

**Institutional Effectiveness Review
Child Development Center
April 2009**

The purpose of this review is to:

Provide an assessment of the Jefferson College Child Development Center in the following organizational components:

- Mission
- Program
- Organization and Management
- Human Resources
- Financial Resources
- Facilities, Technology, and Equipment
- Equity and Access
- Campus and External Relations
- Diversity
- Ethics
- Assessment and Evaluation

The process will involve the following steps:

- Review departmental written material and publications
- Review departmental policies and procedures
- Summarize feedback received from campus and community entities
- Conduct a SWOT analysis
- Develop goals and action plans

Time frames/timeline for the review will be:

Fall 2008

- Collect and review departmental written material
- Review departmental policies and procedures

Spring 2009

- Summarize feedback from campus and community entities
- Conduct the SWOT analysis
- Develop goals and action plans

Overview

Purpose of the service and how it relates to college mission, values and vision:

Mission Statement

The purpose of the Jefferson College Child Development Center (JCCDC) is twofold:

- To provide comprehensive, high quality care and education for preschool and school age children of students, faculty, staff and community;
- To model and instruct for adult learners the theoretical knowledge of learning and human behavior, attitudes that foster learning, knowledge of developmentally appropriate practices, and a repertoire of teaching skills that can effectively facilitate learning of the young child.

Statement of Values

Program philosophy is based on commitment to core values that are deeply rooted in the field of early childhood education. As stated by the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct, the teachers and program staff commit to:

- Appreciate childhood as a unique and valuable stage of the human life cycle.
- Base our work with children on knowledge of child development.
- Appreciate and support the close ties between the child and family.
- Recognize that children are best understood in the context of family, culture and society.
- Respect uniqueness, dignity, and worth of each individual.
- Help children and adults achieve their full potential in the context of relationships that are based on trust, respect and positive regard.

Relationship to College Mission, Visions, and Values

The mission, philosophy and values of the Jefferson College Child Development Center (JCCDC) fit directly within the statements developed by Jefferson College as a whole. To understand just how important the program is to the College's vision is to take note of the results of numerous longitudinal studies regarding quality early childhood education, such as that provide by the Center, which indicate the following:

- Children receiving quality child care have significantly higher earnings at age 27, significantly higher rate of high school graduation, and significantly lower need for special education and costly social services.

- They are retained in grade less often, arrested less frequently, are more successful on cognitive and IQ tests, more motivated and committed to school, and more skillful in social situations.
- Society benefits through cost savings of \$3 to \$7 for every \$1 invested, enhanced lifetime earning of both children and parents, and reduced unemployment for quality child care graduates, fewer teen pregnancies, lower crime rates, less delinquency and fewer incarcerations.

The JCCDC is a perfect example that Jefferson College is “forward thinking”. The JCCDC has a direct relationship to the College’s mission as it provides:

- A high quality care and learning experience, a platform for future school and life success for our youngest students, preschool and school age.
- An accessible, high quality program for college students enrolled in ECE coursework and other disciplines related to child development and education.
- Comprehensive services and resources for students, and community members which promotes intellectual, social and personal growth.

In regard to the Center’s relationship to the Jefferson College vision, the JCCDC provides:

- An accredited early childhood and school age program to ensure that the program continuously strives to maintain high quality programming for the children, families, and students served.
- An experienced, highly motivated and qualified teaching staff committed to insuring a quality learning environment where student achievement and success (child and adult) are key program components.
- A model observation, lab and practicum experience for the high school and college students enrolled in programs concerned with the care and education of young children.

The relationship of the JCCDC to the values of Jefferson College is illustrated in the following activities:

- On-going support, parent education and resources, to help students achieve success and accomplish their educational and career goals.
- An integrated educational environment that values diversity.
- On-going staff development that supports effective teaching and competent services through coursework, workshops and conferences.
- Comprehensive program assessment through a variety of assessment tools and methods.
- Children’s involvement in community service programs and staff participation in community agencies, area programs and events.

Institutional Effectiveness Review

Present Status

The Jefferson College Child Development Center was re-accredited in 2004. The re-accreditation self study and report served as the IER for the time period.

Innovative Changes (in last 5 Years):

Classroom teachers conduct the Early Childhood and School Age Environmental Rating Scales (ECERS and SACERS) annually as a way to measure quality of the classroom environment. This is a valid instrument which helps to insure that we continually meet or exceed standards of quality, thus improving child outcome measures.

Staff members have been proactive in bringing community agencies (Department of Conservation, Health Department, Jefferson College faculty and staff) to the Center to enhance educational programs for the children. This has been especially beneficial since the loss of the college bus for field trips.

The program has participated in the First Books grant program in order to provide free books to all enrolled children. For the past five years the program has provided approximately 3-5 free books each year to each child enrolled.

The program participates in the Ready Readers program that provides volunteers throughout the year to read to children and also provides free books for enrolled children.

Physical plant improvements added sunshade, a bike path, a large sandbox, planters and permanent play houses for the children.

Lead teachers implement a minimum of two family involvement activities within their classroom each semester that are themed, based on developmental domains of children.

An evaluation instrument was created that is used by lead teachers to provide consistent feedback to high school and college students who are involved in labs and practicum in their classrooms.

Faculty/Staff (Degree to which staff are qualified, effective and supported.)

Faculty/Staff Qualifications and Professional Development:

The JCCDC staff includes educators with diverse educational backgrounds and experience in the field of early childhood.

The Child Development Center has a full-time director with a Bachelor of Science Degree in Child Development and a Master of Science degree in Education.

The Center employs a Curriculum Coordinator who assists in the office and oversees

curriculum among classrooms. The Coordinator has a Bachelor of Arts and a Master of Science degree in education.

There are five full time lead teachers and one regular part time lead teacher. All personnel meet the educational requirements of Missouri Accreditation.

Lead teacher education ranges from specific coursework toward a degree in early childhood, to a Master's Degree in Early Childhood Education.

Administrative staff and lead teachers have completed Project Construct curriculum training. Approximately 14 student workers, the majority of whom are work study eligible, assist teachers in the classroom each semester. These students must meet the teacher's assistant education requirements of Missouri Accreditation and state licensing.

All staff member counted in staff to child ratio must meet the educational and health/safety criteria as required by Missouri state licensing and Missouri Accreditation.

All employees and volunteers counted in ratios are registered with the Family Care Safety Registry, the state agency responsible for child abuse/neglect screening and criminal record check/background screening.

Students (high school and college), enrolled in the early childhood instructional program, utilize the Center as a lab and practicum facility. During the course of their educational path they learn observation methods and are assigned specific classrooms where they learn to plan, prepare and guide appropriate activities under the direct supervision of classroom lead teachers. These students are not counted in the staff to student ratio.

Staff members are encouraged to pursue both higher education opportunities as well as participate in professional development functions.

Below are listed some of the professional development opportunities and campus programs that staff members have participated in:

American Red Cross First Aid/CPR/AED training-all regular staff (annually)

ServSafe sanitation training-all regular staff

DESE's Conference on the Young Years

Crucial Early Years Conference

Project Construct Curriculum Training

Project Construct Focus Institutes

Missouri Accreditation Team Leader

Missouri Accreditation Site Reviewer

Missouri Accreditation Assigner Training

National Coalition for Campus Children's Center's Conference

Parents as Teacher's National Conference

Parents as Teacher's Program Specific Trainings (Health and developmental screenings)

DHSS Mandated Reporter Training

Missouri Preschool Project MO-T trainings

Missouri Preschool Project Annual Conference

Association for the Education of Young Children Regional Conference

Jefferson County Early Childhood Professionals Group

Memberships in the National Association for the Education of Young Children

Memberships in the National Coalition for Campus Children's Centers
Jefferson County Child Abuse/Neglect Committee
Hillsboro School District Little Hawks Advisory Committee
Jefferson College Early Childhood Advisory Committee
Parents as Teachers Advisory Committee
Jefferson College Food Service Committee
Jefferson College Grievance Committee (alternate)
Teaching ECE Courses
Jefferson County Week of the Young Child Fair
Jefferson College Adjunct Faculty Training
Staff conduct early childhood workshops for the Jefferson County Community Partnership

Students/Constituents (The degree to which students needs are met.)

Student/Constituent Satisfaction and Feedback:

Family Questionnaires consistently return high ratings and positive comments. The most recent survey (April 09): 87% of surveys returned responded favorably regarding program satisfaction indicators, 8% were neutral.

The program maintains a full enrollment primarily from positive referrals from enrolled families, and also from agencies such as the county school districts, Parents as Teachers, First Steps, Department of Health and Senior Services, and Regional Center. College early childhood faculty have a close working relationship with JCCDC staff and trust the quality of the program and entrust the JCCDC staff to supervise their students for observations, labs and practicum. The High School Early Childhood Vocational Faculty send an average of 16 students to the Child Development Center weekly and at times during the semester, up to 45 students are involved in labs at the JCCDC. An average of 25 to 30 college students are involved in labs, practicum and/or observations each semester.

College students often continue their child's enrollment after they graduate and move on to their career.

Lab, practicum and observation students often seek work at the JCCDC after spending time involved in course assignments at the center. Students often decide to enroll their children after spending class time at the center.

Parent participation at special events averages 75% and in some cases such as parent/teachers conferences, classrooms have had 100% participation.

Instructors from the Social Sciences division utilize the program for their student's observations of children.

Student/Constituent Success:

The primary constituents are the parent and child. The family questionnaire is indicative of children's adjustment and learning. April 2009 survey indicators: *"My child looks forward to going to the program"-100% Strongly Agree/Agree, "The curriculum offers a wide range of experiences (i.e. music/movement, art, dramatic play, science, math, literacy) that meet the interest of my child"-100% Strongly Agree/Agree*, are just two of many indicators illustrating the child's adjustment and parent satisfaction with their progress.

Parents are provided regular parenting information helping them to understand where their child should be developmentally and what they can expect during the next stage of development. Feedback from the parents regarding this is very positive. Program staff make an average of six referrals each year for developmental delays or extreme behavior issues. This early intervention makes a vast difference in the child's chance for success in learning and in life.

Studies show that there are higher retention and completion rates among college students who have access to high quality early care and education such as that provided by the JCCDC. Student parents can attend classes and focus on their studies with the peace of mind of knowing that their children are being cared for in a nurturing, high quality, early childhood environment. The faculty, staff and community parents are able complete their work day with the same satisfaction that their child is receiving high quality care.

The JCCDC provides up to \$9,000.00 annually, through the Missouri Preschool Project grant, for community child care providers. This funding may be used for program improvement, conferences, curriculum training, and accreditation assistance. Community providers have stated that the funding is making a positive improvement in their program's curriculum.

Center staff members are involved in providing early childhood education to community members by teaching classes, conducting workshops, and by being involved in various community agencies.

Curriculum/Services (The degree to which curriculum/services are thorough, current, and supported.)

Curriculum/Services (Scope, Currency, Changes):

The JCCDC serves approximately 70 families at one time and an average of 110 families each year. Approximately 48% of the enrolled children are from the community, 16% are children of faculty and staff and 36% are student's children. The JCCDC is open to all children ages two through twelve, space and staff permitting. The program enrolls up to 12 two-year-olds, 56 three-to-five year olds and 26 six-to-twelve year olds.

Center days/hours are Monday through Friday, 6:00 a.m. to 6:00 p.m. and the program is open year round, closing only when the entire campus is closed.

The Center is licensed by the Department of Health and Social Services, Division of Child Care. Inspections are conducted at least two times per year by the licensing representative, the sanitation department, and the state fire marshal's office.

The Child and Adult Care Food Program grant helps to offset the food costs through a cash subsidy amount based on parent income.

The JCCDC is also accredited through Missouri Accreditation of Early Childhood Programs and Missouri Accreditation of School Age Programs. The program is in the process of its 3rd reaccreditation. The accreditation process will take place every five years after this review cycle. A report is submitted to Missouri Accreditation annually.

The focus is on quality programming for the children, and excellent resources and education for parents. Lead teachers utilize Project Construct curriculum and DESE's Missouri Early Learning Standards as the framework for planning the learning environment for the children. Community families help to maintain a stable enrollment that would otherwise be reduced drastically during semester breaks. This stability helps to sustain a year round program, which improves the retention of our highly qualified staff. Opening year round also enables the program to continue to serve those faculty, staff, and students who still need child care during the breaks when the campus is open.

Parent education is an important program component. In addition to the center-based Parents as Teachers program, the teachers provide parent/teacher conferences sharing important developmental information from their child's portfolio collection and from developmental screenings administered by staff members.

Another focus is on providing excellent modeling and teaching of developmentally appropriate practice and constructivist education to the high school vocational and college students who are in the Center as a requirement of their educational program. These same students eventually become teachers or go out in to the community to work in other child care programs. The JCCDC staff members feel a responsibility to provide the student a solid, positive foundation in best practices for their future work with children.

Curriculum/Services Issues (Support, Technology, Equipment):

The JCCDC utilizes the EZ-Care Child Care Management Software. This software utilizes a time clock computer (located in the main building foyer and the ATS classroom) to track family and staff attendance. Center staff runs billing on Mondays of each week and an account clerk from the Business Office transfers the EZ Care billing information to the college's Banner system. EZ Care tech support is contracted annually.

The billing clerk, center director and coordinator are responsible for collection of fees. The billing clerk and center coordinator maintain billing records for families receiving a child care subsidy from Family Services.

The director and coordinator each have a computer. A computer is located at the front desk of the main child care building for accessing family information. A computer is located in the staff lounge for the teachers. This computer hardware is on a three year replacement cycle.

Community (The degree to which the service contributes to the community and responds to community needs).

The Jefferson College Child Development Center(JCCDC), in addition to being open to students, faculty and staff, also serves children from the community, thus providing community parents access to high quality care for their participating children.

The JCCDC, as a component to the Missouri Preschool Project grant, has funded community child care programs up to \$9,000.00 annually. The funds are used to improve the quality of area child care programs by assisting with costs associated with program improvement. The JCCDC hosted Project Construct institutes on campus so that area child care centers could have convenient access to high quality curriculum training.

The school age children at the center operate an on-going collection for the Ozark Food Pantry.

Staff members who are parent educator certified assisted the local Parents as Teachers program in completing home visits.

Staff members have served on Missouri Accreditation validation teams.

Staff members have assisted with Head Start program reviews. Center staff members serve on various agency advisory committees.

Cost

Budget 2007-08

(without grant revenue factored in)

Expenditures

Salary and benefits:	\$ 423,670.00
Other operational expenses:	<u>\$ 118,164.00</u>
Total Expenditures	\$ 541,834.00

Income

Parent Fees:	\$ 381,088.41
Other:	<u>\$ 84,582.00</u>
Total Revenues	\$ 465,670.00

Net (before grant revenue)	(-)	\$ 76,164.00
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Net (after grant revenue)	(+)	\$ 49,496.00
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- Grant funds totaled \$134,660.00 for the 2007-08 fiscal year (by category):

Grants	Supplies/Prof.Dev./ Capital Outlay	Salaries/Benefits
Missouri Preschool Project (MPP)	12,677	77,323
ECE CCDF Grant	20,000	0
CCAMPIS Grant	2,950	21,710
TOTAL	35,627	99,033

Summary (SWOT)

The following are identified strengths, weaknesses, opportunity and threats that relate to the operations of the Jefferson College Child Development Center:

Strengths	Weaknesses
<ul style="list-style-type: none">❖ Program is both licensed and accredited.❖ Highly motivated, dedicated and qualified teaching staff who consistently apply developmentally appropriate practice in children's programs.❖ Program maintains a strong, positive reputation for quality among constituents and in the community.❖ Strong family involvement.❖ Developmental screenings are conducted each semester to determine if a child has a delay that requires a referral to area agencies.❖ Program is a center-based Parents as Teachers (PAT) program, which provides staff members access to PAT research-based, developmental information for sharing with families.❖ Close working relationship with HS vocational and ECE college program staff.❖ Staff utilizes campus resources to enhance the children's learning.	<ul style="list-style-type: none">❖ Building and ATS classroom are vulnerable to intruders, especially the two exit doors on the lower level of the main building.❖ Utilizing students for all assistant positions and the kitchen help position contributes to staff turnover rates, and creates inefficient staffing patterns and increases time/costs associated with training.❖ There is no receptionist or office assistant position to assist with the ever increasing paperwork burden and reporting requirements, plus the high telephone and walk in volume.❖ Lack of private meeting area for parent/teacher conferences, and administrator/ staff/parent meetings.❖ Lack of adequate staff work or break area.❖ Program does not serve infants and toddlers, even though the need exists among faculty, staff and students, and this age group is a part of the core ECE AAS degree curriculum❖ Main building is in need of updates/remodeling.❖ Playground "ground cover" is increasing thus lowering fence height below safe, regulated height. Equipment beginning to show wear.

Opportunities	Threats
<ul style="list-style-type: none"> ❖ Seek grant funding to include: MPP, CCAMPIS, DESE, and the Child and Adult Care Food Program grants to offset program costs. ❖ Utilize on-campus resources to enhance children's education. ❖ Explore feasibility of serving infants and toddlers ❖ The Missouri Quality Rating System may provide additional funding for the JCCDC when fully implemented. 	<ul style="list-style-type: none"> ❖ Missouri implementation of universal pre-k could possibly impact pre-k enrollment. ❖ Potential for accreditation or licensing to increase teacher requirements, thus increasing staffing costs or creating a situation that increases staff turnover. ❖ The primary indicator of quality child care directly relates to the retention of experienced and knowledgeable teachers. These teachers must be paid a worthy wage, yet the challenge is to maintain quality and do this without increasing tuition to the point that students cannot afford to enroll their children. The weak economy could possibly pose a threat to enrollment.

FUTURE

Proposed Service Goals and Action Plan

<i>Proposed Learning/Service Goal</i>	<i>Proposed Assessment. Measurement/ Action</i>	<i>Person(s) to Implement</i>	<i>Timeframe</i>	<i>Resource Implications</i>
Goal 1: Increase Building Security	Assess risk- Director of Public Safety. Evaluate student/family survey results.	Director of CDC, Director of Public Safety	2009-10	Budget
Goal 2: Increase Tuition Fees Annually to Maintain Fiscal Viability.	Evaluate student satisfaction survey results. Survey community programs to determine market rates.	Director of Child Dev. Center	Surveys- Annually each April. Fee increases implemented annually in August.	Staff Resources
Goal 3: Make Required Playground Improvements	Research safest and most cost effective ground covers and playground designs. Convene committee to plan the necessary improvements. Compliance with state licensing.	Director and Coordinator of CDC, lead teachers, parents, Director and/or representative of Buildings and Grounds	2009-2012	Budget, grants Staff resources
Goal 4: Ready program For Missouri Quality Rating System.	Evaluate where program is currently in regard to meeting criteria for 5 star program.	Director, Coordinator, Teachers, Parents.	2009-2012	Budget, Staff Resources
Goal 5 Renovate Office Area to Improve Efficiency and to Provide a Private Mtg. Area.	Discuss placing this project in the long range planning.	Dean of Student Services, Director of CDC, Dir. Of Bldg./Grounds	2009-2015	Budget

DISCIPLINE STATUS

_____ Satisfactory
_____ Requires Immediate Attention
_____ Unsatisfactory

Dean

Date