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Student Services Program Review

Program Name: **Child Development Center**

Program Contact: **Piper, Louise B.**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) as appropriate.

The Mary Meta Lazarus Child Development Center provides a high quality, full-day early learning and care program for 50 preschool children whose parents are students or employees at College of San Mateo. Enrollment preference is afforded to low-income student-families who meet the eligibility criteria set by the California Department of Education's, Child Development Division. Student-parents who do not qualify for subsidized child care, as well as SMCCD District staff and faculty, may also enroll and pay a tuition fee for service as openings are available. Many student- families 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 along with childrearing responsibilities. As a means of enhancing student success, a core component of the program includes family engagement that is both systemic and integrated.

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 the student's readiness for employment.

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

SLO #5, student-parents will learn to make healthy nutrition and physical activity choices for their families, was assessed again in 2012-13 because findings from 2011-12 demonstrated a need existed for parents to learn how to plan, purchase and prepare nutritious family meals on a limited budget, define the division of responsibility between parent and child in the feeding relationship and support children to maintain a healthy weight. The assessment of SLO #5 was repeated to determine the effectiveness of action steps taken in 2012-13 to improve student learning.

In October 2012, health and nutrition pre-tests were administered that included both multiple choice and true or false questions and post-tests were administered in April 2013. Success criterion was developed with the goal of 75% of students scoring higher than 70% on nutrition and physical activity post-tests. The pre and post test questions were modified to include two-part questions to better measure student learning in the area of division of responsibility in the feeding relationship. The number of pre and post tests completed and returned also increased because the system for distribution and collection was improved.

Results from pre-tests showed 100% of students understood sharing meals together, eating breakfast, consuming foods from a variety of

food groups each day and turning off the television, movies and computers during mealtimes were all critical factors in establishing healthy eating habits in children. However, pre-test data continued to show students did not understand the role and responsibility of adults in feeding their children versus the responsibility of the child. Only 27% learned the adult is responsible for what foods are offered at meals, where and when meals are served but not which food items the child chooses to eat during the meal and how much he/she eats. In addition, 67% showed an understanding of children's neophobic response to trying foods which did not meet success criterion. Finally, only 32% correctly identified USDA's recent recommendations for what constitutes a healthy plate and only 24% correctly identified the 5 food groups.

Analysis of the SLO pre-test data from 2012-13 clearly demonstrated that although students did gain valuable information on important ways to encourage children to develop a healthy relationship with food, students did not learn that pressuring children to eat does not work and can have harmful consequences. It was also clear students need access to information on food groups and how to determine if the meals their families consume are healthy. Developmental norms and children's typically negative response to new foods also needs to be integrated into information provided to students.

As a result, the following strategies were implemented throughout 2012-13: a two-part parenting series on planning, purchasing and preparing nutritious meals on a limited budget was offered; parenting books and articles on promoting healthy eating without pressuring children to eat were featured in the "Parent Corner" and children's books on health, nutrition and physical activity were added to the Center's Family Lending Library; learning materials and games with "Choose My Plate" as the theme were purchased and integrated into the curriculum implemented in the children's classrooms; take home learning activities on the 5 food groups were provided to families through Virtual Pre-K program; family volunteer opportunities were offered so parents could explore a "Mystery Vegetable or Fruit" with children to increase their exposure to new foods on a regular basis; and Center-wide events were planned by parents and staff with the goal of serving a variety of nutritious foods at celebrations, healthy recipes for families to take home were provided; and physical activities like Zumba and yoga were offered for all to enjoy.

Post-test data demonstrated gains in the following areas: 67% of responses correctly identified USDA recommendations for a healthy plate; 70% identified the 5 food groups; 97% learned it is normal for young children to try a new food 10-20 times before accepting it; in regard to the division of responsibility in feeding, 70% learned the child is responsible for which food components he/she chooses from what food items are offered at mealtime and how much he/she chooses to eat. 73% learned that restricting a child's food choices and caloric intake does not help a child lose weight.

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.

During 2012-13, the Child Development Center served 79 parents and 51 children. 37% of families qualified as eligible to receive subsidized child care services through a contract with the CA Dept. of Education's Child Development Division, 10% CalWORKS, 39% non-subsidized student-families, and 14% faculty and staff.

Desired Results Parent Surveys showed a high level of satisfaction with the program. 100% of parents reported their child was happy and safe in the program. 100% reported having learned how children develop at different ages and how families can get involved in the program. 97% learned how their own child was learning and developing and how their child was doing in the program. 96% learned how to help their child learn at home. 93% learned parenting skills. However, 25% of parents did not learn how to access other services in the community and 22% did not know where to report health and safety concerns if they should arise. A process for follow-up needs to be developed when staff refers parents to campus/community resources to ensure they were able to successfully access services as needed. In their enrollment packets, parents already receive contact information for Community Care Licensing, the agency where parents report health and safety concerns, but the agency contact information needs to also be highlighted in the Family Guide which is distributed to all enrolled parents and the contact information needs to be discussed during orientations.

Families also reported being "Very Satisfied" with additional aspects of the program: 96% were very satisfied with how the program promotes children's learning; 96% nutrition; 96% interaction between staff and children; 93% cultural activities; 93% how program staff communicates with you; 93% background and experience of staff; 93% health and safety procedures; 86% languages spoken by staff; 81% parent involvement and interaction with other parents; 80% location and hours of operation. No parents responded with "Not Satisfied" to any item on survey.

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,

Skyline College and San Francisco State University students access to culturally, linguistically and economically diverse populations of children and families, including children with special needs as well as, 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. In 2012-13, approximately 1328 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 ASCSM and Athletics volunteered on a regular basis in the children's classrooms as community service.

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

Students applying for child care services: 113 (for only 16 openings)

Telephone contacts: 60

Email contacts: 19

Walk-ins: 34

Students applying for practicum/volunteer experience: 38

Telephone contacts: 6

Email contacts: 7

Walk-ins: 25

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.

In order to comply with Title 5 requirements, CDC teaching staff needs to complete assessments on each child including developmental profiles and portfolios, analyze assessment data and develop action plans, plan curriculum, train assistant staff, supervise volunteers, conduct conferences with families, plan food services program and maintain required records. The Center serves families daily from 7:30am to 5:00pm and required staff/child ratios must be maintained at all times. As a result, it is extremely challenging to provide staff with the planning and meeting time necessary to successfully complete the requirements of the job within scheduled work hours. Not only is program efficiency compromised, the consequences to the program of noncompliance with funding mandates are serious.

Hiring a part-time student assistant for Fall, Spring and Summer semesters, who has completed ECE units, holds a Child Dev. Permit, is enrolled in GE courses at CSM with the goal of becoming a teacher, and needs professional work experience would allow staff to schedule planning time while maintaining required ratios in the classroom. This position would support workforce development and at the same time, help to create a staffing structure so teachers could successfully complete their required job responsibilities within their daily work schedules.

Students and families who need child care contact the Child Development Center on a regular basis to tour the facility, meet staff, determine their family's eligibility and apply for services. In addition, students who need practicum and/or volunteer experience to fulfill course requirements contact the Center for information and to apply for placement. Once enrollment or placement is secured both families and students receive orientations and complete a variety of required forms. In addition, the Child Development Center is funded by Federal and State agencies with a number of compliance mandates and on-going reporting requirements. External funding is not sufficient to meet program costs and as a result, each year additional revenue must be generated through grant-writing, fundraising, private donations and community partnerships. Due to a shortage of staff, program efficiency is compromised. Vital components of the program such as, family engagement and staff development, cannot be 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.

A need exists to hire an office assistant to manage office operations, meet with students seeking child care services or practicum/volunteer

placements, collect on-going data to meet funding terms and conditions of contracts and assist in completion of required reports.

3. 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.

Two county-wide initiatives, the Child Signature Program (CSP) and The Big Lift, aimed at supporting and improving the quality of early learning and care programs, are currently underway or in the planning stages. The Child Development Center has participated in the Child Signature Program, a statewide First 5 California initiative, since Fall 2012. Through CSP, the Center receives a Program Quality grant from the SMCOE's EQUIP project. Funding is used to support professional development activities and specific classroom goals identified on the Center's Quality Improvement Action Plan developed in collaboration with a CSP Early Learning System Specialist. In 2014-15, program quality reviews of the Child Development Center will be conducted by external assessors using the Early Childhood Environmental Rating Scale and the Classroom Assessment Scoring System to measure quality improvements. The Big Lift, another program improvement effort developed by County leaders in response to research showing nearly one half of SMC students are not at reading level by 3rd grade, will provide additional resources to early learning and care programs to improve quality and serve additional children.

SB 837 Steinberg's Kindergarten Readiness Act of 2014 has been introduced to address the lack of access to quality early learning experiences throughout the State as well as, the achievement gap that exists for California's low-income preschool-aged children. The bill would make one year of voluntary, high quality transitional kindergarten available to every 4 year old in California. If enacted, the program would be phased in over 5 years beginning in 2015-16. There is the potential for existing state contracted programs who serve 4 year olds to experience substantial changes. In the coming months, it will be important to gain additional information and advocate for funding to be used in ways that truly improve the system.

The State's process for mandating how family eligibility for subsidized child care services is determined is administratively cumbersome. In addition, changes to the funding terms and conditions of federal and state contracts, new regulations governing certification and ambiguity around interpretation of the regulations, continues to present challenges to effective administration of the program. Forging positive relationships and maintaining open lines of communication with State consultants, networking with other agency administrators and participating in regular training opportunities in order to stay abreast of federal and state regulatory developments are all vital components of coordinating a campus child care service.

4. Planning

A. Results of Program Plans and Actions

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

The diversity work staff engaged in throughout 2012-13 has resulted in positive, measurable changes in the program. As a result of professional growth opportunities, in the area of supporting the language and literacy development of dual language learners, assessment data shows developmental levels for children increased. Environmental and instructional supports offered in the classrooms and families reinforcing their children's learning at home resulted in positive outcomes. In addition, findings from DR parent surveys show an increase in the percentage of families who are highly satisfied with aspects of the program related to promoting equity, supporting positive identity development, reflecting the diversity of our community and promoting a sense of family pride.

Staff also participated in a series of three professional development opportunities through San Mateo County Office of Education's EQUIP project on early mathematics. Through Math Content trainings, staff increased their understanding of how children learn number sense and geometry and they received classroom math kits containing curriculum experiences for the classroom aligned with Preschool Learning Foundations and Common Core State Standards for Mathematics. As a follow-up, in-service training on the California Preschool Curriculum Framework in the Mathematics domain was offered on-site. Staff learned to use the Framework to guide program planning/implementation in the areas of number sense, algebraic functions, geometry, measurement and mathematical reasoning.

Staff learned to use components of the Framework including: research highlights; environmental design and classroom materials; teachable moments and intentionally planned learning opportunities and engaging families in supporting their children's learning at home. Staff now uses more open-ended questions and math talk with children throughout the day encouraging them to generate ideas, convey information and reason aloud. Developmentally appropriate early math materials have been integrated into a variety of learning centers indoors and outdoors and intentionally planned experiences to foster mathematical reasoning have been implemented on a weekly basis. Assessment data gathered from children's developmental profiles, anecdotal observations and work samples show an increase in developmental levels of learning achieved in the Math Domain.

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 Program Planning** as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

The Child Development Center's vision for improving student learning and success continues to include family engagement that is systemic and integrated, strength based and collaborative. Respecting the dignity and preferences of each family and learning about the family's structure, culture, language, beliefs and traditions and ensuring those understandings are brought into the program, creates a culture of belonging for our students. Building trust and a strong sense of community is key to promoting student retention 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 student-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 offered in the community.

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.

The success of many of the student-families enrolled in the Child Development Center is dependent upon their ability to access a variety of campus and community resources. In general, students enrolled at College of San Mateo, at one time or another, need information/support from outside agencies in order to remain in school and successfully achieve their educational goals. Professional development opportunities for faculty and staff to gain information on health and social service resources available throughout the county would be invaluable in meeting the needs of our students.

Additional professional development opportunities on the topics of domestic violence and child abuse would also be invaluable in supporting our work with students who face a myriad of challenges in their personal and family lives.

Good nutrition, healthy eating habits and regular physical activity are directly related to our students ability to succeed in school and in life. Professional development activities that provide faculty and staff with information on these kinds of wellness topics would be useful in our work with students and at the same time, would enhance the quality of life for staff and faculty.

To increase effective teaching strategies and enhance student learning at the Child Development Center, staff will participate in professional development activities in the area of providing instructional support in the classrooms: promoting children's concept development and high-order thinking skills; expanding children's learning and encouraging their continued participation and engagement; and using language-stimulation and language-facilitation techniques.

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, International Students, Library, 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, Peninsula Partnership Leadership Council's Family Engagement Workgroup, 4C's, SMC Early

Childhood Mentor Teacher Program, SMC Raising A Reader Program, SMC Consortium for Quality Programs, San Mateo County Human Services Agency, Children's Council of San Francisco and Sequoia Healthcare District's Healthy Schools Initiative serve to strengthen the overall program and improve student success.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

Faculty Coordinator will retire.

Equipment and Technology

Instructional Materials

Classified Staff

Master Teacher will retire (Child Care Teacher III).

Facilities

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. (Plans may extend beyond a single year.)

Fiscal stability continues to be a primary focus of the program. Serving a larger percentage of our College's most vulnerable students and generating additional revenue through higher reimbursement rates, will result in an increase in the number of CalWORKS students served. Through collaboration with CSM's CalWORKS program and alternative payment programs countywide such as, SMC Human Services Agency and 4C's, Stage 1 and Stage 2 student-families will be referred to the Center and enrolled in accordance with priority rankings. As a result, income generated from alternative payment programs, for serving low-income student-families, will double in 2013-14.

Program staff will reapply to Sequoia Healthcare District's Healthy Schools Initiative for grant funding to support "Healthy Eats, Active Feet", a comprehensive health and nutrition program for children and their families, designed by Child Development Center staff. Outcomes will include an increase in program revenue and improvement in the health of children and families. Daily menus will include more fresh vegetables and fruits, whole grains, low fat dairy products and foods low in fat, salt and sugar. Center events will include healthy meals and physical activities for families and staff to enjoy.

In-service training will be planned and implemented on civil rights, federal and state eligibility, meal patterns, whole grain and vegetable subgroups and community resources to meet requirements of the Child and Adult Care Food Program. As a result, staff will have the information and training necessary to educate parents, refer families to appropriate services and increase the nutritional value of meals served on-site.

A plan to promote an understanding and acceptance of diversity will be developed and implemented. The number of books and materials showing people of different races, cultures, ages, abilities and gender in non-stereotyping roles will increase. Props representing diverse family backgrounds will be included in dramatic play and photographs, music, movement, art activities will be offered and foods and celebrations will reflect the rich diversity of our communities. Multilingual greetings will be posted, enrollment forms will be developed to

encourage families to share their cultural and ethnic backgrounds as well as, their hopes and dreams. Staff will take an active role in empowering children and families to learn ways to dialogue about differences, confront bias and positively impact the equity of social systems in our community. ECERS ratings in the areas of communication, using language to develop reasoning skills, promoting diversity, art, music and movement will increase. CLASS assessments will reflect an increase in the degree to which staff provides feedback and expands learning and understanding. Problem-solving and brainstorming, making connections to the real world and families' lives, engaging in back and forth exchanges and asking children to explain their thinking throughout the day will increase.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete [Full-time Faculty Position Request Form, AY 2013-2014](#) and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

Equipment and Technology

Description	Cost

Instructional Material

Description	Cost

Classified Staff

Description	Cost
Student Assistant, Level C	\$10,556
Office Assistant II	\$42,960

Facilities

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

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Description	Cost

6. Program Maintenance

A. Course Outline Updates

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.

Courses to be updated	Faculty contact	Submission month

B. Website Review

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

Faculty contact(s)	Date of next review/update
Louise Piper	1/2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Louise Piper	3/2014