

Student Services Program Review

Program Name: **Child Development Center**

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

Academic Year: **2016-2017**

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](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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 as well as, student-families participating in CalWORKS. 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 with child rearing responsibilities. In order to improve student success, one of the College's Strategic Goals, 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 Cal State East Bay 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. Student Learning and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for the program. Identify trends and discuss areas in need of improvement. Specify how SLO assessment informs program development and changes to the program.

In 2015-16, SLO #4 was assessed - student-parents will learn to reinforce their children's learning at home and become active participants in their children's education. In October 2015, pre-tests were administered to determine parent's knowledge of strategies to promote their child's early literacy skills, their understanding of curriculum offered in their child's classroom and their knowledge of ways to engage their child in learning experiences at home. Post-tests were administered in May 2016. Success criterion was developed with the goal of 75% of students scoring 70% or higher on post-tests. Pre tests were distributed to students in

October 2015 during Fall parent/teacher conferences. Students were asked to complete the pre test on-site at the close of their conference. As a result, 95% of pre tests were successfully collected. Post tests were distributed in May 2016 and again, students completed their post-tests on-site and 88% were returned.

Results from pre-tests showed 75% of students scored higher than 70% when it came to engaging their child in a shared reading experience that included asking questions about story content during read aloud sessions at home. 78% of families borrowed children's books from Center's Family Lending Library and 89% were successful in communicating with their child's teacher regarding the content of classroom curriculum. However, only 72% of families read regularly to their child at home, 64% checked out children's books from their local library, 42% reviewed weekly curriculum plans and classroom documentation boards demonstrating how children learn in the classroom. 59% planned learning activities for their child at home and 47% reported their child learned a lot from the experiences they offered at home.

Analysis of the SLO pre-test data from 2015-16 demonstrated families needed support and information in order to read aloud to their child more often at home and families needed to learn additional strategies for fostering language and literacy skills during those read aloud sessions. In addition, families needed information about the content of weekly classroom curriculum, needed encouragement to spend time in their child's classroom and review posted curriculum plans/displays. As a result, the goal was that more families would plan activities at home and be able to celebrate the positive impact on their child's development.

During 2015-16, the following strategies were implemented: Raising A Reader Book Bag program became a classroom focus to provide families with another option for accessing quality children's books to take home. Staff attended trainings through Silicone Valley Community Foundation on early literacy and engaging families in their children's learning. The topic of early literacy was featured in the Family Corner located in the Center lobby and new articles and brochures in both English and Spanish were provided such as, "Raising Readers and Writers", "Books to Grow on - Latino Literature for Young Children", "Books to Grow on - African American Literature" and "Parents As Teachers". The Family Lending Library was reorganized to include clearly labeled sections to allow easier access to quality children's books on relevant topics and formal tours of the Family Lending Library were incorporated into family orientations. Librarians from San Mateo library came to read aloud to children and issued them library cards. Staff reviewed responses on "Parent Interest Forms" to identify family members who could offer curriculum experiences and those activities were included as valued components of the weekly curriculum. A section was added to the Center's newsletter featuring families' contributions to the children's learning environment and documentation boards posted in the classrooms included photos and written descriptions of learning activities led by parents. A parenting seminar was also offered on school readiness and parents learned specific strategies to support their child's learning and development at home.

Post-test data demonstrated success criterion was met in the following areas: 88% read aloud to their child 3 - 5 times per week; 97% used Family Lending Library; and 95% parents identified curriculum offered in their child's classroom as extremely important. However, only 61% of families learned specifics about curriculum content offered in the classrooms, 66% planned learning activities at home and 54% observed that their child learned a lot as a result.

In 2016-17, additional efforts will be planned and implemented to further support families to reinforce their children's learning at home. Teachers will email curriculum plans to families electronically on a weekly basis and take home learning activities will be provided to families complete with materials for implementation, descriptions of the process, open-ended questions to pose and goals for children's learning outcomes. Families will be invited to bring back the activities to share and they will be displayed for the classroom community to celebrate. In addition, pre and post tests for SLO #4 will be modified to include questions to measure parent's learning in specific areas such as, early math, scientific inquiry, health and nutrition, physical development, etc.

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 2015-16, the Child Development Center served 78 parents and 52 children. 12% 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, 27% CalWORKS, 34% non-subsidized student-families, and 27% faculty and staff.

100% of Desired Results Parent Surveys were returned and results 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 the following: how children develop at different ages; how my child is growing & learning; what I can do to help your child learn & develop; how I can get involved with my child's program. 95% learned parenting skills, 92% learned how to report health and safety concerns and 84% learned how to access other services in the community.

Families also reported being "Very Satisfied" (highest rating) with additional aspects of the program. 100% were very satisfied with:

how the program promotes children's learning; how staff communicates with families; interactions between staff and children; how program meets needs of each child; background and experience of staff and daily curriculum activities. 97% reported being very satisfied with health and safety policies/procedures, 95% with languages spoken by staff, 90% with cultural activities offered and 85% parent involvement. 75% were very satisfied with hours of program operation. 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 Center provide CSM, Canada and Skyline College students access to culturally, linguistically and economically diverse populations of children and families, 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 2015-16, approximately 975 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 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 and contacting CDC for Information: 68 applied for 17 openings

Students using CDC for practicum/volunteer experience and contacting CDC for Information: 55 (number of students decreased but total number of practicum hours increased)

Individual Student Orientations Provided (2 hours each): 72 orientations

Overall Telephone contacts: 604

Email Responses to Students: approximately 600

Walk-ins requesting information: 48

Website Hits: new users 434 (increase of 315 from 2014-15), overall users: 998 (increase of 129)

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 a 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 breaks and lunch hours as well as, the planning, meeting and reflection time necessary to successfully fulfill job responsibilities 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, who is enrolled in GE courses at CSM with the goal of becoming a teacher and who 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 which would allow teachers to 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 individual 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, 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 of their professional development, are only partially met. In addition, the needs of practicum students cannot be fully met.

A need exists to hire a part-time office assistant to manage office operations, meet with students seeking child care services and practicum/volunteer students requesting 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. 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. 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.

A county-wide initiative called San Mateo County's Quality Rating and Improvement System, Race to the Top Early Learning Challenge (RTT-ELC), aimed at supporting and improving the quality of early learning and care programs, is currently underway. A 5-tier QRIS Framework was designed to measure and support program quality in 7 Elements: child observation/assessment; developmental and health screenings; master teacher qualifications; effective teacher/child interactions (using CLASS Assessment); ratio and group size; program environment (using ERS to assess learning opportunities, family engagement, staff development, etc.); and director qualifications. Programs must also "be in good standing" with Dept. of Social Services, Community Care Licensing and adhere to Title 22 requirements.

In 2014-15 and 2015-16, the Child Development Center, along with more than 60 other programs county-wide, participated in the SMC QRIS Pilot. As a result, formal assessments of the program were conducted, by reliable external assessors, using 2 comprehensive, nationally recognized evaluation instruments called the Classroom Assessment and Scoring System (CLASS) and the Early Childhood Environmental Rating Scale (ECERS). In addition, a QRIS Rating Advisor conducted a site visit to verify the other Elements required and the results were compiled. Finally, the Rating Advisor was charged with assigning a Tier Rating of 1 through 5 to each program depending on the findings and level of program quality. In August 2015, the Child Development Center was informed the program received a rating of Tier 5, the highest rating possible. As a result, program grants and other resources were awarded and funding was used to cover a percentage of hourly staffing costs. The QRIS will also be used to inform the public, consumers of child care services, about the quality of programs offered in the community. Therefore, College of San Mateo Child Development Center's rating of Tier 5 will provide an outstanding public relations opportunity.

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. As a result of on-going efforts to stay abreast of federal and state compliance/regulatory developments, vital components of coordinating a quality campus child care service, the Child Development Center received a 100% compliance rating on a Contact Monitoring Review conducted by a team of consultants from CA Dept. of Education in March 2016. The Contract Monitoring Review also included an evaluation of other Title 5 program components such as, assessment of children's learning, curriculum planning, professional development and family engagement. In these additional areas, the program was also found to be 100% compliant.

4. Planning

A. Results of Program Plans and Actions

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

A plan to promote a broader understanding of cultural competence was developed and implemented during 2015-16. The plan included making changes to the classroom environments, curriculum content and family engagement program. As a result, classrooms now include a wide array of books in home languages of families enrolled, photos, puppets & theatre and dramatic play materials. Music, dance, art, drama and a variety of foods that reflect the community served have been incorporated into the curriculum. Reviews conducted by State and local evaluators included assessments of program components related to diversity and findings from the evaluations included ratings of "excellent" in these areas. In addition, parent survey data showed 95% of families were "very satisfied" with "languages spoken by staff" and 90% were "very satisfied" with "cultural activities" offered.

Gains were made in the plan to achieve greater fiscal stability. Through the program's participation in San Mateo County's Quality Rating and Improvement Project and after achieving the highest rating, additional revenue of \$28,000 was generated to aid in offsetting a portion of staffing costs. Partnerships with corporate entities and grant funding generated income of over \$13,600 and an endowment was received that will generate annual revenue in excess of \$25,000 for program operation.

Staff engaged in professional development activities in the area of visual and performing arts and explored research-based strategies for implementation of music, drama, dance and visual art in the classroom. Parent Advisory Committee members planned a weekend field trip for families to a children's play offered through Bay Area Children's Theatre in Berkeley and through a partnership with CSM's dance department, children learned about ballet, tap, jazz and hip-hop. A combination of staff development opportunities offered through California Preschool Instructional Network, in-service training on-site and rich family engagement resulted in improved learning outcomes for children on the Desired Results Developmental Profile.

Annual training on Federal and State requirements associated with promoting children's health and nutrition was conducted including topics such as, CACFP's reimbursement system, consequences of improper recordkeeping, Healthy, Hunger-Free Kids Act, meal patterns, safety and sanitation, civil rights and campus and community resources for families. 2 site monitoring visits during the year revealed total compliance.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

Staff will engage in the process of using reflective practice to further move toward alignment between teaching practices and the larger goals, values and vision of the program. Professional development opportunities will be offered on extending learning through

interactions that include analysis and reasoning, concept integration and making connections to the real world. The goal will be to make teaching more individualized and as a result, learning outcomes for children will improve. Regular exchanges with families will be enriched and partnerships will deepen. The plan will also include an on-going peer mentoring system to support and encourage reflective practice and improve the quality of staff-child interactions. In collaboration with SMCOE, a teaching coach will work with classroom staff to provide necessary information and support.

Health and wellness contribute to student success. Maintaining healthy life style habits, including access to nutritious foods and engagement in regular physical activity, has a positive impact on children, student-parents and staff. Through continued funding from Sequoia Healthcare District's Healthy Schools Initiative, the Child Development Center will once again plan and implement a comprehensive health and nutrition program, developed by Center staff, called "Healthy Eats, Active Feet". SLO data will be collected and analyzed to assess health knowledge gained and identify changes in attitudes and behaviors of student-parents as a result of participation in the program. Annual planning efforts in Spring 2016, using assessment data, evaluation findings and student-parent survey results, led to the development of a program improvement plan for 2016-17 focused on the domain of physical development. The plan includes specific action steps in the areas of staff development, curriculum planning/implementation and parent education/involvement and outcomes will be measured and results will be used to make program improvements.

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 composition, culture, language, values, beliefs and traditions and ensuring those understandings are reflected throughout 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.

5. 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. **Career and Technical Education courses must be updated every two years.**

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	11/2016

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Louise Piper	5/2017

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

The Child Development Center is funded by Federal and State agencies with a number of compliance mandates and on-going reporting requirements. 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. A need exists to hire a part-time office assistant to manage office operations and assist in the collection of data required to meet funding terms and conditions of contracts and assist in completion of required reports.

Staff needs planning, meeting and reflection time. However, due to the current staffing structure and classroom staff-child ratio requirements, scheduling adequate time is not feasible. A part-time student assistant is needed. This position would support

requirements, scheduling adequate time is not feasible. A part-time student assistant is needed. This position would support workforce development by providing the student with professional experience and help to create a staffing structure that would allow teachers to successfully complete their required job responsibilities within their daily work schedules.