Skyline College
Child Development Laboratory Center
Program Review
Executive

Program Mission and Goals

The Skyline College Child Development Laboratory Center (CDLC) 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-parents so that they can pursue their educational and vocational goals,
- 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.

Three Strengths of the Program

First Strength: **Program Services and Characteristics**
The CDLC consistently receives high marks in quality indicators used in the field of Early Childhood Education. Using the Environmental Rating Scale, a nationally renowned process quality assessment tool, the program has a three-year average overall score of 5.73 on a rating scale of 1-7. In a county-wide Quality Rating Improvement System, the CDLC is rated a 4 on a scale of 1-5. Parents report high levels of satisfaction with overall program quality and information received about how their child is growing and developing social and academic skills.

Second Strength: **Student-Parent Support and Open Access**
The CDLC provides student-parents with a high-quality, conveniently located child care program which supports them to attend school and seek or maintain employment. 81% of parents are participating in educational or vocational training programs within the district. These parents face the challenge of striking a balance between their educational aspirations and child rearing and parenting responsibilities. By providing a much needed resource in the form of child care, and implementing integrated and systemic parent engagement, the program fosters a sense of belonging and trust which leads to higher retention rates and greater levels of academic success.

Third Strength: **Pre-Service Teacher Training for ECE Students**
The CDLC provides students with individualized, responsive laboratory and practicum opportunities with experienced and educated mentors. The program offers both volunteer and paid experiences for ECE students to fulfill course requirements, improve their readiness for employment, and provide employment opportunities for novice teachers. The career ladder provided within the organizational structure of the CDLC supports and enhances the academic preparation provided by the ECE department and other disciplines.

Three Suggestions for Improvement

First Suggestion: **SLO Revisions**
Analysis of this past assessment cycle pinpoints the inadequacies of how the current SLOs are written. It is imperative that the SLOs for the CDLC be revised to better capture the learning outcomes intended for each of the 'students' served and to highlight the attributes and short-comings of the program to improve services and identify resources as needed.

Second Suggestion: **Organizational Structure**
The fiscal and organizational stability of the program remains a focus. The categorical funding received through subsidized child care services for low-income student-parents is inadequate to operate a model laboratory center at a community college. CalWORKs and fee-for-service earnings, which are paid at a higher rate, help to mitigate this shortfall, but do not solve the problem. Institutionalized funding that supports appropriate staffing for a model laboratory center would allow the program to increase the number of children and student-parents served, allow faculty and staff to focus on program services and student learning outcomes, and increase career and technical training opportunities for ECE students.

Third Suggestion: **Career and Technical Education Expansion**
The CDLC will explore the expansion of paid work experiences for students including the addition of an 'apprenticeship' for ECE students completing general education requirements as part of the AS-T. The 'apprenticeship' position aligns with increased services for children and parents, opportunities to increase contract earnings, and full-time work experience for students seeking higher levels of education and training in Early Childhood Education.

Short Summary of Findings

Findings from this year's 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.

Faculty Signatures

Tina Watts -
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Division Dean: _Christine Roumbanis_ -
Type in name & Sign

Date Submitted: _03/31/2017_

Program Title: Child Development Laboratory Center

Date Submitted: 03/31/2017

1. **Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)
   List Names and Positions:
   Tina Watts – Child Care Services Coordinator
   Michelle Amaral – CDC Aide III (Master Teacher)

2. **Contact Person** (include e-mail and telephone):
   Tina Watts; wattst@smccd.edu; 650-738-7071

3. **Program Information**

   3A. Program Personnel
   Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

   FT Faculty: 1   **PT/OL Faculty (FTE): 0**

   FT Classified: 5   **PT Classified (FTE): 0**

   Volunteers: 32   **Student Workers: 6**

   3B. Program Mission and Goals
   State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Discuss how this program coordinates, impacts and interacts with other programs in the College. Explain how this program meets the needs of our diverse community. (200 word limit recommended)

The Child Development Laboratory Center (CDLC) provides a model early care and education program for approximately 50 children ages 1-5 years old, whose parents are students, district employees, or community members. Enrollment preference is given to student-parents who meet the eligibility criteria set by the California Department of Education (CDE). Other parents pay a fee for services. Many student-parents participating qualify as low-income and are enrolled in basic skills, career and technical education, and ESL courses.

Parents and children, diverse in race, ethnicity, culture, language, socioeconomic status, national origin, sexual orientation, family composition, age, gender, ability, and religion, utilize services. Most student-parents face the challenge of balancing college and work along with child rearing and parenting responsibilities. Family input is encouraged in the program at many levels. Family engagement creates shared learning experiences, recognized as integral to building relationships, which promotes higher retention rates and academic success.

Early Childhood Education (ECE) students receive workforce training and practicum experiences which enhance academic instruction. Students from Psychology, Respiratory Therapy, Middle College and other departments participate in the program to fulfill course requirements and improve their readiness for employment. This is essential to promoting academic excellence and achievement of educational and career goals.

4. Summary of Student Learning Outcomes and Program Data

> **4A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.**
> Submit the TracDat PSLO report with the completed comprehensive program review report.
> Tool: https://sanmateo.tracdat.com/tracdat/

Respond to the following:

- Review the PSLO report and note any trends over the last five years

  - Instruction: Highlight the major areas on the course and program level in which students are doing well and those in need of improvement.

  - Student Services: Highlight the major areas in which students are doing well and those in need of improvement, including on the course level when applicable.

  - Career Technical Education: Note any trends in the last three years compared to the preceding three years or further.

- Identify changes that have occurred in your program as a result of annual SLO assessment.

- Explain any modifications to the program's SLO assessment process or schedule.

- Note that the PSLOs on TracDat match the ones listed on the departmental/ service area website and in the College Catalog.

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.

4B. Summarize courses/services in the program that map to institutional student learning outcomes and discuss the results of the assessment and analysis.

Respond to the following:
- Explain what the course level assessment results reveal about student fulfillment of ISLOs.
- If the department participated in campus wide assessment, explain what insights were obtained.

CDLC SLOs are linked to the college's institutional learning outcomes and assessed on a regular basis. Although it is recommended that the SLOs be revised for the upcoming assessment cycle, assessment measures used are still relevant to the ISLOs.

The Desired Results Developmental Profile supports Effective Communication – Group Social Skills as it relates to children growing and developing in a group care setting. Program and curriculum planning is oriented towards positive interactions and relationship building for all children, which includes effective communication skills, understanding another's perspective and using shared resources. The current assessment tool directly assesses children's development and learning in domains encompassing these outcomes.

The Parent Survey supports Citizenship – Active Citizenship as parents learn to be active in communication and advocacy for self and family, access and utilize resources and be an active participant in their child's education and learning at home.

The Environment Rating Scale supports Citizenship – Critical Thinking – Logical Thinking in that students participate in experiential learning where they assist in the planning and implementation of learning environments and activities for children that draw upon their academic instruction, yet are individualized to the specific needs of the children's learning and development. The environment and activities are then rated with regards to best practices and the program is given direct feedback on the desired outcome of the learning environment.

Workforce Training supports Lifelong Wellness – Lifelong Learning as students gain work experience and skills related to group child care, their understanding of the industry as a career choice develops their attitudes and perspectives on their needs as an employee and if the field of ECE is a good fit for interests and career needs.

4C. Summarize results of student data packets from the Office of Planning, Research and Institutional Effectiveness (PRIE), and where appropriate, any other relevant data.
   Tool: http://www.skylinecollege.edu/prie/programdata.php

Respond to the following:

- Review 5-year data to describe trends in student success, retention, demographics.

- Were any student populations disproportionately impacted or underperforming?

- Analyze trends and discuss plans to address significant findings.

- Analyze trends in student success with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education

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The CDLC does not currently have any data generated from the PRIE.

4D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTES, FTE and LOAD. Spring semester data may also be submitted as needed. For programs without curriculum offerings, and those with curriculum offerings and services, please provide information on the efficiency of services. Assess the efficiency of the program. (Program efficiency information can be obtained from PRIE).

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.

4E. Career Technical Education Program Required Information and Data (CTE Programs only)

Tools: Major Employers in San Mateo County:
http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081

Staffing Patterns in Local Industries and Occupations:
http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp

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Respond to the following:

- Review the program's Gainful Employment Disclosure Data. Identify any areas of concern.

- Discuss the role of the Advisory Committee and provide minutes of the most recent Advisory Committee meeting.

- Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the program.

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.

The CDLC has been working with college administrators to identify a fiscally responsible staffing structure that meets the needs of the program, parents and best practice standards for the field. Data from the San Mateo County Child Care and Early Learning Needs Assessment (2009-2010) shows the greatest need for child care services are in the 'infant' category for children ages birth up to 3 years of age. With these two factors in mind, it is recommended that the program operate at least four classrooms, including an infant classroom with a staffing structure as follows:

Characteristics	Infant Room	Toddler Room	Preschool Room	Pre-K Room
Mandated Staff/Child Ratio	1 teacher to 3 infants	1 teacher to 4 toddlers	1 teacher to 8 children	1 teacher to 8 children
Recommended Group Size	6 FTE infants	8 FTE toddlers	16 FTE children	16 FTE children
CDC Aide III – Master Teacher	1 Master Teacher	1 Master Teacher	1 Master Teacher	1 Master Teacher
CDC Aide I – Associate Teacher	1 Associate Teacher	1 Associate Teacher	1 Associate Teacher	1 Associate Teacher
Student Assistant – Assistant/Associate	2 Student Assistant (AM and PM)	2 Student Assistant (AM and PM)	2 Student Assistant (AM and PM)	2 Student Assistant (AM and PM)
Student Assistant – Floater	2 Student Assistant (AM and PM)			2 Student Assistant (AM and PM)

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.

In addition to academic preparation, access to high-quality learning experiences for ECE students is integral to developing qualified, intentional, discerning teachers who enter the workforce ready to put into practice training received at Skyline College. The CDLC works collaboratively with the ECE

department to ensure that students are prepared to be engaged and successful in their chosen career path. In response to feedback from the Skyline/Canada Colleges Joint ECE Advisory Committee, the program would like to develop an 'apprenticeship' for students pursuing higher level teaching permits or completing general education requirements for the AS-T in ECE. The 'apprenticeship' would consist of full-time employment at the CDLC and concurrent enrollment at Skyline College. The employment category would need to be negotiated with Human Resources. The 'apprenticeship' would complete the highest level of the ECE career ladder offered for ECE students and send students to four-year institutions or directly into the work force with a high level of preparation. Implementation of this step in the career ladder also has potential to increase services provided to children and parents and utilize a larger more of

The staff and program also maintain relationships with key partners in campus/community agencies as a means of enhancing services offered. Successful collaboration with student services and instructional programs on campus such as EOPS, CalWORKs, Health Center, Psychological Services, Office of Student Life, International Students, Skyline and Canada's Early Childhood Education departments as well as partnerships developed with community agencies such as the SM County Office of Education, the SMC Partnership Council, The Big Lift Family Engagement Taskforce, SM Child Care Coordinating Council, the SMC Early Childhood Mentor Teacher Program, SMC Raising A Reader Program, SMC Consortium for Quality Programs, SMC Human Services Agency, Children's Council of San Francisco, and local elementary and high school districts serve to strengthen the overall program and improve student success.

5. Curricular Offerings

Tools: CurricUNET: http://www.curricunet.com/smcccd

5A. Program Curriculum and Courses. If your program does not offer curriculum please state "N/A".

> Respond to the following:
>
> - All courses, including prerequisites, must be reviewed and updated at a minimum of every six years. (Be sure to complete Appendix D: Course Outline and Prerequisite Checklist Table).
>
> - List courses that have been banked/deleted.
>
> - NOTE: Be sure to add any new courses to the department's three-year calendar of assessment and request that they be added to TracDat.
>
> - NOTE: If new courses were added since the last CPR, be sure that they've been mapped to ISLOs and PSLOs on TracDat, including relevant interdisciplinary degrees.

N/A

5B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state "N/A".

> Reflections:
>
> - Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates, degrees, and transfer.
>
> - Identify strengths of the curriculum.
>
> - Identify issues and possible solutions.
>
> - Discuss plans for future curricular development and/or program modification.

N/A

The CDLC is interested in pursuing a .5-1.0 unit (C/NC) Parent Enrichment course offered each semester that would be required for all parents utilizing the CDLC – students, employees, and community members. In addition to generating a small FTES for the college, the CDLC could more efficiently deliver parenting information and resources to better address and assess student learning outcomes in this area. The CDLC will work with the ECE department to prepare this course for department approval.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.
Tool: https://sanmateo.tracdat.com/tracdat/

Actions:

- Identify next steps to be taken and set a timeline.

- Identify questions that will serve as a focus of inquiry for the next Annual Program Plan and/or Program Review.

  - Determine the assessments; set the timeline for tabulating the data and analyzing results.

  - Describe what you expect to learn from the assessment efforts.

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.

7. Resource Identification

7A. Professional Development needs

> Actions:
> - List the professional development activities the faculty and staff participated in this year.
> - Explain how professional development activities in the past six years have improved student learning outcomes.
> - Describe professional development plans for next year.

The CDLC staff participated in a number of professional development activities throughout the last assessment cycle. As required by the college and various funders, staff engage in 21 hours of professional development annually and 105 hours of professional development within five years is required to maintain permits. Activities included Program for Infant/Toddler Caregivers Training of Trainers, Desired Results Developmental Profile training to enhance use of the system as a curriculum planning tool, a workshop series for creating linguistically and culturally responsive learning experiences for dual-language learners, and reflective supervision training. Staff also participated in specialized technology training tailored by the CTTL specifically for CDLC staff. The faculty coordinator attended mandated events provided by the State and the Child Care and Adult Food Program, as well as workshops offered through the CTTL related to instruction including Canvas and TracDat training, a rubrics workshop, and 'flipped' classrooms exploration. The faculty coordinator also serves on the selection committee for the county's Early Childhood Mentor Program and regularly participates in division, department, and advisory committee meetings.

Promoting academic excellence and supporting students to achieve their educational and career goals remains an integral component of the program's vision. Improving student learning and success continues to include parent engagement that is systemic and integrated, strength-based and collaborative. Learning about family structure, culture, language, beliefs and traditions, and ensuring those understandings are reflected in the program, creates a strong sense of community which is key to promoting student retention and success. Staff require access to meaningful training opportunities offered both on-site and in the community, tailored to meet individual needs and learning styles of staff. The diverse population and evolving community needs requires professional development opportunities that focus on communication, building community and individual relationships, and promote a shared atmosphere of respect.

Participation in the Quality Rating Improvement System will position the program to receive quality improvement resources for staff to pursue training and resources in the implementation of the Ages and Stages Questionnaire, a developmental screening tool. Staff would also benefit from specialized CTTL training geared toward record retention and documentation in digital formats.

7B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List your program's data requests from the Office of Planning, Research & Institutional Effectiveness.

- Explain how the requests will serve the Student/Program/Division/College needs.

The CDLC does not currently receive any data from PRIE, however the program would benefit from working with PRIE to determine systems to capture the following data:
- 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.

This data will allow the program to better identify fiscal and program resources to target populations.

7C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests
Complete the table on the following page:

Comprehensive Program Review: Resource Needs Summary Table

Program: Child Development Laboratory Center   Date: 03/31/2017

	Needs	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	Estimated cost for facilities and equipment
Personnel	1. Child Development Aide I (4) 2. Office Assistant II (1) 3. Apprentice (4)	These positions directly relate to the institutionalized organizational structure and stability of the program which affects all SLOs for the CDLC	It aligns directly with all SLOs and the individual action plans. Fiscal and organizational structure stability allows staff and faculty resources to be directly applied to implementing and increasing success in all SLOs	1. $ 29,330 for each CDC Aide I (10-month positions) 2. $ 45,504 for OA II (12-month position) 3. $23,100 each for Apprentice (175 days per year)
Equipment	1. 2. 3. 4.			
Facilities	1. 2. 3. 4.			

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program: Child Development Laboratory Center

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

College President

Comments:

_____
Signature

College Vice President(s)

Comments:

_____
Signature

Curriculum Committee

Comments:

_____
Signature

Appendix F
Skyline
College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:

1. Was the time frame for completion of Program Review adequate? If not, explain.
    Yes, the time allotted to complete the Program Review was sufficient. Reminders and updates were very helpful.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.
    Overall, the instrument is clear and understandable and fairly easy to use. It is geared specifically toward instruction, which makes it somewhat inconsistent for a student service program. It would make more sense if Faculty and Staff hiring, Instructional Equipment and Facilities Requests were coupled with a justification section for requests other than the Resource Needs Summary Table.

3. Were the questions relevant? If not, please explain and offer suggestions.
    The questions are relevant to the Program Review process.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.
    Yes, I found this process extremely valuable in identifying appropriate SLOs, methods, and outcome criteria. It helped me to focus on the services provided by the program and plan for ways to enhance and build capacity within the program.

5. Was the data you received from the Office of Planning, Research and Institutional Effectiveness complete and presented in a clear format? Would you like additional data?
    My program does not currently receive data from PRIE, but I anticipate working with PRIE to identify data useful to program implementation.

6. Please offer any comments that could improve and/or streamline Program Review.
    It would be helpful to have some length guidelines beyond those provided for the Program Mission and Goals section. There are many wonderful things that happen with in the program and of course I'd love to share them all. However, out of respect for the time of committee members and administration, it would help to have some general length guidelines so I can truly hone in on the key points I need to make during each Program Review.

Assessment: Assessment Unit Four Column

Child Development Laboratory Center Program Review

SKY SS - Child Development Center

PSLOs	Assessment Methods	Results	Actions
ERS - By the end of the second semester of each academic year classrooms will have completed two Environmental Rating Scales designed to improve classroom environment quality. **SLO Status:** Active **Planning Year:** 2012-2013, 2013-2014, 2014-2015, 2015-2016 **Start Date:** 08/30/2010 **End Date:** 05/31/2016	**Other -** Pre and Post Test **Success Criterion:** By the end of the second semester of each academic year 75% of all classrooms will receive an average sub-scale score of "4" **Schedule:** Assessment in October and one in February 2014.	**Reporting Cycle:** 2015- 2016 **Result Type:** Criterion met 100% of the classrooms assessed score at least a "4" in all sub-scales. (05/31/2016) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** See FY 15-16 data; Two out of 3 classrooms assessed; by Early Education Support Division analyst, Margo Hunkins, during our Compliance Monitoring Review in the Spring of 2016. Review sub-scale Space and Furnishings - shade needed in all yards, gates need to be ADA accessible (ECERS-R). Review subscale Interactions - self-talk and broadcasting with young children (ITERS). Environmental Rating Scales (ERS) are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs. The ERS measure health and safety, curriculum materials, and indoor and outdoor classroom environments intended to promote rich early learning and age appropriate best teaching practices with children. **Reporting Cycle:** 2014 - 2015 **Result Type:** Criterion not met 0% of classroom assessed did not score at least a "4" per subscale; Personal Care Routines were 2.83 and 3.33 respectively. (05/31/2015) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** See FY 14-15	**Action:** SLO revision should include over score for each classroom, rather than sub-scale scores - better indicator of overall program quality rather than on one individual sub-scale (05/31/2016) **Action Plan Category:** Develop new evaluation/ assessment methods **Action:** Personal Care Routines was low, but all other sub-scale scores are 5 or higher; revisit success criteria for this method. (05/31/2015) **Action Plan Category:** Develop new evaluation/ assessment

PSLOs	Assessment Methods	Results	Actions
		data; Two out of 4 classrooms assessed; External evaluation from Quality Rating Improvement System (QRIS) staff. Review sub-scale Personal Care Routines - concern about sinks used for toileting and meals, 20 second wash/10 second rinse is challenging with our sinks; recommendation for updated sinks and outdoor sinks.	methods
		Environmental Rating Scales (ERS) are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs. The ERS measure health and safety, curriculum materials, and indoor and outdoor classroom environments intended to promote rich early learning and age appropriate best teaching practices with children. **Reporting Cycle:** 2013 - 2014 **Result Type:** Criterion not met 0% of classroom assessed did not score at least a "4" per subscale; Personal Care Routines were 3.00 and 3.33 respectively. (05/31/2014) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** See FY 13-14 data; Two out of 2 classrooms assessed; self-assessment cycle; possibility of bias in self-assessment. Review sub-scale Personal Care Routines - time spent hand washing during meals and snacks, diapering/toileting, and health practices.	**Action:** Low scoring sub-scales affect the success criteria of this SLO; SLO revision recommended to account for varying scores in sub-scales (05/31/2014) **Action Plan Category:** Develop new evaluation/ assessment methods
		Environmental Rating Scales (ERS) are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs. The ERS measure health and safety, curriculum materials, and indoor and outdoor classroom environments intended to promote rich early learning and age appropriate best teaching practices with children. **Reporting Cycle:** 2012 - 2013 **Result Type:** Criterion met 100% of all classrooms assessed scored at least an average	**Action:** Pre and post tests will be administered in Fall and Spring semester for analysis.

PSLOs	Assessment Methods	Results	Actions
		of 4 per sub-scale. (05/31/2013) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** See FY 12-13 data; Three out of 4 classrooms assessed; self-assessment cycle; possibility of bias in self-assessment. Review sub-scales Space and Furnishings and Personal Care Routines - hand washing Environmental Rating Scales (ERS) are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs. The ERS measure health and safety, curriculum materials, and indoor and outdoor classroom environments intended to promote rich early learning and age appropriate best teaching practices with children.	(05/31/2013) **Action Plan Category:** Conduct Further Assessment
DRDP - By the end of the second semester of each academic year children in attendance 10 or more hours will progress at least one developmental level in either the infant/Toddler and/or Preschool assessment. **SLO Status:** Active **Planning Year:** 2013-2014, 2014-2015, 2015-2016 **Start Date:** 08/30/2015 **End Date:** 05/31/2016	**Other -** Desired Results Developmental Assessment. Department of Education Assessment. **Success Criterion:** By the end of the second semester of each academic year children in attendance 10 or more hours per week will progress at least one developmental level in either the Infant/Toddler and/or preschool assessment. **Schedule:** 1st assessment in October and second assessment in April 2014. Look at the differences of all children.	**Reporting Cycle:** 2015- 2016 **Result Type:** Criterion not met 27% of learning domains assessed demonstrated that children progressed at least one developmental level by the end of the second semester. I/T – Yes - Language and Literacy Development PS – Yes - Language Development, Science, Physical Development (05/31/2015) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** See DRDP data FY 15-16; Results discussed at teaching staff meeting and PAC/SPACE meeting to determine area of focus for Program Self-Evaluation process; we collectively decided to provide focused instruction in Physical Development for the FY 16-17; data in DRDPtech not available for prior assessment periods. Desired Results Developmental Profiles (DRDP) are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs and ongoing development assessments of young children. The DRDP is an observational assessment tool that guides the curriculum	**Action:** Revise SLO and success criteria to appropriately measure development. (05/31/2016) **Action Plan Category:** Develop new evaluation/ assessment methods

PSLOs	Assessment Methods	Results	Actions
		process utilizing the California Infant/Toddler and Preschool Learning Foundations (standards) to provide integrated early education opportunities for children and families.	
Parent Survey - By the end of the second semester of each academic year parents will have received individual information related to program services and characteristics and college resources. **SLO Status:** Active **Planning Year:** 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016 **Start Date:** 08/30/2011 **End Date:** 05/31/2016	**Survey** - Survey - Questions 6, Section F-J **Success Criterion:** 75% of all parents will be at least "Satisfied" **Schedule:** Administerd once per year from 2010-2013.	**Reporting Cycle:** 2015- 2016 **Result Type:** Criterion met 21% of families were Satisfied; 79% of families were Very Satisfied; 100% of families are at least Satisfied. For the FY 15-16 only a post-test survey was administered. (05/31/2016) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** See Parent Survey data FY 15-16; Results discussed at teaching staff meeting and PAC/SPACE meeting; Review strategies to improve feedback on Section G. - How to find other services in the community?; Only 76% of families responded "Yes". Desired Results Parent Surveys are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs. The Parent Surveys measure accessibility and satisfaction of services provided by the program.	**Action:** Revise frequency of survey and develop additional assessment to measure actual parent participation in addition to satisfaction of services. (05/31/2016) **Action Plan Category:** Develop new evaluation/ assessment methods
		Reporting Cycle: 2014 - 2015 **Result Type:** Criterion met 18% of families were Satisfied; 82% of families were Very Satisfied; 100% of families are at least Satisfied. For the FY 14-15 only a post-test survey was administered. (05/31/2015) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** See Parent Survey data FY 14-15; Results discussed at teaching staff meeting and PAC/SPACE meeting; Review strategies to improve feedback on Section G. - How to find other services in the community?; Only 72% of families responded "Yes". Desired Results Parent Surveys are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs. The Parent Surveys measure accessibility and satisfaction of	**Action:** Generate suggestions for 'parent involvement' from PAC; consider Classroom Parent to meet and greet new and returning families. (05/31/2015) **Action Plan Category:** Use new or revised teaching methods

PSLOs	Assessment Methods	Results	Actions

Results:

services provided by the program.

Reporting Cycle: 2013 - 2014
Result Type: Criterion met
2% of families were Not Satisfied; 22% of families were Satisfied; 76% of families were Very Satisfied; 98% of families were at least Satisfied. (05/31/2014)
Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Parent Survey data FY 13-14; Results discussed at teaching staff meeting and PAC/SPACE meeting; Review strategies to improve feedback on Section F. - Parenting Skills?; Only 87% of families responded "Yes" .

Desired Results Parent Surveys are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs. The Parent Surveys measure accessibility and satisfaction of services provided by the program.

Reporting Cycle: 2012 - 2013
Result Type: Criterion met
18% of families were Satisfied; 82% of families are Very Satisfied; 100% of families are at least Satisfied. For the FY 12-13 only a post-test survey was administered. (05/31/2013)
Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Parent Survey data FY 12-13; Results discussed at teaching staff meeting and PAC/SPACE meeting; Review strategies to improve feedback on Section G. - How to find other services in the community?; Only 71% of families responded "Yes" .

Desired Results Parent Surveys are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs. The Parent Surveys measure accessibility and satisfaction of services provided by the program.

Reporting Cycle: 2011 - 2012
Result Type: Criterion met
14% of families are Satisfied; 86% are Very Satisfied; 100%

Actions:

Action: Review parent comments with regard to program safety. (05/31/2014)
Action Plan Category: Make staffing changes

Action: Consider timing of parent engagement activities - i.e. evening, day, etc. (05/31/2013)
Action Plan Category: Conduct further assessment

Action: Based on the responses to the parents survey, the plan is to

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PSLOs	Assessment Methods	Results	Actions
		of families are at least Satisfied. For the FY 11-12 only a post-test survey was administered. (05/31/2012) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** See Parent Survey data FY 11-12; Results discussed at teaching staff meeting and PAC/SPACE meeting; Review strategies to improve feedback on Section G. - How to find other services in the community?; Only 76% of families responded "Yes".	provide more opportunities for parents to interact through workdays, parenting seminars, potlucks and classroom volunteer hours. (05/31/2012) **Action Plan Category:** Use new or revised teaching methods
		Desired Results Parent Surveys are one component required by the California Department of Education, Early Education Support Division as part of a yearly Program Self-Evaluation of state-funded child development programs. The Parent Surveys measure accessibility and satisfaction of services provided by the program.	
Workforce Training - By the end of the second semester of each academic year employed student assistants majoring in Early Childhood Education will have applied for at least an Assistant Child Development Permit. **SLO Status:** Active **Planning Year:** 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016 **Start Date:** 08/30/2011 **End Date:** 05/31/2016	**Participation Rate -** Number of Certificates. **Success Criterion:** 75% of employed student assistants will receive at least an Assistant Child Development Permit. **Schedule:** Spring 2013	**Reporting Cycle:** 2016- 2017 **Result Type:** Criterion not met 50% of employed student assistants have applied for at least an Assistant Permit. 50% have received at least an Associate Teacher Permit. (03/22/2017) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** Applicants must complete at least 6 units of ECE/CD to apply for an Assistant level permit from the California Commission on Teacher Credentialing; applicants must complete at least 12 units of ECE/CD and 50 days of 3 or more hours working directly with children within 2 years to apply for an Associate Teacher Permit.	**Action:** After a detailed analysis of data collected regarding our ECE Work Force Training SLO, we will need to re-evaluate the wording of the SLO and craft a more succinct and measurable outcome for student learning/achievement. (03/22/2017) **Action Plan Category:** Develop new evaluation/ assessment methods
		Reporting Cycle: 2015- 2016 **Result Type:** Criterion not met 33% of employed student assistants have applied for at least an Assistant Permit. 33% have received at least an Associate Teacher Permit. (05/31/2016) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** Applicants must complete at least 6 units of ECE/CD to apply for an Assistant level permit from the California Commission on Teacher Credentialing; applicants must complete at least 12 units of ECE/CD and 50 days of 3 or more hours working directly with children within 2 years to apply for an	**Action:** Revise success criteria to take into account cost of application for permit; students applying for higher permit levels will take longer to apply for permit; Suggestion to revise SLO and success criteria. (05/31/2016) **Action Plan Category:** Develop new evaluation/ assessment methods **Action:** In response to industry need and feedback from ECE

PSLOs	Assessment Methods	Results	Actions
		Associate Teacher Permit.	Advisory Committee Meetings and in conjunction with grant funding through the ECE department, the ECE/CDLC staff and faculty created an internship that offered pre-service teachers a cohort model learning community, 75 hours of classroom experience and a $500 stipend per semester. The intention is to provide students with hands-on experience while taking classes in order to better integrate theory into practice and to provide students with resources to meet their 50 or more days of 3 or more hours experience criteria for the Associate Teacher permit. This is one step toward helping all students, but also employed student assistants to meet the criteria to apply for the Associate Teacher permit. (05/31/2016) **Action Plan Category:** Other **Follow-Up:** We are in our second semester of the internship cohort and are fine tuning schedules and access for students. (03/22/2017)
		Reporting Cycle: 2014 - 2015 **Result Type:** Criterion not met 59% of employed student assistants have applied for at least an Assistant Permit. 59% have received at least an Associate Teacher Permit. (05/31/2015) **Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:** Applicants must complete at least 6 units of ECE/CD to apply for an Assistant level permit from the California Commission on Teacher Credentialing; applicants must complete at least 12 units of ECE/CD and 50 days of 3 or more hours working directly with children within 2 years to apply for an Associate Teacher Permit.	**Action:** Consider revising level of permit. (05/31/2015) **Action Plan Category:** Develop new evaluation/ assessment methods

PSLOs	Assessment Methods	Results	Actions

Results:

Reporting Cycle: 2013 - 2014
Result Type: Criterion not met
67% of employed student assistants have applied for at least an Assistant Permit. 67% have received at least an Associate Teacher Permit. (05/31/2014)
Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Applicants must complete at least 6 units of ECE/CD to apply for an Assistant level permit from the California Commission on Teacher Credentialing; applicants must complete at least 12 units of ECE/CD and 50 days of 3 or more hours working directly with children within 2 years to apply for an Associate Teacher Permit.

Reporting Cycle: 2012 - 2013
Result Type: Criterion not met
44% of employed student assistants have applied for at least an Assistant Permit. 44% have received at least an Associate Teacher Permit. (05/31/2013)
Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Applicants must complete at least 6 units of ECE/CD to apply for an Assistant level permit from the California Commission on Teacher Credentialing; applicants must complete at least 12 units of ECE/CD and 50 days of 3 or more hours working directly with children within 2 years to apply for an Associate Teacher Permit.

Reporting Cycle: 2011 - 2012
Result Type: Criterion not met
0% of employed student assistants have applied for at least an Assistant Permit. (05/31/2012)
Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Applicants must complete at least 6 units of ECE/CD to apply for an Assistant level permit from the California Commission on Teacher Credentialing; applicants must complete at least 12 units of ECE/CD and 50 days of 3 or more hours working directly with children within 2 years to apply for an Associate Teacher Permit.

Actions:

Action: Consider revising success criteria. (05/31/2014)
Action Plan Category: Develop new evaluation/ assessment methods

Action: Keep collecting data on permit applications (05/31/2013)
Action Plan Category: Conduct further assessment