

**Student Services**  
**Departmental Goals and Assessment Results 2016-2017**

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

**Departmental Goals for 2016-2017**

1. Continue to provide the highest level of child care through the use of Preschool First Curriculum. This curriculum focuses on development from birth to 5 in areas of sensory motor, gross motor, fine motor, communication and cognition.
2. Use National Accreditation Commission for Early Care and Education Programs (NAC) Program Standards, Voucher Survey, and Exit Survey to assess department services and determine Standards level of impact on student parent retention.
3. Apply for NAC Accreditation site visit.
4. Write and attain the CCAMPIS Grant for West Valley, and Jordan Sites.

Project (Assessment) Titles:

1. Voucher Survey on Retention and Completion
2. Exit Interview for Parents Leaving the Tim & Brenda Huval Child Care Services

2016-2017 Assessment:

1. Use Voucher Survey to determine the level of impact of our continuing services.
2. Use the Exit Survey as parents exit our program to assess if our commitment to NAC accreditation standards impact their learning. The standards promote excellence in child care assuring quality, which helps parent students focus on retention and completion instead of child care services.

College Priority & Objective

Strategic Priority II

- Improving student access and success

Learning Outcomes #5

- Determine what level the NAC Standards and voucher program have on student retention and completion.

**Methodology (Plan/Timeline/Method):**

Tim and Brenda Huval Child Care & Family Services will use the 2016-2017 assessment year to re-access the impact of our child care services on retention and completion. This assessment will continue to focus on NAC accreditation standards as we step closer toward our goal of accreditation. As parent students exit our program we will use our exit interview to determine if NAC standards that have been met have impacted their student retention and completion. Steps are as outlined.

- Use current NAC surveys to determine areas in need of improvement.
- Make improvement as necessary, and notify parents.
- Add additional questions to the Exit Interview that include assessment on retention and completion.

- Complete annual NAC survey and determine areas of growth.

**Action Taken (Use of Results/Improvements):**

Child Care & Family Services used the 2016-2017 year to work on the following goals.

1. We have continued to provide the highest level of child care through the use of the Preschool First Curriculum. Our Center has worked on this task through daily/weekly use of this curriculum. This is the second year this curriculum has been in place, and we have made several strides with navigating it's use. We are making use of the Parent Teacher Conference Forms to complete conferences three times per year. Teachers have increased their use of the Preschool First observation tools, as well as enhancing the curriculum by creating over 50 new developmental based curriculum activities which have been added to our Preschool First lesson plan database.
2. Our second goal was to implement an exit survey and to use the NAC Early Childhood Program and Accreditation Surveys to assess our services and determine the level of impact the NAC standards had on student retention. Surveys were administered to assess our services, and personal interviews of parents were administered in order to determine what the level of impact those standards had. The results are below. Vouchers surveys were also administered, the results are below. Exit interviews were distributed, but only 3 were returned, the consequence being a lack of accurate data.
3. We have applied for the NAC Accreditation site visit. The application for the accreditation site visit was submitted on May 18, 2017. This means that we have completed/ reviewed the standards of accreditation which includes 20 Administration criteria, 11 Family Engagement criteria, 25 Health and Safety criteria, 20 Classroom Observation criteria, 7 Child and Teacher Interaction criteria, and 8 Classroom Health and Safety criteria. The site visit is scheduled for Fall 2017.
4. We attempted to apply for the CCAMPIS Grant for Jordan Campus. The CCAMPIS Grant became available May 23, 2017. Sadly, the grant was turned down at the Cabinet level. The narrative was complete, as was the tentative budget.

**Parent NAC surveys were distributed; 67% were returned on time. The following questions and answers were disclosed. Answers were rated: Yes, No, Don't know, or N/A.**

- 1. 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, 6.4% No**
- 2. I have been given a copy of the written policies and procedures of the program.  
**Answer= 93.6 Yes, 6.4 % Don't know**
- 3. 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, 2.1 % No**
- 4. The administration provides me with important information about the program on a regular basis.  
**Answer= 93.6% Yes, 4.3% No, 2.1% Didn't know**
  - 5. Staff members communicate with me on an on-going basis about my child's experiences and activities.  
**Answer= 87.2% Yes, 10.6% No, 2.1% Didn't know**
  - 6. 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= 71.7 Yes, 6.5% No, 2.2 % Don't know, 19.6 % N/A**
  - 7. 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, 2.1 % No, 2.1 % Don't know, and 14.9% N/A**
  - 8. The program provides information to help parents better understand their children's development and learning in a variety of ways, such as meetings, workshops, articles, ect.  
**Answer= 78 % yes, 8.5 % No, and 12.8% Don't know**
  - 9. Family Members are given opportunities to use their skills and talents to contribute to the program.  
**Answer= 76.1% Yes, 8.7% No, 15.2% Don't know**
  - 10. Parents are given opportunities to share their feedback about the program through ongoing suggestion opportunities and annual written evaluation.  
**Answer= 80.9% Yes, 8.5% No, 10.6% Don't know**
  - 11. My child is released only to persons I authorize in writing.  
**Answer= 100%**
  - 12. I have been given the program's written policy regarding the care of sick children.  
**Answer= 93.6% Yes, 4.3 % said No, and 2.1% Didn't know**
  - 13. 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**
  - 14. I received advanced notification of each field trip activity that requires transportation.  
**Answer= 27.7% Yes, 6.4% No, 66% N/A**
  - 15. All areas used by children are well lit, ventilated, and maintained at a comfortable temperature.  
**Answer= 95.6% Yes, 2.2% No, 2.2% Don't know**
  - 16. The center is kept clean and orderly and has no lingering, offensive odor including strong chemical odors.  
**Answer= 89.4% Yes, 10.6% No**

- 17. I have been given a copy of the program's plan for moving children to another location in emergency situations.  
**Answer= 71.7 %, 15.2% No, 13% Don't Know**
- 18. I have been given information on providing my child with nutritionally balanced meals/and or snacks to eat at the center. (Check N/A if you the program provides all meals/snacks for your child while at the center.)  
**Answer= 57.4 % Yes, 6.4 % No, 4.3 Don't Know, 31.9% N/A**
- 19. 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, 4.3 % No**
- 20. Planned classroom activities for each day are posted by the teacher for my information.  
**Answer= 48.9% Yes, 19.1% No, 31.9% Don't Know**  
Note: Lesson plans are posted by Monday in each classroom by the Parent Boards.
- 21. 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**
- 22. 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**
- 23. The backgrounds, cultures, and experiences of the children and their families are often reflected in lesson plan activities and classroom materials.  
**Answer= 70.2% Yes, 2.1% No, 27.7% Don't know**
- 24. Teachers provide other activities instead of using TV/DVD/video and computers with infants, toddlers, and two-year olds.  
**Answer=76.6 % Yes, 2.1% No, 21.3 % N/A**
- 25. The teachers greet my child and me by name upon arrival each day.  
**Answer=100% Yes**
- 26. Teachers treat children with respect, and I have never seen them laugh at, embarrass, criticize, threaten, tease or reject any child.  
**Answer = 97.9 % Yes, 2.1% No**
- 27. Teachers are responsive to my child's needs.  
**Answer=97.8% Yes, 2.1% Didn't know**
- 28. Teachers give directions using positive words for example "Walk" rather than "Don't run"; "Gentle touches" rather that "Don't hit".  
**Answer= 87.2% Yes, 12.8 % Didn't know**
- 29. 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**
- 30. All members of the class follow procedures that ensure the safe arrival and departure of the children.  
**Answer= 87.2 % Yes, 2.1% No, 10.6% Don't know**

**Note:** Upon entry into the program each parent receives a Parent Orientation, and a copy of the Parent Handbook (which also is located by every classroom doorway). **100% of our enrolled children have signed the Orientation form. All policies and procedures are included in the parent handbook.** The Parent Orientation includes a tour of the facility, an introduction to the staff, an overview of the Parent Handbook, a discussion of the family's needs, an overview of the support resources about child development, an opportunity to visit the classroom, and more. The Parent Handbook includes the following sections: Philosophy, Purpose Statement, Record Keeping, Enrollment, Transfer, Closures, Absences, Tuition Rates, Authorization Drop Off/Pick up of Children, Late Departures, Staff, Typical Day, Curriculum, Use of Media (none under 2), Personal Belongings, Clothing Policies, Guidance Policies/Techniques, Children with Special Needs (which we accept), Grievance Policy/Procedures, Health Assessment/Immunizations, Illness Policy/Exclusion, Medication Policy, First Aid, Nutrition Information, Parties and Celebrations, Safety & Emergency plans, Infant/toddler information, Breastmilk, Rest Time Info, Parent Teacher Conferences/Open door policy, and Rights & Responsibilities.

### **Parent Student Voucher Surveys were distributed.**

- 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.

**Conclusion:**

Conclusion of the services and assessments of Child Care & Family Services is that we are critical for the success of our students. Students need our services to attend their classes and do homework. The voucher program assists our students toward their academic goals by helping them with roughly 23 credits per year. With our flexible class time slots offered for parents our students save money, and the location saves them time. Meals that are offered to children nourish them, and make parent lives easier, reducing responsibilities for student parents. Our curriculum pushes the children upward scaffolding their learning, and ensuring school readiness.

The children in our center benefit though the practices and standards that we adhere to. We are excited to get our accreditation and look forward to receiving that accolade. Our site visit will be scheduled in the Fall of 2017, and as such we will continue to offer services at the industries best standards. Through discussion and staff meetings, our areas of weakness for the NAC Parents Survey have been addressed, and improvement is continual.

Services at other campuses are also needed. With the passing of the CCAMPIS Grant 2017 we will plan on reapplying in 2021. The space for this location will be better assessed at this juncture, and services can be rendered to students at that time.