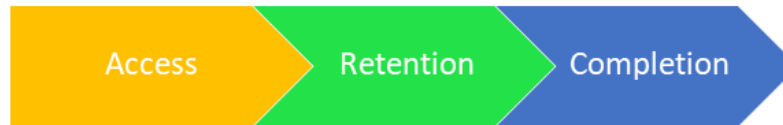


## Student Services Comprehensive Program Review 2020-21

### Framework for Student Services



#### New for Program Review in 2020-21:

- *Impact of COVID-19: Prompts related to the impact of COVID are in italics*
- Equity considerations: Prompts related to equity are underlined

#### PROGRAM OVERVIEW AND DATA REVIEW & REFLECTION

##### MISSION

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Describe how your program aligns with the institutional mission and any changes needed**” below in this box.

The Monterey Peninsula College ECE Lab School supports the academic and personal endeavors of MPC students, faculty, and staff as well as to the community through its commitment to serve the needs of children and families.

The ECE Lab School provides early childhood educational experiences to our Early Childhood Education majors. Our program provides students with an inclusive, developmentally appropriate setting in which they can develop the pedagogy, knowledge, and skills necessary to work with young children.

★ **New to PR in 2020-21?** **Describe how your program aligns with the institutional mission and plans** (College Mission Statement, Education Master Plan, Student Equity Plan, Guided Pathways (four pillars), etc.)

Type your response here:

The Monterey Peninsula College ECE Lab School supports the Monterey Peninsula College Mission through its continued open-access to all students within its diverse community. The MPC ECE Lab School focuses on student success by supporting their goals, including transferring to a four-year institution, improving employment opportunities, or enhancing their work as quality early childhood teachers.

The ECE Lab School aligns with the Educational Master Plan goals by providing necessary child care services to meet the needs of students and the community (Goal 1), supports the ECED instructional program, as well as other departments and

programs on campus by providing an exemplary early learning and care environment for research and practical application of learning by students leading to a degree completion (Goal 2), offers a highly developed facility that includes model indoor and outdoor learning environments that supports student success (Goal 3), and ensures staff have opportunities for professional growth and serving on various committees. Staff is supported when pursuing their academic and career goals and are encouraged when these goals include leadership roles (Goal 4).

By being a key component of the ECED, the ECE Lab School supports the Guided Pathways Initiative. The Lab School provides an opportunity for students to have experiences in their chosen career. These opportunities reinforce the chosen path and inspire students to continue towards achieving their goals (Stay the Path). The experiences in the Lab also strengthen and clarify classroom learning (Ensure Learning).

#### **ACCESS**

★ **Did you already start your PR in 2019-20?** You can copy & paste your answers to the prompts, “**Review data on access & success. What are the interesting/key findings?**” and “**Describe your program access in terms of day/time, location, modality, etc**” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

#### **Previous data inconclusive**

★ **New to PR in 2020-21?** [See the prompts below](#)

**Who are you serving?** Are there particular groups of students you are not reaching? *How has the shift to remote student support impacted who you serve?*

**Data to consider:** student demographics for your program vs. MPC overall, community demographics, HS graduates,

**What services are available to students and to what extent?** *The shift to remote student support has impacted your students’ access in terms of day/time, location, and modality. What might your services look like (in terms of day/time, location, and modality) after we shift back to face-to-face support? How will the shift back to face-to-face support provide equitable opportunities for access, retention, and completion?*

**Data to consider:** List of services available, how services are delivered, hours of operation, login records, usage records, grades for students who participate in services, number of contacts per student, average time per student, student satisfaction, student narratives, data dashboards

Type your response here:

Demographic data from Fall 2019 indicates that the majority of ECE students are Hispanic (57.32%) and White (22.93%) with Asian (3.82%) Two or more ethnicities (4.78%) and Unknown (7.32%) accounting for the rest. The data also indicates that the majority of ECE students are female (91.8%) with males accounting for 8.2%.

The Lab School staff demographic is similar with females (93%) and males (7%). We would like to see an increase in male participation in the ECED and the ECE Lab School.

After closing in March 2020 due to the pandemic, the Lab School reopened in August 2020 in time for the Fall 2020 semester. Located on the Monterey Campus, ECE Lab School is available Monday-Friday from 7:45am to 5:30pm. The Lab School will continue its role as the demonstration site of exemplary teaching techniques and educational research for ECED students. Interactive, observational, or interview studies are conducted safely and effectively using a variety of technology tools. The Director of the ECE Lab School and the Chair of the ECED, have attended several virtual meetings with other ECE departments and Lab Schools from California Community Colleges to align our policies and procedures.

Pandemic protocols did not allow ECED students in the Lab during the Fall 2020 and Spring 2021 semesters. Students used technology to access the Lab and interacted with children and staff virtually. Practicum students, in particular, virtually participate in Lab classroom experiences and interact with children in real time. This novel approach has proven to be an effective alternative to the in-person Lab experience. Using technology did present challenges for some students. The Lab School worked with the College, ECED Chair, and instructors to remedy these challenges. Additional technology was also brought into the Lab to facilitate access to the indoor and outdoor learning environments and enhance the Lab experience for students.

The easing of pandemic restrictions by Federal, State, and local authorities should allow a return to in-person Lab sessions in Fall 2021. An online or virtual option will also be available. Additional technology may be required to continue to effectively serve the needs of ECED students.

#### **STUDENT SUCCESS (RETENTION & COMPLETION) AND OUTCOMES**

★ **Did you already start your PR in 2019-20?** You can copy & paste from the prompts, **“Review your SAOs--are you seeing your expected outcomes? What are the key findings?”** and **“Review data on access & success. What are the interesting/key findings?”** and **“Are there barriers to student success? If so, what?”** below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

**Previous data are inconclusive.**

As part of Student Services at MPC, we provide RICH services, regardless of location or means of delivery, and students will be informed, engaged, and connected with the campus community.

The ECE Lab School is exploring the possibility of asking ECED students who use the Lab School to participate in a Student Satisfaction Survey. We are working with PRIE to design a user-friendly survey that will provide data on student's overall satisfaction with their Lab School experience.

★ **New to PR in 2020-21? What is your program trying to achieve? Are students achieving the expected outcomes?** *How has the transition to online student support affected attainment of SAOs for your area? What were some of the challenges students experienced? Are there any groups of students that are struggling with achieving those outcomes? How did you shift your practices during this pandemic to help students achieve the SAOs and what were the results? Did these efforts help students who were disproportionately impacted and, if so, how?*

**Data to consider:** technology platforms and how they are utilized (SARS, ZOHO, Freshdesk, etc.),

Type your response here:

The ECE lab School is primarily a lab where students can apply course content in a quality early childhood setting. We offer students the direct application of course content into a real life setting and/or experience. We would like to become more of a resource area or learning hub for ECED students. This would provide students an additional centralized location where they will be able to access learning materials, have questions answered, and meet with their Mentors.

During the pandemic, the Lab School provided an online Lab experience for students. This presented some challenges for some students. These challenges included lack of internet access, inconsistent internet connections, and inexperience with the online learning platforms (Zoom and Canvas).

The ECE Lab School sought to improve internet connectivity on our end by asking the IT Dept. to install WiFi boosters in our outdoor learning environments and assessing our overall WiFi and hardware performance capabilities. The WiFi improvements have improved students' overall Lab experience by increasing the length of time students are able to access the Lab and allowed access to outdoor learning areas where children spend a majority of their time. IT assessment and recommendations have highlighted the need to upgrade our existing technology. These technology upgrades will improve the WiFi connection and functionality of our video communication application (Zoom).

**PROGRAM HEALTH AND RESOURCES**

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “Describe your program health in terms of students served and staffing” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

**The ECE Lab School has 12 Playground Assistants, one Food Preparer, two Lab Mentors, and one Unit Office Manager supervised by the Director.**

**The ECE Lab School supports the multiple pathways students choose in the field of early childhood education from the Certificate of Achievement to the Associates of Science in Early Childhood Education and Associates of Science in Early Childhood Education Transfer Degree. Our goal is to support the needs of our diverse community and various career and educational goals of students.**

★ **New to PR in 2020-21?** **What are the resources (staffing, technology, facilities, budget, etc.) available for your program to support students? To what extent do the available resources address students’ needs? Are there particular groups of students whose needs are not met with available resources? How have the resources available for your program been impacted by the shift to remote student support? How might the resources look after we return to face-to-face support?**

**Data to consider:** Staffing, connectivity/computer access, FTEF/students, professional development opportunities & participation,

Type your response here:

Playground Assistants create and implement children’s learning experiences and model exemplary developmentally appropriate practices for ECED students. The Lab Mentors continue to support ECED students with their assignments and provide resources when necessary.

During the pandemic, Playground Assistants also have been required to disinfect the classroom and learning materials throughout the day. Lab Mentors’ duties increased to include sanitizing and disinfecting classrooms and learning materials, supporting ECED students’ virtual Lab experiences, and filling in for absent Playground Assistants or for their lunches and breaks. These additional duties can hinder their ability to perform their regular duties. We anticipate that post-pandemic conditions will allow for a return to normal duties and improve our ability to meet the needs of students. We have recognized the need for an additional staff member to help with coverage (keeping classrooms in ratio) during lunches and breaks and when Playground Assistants are absent. This position will also allow Lab Mentors to focus on ECED students.

The Unit Office Manager (UOM) position for the Lab school is a part-time permanent employee. The position is scheduled for 29 hours per week (approximately 6 hours per day). Currently, entry/office can be unattended in the afternoons if and when the Director is away. This leaves the access to the Lab School play space, classrooms, and office area vulnerable. The increase in hours also reduces barriers for parents/ECED students/ visitors to access enrollment information and services provided by the Lab School. Increasing the UOM's hours provides security in the afternoon and access to the Lab to MPC students.

### COLLABORATIONS

★ This was not in the PR for 2019-20

★ **New prompt for everyone:** **What are some salient relationships or collaborations between your area and another area (department, committee, off-campus organization or Local Educational Agency (LEA)?** In what ways do these relationships or collaborations support students, particularly historically underrepresented or marginalized groups of students? *How has the shift to remote student support affected these relationships/collaborations? How might these relationships/collaborations look after we shift back to face-to-face student support?*

Type your response here:

We have a long-standing relationship with the Nursing Program that allows nursing students to simulate pediatric intake situations and with the Dental Assisting Program that provides an opportunity for students to interact with young children and teach proper dental care to this age group.

The ECE Lab School actively seeks collaboration with other departments on campus. We feel there are mutually beneficial collaborations with departments such as Nutrition where students can learn about proper nutrition for young children and Psychology Department students could benefit from early childhood experiences with young children.

Beginning in Fall 2021, the Lab School will begin a collaborative partnership with United Way Monterey County to support children and families. Hosted by United Way Monterey County, the Monterey County Preschool Service Corps program is administered by California Volunteers, Office of the Governor and sponsored by the Corporation for National and Community Service. The Monterey County Preschool Service Corps program recruits, selects, trains, and places AmeriCorps members who serve as supports for language and literacy development in partnering preschools. The Preschool Service Corps members will serve at the MPC ECE Lab School during the 2021-2022 academic year and become part of our educational team. Services include:

1. Collaborating with the classroom teachers and child's parents to plan activities that will support the child's language and literacy development
2. Expanding children's vocabulary through reading and play.
3. Playing with children in their preschool classroom to reinforce new vocabulary and practice

back and forth communication.

4. Letting children explore the sounds of language by singing, rhyming, or reading books.

The ECE Lab School continues to collaborate with other Early Childhood Education organizations and agencies such as First5 Monterey County, Quality Matters (QRIS), and the Monterey County Office of Education. The current Director of the Lab School is on the Board of Directors of the California Association for the Education of Young Children (CAAEYC).

The Lab school is a model program and provides leadership county-wide. During the pandemic, we have been unable to offer tours or visits to early childhood educators or agencies. Our ability to host events and meetings at the Lab School was also impacted. These tours, events, and meetings serve as an outreach and educational/training effort to support professional development for staff of local agencies.

#### **INTERNAL/EXTERNAL INFLUENCES**

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Note any internal or external factors that affect your program**” below in this box. Please also consider addressing the prompt related to Equity, below.

**A new ECE Lab School Director was hired in January 2020 and this may affect program philosophy.**

**Playground Assistants Level 1,2, & 3 (teaching staff) have become part-time permanent employees of the District. This is a shift away from our workforce development model we have been under for the past several years.**

★ **New to PR in 2020-21?** **Note any internal and/or external factors (not already addressed above) that affect your program.** Do these factors disproportionately affect any particular groups of students?

Type your response here:

Budgetary considerations are a recurring factor that influence our program and our ability to serve the needs of Monterey Peninsula College and the local community. The California Department of Education (CDE) proposes to implement Universal Transitional Kindergarten (UTK) starting in 2022–23, expanding eligibility to younger students. The California for All Kids proposal would reach UTK by 2025 by extending the birthday cutoff to March 2 in its first year, gradually increasing the eligibility to children who turn 4 by September 1 by 2025.

The CDE understands some programs such as ours (CSPP contract) have concerns about how the Governor’s proposed investments in UTK might impact our contracts and programs. The CDE states that they are committed to working together with us to address any unintended

consequences and to help recruit eligible children to our program. CDE also states that California currently only serves a fraction of those eligible for the California State Preschool Program and also knows that mixed-income programs have stronger and longer lasting positive child outcomes. The ECE Lab School is funded through our CSPP contract with the CDE, full-fee families, and District support.

The ECE Lab School expects to begin actively seeking and recruiting eligible children through a variety of means including direct advertising, an increased social media presence, and improved web page on the MPC website. These measures and the quality of our program should increase enrollment, especially for our subsidized families.

#### **PROGRAM HIGHLIGHTS/SUCSESSES**

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Briefly describe any program highlights and success stories**” below in this box. Please also consider addressing the prompt related to Equity, below.

**We have completed Phase 1 and 2 of our Outdoor Learning Environment renovation project. Our Groundbreaking Ceremony was attended by MPC Board Members, administration, faculty and staff, community partners, and members of the early childhood education profession from Monterey County.**

**The California Association for the Education of Young Children (CAAEYC) held their annual Board Retreat at MPC in 2019, which included a visit and tour of the ECE Lab School. The CAAEYC Board was scheduled to return in July 2020 for their retreat, unfortunately this was cancelled due to the pandemic. Board retreats may return at a future date.**

★ **New to PR in 2020-21? Briefly describe any program or department highlights and/or successes. In what ways do these successes foster and support diversity and inclusion?**

Type your response here:

The ECE Lab School reopened on August 10, 2020 after being closed following State and local health orders due to the COVID-19 pandemic. A reopening plan was submitted and accepted by College administration outlining strict health and safety protocols to protect staff, children and families. Initially serving families of essential workers, our enrollment increased slowly and deliberately to meet the needs of MPC employees and community needs. Our efforts have facilitated the opportunities for essential workers to continue their employment. Data from Monterey County indicates that local economic recovery from the COVID-19 crisis hinges on the ability of many county residents, especially those who work in industries deemed essential, to access childcare so that they can return to work.



The ECE Lab School continues to explore ways to support ECED and other students at MPC. New and innovative approaches to meeting the needs of students include increased use of technology and virtual communication platforms that allow students access to the Lab and Lab Mentors. Access to the Lab School is imperative for the successful completion of the Practicum class and other ECED courses.

Cultural, linguistic, and racial diversity are also honored at the Lab school. Practicum students are able to interact with children and classroom teachers of diverse backgrounds. We model how to recognize and respect the culture, language, and beliefs of each person and family and to embrace the exceptionality and distinctiveness that enhances our relationship with each other. These experiences benefit the students as they enter the workforce and work with a diverse group of children and families.

The ECE Lab School contracts with the Nutrition Services Division of the California Department of Education to provide food and nutritional services to children and families. Following guidelines and requirements as part of the Child and Adult Care Food Program (CACFP, Title 7, Code of Federal Regulations, Section 226.17[b][10]), we are required to ensure that at least one person with administrative responsibilities for the CACFP completes State agency-provided CACFP Mandatory Training annually. We also are subject to an administrative review every three years. The administrative review process is complex and requires careful documentation of our food service including purchasing, nutritional content, and meal preparation and presentation. The ECE Lab School successfully completed our administrative review in 2021.

#### **ADDITIONAL INFORMATION FROM 2019-20 TEMPLATE**

★ **Did you already start your PR in 2019-20?** You can copy & paste from the prompts, **“Describe any updates to your program (e.g., change in hours or how services are delivered, staffing changes)”** and **“Review other data relevant to your program. What are the interesting/key findings?”** and **“What are you still curious about? What would you like to investigate further?”** below in this box.

Type your response here:

Our annual Parent Survey indicates that families are interested in ways to be involved in the child's education. This may include more parent gatherings, volunteer

opportunities, and some type of regularly scheduled parent education component. Parent engagement and education are part of our CSPP contract with the California Department of Education. The Lab School Director will coordinate with the Parent Advisory Committee (PAC) to determine optimal dates, location, and topics.

We would like to know how the ECE Lab School can support other disciplines on campus and how they might support us. The Theater, Music, and Athletics departments may prove to be innovative and creative collaborative partners.

Some of the things we would like to think about and investigate further include:

1. Marina Education Center Child Development Center (secondary site to Main Campus ECE Lab School)
2. Additional Playground Assistant level 1 to support ratios during breaks and meeting times.
3. UOM position to full-time
4. Produce a video of the services we offer for the MPC website.
5. Technology upgrades
6. Completion of planned outdoor learning environments (Phases 3 & 4)