

Student Services Annual Highlights 2013-2014

Department Name: South City Child Care and
Child Care & Family Services

Programming or Service Highlights:

- Many children have attended our center this year as their parents went to school, or worked. In the Fall 2013 over 30 children were served. During the Spring 2014 semester we had over 48 children, and now 21 children are using our services in our licensed center.
- Many changes have occurred this year starting with a change in the Director. Holly Garcia is now the Director/Manager 1. She has a Bachelor's degree in Family Consumer Studies with an emphasis in Early Child Development, and has been working in the child development field for over 14 years.
- South City Child Care has been making many environmental changes too, and has been awarded a grant from the State Office of Child Care to make purchases that define the interest/learning areas in each classroom. This will help our center with the physical environmental piece of accreditation for the National Association for the Education of Young Children (NAEYC).
- Staff has also been making professional gains. During this Licensing year each staff has received hours of training toward levels on the Child Care Professional Development Institute's Career Ladder.
- South City Child Care has also made food service changes. As of July 1, 2014 children will be receiving healthy, diverse hot lunches from a local vendor. This is an effort to improve quality of nutrition for the children, and also help student parents with the cost and time of preparing sack lunches.
- The Child Care Coordinating office has distributed \$74,877.36 toward parent student vouchers. This support of the local economy went to over 20 licensed child care centers in the valley while parent students made educational progress.
- As part of strategic enrollment SCCC opened their doors to the community for the Summer 2014 term.
- SCCC continues to retain its' excellent relationship with the Bureau of Child Care Licensing by operating within all licensing guidelines, passing all inspections, and offering a high level of quality care to all children.

Assessment Highlights:

- With the change in staffing working toward accreditation has had to be re-examined. The physical environment was the first standard that screamed for attention. The following things were discovered as weaknesses when doing inventory and visual observations for a grant application.
 1. Each room lacked definition in different interest areas. The Cub's Room lacked supplies in the art, sensory, and math/manipulative learning areas. The Bears room lacked art, science and sensory items, and the Polar Bear room required shelf units, cubbies, and manipulative/math supplies along with block items.
 2. All classes lacked consumable supplies that are critical for open ended art, sensory experiences, and exploration.
 3. No sandbox cover for the outside sand could be found.
 4. Strategies to support children's social and emotional, physical, cognitive, language, literacy, and creative development needed improvement.
 5. The curriculum and specific learning objectives for individual children were not being addressed on the lesson plans.
 6. Staff meetings had not been occurring monthly.
- Working toward improvement in the areas that discovered to be weak, the following things occurred.
 1. The Quality Environment Center Grant was applied for and accepted. We are currently waiting for the money to arrive. When it comes all of the lacking interest areas will be improved and the supplies ordered.
 2. Consumables were ordered and will be inventoried at the end of each term to ensure that they are constantly replenished.
 3. The sandbox cover was custom designed and will be ordered as the check arrives from the grant.
 4. The lesson planning form was re-written. Now it includes interest area changes, planned gross motor movement, Read Aloud, large and small group learning experiences, reflections about the previous lesson plans, parent involvement planning, and alternative play options.
 - Staff was trained on the lesson planning, and Creative Curriculum was adopted as a structure to work on holistic growth. New lesson plans include individual objectives for each child, and can be found by initials on each lesson plan.
 - Staff toured a NAEYC accredited center to observe small group instruction ideas and see the physical environment of each classroom. Then they took several days to work on defining their classroom. More training will occur for small group instruction.
 - Staff was trained on Creative Curriculum and how each area moves upward in progress. They will observe and assess child students to scaffold learning in each defined field.
 - Staff and parents had a Summer 2014 orientation to establish goals for each child's development and access family strengths to encourage family involvement.

- Staff attended Utah's Early Childhood Conference and took specific training in science, Kindergarten readiness, and Early Childhood Rating Scale. They also went to training on Child Development Ages and Stages.
- Monthly trainings have been occurring and addressing licensing issues and Utah Early Childhood Core Standards. Training has also included instruction on cutting, writing, reading, and mathematical concepts. Teachers have been working hard to strengthen their skill sets.