

## 2014-2015 Student Services Program Review

Program Name: **Child Development Center**

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

Academic Year: **2014-2015**

Status: **Submitted for review**

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### 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, 2013/14-2015/16, 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 care and education program for approximately 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, Early Education & Support 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 full fee for service as openings become available. A number of student-families who enroll in the program qualify as low-income and are enrolled in basic skills, career and technical education and ESL courses. In support of the College's mission, the program provides access to a community of students diverse in race, ethnicity, culture, language, socioeconomic status, national origin, sexual orientation, family composition, age, gender, ability and religion. Family strengths are valued, respected and integrated into the program. The majority of students enrolled face the challenge of balancing college and work along with child rearing responsibilities. In order to improve student success, one of the College's Institutional Priorities, a core component of the program includes family engagement that is systemic and integrated. As a result, a sense of community develops and student-families experience a feeling of belonging. Supportive relationships between families and staff and amongst the families themselves are cultivated and recognized as vital to creating an atmosphere of trust which in turn leads to higher retention rates and levels of academic success.

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, Middle College and other departments as well as, students taking Human Biology, Health Science and Ethnic Studies courses participate in the program in order to fulfill course requirements and improve their readiness for employment. Providing our students with responsive, high quality lab/practicum experiences, another one of the College's Institutional Priorities, is essential to promoting academic excellence and supporting students to achieve their educational and career goals.

### 2. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.

In 2013-14, SLO #4, student-parents will learn to advocate for themselves and for their families, was assessed. In November 2013, pre-tests were administered requiring students to match specific campus and community resources with the correct corresponding descriptions of what those campus/community resources offer student-families. Post-tests were administered in May 2014. Success criterion was developed with the goal of 75% of students scoring higher than 70% on campus/community resource post-tests. Pre tests were distributed to students during Fall parent/teacher conferences. Students were asked to complete the pre test on-site at the end of their

conference. As a result, 72% of pre tests were successfully returned. However, post tests were distributed in Spring using a different system. Students were given post tests to take home and were asked to return tests within one week. As a result, only 65% were collected.

Results from pre-tests showed students scored higher than 70% on all campus resources as well as, on community resources that support victims of domestic violence, offer food vouchers and affordable healthcare coverage to eligible low-income families and offer referrals for subsidized child care countywide. However, students scored only 65% on community resources that offer assessment & treatment for children facing developmental, behavioral and learning challenges and on those resources that support low-income families by providing clothing, shelter, assistance paying for utility bills and employment services. The lowest pre test scores, 29% and 39%, were in the area of low-income housing. A substantial number of parents did not know about options for accessing affordable housing.

Analysis of the SLO pre-test data from 2013-14 clearly demonstrated that although students did know how to access valuable campus resources and did have information about several important community agencies, they needed to learn how to access assessment/treatment options for children in San Mateo County, services for low-income families to address basic needs such as, clothing, emergency food, assistance paying for utility bills and affordable housing.

During 2013-14, the following strategies were implemented: parents were surveyed to determine which resources they needed help accessing; a "Campus and Community Resource" area was reestablished in the Parent Corner; staff contacted community agencies to request brochures, flyers, posters and written information on a variety of resources for families throughout the County; staff researched contact information for each agency and provided families with specific names/contact info; staff followed up to determine if parents were successful in obtaining the information and support they needed; information on HIP housing and SMC Housing Authority was highlighted in the Family Guide and Parent Corner; information was presented to families at Parent Advisory Committee meetings regarding free developmental screenings for children available in north, central and south county; and information and eligibility criteria from countywide agencies providing clothing and toy/food donations was provided to all families during the holidays.

Post-test data demonstrated gains were made in the following areas: 87% of responses correctly identified Children's Health Council as a community agency that assesses and provides treatment for children with learning and behavioral challenges; 87% identified Samaritan House as providing services and resources for low-income residents of SMC including emergency food, clothing, counseling, medical and employment services and toy/holiday donations. However, only 57% learned about Human Investment Project, an agency providing low-income families with affordable solutions to housing needs through home-sharing programs and only 60% learned how to access rental and housing resources through San Mateo County Housing Authority.

In 2014-15, efforts to provide families with additional information on community resources will also include establishing a peer mentoring system so parents who have been successful in accessing resources related to affordable housing can assist parents who are just beginning the process. Staff will also receive training on how to work with families to provide developmental screenings of all children on-site.

## 2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

To date, assessments have been developed to measure student learning. However, a need exists to also assess changes in student behavior. When students gain information and acquire knowledge is there a corresponding shift in their behaviors? During 2014-15, Child Development Center staff has been exploring methods for measuring behavior change in regard to nutrition and physical activity by establishing a baseline in the beginning of the year and then, following up at the end of the year to identify whether students actually made changes in their lifestyles as a result of what they learned about health and nutrition.

## 3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

Each year, Child Development Center SLOs are assessed and linked to CSM's GE SLOs.

Learning to advocate for self and family, learning about developmental norms and being able to apply that knowledge to parenting, learning to how to be an active participant in your child's education and reinforce learning at home, and learning to make healthy lifestyle choices for self and family are aligned with the following GE SLOS: Effective Communication; Critical Thinking; Social Awareness and Diversity; and Ethical Responsibility/Effective Citizenship.

## 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 2013-14, the Child Development Center served 89 parents and 57 children. 25% of children qualified as eligible to receive subsidized child care services through a contract with the CA Dept. of Education's Early Education and Support Division, 25% CalWORKS, 31% non-subsidized student-families, and 19% 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 they could be involved in the program and 94% reported having learned how children develop at different ages. 100% learned how their child was doing in the program and 98% learned how their own child was learning and developing. 100% learned how to help their child learn at home. 89% learned parenting skills. 92% of parents learned how to access other services in the community which was an increase from 2012-13 when only 75% reported having information on community resources. 85% knew where to report health and safety concerns should they arise which was also an increase from 2012-13 when only 78% reported having the information. The process developed in 2013-14 that involved staff referring parents to campus/community resources and following up to ensure they were able to successfully access services was successful. The improvement plan for ensuring more parents received information on Community Care Licensing's health and safety guidelines in their orientations and in the Family Guide was also successful.

Families also reported being "Very Satisfied" with additional aspects of the program: 94% were very satisfied with how the program promotes children's learning; 91% nutrition; 96% interaction between staff and children; 96% cultural activities; 94% how program staff communicates with you; 96% background and experience of staff; 96% health and safety procedures; 94% languages spoken by staff; and 81% parent involvement. There were no parents who 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 2013-14, approximately 886 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, Human Biology and Ethnic Studies volunteered on a regular basis in the children's classrooms as to fulfill course requirements or engage in required community service.

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

**Students applying for child care services: 74 (for 19 openings) and contacting CDC for Information**

Telephone contacts: 85

Email contacts: 30

Walk-ins: 65

**Students using CDC for practicum/volunteer experience: 63 and contacting CDC for Information**

Telephone contacts: 30

Email contacts: 55

Walk-ins: 40

### 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/implement curriculum, train assistant staff, supervise volunteers, conduct parent conferences, offer 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 am/pm and lunch breaks and the planning, meeting and reflection time necessary to successfully complete job requirements within their 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 that would assist teachers in successfully completing the 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. In addition, the needs of practicum students cannot be fully 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 San Mateo County's Quality Rating and Improvement System's pilot project Race to the Top Early Learning Challenge (RTT-ELC), aimed at supporting and improving the quality of early learning and care programs, are currently underway. 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. Currently, the Child Development Center is participating in the pilot phase of RTT-ELC. As a result, program quality reviews of the Child Development Center are being conducted by external assessors using the Early Childhood Environmental Rating Scale and the Classroom Assessment Scoring System to measure program quality and guide planning and improvement efforts. Through RTT-ELC, the program will have access to funds for quality improvement as well as, technical assistance and coaching for teaching staff.

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 State/Federal regulations, continue 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 countywide and participating in regular training opportunities in order to stay abreast of federal and state compliance/regulatory developments are all vital components of coordinating a quality 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.

SLO data showed student-parents learned about important community resources as a result of an improvement plan implemented during 2013-14. Success criterion of 75% of students scoring higher than 70% on campus/community resource post tests was fully met.

Parent survey results showed the plan developed in 2013-14 that included: referring student-parents to campus/community resources; providing contact names/info for each agency; and following up to ensure students were successful in accessing services was effective. In 2012-13, survey results showed 75% of students had learned about community resources whereas in 2013-14, results showed an increase to 92%.

Additionally, the improvement plan for ensuring more parents received information on Community Care Licensing's health and safety guidelines in their orientations and in the program's Family Guide was also successful. In 2012-13, 78% of student-parents reported having learned where to report health/safety concerns. In 2013-14, survey data demonstrated an increase to 85%.

Partnerships with corporate entities generated income of over \$11,000. Grant funding received increased to \$10,500.

A plan to promote an understanding and acceptance of diversity that staff had hoped to develop and implement during 2014-15, had to be postponed until 2015-16.

### 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, 2013/14-2015/16**, 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.]

Promoting academic excellence and supporting students to achieve their educational and career goals by providing high, quality lab/field experience opportunities for students across the District remains an integral component of the program's vision.

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 reflected in 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. In order to meet the evolving needs of our diverse community of students, staff will continue to engage in professional development opportunities that focus on communicating, interacting and partnering with students to forge deeper connections and promote a growing atmosphere of respect.

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.

Access to professional development opportunities that promote the cultural competence of staff is critical to improving student success, developing responsive, high-quality programs and services, increasing student engagement and fostering academic excellence. Faculty and staff, grow and develop, when provided with opportunities to examine our own backgrounds and how values, culture, socio-economic status, etc. influence our responses, interactions and approaches to teaching and learning.

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.

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 faculty and staff.

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, Skyline and Canada's Early Childhood Education depts. as well as, partnerships developed with community agencies such as, San Mateo County Office of Education's EQUIP program, SMC Child Care Partnership Council, The Big Lift Family Engagement Taskforce, 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, Sequoia Healthcare District's Healthy Schools Initiative and Wells Fargo's Community Support Campaign 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

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Instructional Materials

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Classified Staff

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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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

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. 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.

Fiscal stability continues to be a primary focus of the program. Participation in San Mateo County's Quality Rating and Improvement pilot "Race To The Top Early Learning Challenge" (RTT-ELC) will position the program to receive quality improvement resources. In addition, through continued 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, in the form of reimbursements for serving low-income student-families, will continue to generate much needed revenue. Developing corporate partnerships with Wells Fargo through their Community Support Campaign will be another means of generating additional revenue. Finally, staff will continue to seek grant funding from Sequoia Healthcare District's Healthy Schools Initiative for to support "Healthy Eats, Active Feet", a comprehensive health and nutrition program for children and their families, developed by Child Development Center staff. Outcomes will include an increase in program revenue and improvement in the health and wellness of children and families.

Staff will engage in professional development in the area of language and literacy to learn key competencies, instructional strategies, causal predictors, sequential bilingual language development. Staff will also learn to administer developmental screenings for children on-site, discuss results with families and make referrals as appropriate.

Staff will analyze data from assessment tools like DRDP, ECERS and CLASS and use results to plan program improvements in the domain of language and literacy. Action steps will be implemented in the areas of teaching practices, curriculum strategies, teacher/child interactions, professional development, instructional materials/equipment, environmental adaptations and family engagement.

Annual in-service training will be planned and implemented on civil rights, federal and state eligibility, meal components/patterns, credible and non-credible foods 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.

## 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** and notify 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, Step 2	\$10,800
Office Assistant II	\$44,544

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

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	8/2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Louise Piper	5/2015
