Student Affairs Program Review: **Child Care & Family Services 2023**

1. Executive Summary

   A. Overview containing brief description of the department, and the services offered:

   Child Care and Family Services offers child care services to students, faculty, staff, alumni, and community in the capacity of child care and assistance with child care cost. Child Care at the SCC location operates Monday through Thursday until 10pm and until 5:30 on Fridays for children 6 weeks to 12 years of age. The Jordan Campus Child Care provides services to children Monday through Friday from 7:30 am until 5:30 pm. We also oversee the Voucher Program which provides a voucher towards the cost at a licensed child care program for eligible students while they attend their classes. This voucher program pairs nicely with the SLCC Promise to help our students graduate from our College with little to no cost. We proudly distribute around two hundred vouchers each year to support students' academic progress.

   B. Department purpose statement and department-level goals:

   Purpose/Mission Statement: The purpose of Child Care & Family Services is to provide excellent child care to children, and families in a developmentally appropriate setting that promotes learning through play, while preparing children to become lifelong learners. We are here to support Salt Lake Community College efforts to provide accessible, affordable, quality education to a wide range of individuals by offering high-quality child-care services.

   Goals of our center:

   1: Following the developmentally appropriate guidelines established by the National Accreditation Commission for Early Care and Education Programs (NAC), while attaining accreditation and maintaining licensing standards. Encouraging intellectual, social, and emotional development in each child.

   2: Encouraging the children to develop an appreciation for the ethnic and cultural diversity in our families and our community.

   3: Involving parents and families in a community of learning and self-development while promoting a cooperative and informative relationship with families; we communicate through our web page, Facebook, emails, Highscope access, daily conversations, and parent-teacher conferences.

4: Promoting a positive environment for staff and children through ongoing professional development for providers while assisting them in implementing best practices for curriculum in their classrooms.

C. Brief description of how the department supports SLCC mission, vision, values, and goals, with special attention given to issues of equity:

Because we provide our services students can attend their classes, study groups, do homework, and even visit academic advisors without having to struggle with their children. This support ensures that we are including all students (even those with children), which helps our students succeed. The success of our students lends to transfer and meaningful employment which aligns easily with the vision and mission of the College. This is accomplished by supporting and following the College values. We *collaborate* with outside entities such as Tech Moms with the Department of Workforce Services to ensure that we are supporting the *community* for the public good. Our centers are an *inclusive* space for students, parents, LGBTQ+, minorities, children and people of different abilities, and our international students. With this value in mind, and because we have *integrity,* our activities, curriculums, staff, and spaces reflect diverse cultures and perspectives. This can be seen by looking at the wide variety of people in our centers. Our staff is the most diverse of any department in Student Services. Only two of the sixty-four staff members at SCC are white males, the remaining are not. Seventy-three percent belong to a racial/ethnic minority group and/or are LQBTQ+ and/or have different abilities. People can *trust* that our services and work support the mission of the College.

D. Assessment of strengths (points of pride), areas for improvement, opportunities, and challenges:

Our department has many strengths. We have successfully written and have been awarded the CCAMPIS Child Care Access Means Parents in School grant twice for our South City Campus location. This has given us the tremendous ability to make child care free for most of our students at this location and remove the financial hurdle and the stress of finding appropriate child care.

We maintain accreditation with NAC National Accreditation Commission for Early Care and Education Programs at the South City location and will be filing for our Validation Site visit in 2024 for the Jordan Campus Child Care. This work ensures that we are meeting best practices in areas including

Administration, Curriculum, Assessments, Classroom environments, Teacher-Child interactions, Safety and more.

Our services support students, faculty, staff, alumni, and community members. While we are licensed for 118 children at SCC and fifty at Jordan, we serve many more with our flexible slots and varied availability. Our Jordan Campus is currently serving eighty-nine children, while SCC rosters sit at 151 children. It is difficult to understand the need for child care and its importance in our graduation rates, transfer rates, and the entire economy but the value it has for us in our community can not be understated. Currently Utah is the highest in the nation of being a "child care desert," and our services provide an oasis for those who are able receive our services.

We have areas we can improve upon, like any department, and we are consistently trying to improve. One such area of weakness found in our College assessments is the lack general knowledge by staff and faculty that child care services are available. There are students who are unaware of our critical services, so they do not access them. This can lead to lower success rates. We need our staff and faculty to make referrals to our program, and we need the College application to ask students if they have day care age children so that we can communicate with those students effectively.

Other areas of struggle include the turnover rate, and the training associated with this high turnover rate. Not retaining qualified staff is draining and difficult. Child Care is one of the areas of the nation that has not bounced back after the Pandemic and the result is that it is difficult to find people and more difficult to keep them when they realize the amount of work that is required with the lack of benefits and poor pay.

Another challenge of the job is that Child Care is extremely draining, challenging, and emotionally taxing. This is a field that should be valued the same way that primary education is valued but because it is not, the stigma associated with it ensures that we are underpaid, and often overlooked by society as educators.

E. How department work demonstrates SLCC values:

Our work is a demonstration of the SLCC values. Parenting is hard, being a parent in school is even harder. To *collaborate* we work with many different entities. A few specific examples of this includes our

work with Eccles Lab School to administer the CACFP Child Adult Care Food Program, our work with the Districts to provide referrals for children who need special needs services. We also refer parents to our College's resources such as the Bruin Food Bank, the Center for Health and Counseling, or the Disability Resource Center. This *collaboration* supports our parents.

This *collaboration* also ensures that we are *inclusive* with our services. Our child enrollment has included children who are blind, deaf, had feeding tubes, have autism, had down syndrome and more. There are many centers who would not serve these children but if my teachers have the capacity to work with these children per the classroom needs, we have accepted all children. After a child has been identified we work with the families to support the IEPs (Individual Education Plans) that have been set by the Districts. We also make referrals when needed.

Our Curriculum, environments, and even our food contract is purposefully chosen with inclusivity in mind. For example, our food contract does not serve any pork products to ensure that our Muslim families can be accommodated. All our Parent Engagement Activities are done with purpose of intent of appropriately introducing diverse cultures and perspectives to young children. We celebrate all our families; for example, our Multicultural Holiday Celebration includes Hanukkah, Kwanza, Solstice, and Christmas. Because we are *inclusive,* we support the *community*, we truly are "your community college" not a typical department that serves solely traditional students, we are able to remove the barrier created by the need for child care and the associated costs.

We are here for everyone who has children (priority is given to students, faculty, then staff). Even if someone is not affiliated with the college our services are an open door to them becoming a student, this includes our staff as well. To support all staff in their professional development we push our staff members to develop as professionals. There are several ways that we support this *learning,* one is that we co-sponsor the TEACH scholars, this scholarship provides higher ed for those going into early childhood education. Another is our participation in the Utah Registry for Professional Development with the Child Care Career Ladder (a direct path to higher ed). We also strive for commitment at staff meetings to have hard conversations about JEDI. This commitment to learning helps our students have more meaningful experiences as our staff members develop and grow.

Everything we do is with integrity and to build trust. A specific example of this is the self-reporting that we have done, both to the State and to our Accreditation Body. One of the standards is to remain within direct supervision of the children and when this standard has not been met, we have self-reported. It is not common to self-report and even though it shines light on a weakness we still report because it is the right thing to do, people can trust we will do what is right.

2.   Background and Context

A. Significant institutional or external changes that have impacted services:

We have been very blessed in recent years to gain the support of the College and its Cabinet. A few years ago, we got a new child care center in the student center at Jordan and gained our own dedicated building at the SCC. These expansions have served numerous children and support the needs of our students. Additionally, the student fee board, the College and the department of Student Services has committed funding for several full-time teaching and administrative positions. This has been extremely helpful to achieve consistency and ensure that I can not only meet the needs of my children but the needs of the department by retaining full time employees. It is extremely difficult to find and maintain employees in today's market, child care is still being impacted by the Pandemic, employees left the field and did not return. While other areas of the country have been down by only 2% child care has remained down 10%. Coupled with the increasing rates of inflation and the need for families to seek two incomes child care needs are not being met across the country. Our waitlist for infant care for community members is at least forty-five children. A 2023 study by Readynation estimates the loss for our economy at 122 billion a year.

B. Recommendations that emerged from previous reviews, assessments, or audits.

There have been no other College reviews in the past 10 years, annually there has been an assessment. One of the biggest concerns that has frequently come up is the need for infant and toddler services at Redwood Taylorsville campus. Another is the price of child care for people who have any remaining cost, because of the CCAMPIS grant that was awarded to SCC, child care is free for most students at SCC, however at the other campuses students may have a remaining balance even after receiving voucher

funds. To support these students the Development Office has found generous donors and we have also been lucky enough to receive the Perkins grant for STEM students in STEM classes. This last year we have been focusing on increasing the knowledge of staff and faculty of our services. We found that many people were unaware of what was offered for our students. This is an ongoing effort.

We also have had several audits/site visits from a variety of entities, including the CACFP, Accreditation, or Bureau of Child Care Licensing. These occasionally have led to small instances of corrective action that we have taken.

Currently we are experiencing an internal audit. Thus far the recommendations include having our contracts signed earlier and doing monthly reconciliation using Banner. It is no surprise that Banner has been the issue, but we have started training with Rob Kemp and are learning to navigate it with great success and support.

Licensing comes annually, they rarely find issues that are beyond that of simple direct corrective action. The last time there was a finding with regards to the space between cots during rest time. The only major issue has been self-reported by our department and multiple actions are being taken to remedy this issue with regards to direct supervision.

Our accrediting body visited just prior to our move to the new building. They had some recommendations for improvement that we have been working toward. These recommendations included maintaining better records for staff requirements, job performance evaluations being done more quickly and often (we paired this with GPS), supporting transitions to other classes, hiring a health care consultant, fixing our ratios and age of teachers, evaluating lesson planning, increasing awareness of our services of special needs children with our current parents, increasing awareness of our efforts for appreciation of diversity with our families, and adding soap spray bottles for the changing tables to our diaper changing routine.

There were also recommendations for specific classrooms as well. In the Moon bear classroom, we needed to ensure that we had school age toys that would facilitate reading, writing, science, and fine motor skills, as well as strengthening positive social skills, and positive guidance techniques.

Black bears needed to focus on positive teacher child interactions and turning off the previous sinks with paper towels (we now have automatic sinks).

Sun Bears also needed to practice turning off their sinks with paper towels, our Sun Bear class shares a room with the Black Bears, so they also have since gotten automatic sinks.

Koalas needed to tighten up their toothbrushing schedule, help children with social emotional regulation, and peer interactions.

The Panda class was instructed to not use shaving cream for sensory activities, as they were previously unaware that it was against accreditation standards to use shaving cream.

Polars needed to remember to use their safety check list.

C. Significant departmental changes over the last 5 years (or since previous review)

One of the significant changes in the last 5 years has been the expansion of our programming to a new building at SCC and the addition at Jordan. We formerly were located only in the SCC main building, and our old center was modified from art classrooms and chemistry labs into a hodge podge center. There was no direct access to the playground, we had to share the bathrooms with the public, and this resulted in a number of challenges. Now we have multiple locations with direct access to the playground and private bathrooms in our own facilities. This has been a real blessing. We also have added some positions that have supported operations. In the last 5 years we have attained more full-time teachers to support classrooms, two admin assistants to move back and forward between both locations, and two Assistant Directors, one for each location. This has been a phenomenal asset to our programming. The result these personnel have had is that our turn over rate is much lower, staff feel more valued and supported, parents are able to have better communication with teachers, children have more consistency of care (best practice), and classrooms have better management. It is important to note that the funding for the new admin assistant and the Assistant Director are on servicing dollars, they were just funded this year and thus have not been hired yet. We are in the final stages of hiring for both positions.

D. Progress report on current departmental goals

Our departmental goals in response to the assessments have included increasing awareness of our services with the college's faculty and staff, and students by extension. Currently, the marketing department has completed a script for the campus's digital screens, and emails to faculty, staff, and students. We hope that through these processes we will be able to distribute information about our services in an easy and intuitive manner and increase the impact we have on student success. This plan has taken some time to implement, and thus we will need to continue our efforts and continue observing the effect we have through our communication. We are constantly evaluating and revising our practices.

3. Description of Program and Services

    A. Departmental organizational structure (org chart)
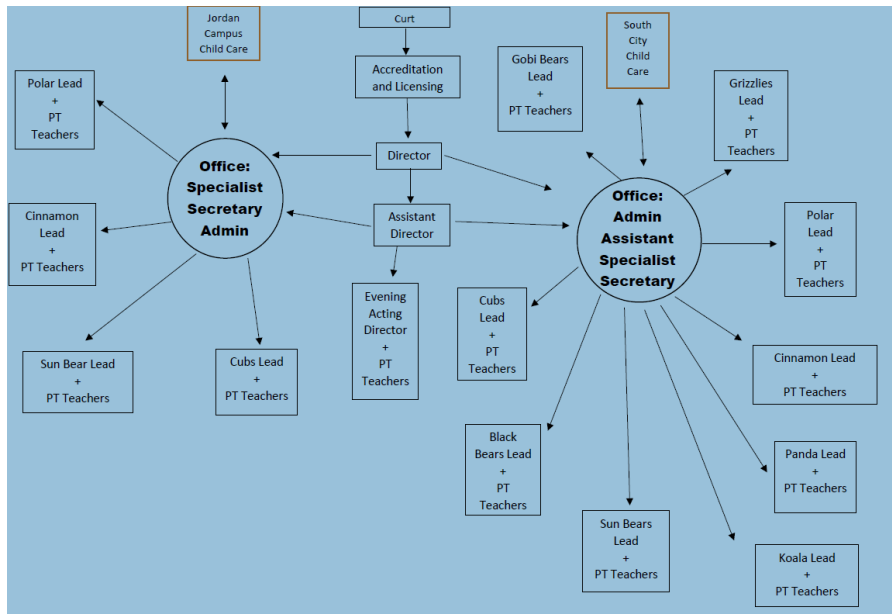
The organizational structure of our department is centered directly under our licensing and accreditation standards.

    B. Specific functions of the department, and how that connects to students:

Our department provides services to students in two ways: students get access to developmentally appropriate early childhood education in an accredited center for their children while they attend work and school, additionally that child care is paid for by our voucher programs and/or CCAMPIS funding. Being accredited means that we are held to a much higher standard than a babysitter or even a licensed

facility, it means that we strive for best practices in early childhood education and that our families are receiving support in a variety of ways. Firstly, we have basic safety and health practices that are set up to ensure that children are in a quality environment. Secondly each classroom is strategically arranged in learning centers, such as art, math/manipulatives, or dramatic play. Thirdly, our curriculum ensures that we are planning, implementing, and assessing for skills the children need for success in areas such as social emotional, cognitive, literacy, fine motor, or gross motor. Our accreditation standards ensure other criteria are also met covering teacher-child interactions, administration, and more. Our students have access to this high-quality education for their children and get the added benefit of our Parent Engagement Activities, Parent Teacher Conferences, and activities that can support and strengthen their parenting.

C. Brief description of departmental functions—especially the ones being assessed:

We are continually assessed; The food program is audited by the CACFP with the Utah Department of Ed, the State monitors licensing standards, and the College is auditing the financial end of the Department. It seems appropriate that an assessor would look closely at our accreditation criteria to ensure that we continue to make progress for any surprise validation site visits from accreditation. The accrediting body is national and as a result their visits have been infrequent. State Licensing conducts site visits at least biannually, the CACFP has visited several times, and the College is auditing my department currently. The focus of the current audit has included R555 compliance, financial transactions, licensing compliance, and grant compliance. Items to review in correspondence with accreditation include Administrators Report, Family Engagement, Health & Safety, Classroom Observation (Curriculum, Interactions Between Teachers and Children, and Classroom Health and Safety with a heavy emphasis on interactions). This framework provides the basic criteria of providing services to students. The second specific function, aiding with child care cost via vouchers, is an important part of the services we provide and is audited internally by the College.

D. How the department contributes to the college's goal of reducing equity gaps:

We know parent students are at an elevated risk of dropping out. The additional cost and time commitment related to having a child impacts students. Our department alleviates some of the struggle

of having children by freeing up valuable time for the students, ensuring that they can attend class without a child in tow, and by keeping costs to a minimum. Our students are served first, but if there was ever a need to prioritize among students, we would start with our lowest income single parent homes then provide services to other students. We have been able to accommodate all our students, so the need to prioritize has not occurred.

4. Review of Resources

    A. Financial resources supporting the departmental budget:

        We have a variety of sources of funding for the departmental budget these include Revenue from the Parents, Student Fees, G & E funding, Student Servicing, CCAMPIS Grant, and Private Donor Dollars.

    B. Human resources—assessment of current staffing levels and needs:

        One of our challenges is the sheer number of part time staff we have. Because our department offers student parents part time slots for their children, our numbers in classrooms fluctuates throughout the day, and we must ensure that we are complying with licensing ratios. Complicating things further there are international students who can only work 20 hours or fewer per week, work study students whose hours may be even more restricted based on their award, and students with wild class schedules. The field of Early Education struggles to find and keep workers but having limited full time positions compounds our turnover rate. The Department has ninety-seven employees as of 10/24/2023. All these employees need training on licensing standards, Accreditation criteria, background checks, TB test, Food handler permits, CPR and first aid training, and more. This is time consuming and difficult when there is a revolving door with PT positions.

        Classes need stability for the sake of our children and the best practice of continuity of care. Our department is grateful for the support we have gotten with full time teachers, but we still have our Grizzlies class without a full-time teacher, and two of our full-time teachers at SCC are being supported on the CCAMPIS grant which will end in three short years.

    C. Technology resources

We purchase annual use of two main pieces of software, Procare and our Curriculum. To use these software applications our office persons and lead teachers have an assigned computer, but the rest of the employees use shared computers to do their work. At the SCC we also had projectors in a few classrooms but when the building was renovated the capability of using those was lost.

D. Assessment of the quality/capacity of staff, work environment, physical and technology resources

The experience levels between staff at the centers varies, with many staff being brand new to our team. This lends itself to the seasoned professionals doing a lot more of the heavy lifting. The few staff members that have stayed for extended periods have ended up being promoted to Lead Teachers with each Lead guiding the way for their new part-time counterparts. The field of Early Ed has applicants ranging from high school students, second language learners, immigrants, college students, and anyone willing to accept the strenuous workload with the marginal pay rate. To combat the fast turnover the department has a rubric to reward those who stay each year and/or upon completion of any field-related coursework. The physical aspects of child care and the center are fairly expected, we have many small people confined to small spaces with each of the learning centers possessing lesson plans, toys, and bulletin boards. Crying, talking, singing, and general noise is also coming from all directions; children play, burp, and fart. The bathrooms experience the potty-training antics of the children and illnesses spread like wildfire throughout the center as the children hug, kiss, and share toys. The buildings themselves are planned well with access to nice playgrounds, and teachers have access to supplies, storage sheds and toys. Our needs for improvement at the SCC location include new flooring and additional playground equipment, notably shade structures to protect teachers and children from scalding summer days. At the Jordan location our needs include repairs in the playgrounds and playground expansion. There is also a need to block off the hallway entry to ensure the center can remain open while the rest of the building is closed during summer Fridays.

E. Areas for improvement in efficiency or cost effectiveness of services

To decrease the workload of our staff and improve efficiency we want to incentivize the people using our services part-time to switch to using our services full-time by way of incentives like reduced rates based on credit load, for example. We also need to increase funding sources to stabilize the budget.

F. Analysis of resource needs for future operations (next five years)

In the next 3 years we need to plan for opening the Juniper Campus Child Care in Herriman. The department is hoping to collaborate with the University of Utah and HeadStart to open a functional center that will serve our students at both the U of U and SLCC. It is hopeful that we will be able to apply for the CCAMPIS grant for expansion to this location. We will need to secure funding for a building, renovation, or relocatable at that location.

Sadly, at this same time the money for the teachers at SCC who are supported by CCAMPIS will be dissolved and we will need to find alternate funding for these teachers.

Lastly, as we shift to serving more students and less community members at SCC to maintain our compliance with the R555 we need to ensure that our budget remains balanced while increasing revenue. Offering more services to our students contradicts making more revenue so this goal conflicts with itself.

5. Relationship with Other Functional Units in SLCC

A. Overview of your relationship with other SLCC departments

Our relationship with other departments varies from department to department, and amongst the individual employees within those departments. Overall, people have support for our programing and the students we serve. With some departments our relationships have been strained, particularly with the Facilities Department; the turnaround time on projects, needs for services, questions about billing procedures, and more have created strain in both directions. They have expressed concerns about the level of support we require and the projects that come up frequently. Many people do not understand the need for Early Childhood Education in a college setting and so when the children act like children it can cause concern.

B. How are you collaborating with other departments to advance SLCC strategic goals? Provide specific examples.

Our work within the Student Services Department lends to some collaboration about services and activities, but because our work is quite different from our partners in other roles of the College our

round peg does not really fit into the square hole. While this is true our shared goal is still to help students succeed, to ensure we reach this goal we provide wrap around services by giving students appropriate referrals. Specifically, on our CCAMPIS application the students receive a list of services and resources such as the Bruin Food Pantry or the Disability Resource Center. We work with the Office of Sponsored Projects to get grants to cut the cost of child care for students (CCAMPIS), which supports completion and transfer. We collaborate with the Development Office to make our serving dollars at all the locations more equitable. We work with the ADA compliance specialist to meet the needs of staff who ask for accommodations.

Another way that we work collaboratively is with the Eccles Lab School on using the CACFP for our food program. This is a huge undertaking and involves us to co-monitor the sites.

We also just started work with the Social Work department. We are hoping to work collaboratively to provide opportunities for our students to practice their work through internships at our centers as a liaison for the districts, with regard for children needing special education or to provide an opportunity for students to work with us in the capacity of a Family Advocate. This would be a position where they could use their internship to help our students with issues that they may be experiencing such as food security, housing, financial aid services, or more.

C. Organizational obstacles to implementing departmental initiatives:

One of the main obstacles to implementing departmental initiatives with other functional units in SLCC is that we are very isolated as a department. Our operating hours make it difficult for the department to be part of the community of the College. Professional development opportunities are during the day, parties are during the day, supervisor guidance trainings are during the day. None of these are available to staff members who must work during those hours, so our staff becomes isolated out of need to provide vital services to students and the community alike. This lends to a lack of networking among the other departments and in the end lends to lack of understanding of our department and its functions. If the College were serious about including staff members in professional development or for social functions, they would need to provide the services in the evening when the bulk of my staff could attend.

The second obstacle to implementing department initiatives is lack of person power. It is not possible for the Director to act as a Director as defined by the Bureau of Child Care licensing and still have the flexibility to move freely as other department directors do. To solve this there has been a second Assistant Director position created, due to constraints in the human resources department this position is still in the hiring phase and hopefully will be moved off servicing and into a permanent position in the following year.

6.   Peer and Best Practice Comparisons

    A. Provide comparison of programs and services with those at peer institutions and national best practices:

    When looking for comparable programs, several community colleges in New York came up. This is not surprising given that New York is one of seventeen states with Universal Preschool Laws, most of the other programming is specific to 4-year institutions, and most pair with their Early Childhood education programming. One noticeable difference is that most institutions use NAEYC (National Association for the Education of Young Children) for their accreditation process where as we use NAC (National Accreditation Commission for Early Care & Education Programs). Most of the standards of NAEYC and NAC are the same but there is a difference in the flexibility for NAC programing, they will not automatically fail someone for non-compliance with a standard, but instead allow the program to answer to the standard. This is important for a program such as ours that requires flexible slots for students and will not be able to meet the standard for education levels of teachers (since persons with degrees often do not want part time work). Another obvious difference is funding, in states that have Universal Preschool Laws they have access to funds that we simply do not.

7.   Impact on Students

    A. Description of departmental impact on students

    Having a low income is a risk factor for dropping out, having children compounds that risk. Most of our student parents are low income and qualify for our support with reduced child care costs. Many of our

students can receive free child care. Our students maintain graduation and retention rates when compared their peers despite the additional responsibilities and cost of children. Our parents report that our services make it so that they can attend their classes, do homework, and even visit academic advisors.

B. Provide data from surveys, assessments, other feedback from students.

Students we serve are grateful for our services to quote our students.

- "I want to thank everyone who is involved because, without this, I would not be where I am at! I am graduating later this year, and I have an amazing job because of the help you have provided me. I truly appreciate everything! Thank you so much! - "SLCC Student Parent Voucher Recipient

- "I am working full time and my wife is taking harder classes, so we only have one income, and the voucher is huge for us to be able to achieve our education and career goals." -Survey 2022

- "I'm very grateful for the help that the childcare gave me. During the spring semester, I feel that my daughter is in good hands with the teachers who care for her. I have to study because before, I didn't have time to study because I took care of my daughter all the time, and now it is time I use to have better grades and be successful in my studies."- Survey 2022

Survey results of our services for students in 2022 indicate the many things.

- 97% of our students reported that having child care had a high impact of accessing their classes, and completion of those classes.

- 97% also reported that the impact of the voucher was extremely important to enabling them to complete their degree or certificate.

- 20% reported that without child care they would have dropped out of school.

- 74% increased their workload or enrolled for the next semester because they knew they had affordable child care.

C. How do you incorporate an equity and inclusivity lens to the services you provide to students?

Recognizing that there are barriers to education for persons or color, lower socio-economic status, those with children, and second language learners is always in our lens. Our operation is grounded in the belief that all persons belong here and at our center, the children, students, community members and staff

reflect that diversity. The Department of Child Care & Family Services prides ourselves (pun intended) on our strong numbers of staff who are LGBTQ+, differently abled, diverse in color, race, or ethnicity. 75% of the staff at South City Campus belong to at least one of the forementioned groups.

8. Equity and Justice Framework

A. Summarize how departmental programming is grounded in equity & justice (not diversity & multiculturalism)

Our department by nature creates a system of equity. For students who are low income or have children when compared to their peers the rates of graduation decrease, which is unequitable. Knowing that you are responsible for the lives of others and their financial well being forces parent students to face the impossible challenge of working, attending classes, paying their bills, paying for college, paying for child care, and doing all of this while ensuring the best for their children. Our department levels the playing field for those students to make it more equitable. With their children in high quality programing, being fed high quality food, and at no/little cost, students who face those barriers now just face the challenges that most of our students face. This creates equity for these parent students.

Another one of the ways that we do this is by providing an exception to our rule about the periods in which we bill, specifically for our ESL students. The College frequently has classes for the ESL students that exceed the time limit of our defined ½ day programing by full 20 minutes. We understand the impact of having to pay for a full day for those extra 20 minutes so for our ESL students we only bill the ½ day.

To be just and to encourage equity in our department we work to ensure that we are continually learning more about JEDI and its place in our lives and systems. As the leader of the department, I spend time learning, reading, challenging, and discussing topics that include racism, sexism, agism, and other "controversial" topics. Each staff meeting the entire staff discusses a piece of JEDI with the assistance of the YMCA Challenge, then staff uses the topic to apply it to their teaching in the classroom and their

roles in early childhood education. This is a challenging task because concepts of such gravity are merely foundational at an early ed level.

B. Describe progress on hiring staff committed to equity & justice.

To hire staff that is committed to equity and justice we start each full-time application that questions the person in their championship with issues involving Justice, Equity, Diversity, and Inclusion. There is also the option to use a Search Advocate which admittedly we have yet to assess. During each interview follow up questions about JEDI are included. We recognize that all of us are learning about our biases and working toward improvement. Each staff meeting has a dedicated topic of JEDI to encourage self-growth in understanding issues surrounding JEDI.

C. Describe justice-oriented outcomes of the department that are focused on social justice, critical consciousness, civic engagement with marginalized communities, etc.

Our major justice-oriented outcome of the department is to educate our staff in developing their critical consciousness. With staff discussions and reflection people can look within themselves to realize what unconscious biases they are holding and help us make improvement on the programs. Our discussions about Juneteenth and understanding its origin led us to adding the event to our Parent Engagement Calendar but it also helped some of the teachers understand the perspective of one of our Black coworkers who was offended by the emphasis on Independence Day (given that not all persons were independent). It is our goal to have at least one discussion per month about a JEDI topic and explore it in the safety of our unit.

Another justice outcome is to increase the amounts of our students who graduate. Having children is a barrier to education, but coupled with poverty the risk of failure is higher. We would like to see an increase in our graduation rates.

Lastly, we would like to see an increase in our retention rates of second language learners. We often have students that start in the program then disappear. We would love to decrease that.

D. Describe efforts to reinforce multilingualism within the department.

There are many ways that our department reinforces multilingualism within the department. The first thing that comes to mind is our interview process for teaching staff. Teachers build phonemic awareness by reading and singing so each teaching staff member is asked to sing their favorite children's song as part of the interview process. I openly encourage them to sing in whatever language they are comfortable with. I have heard songs from various countries and languages from all over the globe. We provide new hires training documents in a variety of languages using google docs translation. Teachers are strategically placed in classrooms with teachers who speak their same language when ever possible. Books for children are purchased in multiple languages and labels that are in classrooms are encouraged to use dual languages when possible. Teachers are encouraged to speak to the children in both English and whatever language they feel comfortable with. Teachers even teach children songs from their home countries.

E. Describe high touch practices that are centered on the ways students of Color experience the world.

Much of what we do as a department is a high touch practice, little of what our department does can be done effectively solely with the use of technology. We are a person-to-person service. This starts with our personal tours, because they are in person this gives the parents regardless of color a chance to experience our atmosphere with the rainbow flags, diverse staff, diverse visual posting, and even diverse toys. Persons of color have said things like "wow there are other Black kids here." Each classroom also has a family wall, where pictures of all our families are posted to celebrate our diversity. Applicants have an opportunity to ask us real time questions and translation has been provided when needed. Being in person has helped minority students identify with teachers in our center who may look like them, and because we celebrate so many occasions families can see things from their homes represented through our activities. This last month we had a beautiful ofrenda up in the lobby for the Day of the Dead Celebration.

F. Describe efforts to meet the needs of low-income students with food and housing insecurity.

To address the needs of low-income families, and their housing insecurity we have done our best to avoid piling child care debt upon the tremendous loads they are already carrying. Each student who applies for a voucher receives information and links to College resources. This includes information

about the Bruin Food Pantry and help with understanding FASFA. While this may fall short of the need for housing and food security it is a starting point. Parent students have even left their children in the center for more time to take a few minutes to go to the food pantry. This makes a difference for not only adult students but their children as well.

9.   Summary Analysis and Conclusions

    A.   Summarize conclusions resulting from the self-study.

There are many strengths that our department already has. One is the support of many people at the College and State level. We have successfully and gratefully operated two licensed and one accredited center at two separate locations. Our staff and children are diverse and colorful. We pride ourselves in being a facility of education and support for parents who are not only in school, but faculty, staff, alumni, and even community members. Our spaces are appropriate for our services, although there is always room for improvement, we are fortunate to have age-appropriate playgrounds and secure access points. As an education facility our children are making academic gains in classrooms where teachers work hard to provide developmentally and culturally appropriate lesson plans. These lessons are implemented through scaffold and planned play. Children learn pre-k skills in a setting that is fun, engaging, and safe. The food we serve is ethnically diverse, accommodates allergies, and even religious preferences, while maintaining high nutritional content. Fruits and veggies are served raw when possible and grains are whole.

While there are many great things, there is need for growth. We need to ensure that we have at least one full time teacher in each classroom. We struggle with keeping the classrooms managed, teacher-child interactions, teacher-parent interactions and follow through with paperwork in classrooms that have part-time temporary staffing. Staffing in the world of child care is difficult in general. It is difficult to keep up with the high paying jobs in our area, with no benefits for part time staff.

We need to provide more training to inexperienced staff members. It is difficult to keep up with the large numbers of staff that we have. We are hoping to lessen this burden by adding the two new full-time positions that we have yet to fill (Admin Assistant, and Assistant Director), but having time to do

things like this report and get into the classrooms to support teacher development is a difficult task. This is a demanding job and there are so many high-quality requirements that we have. We need to put systems into place to frequently monitor our teaching staff to ensure they exhibit high-quality practices in their classrooms.

Planning CCAMPIS grants needs to happen. There are two opportunities that the College needs to explore; one possibility is the additional site at Juniper Campus another possibility is infant/toddler care at Taylorsville. We also need to plan to maintain the staff that have been supported by the grant at SCC as it ends.

Additionally, we need to explore options of eliminating our participation in CACFP program. While the program helps us to ensure that children are eating appropriate and healthy food, it is heavily regulated and requires lots of time and personnel. If the tablets cannot communicate with the spreadsheets, we must manually upload the data for our meal tracking. We should eliminate this program and simply pay for the food out of pocket as soon as it is possible.

We also need to explore the concept of a central kitchen. We spend thousands on outsourcing our lunches and it would be nice if we could provide high quality food using the SCC kitchen at a lesser cost.

We also could challenge ourselves more with regards to examining our systems for issues in social justice, and equity. Given that our staff is in its beginning steps toward the discussions of social justice, equity, and diversity it is appropriate that as personal growth occurs as a center, we can more closely examine our systems and practices though a new lens. Growth within each employee internally will shine through and out into our programing.

B. Analysis and reflection on challenges and areas for improvement

As stated above our challenges are numerous and there is room for growth. Some of the areas mentioned above include staffing, training, CACFP, and CCAMPIS opportunities. Other areas of room for improvement are upgrading the playgrounds, finishing the flooring, improving our relationships with facilities, completing and working through Banner, improving knowledge of our programming to students, staff and faculty, and also improving our supports for students and their children by exploring

options with the social work department to have intern Family Advocates or a liaison for children needing special needs services with the districts.

C. Describe potential goals and action steps the department could take to make improvements.

Goals for the future are as follows.

1. Hire the new admin assistant and assistant director.

2. Divide and conquer the task of the new management team including training and monitoring staff.

3. Support lead classroom teachers with training and monitoring their part time staff members.

4. Build relationships with facilities to complete projects like the shade structure or flooring in a timely manner.

5. Work on the Administrative Report and request a validation site visit at Jordan Campus.

6. Continue to improve on the recommendations of accreditation by increasing monitoring in classrooms and systems for office paperwork.

7. Continue to learn and master Banner.

8. Correspond and develop internships with the social work department to include positions like a Family Advocate or District Liaison.

9. Continue and follow through with marketing strategies to convey our services in house.

10. Establish the cheapest and healthiest food programing for our department.

11. Make long term plans for infant care at Taylorsville, and care at the Herriman Campus.

D. Ways department can advance SLCC mission, vision, values, and goals.

To continue to advance the SLCC vision and mission we will continue to support our students through high quality support services. This will ensure the *success of our students* that will lead to their *meaningful employment*. We will strive to meet the values of the college by collaborating with school districts, supporting agencies, and college departments, this includes partnering with our community. We will continue our efforts in JEDI. We will develop systems to support our staff in their professional development, continue to try innovative ideas, do things the right things and follow through with them.

For us this means supporting students, educating children in developmentally appropriate way, and

supporting the entire family.