

2021-22 Program Review

Program Name: Child Development Center

Program Contact: Maggie Barrientos

Academic Year: 21-22

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.
- to 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](#)
- *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 45 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 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 and pay a full fee for service as openings become available. A number of student-families who enroll in the

2021-22 Program Review

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 responsibility. In addition, to improve student success a core component of the program includes developing and implementing a family engagement component that is both 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 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, Sonoma State, 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, 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/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 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.

In 2018-2019, the Child Development Center participated in the 3rd cycle of the SMC QRIS. 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 May 2019, the Child Development Center was informed the program once again 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, purchasing of new curriculum materials/program supplies, and additional laptops/iPads to better provide continuity of services for families and use of technology to extend and enrich learning experiences for children while the program was closed due to the ongoing COVID-19 pandemic and beyond. 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

2021-22 Program Review

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 photographed for various brochures, websites and promotional flyers from organizations through the San Mateo County Office of Education.

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 ensures the program remains in compliance. 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 "no findings" on a comprehensive Administrative Review conducted by assessors from Department of Social Services Child and Adult Care Food Program in September 2021. A virtual site observation was conducted and the CDC files and administrative records were reviewed for accuracy and compliance.

The Child Development Center closed to all in-person services in mid-March 2020 when the shelter-in-place order went into effect. Staff created learning-at-home activities to provide continuity of services and all planned events, meetings, and workshops were offered virtually. The field of early care and education took a drastic shift when the pandemic hit. Early childhood educators statewide engaged in discussions on how best to engage children and families in meaningful ways while maintaining best practices, and how to continue to provide learning opportunities for students as a campus lab school. As the CDC doors reopened in August 2021, the program returned as a redesigned program with a renewed focus on health/wellness and to provide curriculum experiences focused on reflection, self-awareness, practicing compassion, and the idea of collective recovery as we continue to navigate through this pandemic.

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

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

Since our last Program Review plans to develop a more comprehensive rich family engagement component at the Child Development Center that is both systemic and integrated, strength based and collaborative has been implemented. Since 2018, results from the Annual Desired Results Parent Survey showed that 83% of families were very satisfied with interactions with other parents, and 87% were very satisfied with parent involvement. Developing rich, meaningful family engagement opportunities has been a goal that has evolved over time as family dynamics and stressors have changed for our students. A clearly demonstrated family engagement program is also a requirement for compliance for Title 5 programs. Implementation of a family engagement component that provides different modes of participation has led to increased student retention and success. Students develop a sense of belonging

2021-22 Program Review

and leadership when given opportunities to provide input, plan events, build community, work together in partnership, and feel their home culture is valued. Family engagement offerings increased by 41% since the last program review through new campus and community collaborations.

A Family Treasures survey and Parent Interest survey was included in each child's enrollment packet. From the information gathered, staff were able to reach out directly to families and plan opportunities for classroom participation in ways that met the different needs of each family. Families were able to share their special talents and hobbies. Some projects included building garden boxes, sharing weekly songs and stories in home language with children, planning Center-wide events, and participation in the Parent Advisory Committee. In addition, a collaboration with Star Vista to offer a parenting workshops series created a strong sense of community and support amongst student-parents. These workshops often became a safe space for students to express challenges, joys, struggles, and hopes for the future.

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

Since the last program review, the CDC has strived to incorporate the use of technology to deliver programmatic information and increase accessibility to all students. During the program's closure to in-person services, different technology platforms were used to continue to engage children and families. All parent workshops, meetings, and events continued to be offered virtually. The Coordinator and Master Teachers supported students in Early Childhood Education courses at both Skyline and Canada during the pandemic.

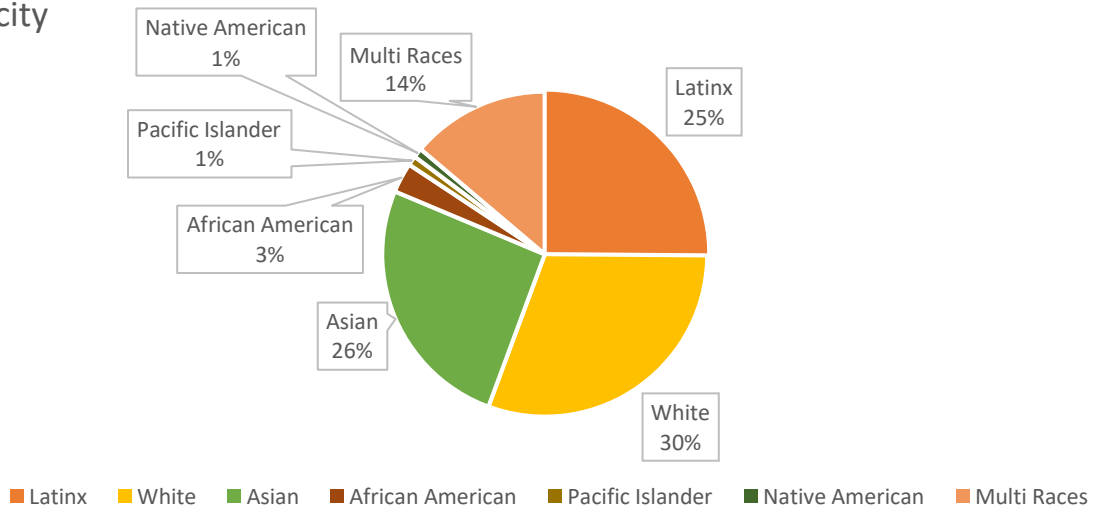
In Fall 2021, the CDC launched a Canvas shell to align with instructional courses as a mode of delivering information to students. The Canvas shell allows families to access the Family Program Guide, COVID-19 procedures and protocols, District safety information, developmental milestones, learning activities, and campus/community resources. Families are also able to utilize this platform for two-way communication with the coordinator and staff.

3. Current Program Review (200-400 words)

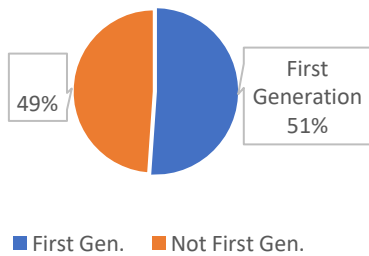
Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

Child Development Center 2018-2021

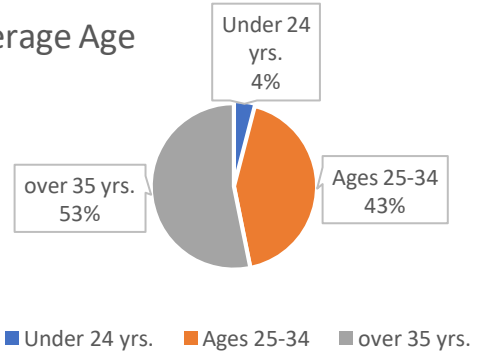
Ethnicity



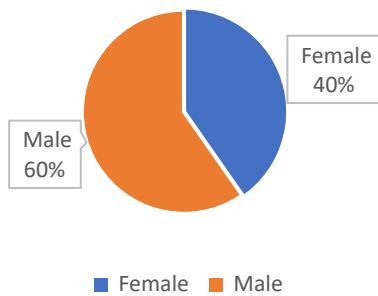
First Generation



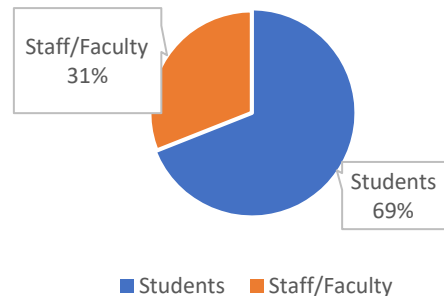
Average Age



Gender



Students/Staff-Faculty



(a) Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, 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

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. From 2018-2020, less state-funded families were enrolling in the program.	This trend was attributed to the high cost of living on the peninsula in the Bay Area.	Connections were made with county organizations serving eligible subsidized families.	Outreach to campus departments and programs, specifically Student Services. Outreach to local high schools/ community organizations about available child care options. Increasing accessibility to Eligibility/Waiting List form with digital flyers and posting on CDC website.
2. In 2021, CDE increased the income ceilings for income eligibility by 24%.	Income increase allowed more families to qualify for subsidized care, which positively affected their ability to enroll in courses.	Families were certified and schedules were built out to maximize child care and study time.	Continue outreach to inform families of increased income ceilings and eligibility. In Fall 2021, 75% of families enrolled qualify for subsidized child care.
3. Students across all three campuses utilize the CDC for course requirements or preparation for entering the workforce. Students enrich CDC programming with their diverse cultural backgrounds and experiences.	From 2018-2021, the CDC has supported over 100 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 identify students to hire. 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).

2021-22 Program Review

(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:*
 - *interventions implemented*
 - *any successes in closing gaps*
 - *ongoing challenges*

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1. Virtual offerings of meetings, parent workshop series, and weekly office hours.	During the pandemic, due to the CDC closure to in-person services we shifted to virtual platforms in order to continue to provide services.	Plan to continue offering some hybrid meetings/workshops to allow more students to attend and participate. Students reported they could attend more often if a virtual option was offered.
2. Learning-at-home materials sent home regularly to provide resources for families to extend learning at home.	Past Desired Results Annual Parent Survey results have shown families want to learn more about how children learn and develop, and what they can do at home to extend learning.	Materials, books, and activities chosen to reflect what is being learned in the classroom, what is relevant to children, and what activities are age/developmentally appropriate. Families are also given prompts on how to extend conversations, ask open-ended questions to encourage feedback, and how to identify the process of mastery of new skills.
3. Access to digital forms.	In an effort to increase accessibility and provide different methods of completing required paperwork, forms were uploaded to the new CDC Canvas shell.	Offering both digital and hard copies of forms better met the needs of students and the differing levels of technological skills. When possible, forms are made available in different languages.
4. Technology update needed to ensure the CDC can continue to offer effective programming and meet the needs of students in the new hybrid model.	A high-volume printer and replacement of outdated printer/desktop computer with docking station and monitor will increase accessibility for staff and students.	Upgrading technology will allow the staff to work more efficiently and increase access for students to utilize the space to complete assignments or create curriculum experiences for children while engaging in practicum and other coursework requirements.

(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 was a discipline-specific or interdisciplinary (for instruction only)?*
 - *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 learned from it?*
 - *What changed?*

SLOs/SAOs	Assessment Results	Program Improvements Implemented
<p>1. Families will have access to resources to extend their child’s learning at home.</p>	<p>96% families reported the program does promote their child’s learning and development, but were unsure of how to extend learning at home.</p>	<p>A database of learning at home resources/activities was developed in Spring 2020 in order to provide continuity of services during the initial shut down in March 2020.</p> <p>In 20-21 AY, the program provided distance learning to families through individual zooms, group zooms, sending home packets of learning materials, and partnering with the San Mateo County Office of Education to disperse high quality learning materials for children. Family conferences were conducted formally twice a year to discuss development, learning, and how to support children and families during this challenging time.</p> <p>In addition, while the program was closed to in-person services, monthly Community Meetings were planned to provide a space for children, families, and students to stay connected and engage in virtual learning experiences through stories, games, songs, and family check-ins. Students/families were encouraged to share stories and songs in home language.</p>

2021-22 Program Review

<p>2. Families will know where to access campus/community support services.</p>	<p>98% of families reported knowing where to find services in the community.</p>	<p>Upon enrollment, all families are given community resources and a booklet on developmental milestones. An insulated grocery bag from Sparkpoint and informational flyers for campus resources are given to any family who expressed interest or need in additional support/resources.</p>
<p>3. Families will develop a sense of community through participation in program-wide events/workshops/meetings.</p>	<p>83% of families reported they were very satisfied with interaction with other parents, and 87% of families reported they were very satisfied with parent involvement.</p> <p>Pre-COVID, Center-wide family engagement events averaged a 98% participation rate from all families.</p>	<p>In past years, the Annual Desired Results Parent Survey results reported families wanted more opportunities to engage with one another in meaningful ways. This resulted in a greater increase in offerings around family engagement for families. In addition to an already robust family engagement program a collaboration with community organization Star Vista and the CSM Personal Counseling Department provided opportunities for the program to offer 6 parent workshops annually, a weekly community of support parent group, and referrals for additional individual mental health services as needed. This has been especially important as we have shifted our focus on holistic wellness, esp. mental wellness.</p>

(d) 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, etc.).

The ongoing COVID-19 pandemic has greatly impacted the normal operations of the Child Development Center. The CDC was closed for all in-person services from mid-March 2020 until reopening in August 2021. This impacted the number of students served and services offered.

From March 2020 through the 2020 Spring semester staff created a database of learning-at-home activities for families focusing on all the domains of learning as outlined by the CA Preschool Learning Foundations. A “Closure Connections” newsletter was developed and sent out weekly featuring staff, children, families, and students sharing how they were coping and what they were doing at home while the shelter-in-place order was in effect. In addition, family engagement opportunities such as “The One I Love Day” breakfast, Week of the Young Child celebrations, and parent workshops continued to be offered in a virtual format. The annual “Crossing the Bridge” graduation celebration was held virtually to honor those children and families who were moving onto Kindergarten.

2021-22 Program Review

In AY 20-21 distance learning was provided for state-funded families as a requirement from the CA Department of Education and virtual monthly Community Meetings were held to maintain connections with all eligible returning families. Monthly packets were sent home to families with books, activities, and developmental information. The San Mateo County Office of Education received a grant that provided a large supply of high-quality learning materials to support children and families with learning at home. Books in families' home languages were distributed from the Raising a Reader program in collaboration with the San Mateo Public Libraries. Referrals for additional support and intervention services were made as needed. Students reported struggling with the loss of community while the CDC was closed. The CDC continued collaborating with Star Vista and CSM EOPS/CARE/CalWORKs to support student-parents through monthly parent workshops and a Spring student conference focusing on self-care. Connections with community organizations were established to provide student-parents with resources and supplies including a county-wide diaper drive and holiday donations from CSM staff/faculty to provide e-gift packages for our student-parents. In total 20 of our most in need student-parent families were able to receive e-gift packages from the holiday donations collected.

In AY 21-22 the CDC's curriculum focus will be on health and safety with an emphasis on holistic wellness. Classroom learning environments have been redesigned to include a Wellness Center both indoors and outdoors. Wellness Center elements include intentional beautiful spaces designed to promote reflection, breathing, and focusing on the five senses. The goal is to offer a special inviting space for children and families, and to model to observation and practicum students the value of offering a space for wellness and the importance of continuing to practice self-care for everyone as we move through this pandemic recovery process.

4. Planning

a) 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 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.

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*

2021-22 Program Review

- *Collaborations*
- *Training*
- *Resources*

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Offer parenting workshop series in a hybrid format.	Coordinate with facilitators to provide an in-person/online option for participation.	Track the number of participants at each workshop.	Fall 2021	CDC coordinator	Use of smart classroom w/ smart tv, or other technology to provide hybrid meeting. Facilities support to provide furniture for outdoor in-person meetings.
2. Collaborate with programs/departments District-wide to build out the lab school component of the Child Development Center by supporting students in different disciplines, esp. students enrolling in the newly developed ECAP (Early Childhood Apprenticeship – Spring 2022 soft launch).	Outreach to campus departments. Place students in ECAP (Early Childhood Apprenticeship) into classrooms. Serve as an apprenticeship work site and placement site for course requirements.	Track number of students who utilize CDC to meet coursework requirements. Provide practicum experience and mentoring for early childhood educators participating in the apprenticeship.	Fall 2022	CDC Coordinator in collaboration with Skyline and Canada's Early Childhood Education faculty.	Coordination and possible funding to provide seminars and weekly meetings with Master Teachers.
3. Create community spaces for workshops, collaborative projects, and meetings.	Designate and design outdoor/indoor community spaces.	Track how often the space is used and for what purpose. Survey what would best meet the needs of students.	Fall 2022	CDC Coordinator	May need additional funding to purchase furniture/equipment.
4. Increase visibility of student-parent population on campus and provide increased access to resources/support.	Create Canvas shell, develop a community of support for student-parents.	Track the number of student-parents who use the Canvas shell and utilize the information provided.	Late Fall 2021	CDC & EOPS/CARE/CalWORKS Coordinators	Support from a student assistant 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:
 - a. [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
 - b. [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?*
- e) *Only for 2021-22 Program Review, please review the TOP codes, SOC codes, SAM codes, and CIP codes for your courses to ensure that they are aligned, and provide any updates below.*