2019-20 Child Development Laboratory Center Annual Program Plan

I.A. **Program Profile: Purpose**
Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The Skyline College Child Development Laboratory Center is a laboratory program that provides a comprehensive child care and early education program for students, staff, and faculty of Skyline College and community members. The Skyline College CDLC serves three interrelated purposes: provide quality child care and developmentally appropriate learning experiences for children that support school readiness, promote access to higher education by providing a service to student-families so that they can pursue their educational and vocational goals, and provide opportunities for Early Childhood Education students to study children in a naturalistic setting to further their learning and knowledge of child development and working with young children.

Enrollment preference is afforded to low-income student-parents who meet the eligibility criteria set by the California Department of Education's, Child Development Division. Many student- families who enroll in the program qualify as low-income and are enrolled in basic skills, career and technical education and ESL courses. The program serves a community of students diverse in race, ethnicity, socioeconomic status, culture, family composition, age, ability and religion. The majority of the students served face the challenge of balancing college and work with child-rearing responsibilities. Student-families who do not qualify for subsidized child care, as well as SMCCD District staff and faculty and community members, may also enroll and pay a fee-for-service as space is available.

In addition to offering an exemplary early care and education program as a valuable educational program and student service, the Child Development Laboratory Center provides significant workforce training for Early Childhood Education students from Skyline, Canada, and SF State University and contributes to student instruction by providing a practicum and laboratory experience for students from a variety of academic disciplines across the San Mateo Community College District. Students from Early Childhood Education, Psychology, Respiratory Therapy, Language Arts, Athletics, and other departments participate in the program in order to fulfill college course requirements and improve student's readiness for employment.

I.B. **Program Planning Team**

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

The agency conducts annual self-evaluations in addition to PSLO assessments and reviews. Feedback is solicited from the faculty coordinator (Program Director) at Skyline College, the faculty coordinator (Site Supervisor) at CSM, program staff, families, community members, industry managers/supervisors, Early Childhood Education (ECE) students, ECE faculty, consultants from the Early Learning Support Services/Curriculum and Instruction Services of San Mateo County Office of Education, consultants from the Early Education Support Division (EESD) from the California Department of Education, Community Care Licensing staff, and program quality assessment staff as requested or assigned.

Tina Watts - Skyline CDLC Faculty Coordinator

Maggie Barrientos - CSM CDC Faculty Coordinator

Kate Browne, Nicole Porter, & Kristina Brower - ECE Department Faculty & Staff

Michelle Amaral, Nataliya Gamburg, Alexa Moore, & Adrienne Villegas - CDC Staff

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities
Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative
Findings from the 16-17 Comprehensive Program Review shows the CDLC continues to provide comprehensive, quality learning experiences for children, where parents report high levels of satisfaction with many program services and characteristics. The program provides child care as an integral student service for parents to attend school and as a support to pursue or maintain employment. ECE students participating in the program gain valuable work experience, which enhances their academic instruction and prepares them to successfully enter the workforce.

Moving forward, all SLOs will be revised to better capture intended student learning outcomes in the areas of children's development, parent participation, and pre-service teacher skills for ECE students.

The fiscal and organizational stability of the program continues to be a primary focus. Institutionalized staffing in the form of Associate Teachers and an Office Assistant are recommended to enhance program services and improve all SLOs. The CDLC will explore the expansion of paid work experiences for students by including an 'apprenticeship' for AS-T candidates completing general education requirements.

Suggestions are included for PRIE data collection to better identify and justify child care as a student service and academic support at Skyline College.

II.B. **Analysis: Program Environment**
Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative
The county's Quality Rating Improvement System initiative is aimed at supporting and improving the quality of early learning and care programs. The CDLC participates in this initiative and receives a Program Quality grant from the San Mateo County Office of Education. The program receives quality assessments and reviews conducted by external assessors using the Environmental Rating Scale and the Classroom Assessment Scoring System to measure program quality and guide planning and improvement efforts. Funding is used to support professional development activities, technical assistance, coaching, and specific classroom goals identified on the Quality Improvement Plan developed in collaboration with assigned program coaches. The CDLC is currently rated at a 4 on a scale of 1-5, with 5 being the highest quality program for children and parents. These industry measures ensure quality programming for children and parents is maintained.

In order to comply with Title 5 requirements, staff complete developmental assessments on each child. Staff analyze data and develop and implement curriculum, train student staff, supervise student volunteers, conduct parent conferences and seminars, offer a food services program and maintain required records. The program serves children daily from 7:30-5:00 PM and maintains mandated staff/child ratios at all times. As a result, it is extremely challenging to provide staff with morning/afternoon breaks and lunch periods, in addition to the planning, meeting, and reflection time necessary to successfully complete job requirements within their scheduled work hours. The program relies on student staff to meet staff/child during these times and as a result, program efficiency is compromised as student lives and schedules can be unpredictable. The consequences to the program if found non-compliant with funding mandates are serious.

Parents seeking child care services regularly tour the facility, meet with staff, determine eligibility and apply for program services. Students observing for classes or seeking internship, volunteer, or practicum placements, contact the program for information and complete initial paperwork. Once a child's enrollment or a student's placement is secured, the coordinator and staff provide orientations and complete a variety of required paperwork. The process mandated for parent eligibility for subsidized child care services is administratively cumbersome. Yearly changes in the funding terms and conditions of contracts, new regulations and ambiguity around interpretation of regulations, continue to present challenges to effective administration of the program. While forging positive relationships with State consultants and networking to stay abreast of federal and state compliance/regulatory

developments are important parts of a quality campus child care service, vital components of the program such as parent engagement and staff development, cannot be fully implemented. Therefore, student-parent learning is not adequately addressed and the training needs of staff, at varying stages in their professional development, are only partially met.

Regardless of how many classrooms are in operation, this staffing structure will maintain mandated ratios during breaks and lunches for each classroom and the "floater" positions buffer the effect of the erratic scheduling needs of student assistants. This structure also supports the model laboratory center intended for college and community use, provides consistency to children and parents in the program, allows for the time needed for staff to successfully complete their job requirements during scheduled hours, and supports career and technical training for ECE students taking classes.

As a categorically funded program, income from parent use, particularly student-parent use, varies greatly from semester to semester because student-parent use is based on student-parent stability. Transportation, the high cost of living, school schedules, work obligations, and family and relationship commitments are all variables in each parent's life. Access to childcare helps to stabilize some of these variables, but inevitably when change occurs, it is often reflected in the use of child care services. Federal and State funding is not sufficient to meet program costs and as a result, additional revenue resources are regularly sought through supplementation, grant-writing, fundraising, private donations and community partnerships. A need exists to hire an Office Assistant to manage office operations, provide information to parents seeking child care services or students requesting practicum/volunteer placements, collect on-going data to meet funding terms and conditions of contracts, and assist in completion of required reports. As previously mentioned in parent feedback, there is a strong preference for additional safety measures in the form of an Office Assistant who would monitor phones, doors, and other traffic into and through the program.

Associated Objectives
830-Faculty Coordinator Support

831-Storage Sheds for New Playgrounds

1168-Faculty Coordinator Support

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

The CDLC is in the unique position of identifying "students" in a variety of categories – children, parents, and ECE students. The four student learning outcomes (SLOs) determined to assess each of these "student" categories were originally selected in part as place holders during the accreditation visit, and also because they are mandates of the comprehensive annual Program Self-Evaluation (PSE) required by state-funded contractors through the California Department of Education (CDE), and to partner experiential learning to academic progress and workforce readiness for ECE students. After careful review and analysis of the SLOs it is clear that although the assessment tools used are appropriate when administered consistently, as written the SLOs and outcomes do not capture actual student learning and are inadequate to measure outcomes within the scope of the program. In all cases the SLOs for the CDLC must be revised. The revised SLOs will be discussed in Section 6. Action Plan. The following is a table of the current SLOs and trends, followed by a brief description of the methods and analysis of outcomes for the past assessment cycle:

SLOs	Trends	Modifications	Results	Recommendations
Desired Result Developmental Profile	Children's developmental progress is ongoing, however not at the rate indicated in outcomes	N/A	Not Met	Revise SLO and outcome for children
Desired Results Parent Survey	High levels of satisfaction with the program; assessment method does not measure participation	Administered only as a survey, not as a pre-/post-test	Met	Revise SLO and outcome for parents
Environment Rating Scale	High-quality rating in several subscales; outcomes are skewed by one or two subscales	One rating scale per academic year	Not Met	Integrate assessment method into SLO for students; revise outcome for students

Child Development Permits	Students receive permits at reduced rates due to costs and focus on higher level permits	N/A	Not Met	Revise SLO and outcome for students

Desired Results Developmental Profile (DRDP) – Children

The DRDP is an observation-based assessment that identifies developmental progress in several learning domains – Approaches to Learning/Self-Regulation, Social-Emotional Development, Language and Literacy including English Language Development, Cognitive Development, Physical Development and Health, History and Social Sciences, and Visual and Performing Arts. Children are assessed within the first 60 days of enrollment and every six months thereafter. Assessment data is the driving force behind the curriculum planning process in the children's classrooms and ensures that any concerns or delays in development are identified early and information about available resources are provided to parents. This is a required component of the annual program self-evaluation process.

The assessment cycle data reveals that children made progress in each of the developmental domains, however the group median advanced a level in only 27% of the domains (I/T – Language and Literacy; PS – Language Development, Science, and Physical Development). Although children did not progress a full level, they did advance a significant amount, in some areas more than 30% for the group median within six months. In all domains, children demonstrated progress in their development. This is the outcome intended for all children. Intentional curriculum implementation is intended to enhance and optimize development, however equating development with "achievement" should be avoided. Children will progress and regress at several stages in their development and the intention of the SLO should be as an indicator of overall progress within the year. Factors that could affect the group median include developmental delays, timing of enrollment within the academic year, frequency of attendance, and attendance.

Program Services – Parents

The Desired Results Parent Survey provides feedback by parent-users about the services and characteristics offered by the program in the following areas – overall program satisfaction, provision of information about community resources, child development information, parent need for services, satisfaction of program characteristics, and opportunities to provide additional suggestions. This is a required component of the annual program self-evaluation process.

Data shows that parents have a high level of satisfaction with the program with over 80% of parents "Very Satisfied" with the overall quality of the program. There is a positive trend in information received by parents including information

about their child's development, daily activities, staff qualifications, and knowledge of parent involvement opportunities. Parents are less satisfied with information about parenting skills, how to find other services in the community and where to report health or safety concerns and complaints. The program has made a concerted effort to provide college, community, and parent bulletin boards and pamphlet displays that include this information as well as to ensure that licensing and regulatory agency reporting information is included in both enrollment and parent orientation meetings. Parenting skills and resources are offered in parenting seminars and as part of teacher-parent conferences, especially in cases where development or health concerns are indicated. Parent interaction and participation remains an area of focus for programming, particularly coordinating the varying schedules and needs of working parents and students. Parents also reported safety concerns with front office staffing. Several parents comment, "Need a front desk person; needed for questions and safety of people coming in and out; the only thing is I would like to have a front office person so when I call, they will pick up." This remains a challenge as the Coordinator is often engaged in college and community obligations off-campus or away from the program. The program has safety measures in place in the form of cameras and security locks, however parents feel that their children would be safer with a regular staff member in place. With regards to program characteristics, parents are happy with the location, hours, and services provided for children. In addition to satisfaction, the Parent Survey measures why parents utilize the program:

Question 5 - Has your child's enrollment in this program made it easier for you to:	FY 13-16
Accept a job	41%
Keep a job	61%
Accept a better job	35%
Attend education and/or training programs	84%

Environmental Rating Scale (ERS) – Program

The Environmental Rating Scale is an observation-based rating scale designed to assess indicators of process quality in group programs including – Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, and Parents and Staff. This assessment tool ensures that children, parents, and students are participating in an optimal program. This is a required component of the annual program self-evaluation process.

FY 12-13 and 14-16 data provide an overall program process quality score showing the program averaged a score of 5.73 on a scale of 1-7. This exceeds the State recommended minimum of 5. The program excels in areas related to Program Structure and Parents and Staff, consistently scoring over 5 in each category. The program struggles in areas related to Space and Furnishings and

Personal Care Routines scoring at or under 4 in most years of assessment. Space for Gross Motor Play and Health Practices are consistently the two indicators that score the lowest. Indoor classroom arrangement limits the amount of space that can be assigned to gross motor play. Staffing plans and daily schedule arrangements supply additional gross motor opportunities in other areas of the building, however this still does not meet all the subscale criteria to consistently score above a 5. Handwashing is also significant part in low scoring subscales. Indicators such as time spent handwashing, frequency of hand washing and sink use affect this subscale. The use of one shared sink greatly affects this subscale, where teachers must disinfect between toileting and meal use. Also the rating scale requires children to scrub hands with soap out of the water for 20 seconds and to rinse under the water for 10 seconds. While this is attainable for some children, it is not for others. Staff highly encourage and model this handwashing procedure, however children are not required to wash hands in this manner. The outcome criteria for this SLO should be revised to include low scoring subscales as part of the overall score.

Early Childhood Education Workforce Training – Student Assistants

Child Development Permits, administered by the California Commission on Teacher Credentialing, are issued based on education and experience levels and used to determine teaching and supervision responsibilities of staff in early care and development programs. Through employment, student assistants accumulate hours of experience that, in conjunction with their ECE units, can be applied toward the varying levels of the Child Development Permit Matrix. Permits are required for entry level teachers in state-funded early care and education programs.

The data shows that students are applying for and receiving permits at the Associate Teacher level, rather than the Assistant level as a cost savings during the application process and because Associate Teacher permits require additional academic units and experience hours. This means that students may take longer to apply for their permit because they must complete coursework prior to application. Students are waiting longer to apply for a higher level permit, therefore the success criterion may be too high to be achievable in any given year. Also, changes in the ECE workforce has all but rendered the Assistant level permit useless, therefore more students are waiting and applying for the higher level Associate Teacher permit.

Associated Objectives
830-Faculty Coordinator Support

831-Storage Sheds for New Playgrounds

1168-Faculty Coordinator Support

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

Over the last three years, the CDLC has served an average of 42 children per academic year: 75% students, 13% employees of the district, and 12% community members. Of those parents served, 66% receive subsidized child care services through the CDE, 21% are fee-for-service parents, and 13% are CalWORKs parents or have another agency pay for their child care services. 66% of our parents qualify in the "free" eligibility category for federal meal reimbursement, which is aligned with federal poverty guidelines.

The program holds both infant and preschool licenses through the Department of Social Services and has the facility capacity to operate five classrooms and serve children from birth up to entry into kindergarten. Over the last three years, the program has fluctuated between two and five classrooms and has served children ages 6 months up to entry into kindergarten. Organizational structure, budget constraints, and the availability of qualified staff directly impact the number of classrooms offered and ages of children served. The program is currently operating two classrooms, serving children ages two up to entry into kindergarten with 32 FTE child care openings available. During this year, the program had received over 300 phone calls regarding childcare and over 4,500 visits to the CDLC website with a majority of those visits to the "How to Apply" page. The following chart shows the number of children on the Eligibility/Waitlist in each age category:

Age Category	# of Eligibility/Waitlist Cards
< one year old	24
1-year olds	37
2-year olds	51
3-year olds	38
4-year olds	66
FY 15-16 Total on Eligibility/Waitlist	216

Parent Surveys are distributed to all families with a high return rate. There are high levels of satisfaction with 79% of parents "Very Satisfied" and 20% "Satisfied" with the program overall. 98% of parents reported their child was safe in the program and 99% reported their child was happy in the program. When prompted to follow up with comments regarding safety concerns parents said, "*In the program, front door monitoring is important; this one concern – having an employee monitor the front door; safety measures that will help with who is entering the building*". 98% reported receiving information about how their child is growing and developing, 96% reported knowing what they can do to help their

child learn, and 97% reported knowing how to get involved in the program. Only 46% of parents are "Very Satisfied" with opportunities to interact with other parents and only 53% of parents are "Very Satisfied" with parent involvement. Parent involvement satisfaction is at odds with parents who reported knowing how to get involved in the program. This could be a reflection of several factors such as the timing of opportunities, parent interest in topics offered, age-appropriate options offered, and access to childcare for ages not served at the CDLC. This is one area in which the CDLC should explore further with the Parent Advisory Committee and staff to better determine options that increase parent satisfaction with parent involvement.

In addition, the CDLC provided students from a variety of instructional departments in the district with field experience and practicum hours to fulfill their course requirements. Field experience and practicum placements provide access to culturally, linguistically and economically diverse populations of children and parents, including children with special needs, for Skyline, Canada, and San Francisco State University students. Students have opportunities to put theory into practice through completion of general education and career technical education requirements. FTES is generated by serving as a teaching/learning environment for student hours by arrangement and supplemental hours of instruction. Over the last three years, the CDLC has provided the following supervised field experience/practicum hours:

Student Category	# of hours at the CDLC
Observers (ECE & Psychology)	982
Cooperative Education	N/A
Volunteers	N/A
Interns	1000
Practicum	2,208

In addition to these hours, sessions of practical applications with Respiratory Therapy, Interior Design, and the Music departments were provided. Students from Cooperative Education, the Career Advancement Academy, the ASSC, and high school students volunteer on a regular basis to fulfill course requirements or engage in required community service. In partnership with the ECE department, through funding from the Heising-Simons Foundation, this year the CDLC provided paid internships for students enrolled in an ECE learning cohort and engaged in 75 hours of work experience per semester.

In addition to addressing the organizational structure of staffing, the efficacy of the program could be increased with data collected through various systems including support from PRIE:

- Student-parents at Skyline College,

- Need for child care for student-parents – ages, hours, etc.,

- Retention rates of CDLC student-parents compared to non-CDLC student-parents or non-parents,

- Transfer rates of CDLC student-parents compared to non-CDLC student-parents or non-parents,

- Certification rates of CDLC student-parents compared to non-CDLC student-parents or non-parents,

- Graduation rates of CDLC student-parents compared to non-CDLC student-parents or non-parents,

- Time needed to graduate for CDLC student-parents compared to non-CDLC student-parents or non-parents,

- Employment rates of CDLC student-parents compared to non-CDLC student-parents or non-parents,

- Employment rates of ECE students participating at the CDLC compared to other ECE students,

- Tracking software/systems for CDLC use - volunteers, student observations, Cooperative Education students, interns, practicum students, and other departments,

- Tracking software/systems for CDLC Waitlist – students, employees, community members; ages of children; length of time on list; inquiries about program (in-person, by phone, or email), etc.

Associated Objectives

830-Faculty Coordinator Support

832-Revise Student SLO

831-Storage Sheds for New Playgrounds

1168-Faculty Coordinator Support

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

CDLC SLOs were linked to the college's institutional learning outcomes and assessed on a regular basis. The revised SLOs will need to be reviewed for alignment with ISLOs.

IV.A. **Strategy for Program Enhancement: Continuation/Modification**

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

The CDLC action plan in the upcoming assessment cycle is to utilize the revised SLOs, to continue to advocate for an institutionalized organizational structure with appropriate staffing for a laboratory center using streamlined data relevant to the function and operation of the program, and to strengthen and expand training and experience opportunities for ECE students.

Based on the data collected during the last assessment cycle, it is imperative that the SLOs and success criteria for the CDLC be revised to better capture the learning outcomes intended for each of the 'students' served. Suggestions for the revised SLOS are as follows:

Student Learning Outcome	Method Category	Assessment Method	Success Criteria
Children will demonstrate typical development and progression of skills	Other; documentation-based assessment	Ages and Stages Questionnaires (ASQ)	By the end of the second semester of each academic year, 75% of the children currently enrolled will have had the ASQ developmental screening administered
	Other; documentation-based assessment	Desired Results Developmental Profile (DRDP)	By the end of the second semester of each academic year, children currently enrolled will progress by a 25% median increase in at least 75% of the developmental domains in both the Infant/Toddler and Preschool DRDP assessments
Parents will take part in their child's early learning and school experience	Survey	Desired Results Parent Survey	By the end of the second semester of each academic year, 75% of all parents currently enrolled will be "Very Satisfied" with the overall quality of the program
	Survey	Parent Participation Survey	By the end of the second semester of each academic year, 75% of all parents currently enrolled will have participated in at least two Parent Engagement activities per semester

Students will demonstrate beginning teaching skills to enter the ECE workforce	Other; rating scale	Environmental Rating Scale	By the end of the second semester of each academic year, 75% of all classrooms assessed will receive an overall program score of at least "5"
	Internship/Work Experience	Permit issued through the California Commission on Teacher Credentialing	By the end of the second semester of each academic year, 50% of currently employed student assistants will have applied for an Associate Teacher Child Development Permit

As a function of the SLO revision, the Coordinator will develop a Parent Participation Survey to assess satisfaction and participation with parent engagement activities and create a system to identify and document successful strategies and SLO data. The time line for this action plan during the spring and fall semesters FY 17-18, with a goal of having a strong delivery and assessment system in place by FY 18-19.

The second action plan is to create an organizational structure that provides optimal program services for the college with realistic and attainable budget guidelines for the program. An institutionalized organizational structure allows the program to fine tune delivery modes for all parents, increase the number of FTES for children, and increase the efficacy of program services. Fine tuning existing data and identifying potential data generated through PRIE would assist in determining the true cost of child care services to the college as a student support and a function of equity and open access. Data collected regarding the number and need of student-parents, retention, transfer, certificate, and graduation rates, time for completion of programs, and employment rates would be helpful in accurately assess the need within the college and ways to increase efficacy in the program. Advocacy will be ongoing with the department and administration as needed. Tracking systems and/or software designed to streamline data collection is also desired. This is an on-going action item with a goal to have a stable, institutionalized organizational structure in place by FY 19-20.

The final action plan is to provide ECE students with robust learning and practical experiences to successfully enter the workforce. Expansion and implementation of a strong career ladder would support both pre-service and in-service teachers who have the opportunity to volunteer or work part-time or full time at the CDLC. The 'apprenticeship' seeks to extend work experience for AS-T candidates completing general education courses for transfer and wishing to apply for higher level teaching permits.

Associated Objectives
830-Faculty Coordinator Support

1168-Faculty Coordinator Support

IV.B. **Strategy for Program Enhancement: Action Plan and Resource Requests**

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Associated Objectives

830-Faculty Coordinator Support

832-Revise Student SLO

831-Storage Sheds for New Playgrounds

1168-Faculty Coordinator Support

Enhanced Budget with Objectives and Task Detail

Child Development Laboratory Center Enhanced Budget with Objectives and Task Detail