

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Child Development Center (CDC)

As of: 11/21/2016 01:18 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The mission of the Child Development Center (CDC) is to provide a quality, professional environment for the nurturing, care, and development of preschool children of the University community.

The CDC strives for high quality childcare and developmental programming, for the University community, through its commitment to exceed minimum state child care standards (*by meeting lower staff ratios, higher staff qualifications, and in service training requirements*). Low staff turnover means greater consistency in adult-child relationships which is a vital factor affecting quality care.

1. A commercial style kitchen and highly nutritious child food program partially funded and inspected by the USDA Child Care Food Program.
2. Coordinate outside referrals and consultations with appropriate university and community resources for assessment and advice regarding special needs and concerns.
3. Linkage with University departments for consultations regarding curriculum planning and development, research activities, and other services such as an observation and demonstration facility for University students and faculty.

The CDC integrates quality childcare services and early childhood education, supporting a “whole child” concept of development based on the belief that one cannot educate without offering care and protection, and one cannot provide care and protection without also educating young children in a group setting. Knowledge of this integrative practice promotes respect for children and the adults who care for them.

The CDC strives to balance its unique institutional culture with the individual cultural interests of each family served. Respect for CDC’s diverse community is reflected in the curricula, environment, parent/teacher/child interaction, and staff development goals.

Educational pursuits are balanced to respect the needs of the children, their families, and CDC’s ability to maintain a quality service program, promote knowledge of developmental issues and practices relevant to early childhood learning, and the practical application of this knowledge. The CDC evolves to meet the growing needs of today’s children and their families and will continue to play a leadership role in teaching, training, and research at UL Lafayette.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 7: Financial viability

Maintain and assure financial viability of Center while maintaining a tuition and fee structure that is cost effective and comparative to peer institutions and community programs.

Related Measures

M 7: reconciliation of accounts

Ensure tuition plans are accommodating student based market value. Participation in Child Care Assistance, CACFP, quality start, Act 3 and community network.

Source of Evidence: Existing data

Target:

Perform market survey of peer institution and community centers to compare tuition, fees and yearly increases and to benchmark our rates and fees.

Finding (2015-2016) - Target: **Not Reported This Cycle**

not reported this cycle

Related Action Plans (by Established cycle, then alpha):

survey

conduct market survey during the 16-17 year

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: reconciliation of accounts | **Outcome/Objective:** Financial viability

M 8: Reduce personnel cost

Reduce personnel cost by increasing absent employee coverage with administrative staff when possible.

Source of Evidence: Administrative measure - other

Target:

Decrease substitute costs by 10-20% of previous year.

Finding (2015-2016) - Target: **Met**

Even though one teacher was out on maternity leave during the Spring 2016 semester and required a substitute to take her spot, substitute costs decreased compared to previous years. Being resourceful with current staff and using more efficient staffing plans have aided in the lowering of substitute costs.

Related Action Plans (by Established cycle, then alpha):

reducing substitute costs

Continuing to use a more efficient plan to cover absent employees. There is an employee retiring at the end of December and possibly one more later in the year. Planning ahead and being ready for the staff's replacement will ensure a smooth transition for the center.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Reduce personnel cost | **Outcome/Objective:** Financial viability

Responsible Person/Group: Director and administration; Human Resources

Additional Resources: speedy process for hiring new employees

M 9: Attorney General

Delinquent accounts of past student/staff/faculty will be turned over to the Attorney General's office for collections.

Source of Evidence: Existing data

Target:

Delinquent accounts from the past 5 years will be submitted to the Attorney General.

Finding (2015-2016) - Target: Met

Delinquent account from the previous five years were submitted to the Attorney General's office for collection. The accounts total right at \$30,000. So far the Attorney General has sent the center \$1,938.52 this year.

Related Action Plans (by Established cycle, then alpha):

Collaboration

Working with the University's business office and the Attorney General's to assist in collecting these past debts has been extremely beneficial. We continue to see funds recuperated and 100k forward to continuing this collaboration.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Attorney General | **Outcome/Objective:** Financial viability

Responsible Person/Group: Director,

M 10: SGA funding

Look into the possibility of proposing an increase of support funding from Student Government Association.

Source of Evidence: Discussions / Coffee Talk

Target:

Propose a moderate increase of student assessed fees to the Student Government Association. Request possible one time funding opportunities to help offset center's cost of high dollar projects.

Finding (2015-2016) - Target: Met

The idea of increased funding from Student Government Association was not presented. It was decided to put the plan on hold and look into other funding options for the time being.

Related Action Plans (by Established cycle, then alpha):**Keep target open but place on hold**

Keep target open for future cycles

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: SGA funding | **Outcome/Objective:** Financial viability

M 11: Summer enrollment

Explore options to increase enrollment for the eight weeks of the summer semester which typically leaves 20-40% vacancy. (alumni, older children, etc....)

Source of Evidence: Advisory board or community feedback on program

Target:

Goal of 80% enrollment or better for the summer semester

Finding (2015-2016) - Target: Not Reported This Cycle
not reported this cycle

M 12: offset student parent/center costs

Participate in state and federal programs that allow certain parents to qualify for offset tuition costs. The center will continue to participate in programs that help assist in funding (CACFP-child and adult care food program, quality start, etc...)

Source of Evidence: Existing data

Target:

Ensure that all families who may be eligible for Child Care Assistant be given the information for application and assist parents through the process. There are families eligible for this program and would benefit from the program's support. Increase the number of families that are on the program.

Finding (2015-2016) - Target: Met

This year, the center as assisted seven additional families to become qualified and approved for the Child Care Assistance program. The process is extremely time consuming for families and has some embedded flaws which causes documentation to be lost once a family has sent them in. Helping families through this tough process and seeing that they are provided with needed services is beneficial to the center, parents and the children in our care.

Related Action Plans (by Established cycle, then alpha):**Resources**

Center administration will continue to seek out parent who would benefit from Child Care Assistance and assist them if needed through the application process. As always, this goes for all parents who are in need of some type of services, whether it is Child Care Assistance, Mental health issues, medical, etc....

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: offset student parent/center costs |
Outcome/Objective: Financial viability

SLO 9: Organizational structure

Promote and implement structure that increases professional development, retention and addresses compensation.

Strategic Plan Associations**Vice President for Student Affairs**

- 3 Awareness
- 4 Satisfaction
- 5 Retention
- 6 Completion

Related Measures**M 13: Staff training**

Training hours and attendance will be documented on the training required by Licensing, Quality Start.

Over the next several years new employee requirements will be forthcoming based on Act 3 legislative requirements and their minimum standard of the newly formed ancillary teaching certificates issued from the Louisiana Department of Education by 2019.

Source of Evidence: Administrative measure - other

Target:

All staff and student aides will complete at a minimum the required training through the Dept. of Education. Additional training above and beyond will be recorded. A biannual survey will indicated is our staff compensation and benefits are above the community average.

Finding (2015-2016) - Target: Met

15 teachers and administrators completed over 300 hours of Continuing Education trainings. Two teachers are enrolled in college, one Bachelor's and one Masters. Every teacher in the center has obtained their Early Childhood Ancillary Certification ahead of the the 2019 mandate from Louisiana Department of Education.

Related Action Plans (by Established cycle, then alpha):**continue training and Professional Development**

The center will strive to continue providing opportunities and support for any staff wishing to receive additional training. Center staff will continue to mentor University students that seek out their expertise either through observations or one on one conversations.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Staff training | **Outcome/Objective:**
Organizational structure

SLO 10: Student Parent Resource

Maintain a high quality early childhood facility for student parents while promoting graduation attainability, positive family outcomes through a holistic approach. The center values and supports and supports attaining graduation and the ability to remain enrolled in classes while their child(ren) are in a safe, nurturing, educational environment. Providing resources and supports to student parents has proven to contribute to successful completion of studies. Many events are offered to parents that contribute to positive family

dynamics and collaborations between teachers and parents.

Relevant Associations:

Strategic Plan Associations

University of Louisiana at Lafayette

2.1.1 Students KPI 1: Implement and sustain student support to retain and graduate students.

2.1.3 Students KPI 3: Maximize opportunities for student enrollment and progression in traditional and distance education curricula, including strengthening transfer partnerships with community colleges.

Vice President for Student Affairs

3 Awareness

4 Satisfaction

5 Retention

6 Completion

Related Measures

M 14: center promotion

brainstorm new ways to disseminate information to parents both in the University community as well as with in the center itself. (Enrollment news, community events and resources)

Source of Evidence: Existing data

Target:

An electronic copy of all parent correspondence will be kept. Parents will be surveyed at least yearly on their satisfaction of communication. Incorporate additional communication techniques to benefit the center and it's families.

Finding (2015-2016) - Target: Met

Communication to parents and families has gone out in a several different ways: letters, signs, Moodle, Remind 101, verbal and emails. We have signed up and are in the very early stages of using OrgSync as a new tool.

Related Action Plans (by Established cycle, then alpha):

survey

communication survey: will be used to determine the most efficient way to communicate.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: center promotion | **Outcome/Objective:** Student Parent Resource

M 15: Parental Participation and Satisfaction

Provide a minimum of two events for families to participate. Frequently assess parent's needs and satisfaction.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:

Parents will be given surveys. A success will be 90% of completed surveys having a satisfied evaluation of particular events.

Finding (2015-2016) - Target: Met

Many family events were offered throughout the year: Open house, homecoming parade, winter wonderland, Mardi Gras Parade, parent teacher conferences, etc. Surveys were posted online through Moodle and it was found that only a few parents filled them out. The surveys that were completed, 100% indicated satisfaction with the noted event.

Related Action Plans (by Established cycle, then alpha):**Increase survey participants**

Figure out a way to increase survey participation for our parents and guardians. Surveys can give us insight as to what changes/additions we need to make to our programming.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Parental Participation and Satisfaction |

Outcome/Objective: Student Parent Resource

SLO 11: Model Center

The center will implement research-based best practices in early childhood as well as hosting interns and observers to conduct their academic requirements. As of July 1, 2015, Louisiana child centers are no longer classified as Class A/Class B centers. They are now Type 1, Type 2, Type 3.

Type 1 centers- church owned; Type 2- receives no federal/state funding; Type 3 accepts federal/state funding and must have academic approval from the Department of Education. The center is designated as a Type 3 with academic approval. The center is currently a 4-star center in the Quality Start Program and had been awarded 4-star designation through 2017 when the program ceases to exist.

Relevant Associations:**Standard Associations****SACS (sections): 2010**

2.10 Student Support Services

Strategic Plan Associations**University of Louisiana at Lafayette**

3.1.1 Research KPI 1: Ensure that support services are sufficient to sustain the efforts of University researchers.

Vice President for Student Affairs

- 1 Recruitment
- 2 Engagement
- 3 Awareness
- 4 Satisfaction
- 5 Retention
- 6 Completion

Related Measures**M 16: Student learning**

Establish collaborations with several colleges on campus to conduct and promote student learning at the center as part of their college curriculum requirements. Continue to utilize student workers and train them with on the job learning.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:

Success will be utilizing the maximum allowed student workers per semester.
Student observations of and average of 20-30 observers per semester.

Finding (2015-2016) - Target: Met

Utilization of work study students has been filled at 100%. The center was able to host one student through requirements of the scholarship office. A Child and Family Studies Intern has been placed at the center for the Fall 2016 semester and has been a beneficial addition to the center.

Related Action Plans (by Established cycle, then alpha):

efficiency/paperwork

Determine the easiest and most efficient way to allow students at the University to meet Licensing's requirements as far as background check, etc... in order for the center to be a continued resource for hands on learning.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Student learning | **Outcome/Objective:** Model Center

M 17: State of Louisiana Report Card

The center will continue to implement procedures as they come into effect according to law: common enrollment, Teaching Strategies GOLD, CLASS assessments. Report cards for child care centers will be issued during the 15-16 year and it is the goal of the center to score on the high end of the state average. Scores are strictly based on CLASS assessments and whether a center is academically approved by the Department of Education.

Source of Evidence: Evaluations

Target:

Depending on the rating scale set out by the Louisiana Department of Education, a top 10% score will be successful.

Finding (2015-2016) - Target: Met

The Louisiana Department of Education released the scores to be used on the published, public report cards. The CDC's scores fall into the top tier of excellence in which less than 3% of centers state wide have achieved. The public release of these scores are slated to be released later in the Fall of 2016.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 8: Organizational structure

Promote and implement structure that increases professional development, retention and addresses compensation.

Strategic Plan Associations

Vice President for Student Affairs

3 Awareness

4 Satisfaction

5 Retention

6 Completion

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Discussed during staff meetings and informal one on one meetings.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

There was only one action plan implemented from 2014-2015. The other measures were new and added in 2015-2016.

The action plan was to support staff in enrolling in additional college courses, seeking Child Development Credential and pursuing professional development training in addition to the ones that are required. We were able to send several teachers to conferences which were paid for by Lafayette Parish Early Childhood Community Network. One staff is pursuing her Bachelor degree, one is pursuing her Master degree and one staff obtained her Child Development Credential this Summer. The Director and assistant director are now both certified to assess classrooms using the CLASS tool on behalf of the Community Network. We know that training and professional development are crucial for staff to know the latest research based practices to benefit the children of student parents and faculty/staff.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

Parental involvement: The center hosted family/parent events consistently see a high rate of attendance. While each event differs somewhat, attendance has been as high as 90%. For these events and to also determine overall satisfaction, surveys are sent out throughout the year. This year survey responses have been extremely low and alternatives will be explored in the upcoming year.

Children's success: while it is not noted as an objective in this year's cycle, overall, the children enrolled at the Child Development Center are thriving in response to a high quality environment. There is a positive correlation between the quality, education and experience of teachers and the child's progression through physical, cognitive, social-emotional dimensions.

As a self sustaining department, it is always a challenge to keep up with the rising costs of goods and services. Planning ahead with minimal tuition increase will assist the department in meeting future financial goals.