will lead to program improvement and if modifications to the post-test will increase the instrument's effectiveness.

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### *SLO Alignment (if applicable)*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

SLO #5, student-parents will learn to make healthy nutrition and physical activity choices for their families, supports Institutional SLO's in the following areas: communication and critical thinking.

### **IV. Additional Factors**

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

Both classrooms at the College of San Mateo Child Development Center have been selected to participate in a 3 year program funded by First 5 CA Commission called the Child Signature Program. First 5 San Mateo County has been granted funding to develop the CSP program in select early care and education classrooms throughout the County serving low-income children where the educational divide is greatest (i.e., in the catchment areas of elementary schools with API scores in deciles 1-3). The purpose of CSP is to improve overall program quality through the implementation of Quality Enhancements in three research-based Program Elements: Instructional Strategies and Teacher-Child Interactions; Social-Emotional Development; and Parent Involvement and Support. The CLASS observation tool will be used to focus on increasing the effectiveness of classroom interactions among teachers and children to promote children's social and cognitive development. Using the CLASS to measure effective teaching will also serve to promote workforce development by enhancing the learning experience of ECE students getting their supervised field experience in the program.

### **V. Institutional Planning**

#### *A. Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

- The program's fiscal stability has been strengthened by generating additional revenue. A proposal to apply for additional funding from Sequoia Healthcare District's Healthy Schools Initiative to fund Healthy Eats, Active Feet for 2012-13 was submitted in April 2012. The program was successfully funded for 2012-13.
- The nutritional value of food service program has been increased by revising food service menus to include more whole grains, low fat dairy items, fresh vegetables and less sugar, salt and fat. In addition, program costs have been reduced by 22% as a result of planning and preparing breakfast & afternoon snacks on-site instead of vending those meals.
- New certification procedures have been developed to increase compliance with Title 5 regulations in the area of student "eligibility and need" for subsidized child care services. New forms for verifying employment, determining family size and family income and recording case notes have been created. In addition, a new six-part file system for organizing areas required for family certification has been developed.
- Building security has been increased by locking front doors and installing keypad access system.
- To promote student retention and success, CDC staff surveyed student-parents to identify family needs and referred students to appropriate campus/community resources. During 2011-12, information on community resources such as, WIC, Second Harvest, Farm Fresh To You and the Smart SNAP program were incorporated into parenting seminars, advisory committee meetings and parent conferences as well as, in written materials provided in the Parent Resource Center.
- Child Development Center events that include students' extended families and reflect students' diverse cultural/ethnic backgrounds have been planned to build a sense of community within the program. Parent education opportunities on topics identified as relevant by student-parents have also been offered to strengthen family life.

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### B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

One of the key elements of improving student learning involves supporting parents to become active participants in their children's education. When parents understand how the classroom curriculum promotes the early learning and development of their children and when parents learn to be intentional in the educational opportunities they provide for their children at home, the benefits for both parent and child are lasting. In addition, understanding developmental norms helps parents respond more effectively to their children's behavior and helps them more successfully support their children's learning. Through parenting workshops, parent conferences, classroom volunteering and access to parent resource materials, parents get involved and learn. Planning and implementing a family engagement program that also involves including parents on the Center's advisory board, connecting parents to campus and community services and helping parents and children transition successfully to elementary school is crucial to fostering student learning and success.

The planning and implementation of a comprehensive staff development program is also key to the program's success in fostering children's development and enhancing parent's learning. The on-going development of staff includes providing meaningful in-service training opportunities offered on-site, tailored to meet individual needs and learning styles of staff. In addition, staff needs access to relevant professional development activities in the community.

Recognizing, valuing and reflecting the Child Development Center's diverse community of learners increases student engagement and enhances student success. Sensitivity to culture, diversity and equity is key to supporting each family's engagement in program activities. Child Development Center staff works to create an atmosphere of trust and develop a sense of community among families which also promotes student retention and success. In addition, staff honors the family's home language in the classrooms. Each year, staff collaborates with parents to ensure the environment and experiences offered authentically reflect the cultural and linguistic backgrounds of the families enrolled. The diverse array of traditions celebrated throughout the year (Autumn Moon Festival, Lunar New Year, El Dia de Independencia, Cinco de Mayo, Black History Month, Norooz, Diwali, etc.) reflect the program's culturally responsive approach. These rich experiences serve to strengthen family identity as well as, prepare students to be more aware and open to the diverse perspectives of others.

The program serves a growing number of parent-students who are English learners, enrolled in Level 1 ESL courses. As a result, a need exists to translate program materials into other languages to ensure students are equitably served.

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1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

To improve student success and meet the diverse educational, social and cultural needs of students, Child Development Center staff will participate in a professional development series of 4 four hour trainings on supporting dual language learners, creating culturally responsive learning environments, and developing meaningful partnerships with families.

To increase effective teaching and enhance student learning, staff will participant in trainings, through the Child Signature Program, on teacher-student interactions in 3 broad domains: Emotional Support; Classroom Management; and Instructional Support. The Classroom Assessment Scoring System CLASS will be used to guide and facilitate intentional teaching and self-evaluative teaching practices.

To increase student learning in the area of science and math and align curriculum with Common Core Standards, staff will participate in Science, Technology, Engineering and Math (STEM) trainings through SMC Office of Education.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Child Development Center staff maintains relationships with key partners in campus/community agencies as a means of enhancing services offered. Successful collaboration with student services and instructional programs on campus such as, EOPS, CalWORKS, Health Center, Psych. Services, Office of Student Life, Nursing, Kinesiology, Athletics, Skyline and Canada's Early Childhood Education depts. and partnerships developed with community agencies such as, San Mateo County Office of Education's EQUIP program, SMC Child Care Partnership Council, 4C's, SMC Early Childhood Mentor Teacher Program, SMC Raising A Reader Program, SMC Consortium for Quality Programs, Sequoia Healthcare District's Healthy Schools Initiative and West Ed serve to strengthen the overall program and improve student success.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

**Faculty:** In the next six years, the Faculty Coordinator will retire.

**Equipment and Technology:**

**Instructional Materials:**

**Classified Staff:** In the next six years, one of the Classified Master Teachers will retire.

**Facilities:**

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### C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

#### Plan 1

Title:

|   |
|---|
| Support Dual Language Learners and Their Families |
|---|

#### Description

|   |
|---|
| Staff will deepen their teaching practices and further strengthen their connection to families by implementing a variety of intentionally planned strategies to support the language and literacy development of dual language learners, including environmental supports and instructional supports. |
|---|

| Action(s)  | Completion Date | Measurable Outcome(s)  |
|--|-----------------|--|
| Implement teaching strategies, scaffolding, story walks and visual schedules, to support home language and English language acquisition in the classrooms. | Spring 2014     | Assessment data will demonstrate an increase in developmental levels of learning in the domains of Language and Literacy and English Language Development. |
| Build children's oral language and literacy skills.  | 2013            | Assessment data will demonstrate an increase in developmental levels of learning in the domains of Language and Literacy and English Language Development. |
| Engage and involve families who bring diverse cultural & linguistic assets.  | Spring 2014     | Assessment data will show an increase in activities parents engage in to reinforce children's learning at home.  |

#### Plan 2

Title:

|   |
|---|
| Develop Teaching Behaviors To Support Cognitive Development |
|---|

#### Description

|   |
|---|
| Staff will engage in professional development opportunities focused on increasing the effectiveness of classroom interactions among teachers and children in the area of instructional support. |
|---|

| Action(s)   | Completion Date | Measurable Outcome(s)   |
|---|-----------------|---|
| Trainings will include learning effective concept development strategies such as, use of analysis and reasoning skills and linking concepts across activities.    | Spring 2014     | CLASS assessment scores will demonstrate an increase in teaching behavioral markers in the domain of Instructional Support. |
| Teachers will improve the quality of feedback they provide by scaffolding learning, engaging in feedback loops and encouraging children to persist in their work. | Fall 2014       | CLASS assessment scores will demonstrate an increase in teaching behavioral markers in the domain of Instructional Support. |

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|  |             |   |
|--|-------------|---|
| Teachers will improve language modeling in the classroom by using more self-talk and parallel talk and more advanced language in the classrooms. | Spring 2014 | CLASS assessment scores will demonstrate an increase in teaching behavioral markers in the domain of Instructional Support. |
|--|-------------|---|

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

*[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]*

### VI. Resource Requests

**A. Itemized Resource Requests**

List the resources needed for ongoing program operation and to implement the plans listed above.

**Faculty**

| Full-time faculty requests (identify specialty if applicable) | Number of positions |
|---|---------------------|
|   |                     |

Complete [Full-Time Faculty Position Request Form](#) .

| Description of reassigned or hourly time for prioritized plans | Plan #(s) | Cost |
|--|-----------|------|
|  |           |      |
|  |           |      |

**Equipment and Technology**

| Description (for ongoing program operation) | Cost |
|---|------|
|   |      |
|   |      |

| Description (for prioritized plans) | Plan #(s) | Cost |
|-------------------------------------|-----------|------|
|                                     |           |      |
|                                     |           |      |

**Instructional Materials**

| Description (for ongoing program operation) | Cost |
|---|------|
|   |      |
|   |      |

| Description (for prioritized plans) | Plan #(s) | Cost |
|-------------------------------------|-----------|------|
|                                     |           |      |



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**Classified Staff**

| Description (for ongoing program operation) | Cost     |
|---|----------|
| Office Assistant II                         | \$41,604 |
|   |          |
|   |          |

| Description (for prioritized plans) | Plan #(s) | Cost |
|-------------------------------------|-----------|------|
|                                     |           |      |
|                                     |           |      |
|                                     |           |      |

**Facilities**

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

| Description (for prioritized plans) | Plan #(s) | Cost |
|-------------------------------------|-----------|------|
|                                     |           |      |
|                                     |           |      |
|                                     |           |      |

**B. Cost for Prioritized Plans**

Use the resources costs from section VI.A. above to provide the total cost for each plan.

| Plan # | Plan Title   | Total Cost |
|--------|--|------------|
| 1      | Office Assistant II                                    | \$41,604   |
| 2      |  |            |
|        | For additional plans, add rows and number accordingly. |            |