

STUDENT SERVICES PROGRAM REVIEW
Annual Program Review Form: Academic Year 2007 - 2008

Due: June 30, 2008

Each year, no later than June 30, Student Services Staff analyze the state of their program. The Program Review analysis includes the following information and should not be more than 3-4 pages. Programs may include additional data and information in support of the annual review—as an attachment only.

Date: June 26, 2008

Student services unit: Child Development Center

Student services unit staff:

Louise Piper, Coordinator

Karen Wiggins Dowler & Lori Pilster, Master Teachers

Yovanka Crossley & Maggie Lam, Miho Negoro, Teachers

Clara Valdez-Chon & Jamie Hui, Associate Teachers

My Hoa Tran, Hipolita Sanchez, Cassidy Tai, Student Assistants

Program review prepared by: Coordinator, Master Teachers and Teachers

A. Summary description of your unit's program and services (one paragraph):

The Mary Meta Lazarus Child Development Center offers a high quality, early care & education program serving children ages 2 ½ to 5 years old. Enrollment priority is given to low-income student-parents who meet the eligibility criteria set by the Child Development Division of the California Department of Education (CDE). In addition, non-subsidized child care is offered to student-parents, faculty & staff who pay a full fee. The Center provides early care & education for children in a nurturing, responsive environment rich with opportunities for developmentally appropriate learning. In addition, the program includes a family support component comprised of a variety of opportunities for parent involvement, parent education and referrals to a wide range of community resources. Finally, the Child Development Center offers a comprehensive staff development program for staff at all levels.

B. Number of students served/types of services provided:

During 2007-08, the Child Development Center served approximately 52 children providing both full-time and part-time child care depending on the parent's schedule of classes, need for study-time and hours of employment.

C. List significant unit accomplishments in 2006-2007:

- Collaborated with CSM's CalWORKS and CARE programs to offer 5 parenting workshops for students on: Stress Management; Effective Communication with Children; Preparing Children for Transition to Kindergarten; Violence in the Lives of Children; and Discipline vs. Punishment.
- The Mary Meta Lazarus Child Development Center Parent Advisory Committee worked with staff to implement a family involvement plan for 2007-08. The PAC planned social events for children, families and staff to encourage parent interaction: Harvest Festival Dinner; Holiday Luncheon highlighting culturally diverse foods; Family/Staff Spring Barbeque; and a graduation celebration for children and families transitioning to elementary school. PAC developed 2007-08 MML CDC Family Directory with color photos of children/families including contact information to encourage families to build relationships with one another outside of school. Information from the "Family Traditions Survey" was used to plan 5 cultural celebrations for children, families and staff: Mid-Autumn Moon Festival; Diwali Festival of Lights; Chinese New Year; Black History Month; and Cinco de Mayo.

- Held “Parent’s Night Out” event. Staff provided child care at no cost from 5:00 PM – 8:30 PM while 32 families enjoyed Friday evening out.
- Developed in-service training, during weekly staff meetings, on planning/implementing developmentally appropriate math activities to extend children’s learning in the areas of counting, measuring, comparing quantities and shape recognition.
- Developed in-service training series for staff on state and federal requirements for the Child Care Food Program including: family eligibility; required meal components and meal patterns; site monitoring; health and sanitation; and record keeping requirements.
- Established an on-going observation and assessment system and completed Desired Results Developmental Profiles on 50 children each semester. Compiled data from profiles by classroom and used information to inform planning for individual children’s development, curriculum planning, environmental design, teaching practices and goals for professional development.
- Organized a weekend staff retreat in Tahoe to celebrate Week of the Young Child, show appreciation for staff contributions to children/families and promote team effectiveness by building positive relationships.
- Collaborated with Canada College and Skyline College instructors to provide opportunities for ECE students to observe and participate. Worked with instructors from CSM’s Nursing Program to provide 10 nursing students with volunteer opportunities to fulfill their pediatric experience requirement. In addition, interns from CSM’s Psychological Services volunteered in the classroom to fulfill their child/family hours. Finally, provided volunteer opportunities for students enrolled in CSM’s Health Science course to meet their 15 hour community service requirement.
- Participated in the San Mateo County Mentor Teacher Program. Coordinator served on Mentor Teacher Selection Committee and Master Teacher, acted as a mentor teacher, providing 90 hours of practicum experience for 3 student-mentees from Canada College’s ECE department.
- Secured funding in the amount of \$15,500 from a Facilities Renovation and Repair grant to resurface unsafe asphalt on children’s playground, replace classroom faucets and sand/ repaint front doors.
- Secured donations from alumni families in the amount of \$3000 to purchase classroom equipment and math materials for the children’s program.
- Organized Restaurant Drawing fund-raiser and raised \$3007 to sponsor family events/celebrations and purchase classroom materials.
- Coordinator was selected to serve on the San Mateo County Child Care Partnership Council chaired by member of the SMC Board of Supervisors and the SMC Superintendent of Schools. CCPC provides a forum for identification of local priorities for early learning services and a venue for examining proposed legislation affecting children and families. CCPC makes decisions on the local distribution of state child care funding and conducts a countywide needs assessment and strategic plan for child care services.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

Goal 1 – Programs and Services: collected and analyzed information from Desired Results Parent Survey to improve services to students by creating a plan to extend hours of operation and offering parenting seminars.

Goal 4 – Assessment: used SLO outcomes to enhance existing programs by offering parenting seminar series and weekly parent support group.

Goal 5 – Staff Recruitment, Retention, Development and Recognition: explored creative ways for staff to attend professional development activities focusing on language, culture and family engagement, at no cost, through a professional development project sponsored by SM County Office of Education.

Goal 7 – Facilities: secured funding to repair children’s playground combining resources from the CA Dept. of Ed. and resources allocated from bond.

E. Summarize the results of the annual student survey for your unit (including the total # of survey responses) AND identify the implications for the future delivery of your unit’s services:

100% of the surveys were returned: 44 surveys

Summary of responses:

95% (42 parents) reported being “very satisfied” with program,

2 parents reported being “satisfied”.

100% reported they feel their child is happy and safe in program.

Parenting Information Received

98% reported they had learned how their child was growing and developing, 95% reported learning what they can do to help their child learn and develop at home, 93% learned parenting skills. 84% reported getting information about where to report health and safety concerns.

Parents asked for more information on: parenting skills; temperament, children’s self-esteem

Staff

86% reported being very satisfied with number of staff working w/ children, 14% satisfied

84% very satisfied with languages spoken by staff, 16% satisfied

86% very satisfied w/ experience of staff and how staff communicates w/ parents, 14 % satisfied

88% very satisfied w/ interaction between staff & children, 12% satisfied.

Parent Involvement

75% reported being very satisfied parent involvement, 25% “satisfied

77% of parents reported being very satisfied w/ interaction w/ other parents

91% very satisfied with cultural activities offered

Program Hours

64% reported being very satisfied with hours of operation, 31% satisfied and

5% not satisfied Comments: “Slightly later closing hours would be a big help”, “I would like

hours extended to 5:30”, “As working parents, the only thing we find challenging at times is the 5:00 pick-up.”, “Hours could be longer to accommodate working parents”.

Children's Program

82% very satisfied with daily activities and environment, 18% satisfied

86% very satisfied with health/safety policies, 14% satisfied

86% very satisfied with how program promotes child's learning, 14% satisfied

Implications for future delivery:

- Extend hours of operation
- Offer parenting series on positive discipline
- Train staff and parents on infectious disease prevention

E. Summarize the findings of your unit's assessment of Student Learning Outcomes AND identify the implications for the future delivery of your unit's services.

During 2007-08, staff assessed the following student learning outcome:
Parents will learn effective approaches to child-rearing.

Pre-tests, administered in September 07 and post tests, administered in May 08, were developed to determine if parents gained information about developmental norms and learned to use positive discipline techniques as a result of being enrolled in the Child Development Center.

Pre-test scores showed 25% - 33% of newly enrolled parents did not recognize certain characteristics of young children's development as normal: egocentrism, impulsiveness and their need to be physically and actively involved as they learn and develop. New parents did not use logical consequences to discipline their children and were unaware of ways to promote healthy eating habits.

Post-test results showed an increase in the number of new parents who learned it is normal for children to have difficulty sharing and understanding the needs of others. They learned using natural/logical consequences in response to children's negative behavior and using positive reinforcement are effective ways to teach children appropriate behavior. Parents also learned that when healthy choices are offered at mealtimes, it is appropriate to allow children to be responsible for what and how much they eat as a means of promoting healthy eating habits. However, post-test scores showed fewer parents recognized that comparing siblings is not an appropriate strategy for getting children to cooperate. In addition, there was no increase in the number of parents who learned to respond appropriately to children's separation anxiety.

Implications for future delivery:

- Offer a series of parenting seminars on positive discipline that build on one another including: developmental norms, temperaments, parenting styles and effective strategies for teaching children appropriate behavior
- Collaborate with CSM's Psychological Services to offer weekly parent support group
- Develop parent orientation and Family Guide to include information on separation anxiety and children's adjustment to school.

G. Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:

- Coordinator, Master Teacher and student-parent were selected to present at a conference for early childhood professionals, entitled "Educating Children in a Diverse Society", sponsored by the SM County Office of Ed.. Staff was selected because of successful work creating partnerships with families and promoting family involvement. During the keynote address, presented by Dr. Lily Fillmore Wong, a renowned linguist and researcher from UCB, our program was featured as a model for creating a culture of belonging for children and families. Prior to the conference, Dr. Wong filmed staff/ child interactions in our classrooms and used footage at the conference to highlight best practices regarding family engagement.
- Center-wide cultural celebrations for children, families and staff were planned including: Mid-Autumn Moon Festival; Diwali Festival; Chinese New Year; Black History Month and Cinco de Mayo. In addition, a holiday luncheon was planned highlighting an array of diverse dishes representing family culture and tradition.
- Developed in-service training on supporting preschool English learners including: stages of 2nd language acquisition; planning classroom activities to encourage children to maintain home language; and activities to encourage English development skills.

H. List your anticipated goals for 2008-2009 based on the findings of this year's 2007-2008 Program Review:

- Meet evolving needs of student-parents:
 - increase program hours of operation to better serve working families
 - plan/implement parenting seminar series on positive discipline
- Promote staff development: offer in-service training on preventing infectious disease and establish more effective health practices
- Create safe/healthy learning environment: repair asphalt on children's playground

I. Identify your unit's needs and recommendations for 2008-2009 (including staffing, equipment, etc.):

- Hire 1 full-time permanent Associate Teacher in order to extend program hours of operation

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2007-2008 Student Services Key Accomplishments" publication.

The Mary Meta Lazarus Child Development Center was featured during a countywide conference for early care and education professionals entitled "Educating Children in a Diverse Society". The conference focused on promoting family engagement. The Child Development Center was recognized for the program's successful work creating strong partnerships with families.

