

Student Services
Departmental Goals and Assessment Plans 2012-2013

Department Name: SOUTH CITY CHILD CARE

Departmental Goals for 2012-2013

1. Use NAEYC Early Childhood Program Standards and Accreditation Criteria to complete the first three standards of the Self Study portion of accreditation.
 - This goal was completed and will be addressed below by individual assessment subject.
2. Renew the Child Care Access Means Parents in School (CCAMPIS) grant for the next cycle or find alternative funding to assure continued operation of the Center beyond October 2013.
 - The Center has a new operation plan for the 2013-2014 academic year. To accommodate for the loss of grant funding, the Center will increase rates to be equivalent with the Eccles Early Childhood Development Lab School. This new rate structure consists of three tiers, also known as a sliding fee scale, that is based on a students Expected Family Contribution (EFC) which is assigned in their FAFSA application. The student parents that utilize this Center will now be able to apply for the Child Care Voucher Program to received additional assistance with child care costs. This new rate structure, and the expansion into an additional classroom, the Center is able to continue operation with support in the amount of \$22,000 in student fees.
3. Expand the Centers licensed capacity for children care from twenty-eight to forty by obtaining the small room directly south of the center.
 - The new preschool classroom (room 182) will be open fall of 2013. This new classroom will accommodate children ages four and five years of age. This expansion will allow the Center to serve an estimated thirty additional children per day which increases revenue to help support the Center's goal of being self-sustaining.
4. To stabilize the Center by hiring a full time staff person in order to accommodate and improve the NAEYC Accreditation guidelines of quality and service to students and their children at Salt Lake Community College.
 - The request for funding through the IBP process was denied due to budget cuts.

Project (Assessment) Title

2012-2013 Assessment of the South City Child Care Centers Self Study for the National Association for the Education of Young Children (NAEYC) Accreditation.

College Priority & 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.

Methodology (Plan/Timeline/Method):

The South City Child Care Center is beginning a multi-year self-study, guided by the regulations and accrediting standards of the National Association for the Education of Young Children (NAEYC). By engaging in the Accreditation process, the Center demonstrates a commitment to best practice and

continuous program quality improvement. The Center will use this 2012-2013 assessment year to complete the self-study portion of the first three standards and achieve the required criteria elements.

These three standards are:

1. Relationships

- Program Standard-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.
- Rationale-Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others. Positive relationships also help children gain the benefits of instructional experiences and resources
- Topic Areas for Assessment & Measurement:
 - a) Building positive relationships between teachers and families.
 - This topic area addresses the development and maintenance of positive, reciprocal relationships among teachers and families, emphasizing the need for ongoing communication and sensitivity to family diversity.
 - ✓ *According to the Family Survey, all parents feel that they have regular contact and communication with the teacher. Teachers are making additional efforts to have Parent Information Boards available to keep parents aware of upcoming activities, what they are working on in class and any classroom needs.*
 - b) Building positive relationships between teachers and children.
 - This topic area addresses the development of positive, individualized relationships between teachers and children, emphasizing the need for persistent, predictable care; frequent social interactions; acceptance of a wide range of emotions; and support and acknowledgement of all children as capable and resourceful.
 - ✓ *Teachers are doing well creating positive relationships with the children they care for. The parent survey reflects that the teachers are taking time to learn about the children and the interests and incorporating that information into the classroom. Two respondents believed that this area could be improved. The Center is addressing this by trying to minimizing the number of teachers working in a classroom to allow for smoother transitions and greater relationship building. Having full time staff would help the center greatly improve in this area as the children would have the same teacher throughout each day. ,*
 - c) Helping Children Develop Friendships with other children.
 - This topic area addresses the role that teachers play in the development of friendships between children: they design opportunities that promote peer engagement, help children sustain and enhance play, and help children resolve conflict.

- ✓ *The teachers in the individual classrooms are trained in age appropriate behaviors for children and can often direct children in the most appropriate ways of communicating with other children. Teacher initiated play often helps the children get started in a game, perhaps of Dinosaurs, the teacher is eventually able to remove herself from the play after the children have learned by observing, taking turns, talking to each other and expressing their interests.*
- d) Creating a predictable, consistent, and harmonious classroom.
- This topic area addresses the creation of classroom environments where limits are clear, bias is countered, and pro-social behavior is promoted.
- ✓ *The Center addresses this topic in many ways. The use of multi-cultural toys, posters and especially books help to make the classroom feel inclusive of all children. Children are able to others like themselves in similar environments, play with dolls and puppets with similar skin coloring and practice cooking skills with familiar foods. Parents are invited to share foods, holidays, and items from home that help the children in the center learn more about those children they play with every day. Our children have been lucky enough to try foods from at least five different countries*
 - ✓ *Each classroom has rules such as; be kind to others be kind to self; hands are not for hitting, etc. The parent survey reflected that all parents feel this topic is adequately addressed.*
 - ✓ *The parent survey reflected that two parents felt their needed to be more emphasis on children's backgrounds and beliefs. In order to address this, the Center will try a "focus on family" once a month. This will be a bulletin board focusing on one family in the center and a little about that family.*
 - ✓ *The Center has a new programming element entitled "Diversity in Early Childhood". This is a program that invites clubs throughout campus representing different cultures and ethnicities to come into the Center each month and spend time with the children. These activities may include food, dancing, stories, or just spending time playing with the children.*
- e) Addressing Challenging Behaviors
- This topic area addresses the skills teachers need to protect children from harm and the support teachers need to provide to help children develop new and more adaptable ways to relate to peers and adults. Sharing information between staff and families, helping families advocate for their children, and linking families and the program with community resources ensure that children and families receive necessary support. Proactive ways to address challenging behaviors include carefully designing the learning environment.
- ✓ *This is an area that the Center does well in some aspects and needs improvement in others. Teachers are well trained in how to protect children from harm, teaching peaceful solutions to conflict and positive*

ways to discipline children who hurt others. The Center has formed a relationship with The Children's Center-Mental Health Care for Families with Young Children. This agency has helped the center with a couple different children who had varying needs and proved to be a challenge for the teachers. The parents received support and learned new ways to help their children as did the Center. By working together, these children are better supported to succeed, feel accepted and safe in their everyday environment.

- ✓ *The Center will improve in this area by attending additional training about child care environments and difficult behaviors in this year's available child care conferences and training in monthly staff meetings.*
- f) Promoting Self Awareness
 - This topic area addresses the teachers' role in determining and providing necessary support for children to regulate their emotions and manage their own behavior.
- ✓ *Teachers help children to learn this skill by often giving children the appropriate words to use to describe emotions they are feeling, find appropriate outlets to vent frustration, and be aware of others personal space.*

2. Curriculum

- Program Standard-The program implements a curriculum that is consistent with its goals for children and that promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.
- Rationale-A curriculum that draws on research assists teachers in identifying import concepts and skills as well as effective methods for fostering children's learning and development. A well articulated curriculum guides teachers so they can plan learning experiences that foster children's growth across a range of developmental and contest areas. Curriculum also helps ensure that the teacher is intentional in planning a daily schedule that maximizes children's acquisition of knowledge and skills, offers opportunities for children to learn through play and structured activities, individually and in groups according to their needs and interests.
- Topic Areas for Assessment & Measurement:
 - a) Essential Characteristics
 - This topic area addresses the necessity of a clear, coherent philosophy and explicit educational goals for meeting the learning and developmental needs of all children in an n early childhood program. It emphasizes effective use of groupings, settings, and schedules as well as the importance of materials that reflect not only the lives of the children and families in the program but also the diversity found in society.
 - ✓ *The South City Child Care Center currently uses a theme based curriculum that encourages creativity on both the part of the teachers and the children i.e. bears, draw bears, color bears, go on a bear hunt, learn the letter B, where does a bear live, what*

does he eat, when do they sleep, games with bears, add bears etc. This theme based planning allows for children to make connections between the different elements they are learning. Each lesson plan includes science, math, reading, social learning, motor skills and free play.

b) Social-Emotional Development

- This topic area addresses formal and informal plans as well as opportunities for fostering and developing children's healthy social and emotional growth through the development of friendships, self-regulation skills, empathy, and the ability to resolve conflict in positive ways
- ✓ *To address this element, circle time and outdoor play are critical. Circle time teaches children about taking turns, expressing oneself, being patient, body control, language, and critical thinking. Outdoor play teaches social interaction, environmental awareness, compassion and empathy for others, physical development and the opportunity to be creative and develop one's physical self.*

c) Physical Development

- This topic area addresses program plans, materials, and equipment for the support of children's large-motor development.
- ✓ *The Center needs improvement in this area due to lack of sufficient playground equipment and space. Climbing structures, Natural water features, nature elements for exploration and discovery and quiet spaces for conversation and alone time are necessary for full development. These items allow the children to develop physical skills as well as learn cause and effect, boundaries, team work and sense of accomplishment.*
- ✓ *There are bikes, balls, hoops, and many other opportunities available for the children of the center to try and address these needs but much improvement is necessary. There is also a gardening area, an expansive sand box with many toys to explore with, adequate shade and play houses. Each summer the Center works to improve on the playground and provide added opportunities for children to learn and thrive.*

d) Language Development

- This topic area addresses program plans and materials for supporting children's language development. The goals and objectives for language acquisition address both verbal and nonverbal communication and are rooted within ethnic and other community traditions.
- ✓ *One of the strongest areas for language development is Circle Time. The Center assures that this time is scheduled twice daily to serve all the children enrolled. Circle time gives children a chance to listen to language through*

books, videos, and puppets, explore new languages by bringing in new ideas and multi-cultural items and guests. The importance of reading in circle time is immeasurable. Through books children learn words. Ideas, visit new places, see other children, how to deal with conflict, and how to express feelings and concerns.

e) Early Literacy

- This topic area addresses program plans and materials for supporting early literacy through reading, learning letters and sounds, writing, and immersion in a print-rich environment.
- ✓ *A stated previously, Circle Time addresses this area but the Center continues to promote Early Literacy through many means. The monthly take-home Parent Literacy Bags always include a new book, activity that relates to the book and educational information for parents.*
- ✓ *The Center will improve in this area by ensuring all toys, shelves, etc. are labeled clearly with print and illustration to teach children that everything has a name and a word related to it. ,*

f) Early Mathematics

- ✓ *This addresses program plans and materials for supporting the acquisition of early mathematics, including numbers, operations, attributes, geometry, measurement, time, patterns, and vocabulary*
- The Center has many supplies and toys to support this area but the assessment showed that it is very rarely utilized. Sorting items, patterning items, games and many types of blocks are available. The Center will improve in this area by training teachers to effectively use the available items, what the children learn from the activity, and how the skills build a foundation for grade-school learning. Lesson plans will be reviewed to ensure these skills are being taught.

g) Science

- This topic area addresses program plans for opportunities and materials that support children's scientific inquiry and knowledge through observation, the use of simple tools, representation of findings, and the use of scientific terminology and vocabulary.
- ✓ *Science is supported in our curriculum on a daily basis. Many daily planned activities and free play items teach science in a fun and engaging way i.e. magnets, plastic bugs & animals, color tiles, picture books and ant farms. Sand and water play is one of the most popular forms of science experimentation both in and outside of the classroom. . Studying bugs, dinosaurs, rocks and plants are sometimes lesson plan themes. Taking walks and looking at things through a microscope, making shadows on the*

wall, ordering caterpillars and watching them progress through their life cycle; these are all ways our center incorporates science in our classroom and outside.

h) Technology

- This topic area addresses program plans for opportunities and materials that support children's use of technology that extends learning within the classroom as well as integrates and enriches the curriculum.
- ✓ *Upon review, the Center does not support this type of learning at a level to support accreditation. In order to better address this, the center will acquire classroom computers with internet access to help educate children on how to find information and use modern technology. Educational software is readily available and would be a great asset to the classrooms.*

i) Creative Expression and Appreciation for the Arts

- This topic area addresses program plans and materials for supporting children's expression of and engagement in art, music, dance, and drama.
- ✓ *Creative Expression and art appreciation are often part of the scheduled craft activities. Teachers are encouraged to offer "open art" where a variety of mediums are available for children to choose at will and create anything of their choosing. Some activities are teacher directed to support themes or special occasions. Puppet theaters and puppets are available and children are encouraged to perform productions and act out stories.*
- ✓ *The Center has a large number of dance and musical items that are rarely used. Rhythm sticks, dancing ribbons, multi-cultural instruments and ankle bells are a few of these items. To address the lack of these activities, teachers will be required to address this area several times per week in their lesson plans.*

j) Health and Safety

- This topic area addresses program plans and materials that support children's understanding and practice of sound health, nutrition, and safety practices.
- ✓ *The health & safety of children is a must in a child care center, to ensure that children are safe, they must be taught how to stay safe, how to be healthy. The Center addresses this by conducting monthly fire drills, staging major catastrophe drills, earthquake drills and sheltering in place. Practicing these drills helps the children to feel safe and remember to follow directions if a real disaster were to take place.*
- ✓ *Nutrition is taught on a daily basis through interaction at the meal table, lesson plans, and often by example. When children talk about what they are eating and how it helps or hurts their bodies, they learn. To support this learning, at least one snack per day includes a fresh fruit or vegetable to encourage children to try eating new and healthy foods.*
- ✓ *Children have many "healthy" rules to follow each day such as hand washing when entering the center, when coming from outside,*

before and after bathroom time, after blowing their nose, and before and after eating. They learn that by having clean hands and bodies, the "bad stuff" germs go down the drain. Children are also made part of the routine of cleaning tables and surfaces before and after eating, cleaning up after themselves and the proper bathroom etiquette.

k) Social Studies

- This topic area addresses program plans and materials for supporting children's understanding of social roles and rules, the local community, their own contributions to the well-being of the social and physical environments in which they live, and diversity not only within their classroom but also in the larger worlds.
- ✓ *Social Studies are found throughout the day every day in the child care classroom. As teachers interact with children and help them to communicate and interact with each other, children are learning. Much learning takes place in the "house area" where children act out different social roles according to their individual families and cultures. Children learn the concept of give and take, serving others, and cultural differences. The Center helps encourage this by having house centers with a variety of multi-cultural foods and pictures, baby dolls of different ethnicities, posters of all types of families, and child size toy appliances and furniture.*
- ✓ *This area is also addressed throughout the day in areas such as the sandbox, circle time and mealtime. The sandbox is a very social place with many activities going on simultaneously. Children learn to cooperate and interact in a peaceful manner, sometimes needing help from an adult to understand and express different emotions in an acceptable manner*
- ✓ *The Center has incorporated Diversity in Early Childcare as explained previously. This new monthly cultural activity will help strengthen the Social Studies aspect of the Center and educate children about the differences and similarities of all children and adults from all over the world.*
- ✓ *Beginning fall semester 2013, the Center will be introducing a new curriculum in alignment with current curriculum entitled "Peaceabilites". This curriculum was designed to help reduce violence among children and teach skills that facilitate peaceful interactions. Through the use of stories, activities, videos, fine art, poetry and peaceful direction, children learn and witness peace. Peaceabilites was developed by Bonnie Baliff-Spanvill, Ph.D., professor of psychology and Director of the Women's Research Institute, at Brigham Young University and Claudia J Clayton, Ph.D., associate professor of psychology at Brigham Young University.*
- ✓ *The family survey reflected that the majority of families believe the center uses family information and home languages in our curriculum but many would like to see more of it. To improve in this area, teachers will be encouraged to invite parents into the classroom and spend time getting to know their families better during our family activities and events.*

An example of a yearly lesson plan: themes and a few examples of focuses for each topic

Month	Theme	Different focus options
JANUARY	Our 5 Senses	Eyes (see), Ears (hear), Nose (smell) Mouth (taste), Hands & Skin (touch), How our senses work, art made by using each sense, what if we didn't have them, disabilities, abilities, etc.
FEBRUARY	Community Helpers	Librarian, Doctor, Mail Carrier, Police Officer, Firefighters, Teachers, Garbage Truck Person, Nurse, Butcher, Baker, President, Custodians, etc. Learn about how our community works, get a sense of maps. Each job can teach math, science, numbers, reading etc. Different people doing all kinds of things. Teaches children not to fear emergency personnel if they are every needed.
MARCH	Transportation	Buses, Cars, Trains, Airplanes, Boats, Bicycles, Walking, Scooters, Hot air balloons, etc. Learn what means of transportation we use each day and what some people use in other parts of the world. Science of air travel, sink and float (boats), math(travel) etc.
APRIL	Our Earth	Volcanos, Dirt, Rocks, Trees, Dinosaurs, Planets, Ocean, Water, Forests, Deserts, Etc. Learn how our earth fits into the solar system and how we all fit on the earth, science of the earth and history. Where people live and where animals live.
MAY	Animals	Farm Animals, Pets, Jungle Animals, Desert Animals, Zoo Animals. Learn about how we live with each other and what they teach us and share with us. Teach kindness to animals. Habitats, life cycles, zoos, etc.
JUNE	Bugs	Lady bugs, Caterpillars, Butterflies, Worms, Bees, Spiders. Etc. Different types of bugs. Arachnids, insects, etc. What bugs do for us? Learn what bugs are good and which are "bad", counting, sorting, life cycles, colors, collecting and studying.
JULY	Vacations & Roll Play	Hiking, camping, beaches, cowboys, astronauts, Pirates. Enjoy trying new adventures as different characters, discover where people come from, where people visit, study the globe, dress like children around the world.
AUGUST	End of School/ Beginning of School	Talk about friendships, new beginnings, fears. Learning how to be in new surroundings, saying good bye. Calendars, weeks, days, months, etc. New rules, new friends, new experiences.
SEPTEMBER	Basic Concepts	Color, Numbers, Letters, Shapes, Opposites. As the new year begins, start with basic colors,

		numbers (1-20), hot and cold, etc. Form a foundation for learning and writing and then incorporate through all other lesson plans.
OCTOBER	Harvest, Fall & Feelings	Pumpkins, Apples, Leaves and Corn. This helps to realize the change of seasons, where food comes from, how a seed grows, art with produce, Feelings and how to recognize them, name them and deal with them. Appropriate ways to express them.
NOVEMBER	Nutrition-Healthy Bodies	Food Pyramid, Fruits, Vegetables, Meats, Breads. Exercise, Yoga, Climbing, Jumping, Running, etc. This teaches each child about their role in health, hygiene and healthy bodies.
DECEMBER	Winter Fun	Polar Animals, Snowflakes, Ice, Mittens, Snowmen, Winter Dress, Seasons, Calendars, Science of ice and water. Hot & Cold. What animals' do-hibernation.

3. Teaching

- Program Standards-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.
- Rationale-Teaching staff who purposefully use multiple instructional approaches optimize children's opportunities for learning. These approaches include strategies that range from structured to unstructured and from adult-directed to child-directed. Teachers' consideration of learning differences when selecting and implementing instructional approaches help all children succeed. For a program to address the complexity inherent in any teaching-learning situation, it must use a variety of effective instructional approaches. In classrooms and groups that include teacher assistants or aids, the expectation is that these teaching staff will work as a team. Whether one teacher works alone or whether a team works together, the instructional approach creates a teaching environment that supports children's positive learning and development across all areas.
- Topic Areas for Assessment & Measurement
 - a) Designing Enriched Learning Environments
 - This topic area emphasizes the need for teachers to work as a team to design an environment that protects children's health and safety, helps reduce challenging and disruptive behavior, stimulates learning, and provides easy access to learning materials and experiences.
 - ✓ *At South City Child Care, the Staff works as a team to serve the individual needs of all children. Being a small center, staff recognizes that this is easier than in most centers. Teachers help each other with classroom furniture placement and scheduling to accommodate different age groups and cut down on disruptive behavior. Be reviewing*

classroom arrangement on a regular basis, teachers can review what works best and what does not.

- ✓ *Teacher in the Center continue to be flexible with the age groups that they teach. There may be three year olds in the two-year old classroom and two year olds in the classroom. Teachers and the Manager discuss each child's progress and readiness before moving the child to a new class. This ensures that the child will thrive in the environment rather than possible regress or act out due to being able to communicate what he or she is feeling or experiencing.*

b) Creating Caring Communities for Learning

- This topic area addresses the development of a responsive and predictable community in which teachers use their knowledge of children's home and classroom lives to inform their teaching and to ensure that children are protected from bias and discrimination.
- ✓ *The Center has a very diverse group of children that speak many different languages. This can be a challenge to the teacher. In order for the teacher to better communicate with the child, he/or she must speak with the parents and learn as much as possible about the child from the parents. The more the teacher knows, the more she can understand and meet the child's needs. The parent survey reflects that the Center is doing well in this area but teachers feel that there is room for improvement.*
- ✓ *The Center will make an improved effort in inviting and getting to attend those families which are experiencing language or perhaps cultural barriers so that a better relationship may be formed and that new ways can be learned to help their child feel more comfortable in the Center environment.*

c) Supervising Children

- This topic area details requirements for the safe supervision of children. The physical design of the indoor and outdoor environments as well as attention to the factors that affect children's health and safety are essential to proper supervision.
- ✓ *Policies and Procedures are reviewed by staff several times each year to ensure that all children's safety needs are being met.*
- ✓ *Teachers are all certified in CPR, First Aid, and AED operation.*
- ✓ *The playground is completely fenced to avoid unauthorized access to the playground, and prevent children from wandering away. IF children are not on the playground it is locked to keep it safe. Playground gates are monitored at all times by staff.*
- ✓ *Roll is taken by name several times throughout the day to account for every child at all times.*
- ✓ *Only authorized persons are allowed to pick up a child from the center. Identification is required.*
- ✓ *Parent concern has been raised about unauthorized persons entering the center. Many have requested a swipe card or pin*

number be used to open Center doors. This will be discussed in future staff meeting and with necessary administration. In order to address this concern, there are two doors upon entry to the center to allow for teacher intervention if necessary.

d) Using Time, Grouping, and Routines to Achieve Learning Goals

- This topic area addresses effective use of time, grouping, and routines to achieve program and child learning goals.
- ✓ *Lesson plans are scheduled to accommodate children's natural patterns for eating, sleeping and physical activity. Scheduling ensures children do not go without food for long periods of time or are expected to be physical without proper rest.*
- ✓ *Each classroom tries to adhere to a routine that helps children feel safe and know what is going to happen next. The more routine in a classroom, the less stressful the transitions become.*
- ✓ *In order to better address grouping, the center will be opening a Pre-School classroom in fall of 2013. This will help better group the children according to development and ages. Currently there are three, four and five year old children in one class. The new classroom will place the four and five year old children in a more advanced class and let the three year old children learn at a more natural and developmentally appropriate pace.*

e) Responding to Children's Interests and Needs

- This topic area addresses a variety of ways in which teachers modify the environment, teaching approaches, learning opportunities, and scheduling as they respond to the interests and needs of children.
- ✓ *As it has been said that routine is critical but more so is flexibility. In an environment of children, seldom does everything go as planned. It is important for teachers to pay attention to the children in order to know when to move on or continue with what they are currently doing. It would certainly be tragic for the children to be involved in a dinosaur activity, getting along, learning and asking questions and then have the abruptly stop them to move to the next scheduled activity.*
- ✓ *The Manager observed the classrooms and witnessed teachers being actively involved with the children but sometimes not attentive to whether or not the children were bored, learning, or acting out. Teachers were getting frustrated during circle time when children started to wiggle, run around and talk excessively. The children had become bored with the story. The teacher should have then moved to the next scheduled activity. It can be confusing as a teacher when told to follow a lesson plan but also be flexible. More training will offered on how to read cues from children and know when to end an activity or to allow continued exploration.*

f) Using Learning Materials for All Children

- This topic area addresses teaching that is responsive not only to what children know and what they want to learn but also to family and cultural needs as well as community values.
 - ✓ *This was not assessed due to time constraints.*
- g) Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge
- This topic area addresses teachers’ incorporation of a broad range of approaches and diverse teaching strategies that are responsive to the learning needs of the children in their classroom
 - ✓ This was not assessed due to time constraints.

The South City Child Care is well on its way to accreditation. Although still in the Self-Study phase, the Center is pleased with its successes and positive in its abilities to improve where needed. These assessments have helped staff, parents, and administration look deeply into the daily life of South City Child Care and decide what is working, what isn’t working and what is flourishing. The Center continues to strive to be an inclusive, peaceful and safe learning environment for all children and will continue the Self-Study program to ensure that all is being done to be nationally recognized for the quality of care that we provide.

