

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

INTRODUCTION

Program Mission & Goals for the Reporting Period:

The 2013-2014 reporting period saw continued progress in meeting the mission and goals of the program at ECDC. The program mission is to:

- Demonstrate and explore best practices in early childhood curriculum and provide opportunities for research, observation and practicum purposes.
- Provide quality childcare and early education for children ages two through kindergarten.
- Model and engage in child advocacy in the Charleston community.

Table 1.  
Priority Goals for the Reporting Period

	Priority Goals for 2013-2014	Current reporting period 2013-2014 Primary Achievements Relative to Goals	Priority Goals for 2014-2015
<b>Program Quality &amp; Distinction</b>	<ol style="list-style-type: none"> <li>1. Maintain NAEYC accreditation</li> <li>2. Maintain <i>NatureExplore</i> certification &amp; sustainability initiatives.</li> <li>3. Maintain DSS licensing status</li> <li>4. Work with campus-wide planning team to organize 40<sup>th</sup> Anniversary celebration for academic year 2014-2015</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual NAEYC report approved &amp; accreditation status is maintained effective 5/1/2014-4/30/2015. Unannounced visit(s) are possible at any time.</li> <li>2. <i>Nature Explore</i> re-certification for 2014-2015 renewed.</li> <li>3. DSS licensing renewed through 9/26/2016. Two unannounced site visits during 2013-2014 academic year occurred with no deficiencies noted.</li> <li>4. 40<sup>th</sup> Anniversary Committee is implementing plan for three-part focus of activities including homecoming celebration/social event, three-part film/discussion series, and research initiative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin preparations for NAEYC re-accreditation in 2016</li> <li>2. Maintain <i>NatureExplore</i> certification &amp; sustainability initiatives.</li> <li>3. Maintain DSS licensing status</li> <li>4. Implement 2014-2015 40<sup>th</sup> Anniversary activities</li> </ol>
<b>Professional Development &amp; Research</b>	<ol style="list-style-type: none"> <li>1. Begin data collection for ECDC longitudinal study</li> <li>2. Submit conference presentations for NCCCC, Clemson Play Conference and other opportunities as appropriate to ECDC mission &amp; activities.</li> <li>3. Continue support for CofC &amp; community faculty/student research.</li> <li>4. Identify new book for lead staff discussion focus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expected early fall 2014. This project is timed with identification of ECDC alumni as part of 40<sup>th</sup> anniversary celebrations</li> <li>2. Staff professional development plan diverged from formal presentations to in-house focused study of current research that will inform future proposals.</li> <li>3. Hosted two week faculty-sponsored grant-funded <i>WINGS</i> 2014 summer camp and research initiative with Dr. Laura Brock</li> <li>3. Mentored Academic Magnet High School Senior Thesis for Ms. Butler Mappus</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete year 1 of data collection on ECDC longitudinal study.</li> <li>2. Identify appropriate opportunities for 2014-2015 conference presentations</li> <li>3. Continue support for CofC faculty/student research.</li> <li>4. 2014-2015 book selected to advance discussion of curriculum development (Chaille, C. 2008. <i>Constructivism across the curriculum in early childhood classrooms: Big ideas for inspiration.</i> Boston: Pearson.)</li> </ol>

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

		<ul style="list-style-type: none"> <li>3. Collaborated with Dr. Kelley Mayer White (Fall &amp; Spring PlayDay picnic/Remida Days) and Ms. Susan Flynn (weekly ABL activities) on course assignments involving students in activities with ECDC children and families –</li> <li>4. 2013-2014 book study focused on Dr. Jaruszewicz’s 2013 published curriculum text.</li> </ul>	
<b>Service to campus</b>	<ul style="list-style-type: none"> <li>1. Continue to serve on planning team for 2<sup>nd</sup> CofC ECE Summit June 2014.</li> <li>2. Continue to seek and participate in inter-campus collaborations that promote the program mission.</li> </ul>	<ul style="list-style-type: none"> <li>1. Successful 2014 conference held at MGS.</li> <li>2. R.E.A.C.H. Program Sponsor, Intern Fall 2014</li> <li>3. SOEHHP/TEDU Early Childhood Faculty Search Committee</li> <li>3. SC DOE Teacher Re-Certification Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>1. Continue service on 2015 EC Summit Planning Team.</li> <li>2. Continue support for campus initiatives.</li> </ul>
<b>Child Advocacy &amp; Community Collaborations</b>	<ul style="list-style-type: none"> <li>1. Re-establish working relationship and identify priorities with administrative and teaching teams at Memminger Global Studies Elementary with re-opening of the school fall 2013.</li> <li>2. Continue engagement in local/regional/national efforts focusing on early childhood education.</li> </ul>	<ul style="list-style-type: none"> <li>1. Memminger partnership activities in 2013-2014 focused on development of sustainability activities and outdoor education activities (gardening &amp; recycling)</li> <li>2. Dr. J. elected to three-year term on governing board of the National Coalition of Campus Children’s Centers (NCCCC)</li> <li>2. Dr. J. serving on doctoral committee for Clemson student (former ECDC lead teacher).</li> <li>2. ECDC Staff &amp; director serving as consultants for Meeting Street Education Academy and the new Brentwood public/private partnership school. Consultant</li> <li>2. ECDC staff provide in-service for Charleston Senior Citizens Center Foster Grandparents Program</li> <li>2. ECDC staff assisting with planning pre-conference sessions of Association for Constructivist Teaching (ACT) annual conference to be held December 2014.</li> <li>2. ECDC director participating on grant-writing team for Trident United Way Early Head Start application</li> </ul>	<ul style="list-style-type: none"> <li>1. Continue to build and seek mentoring and professional relationships with other early childhood programs and initiatives.</li> <li>2. Continue collaborations with community groups that focus in particular on sharing research-based practices, high quality play, quality indoor and outdoor environments, and teacher professional development.</li> <li>3. Continue engagement in regional/national efforts that advocate for high quality early childhood education.</li> </ul>

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

PROGRAM STRUCTURE

Staffing:

ECDC staff for 2012-2013 included the program director, 4 master teachers, 1 administrative assistant, 5 graduate assistants (changed over in January), and 25 hourly student workers (we normally turn over a third to half of our student staff annually).

Support Groups:

*SOEHHP ECDC Liaison Committee:* This group is composed of faculty representatives from the TEDU and PEHD departments within the SOEHHP, works as a standing committee to coordinate our mission with goals and activities of the SOEHHP. Members of this group met several times during 2013-2014, temporarily shifting focus to ad hoc committee work planning 40<sup>th</sup> anniversary celebration events.

*Parent-Teacher Organization:* This group operates by “committee” – each family is asked to volunteer to help with or sponsor one event during the year and leadership/officer responsibilities include a coordinator/president (one or two individuals), treasurer, and “brainstorming” team. The leadership team for 2013-2014 included Tavia Sessoms, Carmen Nash, and Crystal Mead. This year they separated financial dependence on the CofC foundation, acquired an EIN#, and established an independent bank account with South Carolina Federal Credit Union. Activities included

- Spirit Days
- Information sessions on elementary school transitions
- Grocery store rebate & label collections fundraisers
- T-shirt & Tote Bag sales
- Spring Play Day & welcoming of new families
- Teacher Appreciation Week and birthday recognition
- Social events for new families, spring/fall picnics, open-house, costume parade, and Thanksgiving feast.
- Fundraiser to benefit the Mike Lee family (\$1000 raised)
- The PTO has pledged \$1000 in support of expenses towards 40<sup>th</sup> anniversary events in 2014-2015

*Parent Advisory Committee:* The purpose of this committee is to address grievances or policy issues that need input from families. One parent from each class group is appointed to the committee. There were no meetings called in 2013-2014, but online discussions were conducted relative to (a) a needed policy (recommended by the Office of Legal Affairs) covering private babysitting guidelines, (b) adjustments to the 2013-2014 and 2014-2015 calendars for parent-teacher conference and teacher professional development days, and (c) anticipated changes to security procedures based on findings from a national security consulting firm report received spring 2014. Members included Bob Podolsky, Lauren Hunt, Calvin Blackwell, and Katie Houser

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

ENROLLMENT & DEMOGRAPHIC INFORMATION

Staff Demographics:

Males and minorities continue to be under-represented in early childhood programs and within our staff; our staff this year included 1 male student and two minority students. We mentored one male R.E.A.C.H. intern with mild intellectual disabilities. Recruiting efforts continue.

Child Demographics: In 2013-2014, the ethnic/cultural and linguistic diversity of ECDC's children continued to be one of the strengths of our program. Our enrollment included Caucasian, African-American, Indian/Asian, Latino/Hispanic, Pacific Islander, and Middle Eastern families. Seven languages were represented including English. Special needs among our children included Down's Syndrome, autism spectrum disorder, and general developmental delays. Next year, projected program enrollment is 54-56.

Table 2.  
Enrollment Profile for previous three years

Academic year	# enrolled	% special needs	% minority	% ESL
2011-12	58	17.2 (N=10)	25.8 (N=15)	24.1 (N=14)
2012-13	54	9.3 (N=5)	25.9 (N=14)	14.8 (N=8)
2013-2014	54	7.5 (N=4)	24.1 (N=13)	14.8 N=8)

Maymester/summer school: We offered both Maymester and Summer I session in 2014.

Waiting List: Our waiting list continues to be very large and stable @ 341 children (165 from CofC) waiting for spaces fall 2014 through fall 2017. No recruitment efforts are needed at this time.

FISCAL STATUS

Tuition & Revenue:

We met our revenue target for the year (\$215K), with @ \$3000 surplus. Our program budget continues to be sufficient for our needs. Therefore, there no tuition hike for 2014-2015 is requested. We expect to revisit tuition during 2014-2015 in anticipation of a possible increase for fall 2015.

Budget Management:

We met our projected budget bottom-line.

Institutional Support

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

The extent to which the institution subsidizes the program continued to remain stable. We will maintain efforts to balance tuition hikes as needed, with careful monitoring of expenses and revenues to maintain this trend.

PROGRAM QUALITY

Licensing and Accreditation Status:

Bi-annual DSS licensing renewal occurred successfully with no cited deficiencies in June 2014. Our Year 2 (5 year cycle) NAEYC accreditation report was submitted and approved May 2014. *NatureExplore* re-certification was renewed through June 2015.

Program Goals Assessment Plan: While this annual report focuses on specific goals and activities relative to the College of Charleston institutional mission and goals, we also developed and implemented a *Program Goals Assessment Plan* (PGAP) to respond to NAEYC accreditation criteria that emphasize ongoing commitment to our children, families, and the community. The PGAP plan includes a seven-question *New Family Survey* to capture feedback from families as they enter our program, annual family surveys (April), and staff and campus online surveys. The *Annual Report to Families*, due to be distributed August 2014 includes a summary of PGAP outcomes.

New Family Surveys: 16 distributed, 16 returned (100% response). No negative responses.

Annual Family Surveys:

*Instrument and distribution:* We distribute the NAEYC *Expanded Self-Study Family Survey (EFS)*, the official tool used for self-study to collect data from parents for the accreditation process, in all non-accreditation years, as it provides space for comments/qualitative feedback as well as quantitative data. Table 3 summarizes May 2013 EFS data. Each family received one survey to complete. and at the time of this report, 45 were distributed, 41 returned (91.1% response rate, increase of 17% over last year). The number of items (questions) within each category is indicated in parentheses. Percentages of total responses are indicated for the number of “yes” (the desired) and “no” responses to each question asked. All comments submitted with the surveys are included below each category.

*Data analysis & communication of findings:* We calculate percentages of responses for each question and then a mean score for each category. We consider comments and individual questions to discern patterns and identify areas for improvement. We distribute a written report to parents each year that summarizes previous year findings and explains how feedback from the surveys is incorporated into planning for program improvement and specific goals for the coming academic year.

Table 3.  
NAEYC 2014 EFS Data Summary

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

Focus Category	Yes, Yes but
<b>Relationships (6 questions)</b> <i>Comments analysis (12 comments): Parents view this area as a particular strength but one family would prefer detailed daily information about their individual child.</i>	96.3
<b>Curriculum (2 questions)</b> <i>Comments analysis(3 comments) : Parents are highly satisfied with curriculum, in particular incorporation of children’s individual interests and family culture</i>	97.2
<b>Teaching (3 questions)</b> <i>Comments analysis (11 comments): Parents highly satisfied with teacher qualifications and interaction; one family indicated they wish they could participate more in the classroom.</i>	97.4
<b>Assessment (8 questions)</b> <i>Comments analysis (15 comments): parents feel informed about their child’s progress; several indicated they would be open to alternate means of reporting/sharing assessment data</i>	96.0
<b>Health (3 questions)</b> <i>Comments analysis (4 comments): parents particularly pleased with information sharing about particular issues.</i>	99.2
<b>Families (15 questions)</b> <i>Comments analysis (6 comments): uniform level of satisfaction about supports provided to families; one family would prefer more communication about daily activities of their individual child.</i>	99.1
<b>Community Relationships (3 questions)</b> <i>Comments analysis (2 comments): one family indicated they would like to be more involved in ECDC support for the larger community, but don’t have time.</i>	93.3
<b>Leadership &amp; Management (6 questions)</b> <i>Comments analysis: (8 comments) uniform support for leadership/management; one family would like more support for home/school/home transitions after master teacher is gone for the day.</i>	99.6

*Findings:* Our families continue to indicate they believe our program quality is excellent. The percentages of “yes” answers remains consistent in all categories from the previous year; we attribute this to a high level of knowledge across our family community about how our program operates differently than others in the community and how we meet the challenges we face. Our lowest rating for “Community Relationships” (93.3%) reflects answers to a single question that asks parents how much they are involved through ECDC in the local community (the other two questions in that category received 100% positive ratings). We continue to believe that our biggest challenge is daily communications with families. While our teachers have done many things over the past three years in particular to provide more information on a daily basis about children’s activities, there are one or two families who want more, or who are dissatisfied with the amount of access they have to the master teacher each day.

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

Annual Campus Survey

We did not conduct a campus-wide survey this year.

Annual Student Employee Survey

We did not conduct an online student staff survey this year.

PRACTICUM, OBSERVATIONS, AND RESEARCH ACTIVITIES

Practica and observations:

ECDC works with faculty from the College and other area universities to provide practicum, research, and/or internship opportunities for students. We also welcome teachers and visitors from other child development programs and area local school districts. We limit hours requested if necessary, to minimize disruptions to classroom activities, as we are close to our maximum capacity to accommodate visitors. In 2013-2014 we had almost twice the number students doing hands-on visits as strictly observational visits. In spring 2014, this number was approximately even. The number of volunteer hours is fairly constant. Our system of scheduling visitor hours continues to be effective, maximizing opportunities for the campus and local communities to use our program as an academic resource.

We hosted students from 19 CofC undergraduate and graduate courses from Education, Psychology, and Anthropology. External visitors included students from Wellesley, MA, Garret Academy, Wando High School, and Florida State University. We also had visits from administrative and/or teaching staff from Creative Spark, and St. James Day School, MUSC Psychiatric Fellows, and visitors to campus from China. Volunteers included individual students and SOEHPH Teaching Fellows. We sponsored two R.E.A.C.H. interns Spring semester.

Table 4.  
Visitors 2008-2012

	# CofC course sections represented	Observer visits/hrs	Interns & practicum students	Practicum hours	Volunteers & Practicum students*	Volunteer and/or intern Hours*	Researcher visits	Total # visitors*	Total # Obs & practicum hrs*
Fall 2011	10	150			7	72	?		
Spring 2012	7	218			2	33	25		
Fall 2012	11	466			2	12	15		
Spring 2013	8	406			7	336	7		
Fall 2013	10	177	104	376	4	84	10	285	637
Spring 2014	9	208	62	203	5	101	5	275	512

\*Note: Numbers as of Fall 2013 broken down to separate interns/practicum students & volunteer hours

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

Research Conducted at ECDC during 2013-2014:

Senior Thesis Academic Magnet High School on effective strategies for dealing with separation anxiety among toddlers. (Ms. Butler Mappus)  
WINGS program (Dr. Laura Brock) – summer program

STAFF ACCOMPLISHMENTS

Teaching:

Dr. Jaruszewicz taught one section of EDEE 613 Curriculum and Development in Early Childhood Education, Spring 2014.  
Ms. Mary White, Ms. Jane Hart, & Ms. Phyllis Gates all supervised Field practicum students for EDEE 510 during the fall semester.

Professional Development:

All teachers in licensed programs must document at least fifteen hours per year of professional development and annual re-certification for First Aid, Infant and Child CPR and Blood Borne Pathogens training. The director is required an additional 5 hours in administration. Because training offered through DSS is typically geared towards providers with far less education and experience than our lead staff, our teachers are encouraged to present at local or state level conferences, and focus professional development activities towards national conferences or institutes. ECDC maintains professional memberships in NAEYC and its South Carolina affiliate, SCAEYC, South Carolina Early Childhood Association, and the National Coalition for Campus Children's Centers (NCCCC).

Dr. Jaruszewicz attended the NCCCC conference in Portland, OR April 2014 to assume a three-year seat on the governing board. She and Mary White traveled to Greenville, SC to view the traveling Reggio Emilia exhibit, "The Wonder of Learning." Stephanie Johnston and Phyllis Gates attended the Montessori conference in Litchfield, SC. In February, 2014. Mary White and Jane Hart attended sessions at the Early Childhood Summit in June 2014. All staff maintain current certification in Pediatric First Aid and CPR (CPR required for all by NAEYC as of April 2014).

In addition, Dr. Jaruszewicz is a certified trainer for the SC Center for Child Care Career Development and can therefore develop customized training/professional development for which the staff can receive DSS credit. In 2013-2014, she developed two 1.5 hour workshops for ECDC student staff in response to their surveyed interests that are now required in place of video training formerly used at orientation for new staff. Likewise, the master teacher staff engaged in 6 credit hours of book study.

Coursework:

Administrative Assistant Catherine Merrow continues to take coursework for the Masters in Public Administration program at CofC.

Publications:

None this year.

Service:

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

Our staff is actively involved in community activities. Phyllis Gates continues to serve Holy Trinity Greek Orthodox Church as a Sunday school teacher, Vacation Bible School program director, and Philoptochos Society board member. She also serves on the Laing Middle School Improvement Council. Stephanie Johnston participates in the School of the Arts PTSA and Piano Boosters Club. Mary White serves on the governing board for the Charleston Christian School, and serves on the Education Committee for the U.S. Coalition on Play.

Dr. Jaruszewicz's Community service activities in 2013-2014 included:

Governing board member of the National Coalition of Campus Children's Centers (NCCCC) elected to three year term beginning April, 2014.

Clemson University doctoral committee (Deanna Satzger)

Reviewer, *Early Education and Development Journal*

Team member, planning committee for CofC Early Childhood Summit conference held in summer

Designated representative for monitoring and processing teacher certification renewal credits for faculty at ECDC and SOEHHP.

Charleston County School District Early Childhood Task Force (Curriculum Committee)

Memminger Elementary School Neighborhood Planning Team

In-service training for Charleston Senior Citizens' Foster Grandparent Program

Pro bono consulting services for the Meeting Street Academy (two days in-service staff training and multiple on-site observations/discussions)

Planning team for Association for Constructivist Teaching (ACT) pre-conference activities

Co-writer for Trident United Way grant application for Early Head Start

Volunteer at Colonial Dorchester State Park

Presentations:

No conference presentations were conducted in 2013-2014. One proposal was accepted to the SCAEYC conference for October 2013, but we were not able to attend/present. Presentations have focused on those developed for in-house use or requested by community partners, including:

Jaruszewicz, C. (July 18, 2013). *Using early development principles for effective work with young children*. Charleston Senior Citizens' Foster Grandparent Program. Charleston, SC. Two hour in-service

Jaruszewicz, C. (September 27, 2013). *Planning play and project work to promote higher order thinking*. Meeting Street Academy. All-day inservice. Spartanburg, SC.

Jaruszewicz, C. (October, 2013). *Gentle discipline*. DSS CCCCD credit 1.5 hours for use as new staff orientation training module.

Jaruszewicz, C. (October, 2013). *Learning through play*. DSS CCCCD credit 1.5 hours for use as new staff orientation training module.

Jaruszewicz, C. (June 25, 2014). *Brain development, early literacy, and supporting young readers and writers*. Charleston Senior Citizens' Foster Grandparent Program. Charleston, SC. Two hour in-service.

N.E. Miles Early Childhood Development Center  
Annual Report for 2013-2014

CONCLUDING STATEMENTS

1. Our program continues to be fiscally and structurally healthy.
2. Program quality monitoring and improvement measures have been effective and our commitment to excellence affirmed with a positive re-accreditation decision.
3. Our role as a demonstration program/laboratory site continues to develop with increased presence in the local community.
4. Our highly qualified lead team continues to be productive in ways that support advancement of our program mission.

Submitted:

Candace Jaruszewicz, Ph.D.

Director, N.E. Miles Early Childhood Development Center

7.14.2014