2023-24 Program Review

Program Name: Child Development Center
Program Contact: Maggie Barrientos
Academic Year: 23-24
Status:
Updated on:

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us to:
- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
    - efforts to achieve equity across student populations and modes of delivery;
    - results of assessment activities aimed at improving or researching student learning;
    - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. *Description of Program (200-400 words)*
- *Provide a brief description of the program and how it supports the following:*
    - *CSM Mission and Values Statements*
    - *CSM Statement of Solidarity*
    - *CSM's Strategic Priorities*
    - *SMCCCD's Strategic Goals*
    - *CSM Forward 2028 - Education Master Plan*
- *Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served*

The Mary Meta Lazarus Child Development Center provides a high-quality early care and education program for approximately 40 preschool-age children whose parents are students, staff, and faculty of the San Mateo Community College District. Enrollment priority is afforded to low-income student-families who meet the income eligibility criteria set by the California Department of Education's Early Learning and Care Division and the California Department of Social Services 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 enroll for tuition-based services 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 and Solidarity Statement, 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, work, and child-rearing responsibilities. In addition, to improve student success a core component of the program includes developing and implementing a family engagement component that is strength-based, systemic, and integrated. As a result, a sense of community develops and student-families feel a sense of belonging. Supportive relationships between families and staff and families themselves are

cultivated and recognized as vital to creating an atmosphere of trust which in turn leads to higher retention/persistence rates and levels of academic success.

In addition to offering an exemplary early care and education program as a valuable student service, and in support of one of the District's Strategic Goals, the Child Development Center also provides workforce training opportunities for Early Childhood Education students from Canada, Skyline, SF State University, UC Davis, Palo Alto University, and other Bay Area universities to study in a naturalistic setting to further their learning and knowledge of child development and working with young children as well as, 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 Early Childhood Education, Nursing, Dental Assisting, Middle College, and other departments as well as, students taking Human Biology, Health Sciences, Psychology, and Ethnic Studies courses participate in the program in order to fulfill course requirements and improve readiness for employment. Providing our students with responsive, high-quality lab and practicum experiences, another one of the District's strategic goals, is essential to promoting academic excellence and supporting students to achieve their education and career goals.

The Child Development Center in collaboration with Skyline College also serves as an apprenticeship site for the Early Childhood Apprenticeship Program (ECAP). Through ECAP a pathway towards the Associate's Degree for Transfer has been established to pair a course sequence with on-the-job training every semester. The goal is to have students studying Early Childhood Education complete their degree in three years as opposed to the seven to ten years it generally took students in the past. ECAP students work alongside the classroom teachers, receive regular mentoring from both teacher staff and CDC Coordinator, and both mentors and mentees participate in a Community of Practice series.

The Child Development Center continues to participate in a county-wide initiative called San Mateo County's Quality Rating and Improvement System (QRIS), aimed at supporting and improving the quality of early learning and care programs. 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.

The Child Development Center has consistently earned a rating of Tier 5, the highest rating possible. As a result, program grants and other resources are awarded annually and funding is used to purchase new curriculum materials and program supplies to extend and enrich learning experiences for children and families. Programs that receive a rating of 4 or higher are reassessed every five years. The QRIS will also be used to inform the public, consumers of childcare services, and about the quality offered in the community. Therefore, the College of San Mateo Child Development Center's rating of Tier 5 continues to provide an outstanding public relations opportunity, has been identified as a model site county-wide, and featured in state-wide training videos, various brochures, websites and promotional flyers from organizations throughout San Mateo County and the state.

The State's process for mandating how family eligibility for subsidized child care services is determined and monthly reporting is administratively cumbersome as our state contracts now fall under two different departments. Currently, the contract for the California State Preschool Program (CSPP) remains under the CA Department of Education, while the contract for General Child Care and Development (CCTR) falls under the CA Department of Social Services. 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 ensures the program remains in compliance. As a result of on-going efforts to stay abreastof federal and state compliance/regulatory developments, vital components of coordinating a quality campus child care service, the Child Development Center received "no findings" on a comprehensive annual review from the Department of Social Services, Community Care Licensing in April 2023. The analyst completed a full on-site inspection and reviewed administrative files and program processes.

2. *Results of Previous Program Review (200-500 words)*

a) *Describe the results of your previous Program Review's action plan and identified equity gaps.*
- *Previous Goals*
- *Results Achieved*
- *Changes Implemented*
- *Plans still in progress*
- *Any notable or surprising results and outcomes*

Since our last Program Review, plans to increase enrollment of families who qualify for state-funded childcare have increased to 75%. Subsidized family fees have been waived through 9/30/2023, allowing student families access to complete coursework without the added stress of fees for childcare. In an effort to better support and retain enrollment of families, the state has revised the family fee schedule so that families at 100% of the income ceiling had fees reduced from $600/month to $60/month.

To support extending children's learning staff have developed innovative strategies to enrich both children and families' learning at home. Since 2022, results from the Annual Desired Results Parent Survey showed 100% of families reported receiving information about how their child was developing and growing, program curriculum, and how to support learning at home. 100% of families reported they felt the program met the individual needs of their child. Staff created take-home kits to extend learning focusing on literacy and math. Families continue to be encouraged to actively participate in the Child Development Center through sharing songs, stories, home language, family recipes, or participating in planned curriculum events.

b) *Explain any curriculum or programmatic changes since last program review*
- *To specific courses, or to any discipline as a whole*
- *Includes degree, certificate, or course sequences, program delivery or structure, etc.*

Since the last program review, the CDC has made changes to increase accessibility to students by offering program enrollment forms and materials in a digital format. In Fall 2022, enrollment surveys were created to cut down on the number of forms. In Fall 2023, all forms/programmatic information was made available on our Canvas shell. Students were able to download and submit forms digitally. This proved to be more efficient and 90% of all students submitted forms on time.

c) *Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:*
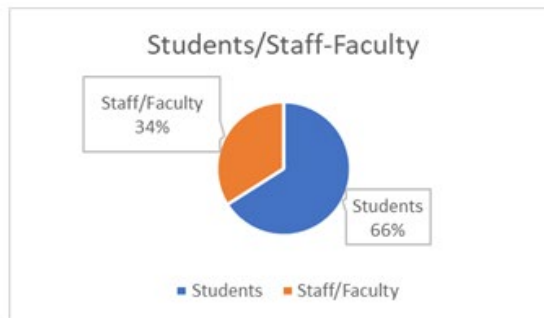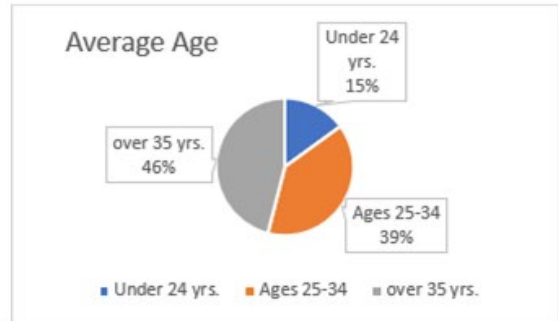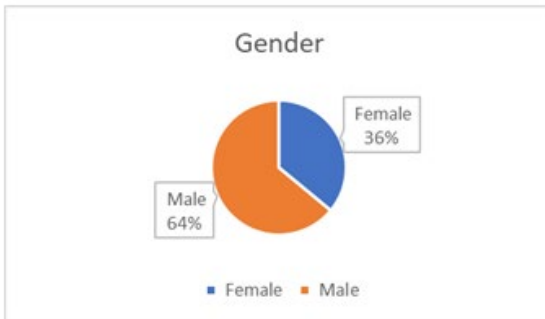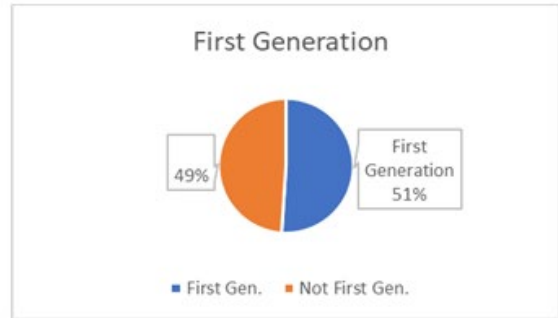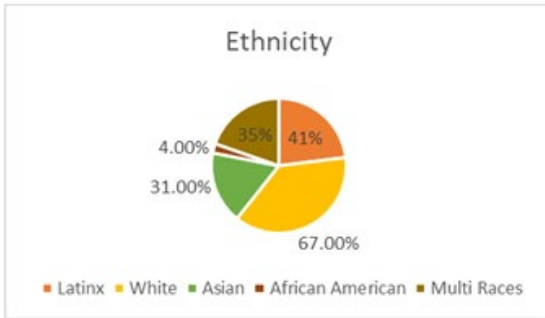
- *SLO/SAO*
  - *What did the assessment focus on?*
  - *Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?*
  - *Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?*
- *Assessment results*
  - *What was the activity or intervention?*
  - *What were the outcomes?*
- *Program improvements implemented*
  - *What did you learn from it?*
- *What changed?*

Increasing services, information, and resources for parenting students both on campus and in the community has been a focus since the last program review. Parenting students have access by engaging in community gatherings, parenting workshops, and utilizing the CDC Canvas shell for updates. With the passing of AB2881, we have identified a gap in data necessary to best support this population of students on our campus.

3. *Current Program Review (200-400 words)*
Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

Child Development Center Data 2021-2023

Ethnicity

- Latinx: 41%
- White: 67.00%
- Asian: 31.00%
- African American: 4.00%
- Multi Races: 35%

First Generation

- First Generation: 51%
- Not First Gen.: 49%

Gender

- Female: 36%
- Male: 64%

Average Age

- Under 24 yrs.: 15%
- Ages 25-34: 39%
- over 35 yrs.: 46%

Students/Staff-Faculty

- Students: 66%
- Staff/Faculty: 34%

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

a) ***Student population equity:*** *Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.*
- *Findings: What has changed from the previous program review?*
- *Analysis: What factors do you feel contribute to these gaps?*
- *Resources: If you were granted a resource request, please note what that was and the impact it had.*
- *Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:*
  - *interventions implemented*
  - *any successes in closing gaps*
  - *ongoing challenges*

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. In 2022 CDE allowed families that fell under 100% of median income to be eligible for state-funded childcare services for no fee. (For example, a family of 4 with a monthly income of $9,441 would be income-eligible.)	Without the revision of income ceilings, less families were eligible for state-funded childcare directly impacting students who were unable to attend college while also caring for young children.	Students were able to access state-funded childcare through the certification process with the CDC Coordinator. This process evaluates a family's size, income, and need.	The State waived all family fees through 9/20/2023.

2. CDE and CDSS revised the family fee schedule from the highest fee being reduced from $600 to $60/month for state-funded families.	As the waived family fees end on 9/30/2023, families were concerned about how they would make the monthly payments for childcare.	The State increased the income ceilings for services to 100% of median income for CSPP families, and 85% for CCTR families. This allowed more families to be income-eligible for childcare services.	Continued advocacy at the State level for reduced to no family fees and annual revision of income ceilings.
3. Students across all three campuses/community utilize the CDC for course requirements or preparation for entering the workforce. Students enrich CDC programming with their diverse cultural backgrounds and experiences.	From 2021-2023, the CDC has supported over 200 students as an observation site, provided opportunities to complete coursework assignments, and a practicum site for early childhood educators.	Develop collaboration and partnerships with both campus instructional departments and community programs to support student success.	Outreach to different organizations. Connect with ECE faculty at Skyline and Canada to support students working towards a degree and for employment. Develop creative, innovative strategies to celebrate diversity of student population (i.e. monthly World Stories in collaboration w/ International Students, cultural celebrations, classroom representation through books, photos, learning materials).

b) ***Modes of Delivery equity:*** *Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.*
- *Changes since last Program Review: What has changed, in terms of gaps, since last program review?*
- *Analysis of gaps: What factors do you feel contribute to these gaps?*
- *Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:*
    - o *interventions implemented*
    - o *any successes in closing gaps*
    - o *ongoing challenges*

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1. Parenting Workshops were offered in various modalities to provide access.	Students were choosing to take classes online and needed the flexibility to attend workshops from home.	Plan to continue offering some hybrid meetings/workshops to allow more students to attend and participate.

2. Establish parenting students community	There is a need for parenting students to have a community of support and time to focus on themselves.	In collaboration with EOPS/CARE/CalWORKs, several times a year we host a community gathering for parenting students.
3. Family conferences continue to be offered either in-person or virtual format.	Schedules have changed and there was a need for flexibility in participation of family conferences.	Staff will continue to offer both in-person, virtual, or hybrid options for families to participate in family conferences to discuss their child's learning and development.

(c) ***Challenges and Opportunities:*** *Describe any* ***other*** *particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).*

The administrative workload has become increasingly overwhelming with the new mandates and reporting systems as our State contracts are now split under two regulatory agencies. Certification of eligibility for childcare, funding applications, monthly reporting, and program evaluations have doubled since 2022. There is a need for a full-time office assistant to ensure that we remain in compliance with reports, deadlines, and file management. With the increased administrative mandates, there is less opportunity for the Faculty Coordinator to focus on instruction with student teachers, developing staff development/training, establishing collaborations with campus and community programs, and implementing family engagement programming.

4. Planning
*a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:*
- *SLO/SAO*
  - *What will your assessment focus on?*
  - *Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?*
  - *Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?*
- *Assessment plan*
  - *What is the planned activity or intervention?*
  - *Describe next steps and the timeline for your SLO/SAO assessment*

- *Resources for SLO/SAO assessment*
  - *What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?*

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1. Families will learn to extend their child's learning at home.	While 100% of families reported receiving information about their child's development, families shared they needed more support in learning at home.	In AY 21-22 and AY 22-23, staff created take-home learning kits to promote extending children's learning at home. Projects included a cooking recipe including all ingredients and cooking materials, books, and manipulatives for open-ended learning opportunities.
2. Families will develop a sense of community through participation in program-wide events/workshops/meetings.	Family participation continues to be a strength of the CDC. Center-wide events are very well attended, with almost 100% participation each time.	Students reported feeling a sense of belonging in the CDC community. The enrollment forms included a survey to ask how families wanted to participate and how the program could honor their family and culture. Families shared music, songs, stories, recipes, and special talents.
3. Students will have access to a high-quality early care and education learning environment.	The CDC functions as a lab school, a highly specialized learning facility for early childhood educators. Students from Canada and Skyline work alongside the staff to learn best practices in working with young children.	Faculty from Canada and Skyline have students complete student teaching hours at the CDC. Student participating in the ECAP program are employed at the CDC as student assistants to fulfill their on-the-job training hours.

b) ***Program goals***
Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- *A brief description of the issue being addressed (equity gap, etc.)*
- *What actions you plan to take*

- *What measurable outcomes you hope to achieve*
- *A timeline*
- *Who is responsible*
- *What support do you anticipate needing in order to achieve your goals and plans, including:*
  - *Professional development activities*
  - *Institutional support*
  - *Collaborations*
  - *Training*
  - *Resources*

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Creating a rich parenting workshop series with community partners geared towards parenting students.	Establish collaboration with Star Vista through San Mateo County Office of Education.	Plan and track workshop series attendance.	Fall 2023-Spring 2024	CDC Coordinator and EOPS/CARE/CalWORKs Coordinator	Funding for workshop materials/food.
2. Partner with the institution to meet the legislative goals of AB 2881	Collaborate with PRIE, Enrollment Services, and other necessary stakeholders to identify and support students impacted by the legislation.	Maintain list of parenting students. Ensure a clear communication platform for legislative updates impacting student parent community.	Fall 2023-Ongoing	CDC Coordinator and EOPS/CARE/CalWORKs Coordinator	Resources to gather data on student parent population.
2. Collaborate with programs/departments District-wide to utilize the Child Development Center as a lab school by supporting students in different disciplines, esp. students participating in the ECAP (Early Childhood Apprenticeship – currently employing Cohort 2.	Hire students in ECAP (Early Childhood Apprenticeship) into classrooms as student assistants. Serve as an apprenticeship work site and placement site for course requirements.	Continue to track number of students/departments that utilize the CDC to meet coursework or volunteer requirements. Provide practicum experience and mentoring for early childhood educators/apprentices.	Ongoing	CDC Coordinator, campus faculty, Skyline and Canada's Early Childhood Education faculty	Administrative support from OAII and alternative funding for ECAP students employed as student assistants.

3. Increase visibility of parenting student population needs on campus and provide increased access to resources/support.	Update Canvas shell, include community events, continue to establish community of support of parenting students. Share data with key stakeholders on campus.	Track the number of parenting students who use the Canvas shell and utilize the information provided. Track retention of parenting students who participate in workshops and community gatherings.	Ongoing	CDC Coordinator and EOPS/CARE/CalWORKs Coordinator	Support from OAII to maintain and update the Canvas shell regularly with current information and events.

5. CE Only

a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:

- [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).

d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?