

Student Services
Departmental Goals and Assessment Outcome 2011-2012
South City Child Care Center



The South City Child Care Center is preparing for a multi-year self-study, guided by the regulations and accrediting standards of the National Association for the Education of Young Children (NAEYC). The Center will use the 2011-2012 assessment year results and outcomes to determine the Centers readiness for the National Association for the Education of Young Children (NAEYC) Accreditation Self-Study and Program Quality Improvement process.

Department Goals for 2011-2012

1. Use NAEYC Early Childhood Program accreditation criteria and standards and to determine the South City Child Care Center's readiness for Self-Study.
2. Expand the Centers licensed capacity for children care from twenty-eight to forty by obtaining additional space.
3. To stabilize the Center by hiring a full time staff person to assist with administrative functions and other duties to improve the quality of service to students and their children at Salt Lake Community College.

2011-2012 Assessment of the South City Child Care Centers readiness to begin Self Study for the National Association for the Education of Young Children (NAEYC) Accreditation.

College Priority and Objective

Strategic Priority II - Improve Student Access and Success

- Objective II D- Improve student participation in advising, learning support and non-curricular activities that are related to student persistence.
- Objective II E- Improve student completion of desired educational goals: certificates, degrees, and successful transfer to four year colleges and universities.

NAEYC Accreditation requires the program applying for Accreditation (South City Child Care Center) to engage in a collaborative process to formally assess all aspects of the program using tools built for the Accreditation Standards and Accreditation Criteria. The 10 NAEYC Early

Childhood Program Standards and Accreditation Criteria help establish and set the measurement of high quality child care. Through these guidelines, programs demonstrate the capacity to sustain quality over time. The standards and criteria also provide guidance to the program regarding necessary changes and improvements. During this assessment period, the center will determine its readiness to enter the self-study phase of Accreditation.

Methodology

a. The Center staff will determine their readiness by answering the 5 components of Self Study Readiness (see below). The format of response choices are designed to help the staff consider various factors that may have an effect on the Center's ability to successfully navigate the Self-Study process. The measurements of the readiness profile are also helpful for teaching staff to answer independently from that of the administration and then jointly discuss the results and review all the recommendations.

- 1) We have a stable program administration and teaching staff.
 - a. Yes
 - b. Yes, but...
 - c. No
 - d. No, but...
 - i. Program stability is a huge issue in early childhood education because of insufficient resources, conflicting policies within institutions, inadequate knowledge of quality early childhood practices, teacher compensation, full-time vs. part-time providers in relation to center capacity, and physical environment. Stability is improved when staff and teachers recognize that their work is valued and they find daily work rewarding.
 - ❖ The Assessment Measurement: Staff and administration will use the Standard 10 Criteria (see below) for guidance on addressing any issues. Staff will discuss this standard at monthly staff meetings, complete an anonymous survey, and meet individually with the Child Care Manager.

The 10 NAEYC Program Standards and Criteria and the Centers plan of study are as follows:

- I. Relationships-The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.
- II. Curriculum-The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

- III. Teaching-The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.
- IV. Assessment of Child Progress-The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.
- V. Health-The program promotes the nutrition and health of children and protects children and staff from illness and injury.
- VI. Teachers-The program employs and supports a teaching staff that has the educational qualifications, knowledge and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.
- VII. Families-The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings.
- VIII. Community Relationships- The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.
- IX. Physical Environment-The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.
- X. Leadership and Management-The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences.



2) We are willing to take a careful, honest look at our strengths and weaknesses.

- a. Yes
- b. Yes, but...
- c. No
- d. No, but...
 - i. Careful review of current practices and procedures is essential for an effective Self Study.

Assessment Measurement: Policies and procedures will be measured against the accreditation criteria. Staff and administration will discuss this at monthly staff meetings. Each staff member will submit a personal review of the programs policies and procedures and make any suggested changes to fellow staff.

3) We are eager to hear what others (staff, parents, others outside the program) might suggest about ways we can improve our program.

- a. Yes
- b. Yes, but...
- c. No
- d. No, but...
 - i. Quality programs respect families and listen hard to what they want for their children. Working with families to better serve the child is a program best practice.

Assessment Measurement: Parents will be administered a survey both mid-semester and semester end regarding their views and how the center can better meet the needs of their children.

4) We know how to find support from others who can help us make improvements.

- a. Yes
- b. Yes, but...
- c. No
- d. No, but...
 - i. A program must identify resources and make improvements throughout Self Study.

Assessment Measurement: Center staff and administration will research possible resources both on and off campus. This will be done by talking with others who have been through the accreditation process, search for and possibly engage in the Accreditation Facilitation Project in our area, contacting the regional NAEYC affiliate for information on networking and local support programs, and create a shared experience with another local childcare center who is also preparing for Self Study.

5) Our program administration and all staff members are genuinely concerned about and willing to work together to improve the quality of care and education provided for children in the program.

- a. Yes
- b. Yes, but...
- c. No
- d. No, but...

i. Most people who work in early childhood programs are deeply committed to helping children grow and learn in every way but sometimes commitment can slip or become tired. Reviewing this question can be a powerful tool for helping people to renew their commitment to make their program an even better place.

-Assessment Measurement: The Center staff and administration will continue to take professional development classes in the early childhood field in excess of twenty hours per year.

-Assessment Measurement: The Director/Manager will train staff in quality standards through use of videos, books, magazines, and NAEYC training materials. Training will also be scheduled with other ECD professionals in the community. This training will be documented for licensing records and Accreditation purposes.

b. The Center will create an Accreditation Committee that will meet monthly or semi-monthly based on members' schedule availability. Staff, parents and administration will be invited to participate. The committee, although members will change occasionally by semester, will be the groups that will help assist in the process throughout the five years of the Self Study Accreditation process.

This committee will discuss the following Accreditation processes:

1. The 10 NAEYC Early Childhood Program Standards and the Accreditation Criteria and assist in building the understanding of this criterion.
2. How to best assist the center in addressing the 5 components of Self Study readiness.
3. Determine and support center goals.

4. How the program is meeting children's developmental needs.
5. How change occurs in the program.
6. How the program might meet the special needs of children with disabilities.
7. Program practices and examining sensitivity to Culture and Language.
8. Program accomplishments.
9. How to better serve the Salt Lake Community College community.

Guidelines for discussion will be established and ground rules established by NAEYC will be set:

1. There are set times for discussion.
2. Everyone helps decide on the topic.
3. Everyone has an opportunity to talk.
4. All points of view are important.
5. Someone is responsible for keeping track of ideas for later use.

The South City Child Care Center is committed to offering the highest quality of care to the children of Salt Lake Community College students, faculty and staff. By working toward Accreditation, the Center will continue to make and achieve goals while learning additional ways to promote children's learning and development and to support families' diverse needs and interests.

Results of the 2011-2012 Assessment of the South City Child Care Centers readiness to begin Self Study for the National Association for the Education of Young Children (NAEYC) Accreditation.

Goals

1. The South City Child Care Center has completed the Self-Study Readiness portion of the accreditation process. It has been determined that Self Study will begin in the new 2012-2012 Assessment year.
2. The Center was unable to expand the current licensing capacity due to issues of space within Salt Lake Community College. The Center's needs are still being considered as the new Center for New Media is near completion and this may create additional space.
3. The Center was not successful in its request for funding to hire one full time staff. Additional avenues will be explored to further work toward achieving this very important goal.

Question 1. We have a stable program administration and teaching staff.

b. Yes, but...

The staff survey and discussions at staff meetings have resulted in this answer due to two factors:

- a. South City Child Care Center has a relatively low turnover in comparison to most private child care centers however; being unable to offer full time hours and benefits has forced highly educated and experienced teachers to attain full time employment elsewhere. Two of the current staff members (teachers) have been with the center since opening in January 2009 and two others since October of the same year. This is due to a higher level of pay, size of the center, support from the center manager and positive relationships with co-workers.
- b. The lack of any full time staff/teachers prohibits the center from attaining the level of quality and continuity necessary to achieve accreditation and best meet children's needs. Young children's developmental tasks are to build trust, learn social skills, begin mastery of learning skills and develop positive self-esteem. These tasks are best supported by a program that provides developmentally appropriate activities, well trained and consistent staff, and a healthy, safe and nurturing learning environment.

Actions Taken (Use of Results/Improvements)

The Center Manager will continue to look for sources of funding to hire a full time staff/teacher. Other avenues such as increased grant funding, possible donations and increased revenue will be explored. Having a full time staff person who would also serve as the Assistant Manager helps the center to meet accreditation standards for consistency and management of the classroom and assures another person of authority is in the Center at all times

Question 2. We are willing to take a careful, honest look at our strengths and weaknesses.

a. Yes

After reviewing policies and procedures both with staff and the Center's licensor from the Department of Child Care Licensing, it was determined that the current policies and procedures meet or exceed licensing standards and accreditation criteria. It was determined that some policies of the center are not written; they are just understood and verbally agreed upon. Additional policies and procedures need to be created regarding staff requests for time off, assessment of child progress and when a staff/teacher may address various concerns to parents.

Actions Taken (Use of Results/Improvements)

Staff and Administration will continue to follow policies and procedures. The Center Manager will write new policies for the areas of concern after working with staff to assure they are both understandable and ensure a high level of quality in the Center.

Question 3. We are eager to hear what others (staff, parents, other outside the program) might suggest about ways we can improve our program.

b. Yes, but...

Parents report that they believe their children are receiving high quality child care in the areas of cleanliness, quality of teaching staff, relationships with staff, and the experiences of their children on a day to day basis. Expressed areas of improvement were as follows:

- a. It was reported that the offering of care during semester breaks would be advantageous to working parents. Many non-traditional students with families work as well as attend classes. Many are faced with difficulty in attaining care during the breaks and are forced to miss work.
- b. Several parents reported that an earlier opening time would allow them to take earlier or multiple morning classes. The center currently opens at 7:30am. Suggestions were made to open the Center at 7:00 am.
- c. Playground improvement, or the installation of playground equipment such as slides, swings and climbers were noted by a few parents. This was reported only by parents with children in the older classroom.

Actions Taken (Use of Results/Improvements)

Due to budget restrictions based on grant funding, the Center's operating budget does not allow the center to be open during extended semester breaks. To address this issue, prior to each semester break, a sign-up sheet for parents who can help with the needed care will be created and shared with other parents in hopes that acceptable arrangements for their children can be made.

Based on the trend of most children not registering for times prior to 8:00 am and the limited number of classes offered at South City Campus before 7:30 am, no change will be made to the operating hours of the Center.

Improvements to the playground will be continually made. Budget restrictions and the possibility of injury to children; prevent the Center from installing traditional playground equipment. A naturalscape playground with natural and manmade elements which encourage children to learn outdoors and offer enhanced learning will continue to be the focus. Teachers have been reminded to make all outside play items available to children at all times.



“Play is a pivotal part of a child’s life. Outdoor play fosters opportunities for creativity, imagination, social connections, and learned behaviors. There are two types of outdoor playscapes: natural and constructed. Natural playscapes offer sensory stimulation and physical diversity which is critical for childhood experiences outdoors. It also can provide children with experiences in naturalistic landscapes which could impact their morals, values and actions”

-Ashley Parsons”

Question 4. We know how to find support from others who can help us make improvements.

b. No, but...

Staff and administration chose to seek support from outside sources for Self Study at the time the process begins. The Center has several five year old children that will be leaving the Center at the end of summer semester 2012. If the Self Study process begins in the new assessment year, there will be a larger group of children that will remain enrolled in the center during the two year process. This will allow the Center to track both parent and child for the entire period, and enable any parent willing to serve on the Accreditation Committee to serve throughout the entire Self Study process.

The Manager will participate in the National Association for the Education of Young Children's accreditation support group now that the Center is ready to begin the accreditation process. Contact with NAEYC will provide the Manager and staff as to other available resources such as supportive literature, currently accredited centers, and accreditation trainings. The SLCC Eccles Early Childhood Development Lab School has been accredited in the past and is once again preparing for Self Study and Accreditation. This will allow each center to benefit and support each other throughout the process in areas such as curriculum, services, site visits and required forms.

Question 5. Our program administration and all staff members are genuinely concerned about and willing to work together to improve the quality of care and education provided for children in the program.

a. Yes, but...

The six part-time staff members and the Manager of South City Child Care, in addition to training during staff meetings, has completed 168.5 hours of professional development training in the last year. Training topics included: child development, music in the classroom, how to help children experiencing trauma, health and nutrition, child abuse prevention, hands on science activities, sexual development in pre-school age children, CPR certification, first aid and many others.

It is through continued training that the teaching and administrative staff at the Center continues to offer a high level of quality care in the classroom.

The Accreditation Committee was not formed due to concern by staff and administration that the center first needed to determine if the Center was indeed ready for Self Study or would postpone the goal of accreditation. Lead staff met on a monthly basis and discussed the current assessment and the preparation for Self Study. As actual Self Study begins, the committee will be created and actively involved.

The South City Child Care Center is prepared and motivated to begin the journey to accreditation. By seeking accreditation, the Center commits to offering the highest level of childcare by employing a caring,



educated and dedicated staff, supplying a breadth of developmentally appropriate and multi cultural materials, always having respect for diversity and a sensitivity to culture, and committing to the children in care, that their time here will be valuable, educational, safe and enjoyable.

"No one has yet fully realized the wealth of sympathy, kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure."

-Emma Goldman-