

## Student Services Annual Highlights 2016-2017

**Department Name: Child Care & Family Services**

**Programming or Service Highlights:** (Please use bullet format.)

- Many students, faculty, staff, and members of the community have received child care for their children. Summer 2014 we had only 21 children, Summer 2015 we had 36 children, and Summer 2016 we served over 70 children. Currently we are serving 78 children. Numbers during Fall and Spring reflect triple amounts from 2014 to 2017. Our wait list is quite extensive for both the infant and toddler rooms.
- We continue to execute an online curriculum called Preschool First. The program includes children goals from 0-6 years of age. It includes Sensory Motor, Gross Motor, Fine Motor, Cognitive, Social Emotional, and Communication objectives for teachers to scaffold developmentally appropriate learning. All children show growth in these areas.
- The Tim & Brenda Huval Center continued Parent Teacher Conferences on a semester basis and continued monthly Parent Engagement Activities. Parent Engagement Activities included Family Heritage Day, Teddy Bear Picnic, Harvest Party, Literacy Night, Family Traditions and Culture Week, World Appreciation Day, Holiday Celebrations, Gummy Bear Trees, Friendship Day & Chinese New Year, St Patrick's Day treasure hunt, Spring Egg Hunt, Earth Day Project, Cinco De Mayo, and Wheeler Farm.
- We have applied for our NAC accreditation site visit. This means that we have completed/ reviewed the standards of accreditation which includes twenty Administration criteria, eleven Family Engagement criteria, 25 Health and Safety criteria, 20 Classroom Observation criteria, seven Child and Teacher Interaction criteria, and 8 Classroom Health and Safety criteria.
- TBH Center maintains its' relationship with the Bureau of Child Care Licensing by operating within all licensing guidelines, passing inspections, and offering a high level of quality care to all children.
- TBH Center attained its fourth Quality Criteria Improvement Grant by completing over 70 accreditation standards and documenting them through Care About Child Care.
- The Child Care Coordinating office has distributed over \$54,903 worth of vouchers toward child care cost for parent students. This economic support went to over 25 licensed child care centers in the valley, facilitating parent students in their educational progress.

- Our participation in the federal Child Adult Care Food Program (CACFP) has been quite successful. The Center has served over 4900 breakfasts, 6764 lunches, and 6055 snacks during only 9 months of the fiscal year. These meals offer vital nutrition and healthy calories for the children of our center. These meals also help us achieve accreditation standards and are culturally diverse.
- Staff development continues to climb the Child Care Professional Development Career Ladder. Every provider in the center has gained hours of training toward this growth, totaling more than 1023 hours of training center wide.
- Child Care & Family Services partnered with Student Life and Leadership to offer families the Annual Spring Egg Hunt.
- Child Care & Family Services is co-sponsoring 4 TEACH Scholarships. This scholarship is made available to students who are receiving a degree in Family Human Studies.
- 40% of the families using The Tim & Brenda Huval Child Care center use child care to attend class, do homework, or go to work at the college and are single parents.

**Assessment Highlights:** Through a Voucher-Recipient-Only Survey and other data the following highlights were discovered:

- Child Care & Family Services is a valuable asset to helping students achieve their educational goals. This is done by offering flexible class time slots to match the students class schedules. Students are charged only for the slots they need. Part time contracts save hundreds of dollars per month compared to traditional full time contracts most centers use. 86% of the parents attending our center take advantage of this money saving service.
- 100% of voucher survey respondents said that the voucher had a high impact on their access to classes.
- 88% of respondents reported that the voucher did not cover all of their child's tuition cost, and only two of those reported that the remaining cost was not difficult to pay, one person only had fifty dollars remaining.
- When averaged, voucher respondents reported 23 credits per year received toward their educational success.
- 88% of respondents considered child care cost as one of the biggest barriers to their success in college that was not faced by a traditional, non-parent student.

- 55% of respondents considered finding time to study and do homework as one of the biggest barriers to their success in college that was not faced by a traditional, non-parent student.
- 55% indicated taking care of sick children was one of the biggest barriers to their success in college that was not faced by a traditional, non-parent student.
- 33% stated that the increased cost of living due to being a parent was one of the biggest barriers to their success in college that was not faced by a traditional, non-parent student.
- 22% of respondents indicated that finding a child care that offered hours that matched their needs as a student taking full time or evening classes was one of the biggest barriers to their success in college that was not faced by a traditional, non-parent student.
- When asked for suggestions for how we could improve our services, 44% of respondents suggested that the child care centers should have extended hours. Other suggestions included offering care for sick children and having night care options for evening classes.
- When asked what ways we could improve our services respondents said increased child care hours, reduced cost, child care at Jordan, workshops for single parents, and scholarships,
- Survey results of non-returning students from Fall 2016 to Spring 2017 show that 33% of the students report financial problems as a major issue, and 20% report family responsibilities as another major issue (Non-returning Student Survey 2017). This difficult decision is further complicated for student parents by the high cost of child care.

**A baseline NAC Accreditation Survey was also administered to parents of the Tim & Brenda Huval Child Care Center. These are the highlights of that survey. Wording from NAC accreditation has not been altered.**

- My child and I were provided an orientation to the program that included a visit in the classroom for a period of time that allowed both of us to be comfortable in the new surroundings.  
**Answer= 93.6% Yes**
- I have been given a copy of the written policies and procedures of the program. **Answer= 93.6% Yes**
- I am permitted access to the program and to my child's classroom during all hours of operation and am made to feel welcome.  
**Answer= 97.9% Yes**

- The administration provides me with important information about the program on a regular basis.  
**Answer= 93.6% Yes**
- Staff members communicate with me on an on-going basis about my child's experiences and activities.  
**Answer= 87.2% Yes**
- My child's teacher works with me to resolve any adjustment issues including transition from one classroom/teacher to another. (Check N/A if your child has not had any adjustment or transition difficulties.)  
**Answer= 72 % Yes, 9% No, 19% N/A**
- During scheduled parent teacher conferences, my child's teacher provides me with information about my child's development and progress and asks for and considers my idea. (Check N/A if you have not had a parent-teacher conference.) **Answer= 80.9% Yes, 10% N/A**
- My child is released only to persons I authorize in writing.  
**Answer= 100%**
- Parents are notified when their child has been in an accident and/or has been exposed to communicable illnesses or parasites (such as lice).  
**Answer= 85.1 % Yes, 2.1% No, 12.8 % Don't know**
- All areas used by children are well lit, ventilated, and maintained at a comfortable temperature.  
**Answer= 95.6% Yes**
- My child has been with consistent teacher(s) and has not been moved to a new classroom more than one time per year.  
**Answer= 95.7% Yes**
- The program works with parents to make reasonable modifications for children with short or long-term special needs. (Check N/A if you do not have a child with special needs.)  
**Answer= 25.5% Yes, 2.1 % No, 8.5 % Don't Know, 63.8% N/A**
- I have observed the classroom teachers actively engage my child in conversation (or respond to vocalizations of my infant or toddler) in meaningful ways.  
**Answer= 100% Yes**
- The teachers greet my child and me by name upon arrival each day.  
**Answer=100% Yes**
- My child is generally happy, relaxed and engaged in activities while at the center. **Answer= 95.7% Yes, 2.1% No, 2.1% Didn't know**

**The following comments were also included in the surveys.**

- “We really are happy to have such a wonderful day care.”
- Preschool strengths include;
  - “The parent teacher relationships/communication.”
  - “My child loves circle, and job roles.”
  - “Communication is GREAT. The teachers are Awesome.”
  - “Love the security, I feel safe leaving him with you guys. Also really enjoy the diversity of the center. Not only in the other kids/staff but projects & activities.”
  - “wonderful staff!, very clean, well structured days, always accommodating”
  - “Hands on learning...Bees, Nectar, Butterfly, Nature, Crafts, and Art !”
  - “Happy staff, safe place, keep the kids active, engaged and learning, flexible.”