

Annual Academic Department and Program Report Academic Year 2015/2016

N.E. Miles Early Childhood Development Center

Submitted by

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I. Narrative Description of the Status of the Discipline(s) from a National Perspective (including emerging issues and trends)

Providing high quality early childhood education and securing access to affordable high quality care for children birth to age five continue as high visibility issues presently across the country and in South Carolina. An increasing body of research from multiple sectors of the academic community on brain development is also provoking new thinking on issues like the role of executive function skills on school readiness, the importance of social and emotional development, and the role of play in the development of creativity and critical thinking.

II. Program

a. Mission statement

- 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.

b. Strategies and tactics in the College's strategic plan your department or program would place as highest priorities

STRATEGY 3: DEVELOP AND RETAIN A HIGHLY QUALIFIED AND DIVERSE FACULTY AND STAFF.

- 1. For all ranks and titles, improve salaries for faculty and staff to national competitive levels; recognize and reward annual performance by faculty and staff in both annual raises and special awards; and where applicable, improve benefits packages for faculty and staff.*
- 4. Enhance resources needed to recruit, hire, nurture, and retain minority faculty and staff.*

- 6. *Enhance funding for staff development programs.*
- 11. *Expand availability of the College’s Early Childhood Development Center, providing a more family-friendly campus to aid in recruitment and retention of high-quality faculty and staff.*

STRATEGY 7: PROVIDE UP-TO-DATE FACILITIES AND INFRASTRUCTURE TO ENHANCE ACADEMIC, CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS.

- 3. *Promote, wherever possible, future growth of College infrastructure through sustainable design, materials, and processes.*

STRATEGY 8: COLLABORATE WITH LOCAL, NATIONAL AND INTERNATIONAL INSTITUTIONS TO LEVERAGE HIGHER EDUCATION FOR A STRONGER SOUTH CAROLINA.

- 5. *Establish additional relationships with PK-12 schools exemplified by established partnerships with area schools and districts through sustainable design, materials, and processes.*

c. Program goals and their relationship to the College’s strategic plan Goals

Our program provides support to the EHHP and the campus and general communities-at-large that connects to the College’s strategic plan in both direct and indirect ways. Our mission and goals focus on consistent program excellence grounded in current research, furthered by professional development, and shared through service and advocacy at the local, state, and national level.

CofC Strategic Plan Goals	ECDC
1. Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning	ECDC employs between 25-35 undergraduate and graduate students and hosts between 400-800 students annually for academic, practicum, and/or research activities.
2. Develop or enhance nationally recognized undergraduate, graduate, and professional programs in areas that take advantage of our history, culture	ECDC is nationally accredited and also certified outdoor classroom program. As a demonstration program, we provide CofC students, parents, and members of

and location in Charleston and contribute to the well-being of the region	the greater community with the opportunity to see and experience excellence in practice. Our curriculum is contextualized to our neighborhood, campus, and community.
3. Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific, and political issues of the 21 st century.	Our population reflects the socio-cultural and linguistic diversity of the CofC campus and surrounding community. Our curriculum and activities are responsive to the needs and interests of children, staff, and those with whom we work on campus and in the greater community.
4. Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.	ECDC has been a full participant in campus life for 41 years, celebrating that anniversary during the 2014-2015 year. We offer many ways that CofC students can engage with the program through employment, volunteer work, and service-learning activity. We provide the limited number of CofC employee/student parents we are able to serve with much needed affordable child care of the highest quality.
5. Achieve financial security by creating a new financial model for the College of Charleston	ECDC consistently makes efficient use of its resources, promotes and models sustainable practices, and actively engages in efforts to seek supplemental funding through various sources to keep our costs low while maintaining the highest possible standards.

d. Student Learning Outcomes of the program

“At ECDC, we believe the purpose of early childhood education is to help children acquire skills and dispositions needed to become life-long self-directed learners and citizens. We believe that in an increasingly global environment, we learn these things in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so

all children are accepted and welcomed at ECDC and fully included in all dimensions of our program.”

Our program places the highest priority on development of “executive function” skills, the dispositions and abilities currently determined by research in the cognitive psychology, education, and health sciences literature to be the best predictors of long-term social, academic, and life success. These skills include self-regulation, focus, persistence, curiosity, problem solving and conflict-resolution, critical thinking, and language and literacy skills.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

- a. Please discuss any of the following that apply to your department or program over the last year, making reference to any data provided at <http://ir.cofc.edu/aadeptdata/> or data that you supply in the Supporting Data section as appropriate. What are your strengths, and where would you like to develop?

- Curricular offerings unusual for your program(s):

Unlike most preschools, we do not use commercially-produced curriculum products at ECDC. We model an idiosyncratic interpretation of Lucy Calkins’ *writing workshop* used in public schools, and an “emergent” and long-term project-based curriculum inspired by the preschools in Reggio Emilia, Italy and based on current research and responds to the particular needs, strengths, and interests of the children in each group. We address state standards by balancing and documenting child-initiated and teacher directed activity.

- Instructional contributions to other units, programs, and initiatives, including the Honors and First Year Experience programs, undergraduate and graduate programs outside your department program, the REACH program, etc.:

Students from both the Honors and First Year Experience programs participated in practicum activities with their professors at ECDC in 2015-2016. We mentored an Honors Bachelor essay Fall semester and hosted/mentored students from two FYE courses, one each in Fall and Spring. We also hosted and supervised a REACH intern Spring semester. We regularly participate as an internship site when a suitable match for faculty/student needs.

- Distance education or hybrid course offerings:

Our website is an on-going resource for other programs locally, across the country, and internationally.

- Departmental or program contributions to inter-disciplinarity, internationalization/globalization, personalized education and high impact student experiences (such as research and creative activities, civic engagement, study away, internships, peer education and service learning) during review year:

We placed graduate students from several different academic programs to positions during 2015-2016 including Early Childhood Education (4), Performing Arts (3), Special Education (1), and Child Life (1). ECDC hosted students from 14 course sections in three departments and the Honors and First-Year programs, conducting 663 practicum and observation hours in 2015-2016. Students also completed 88 service/volunteer hours and one parent spent one day per week as a Spanish immersion volunteer. We facilitated two faculty research projects (Kolak & White). We also hosted visitors from the *College of Charleston Early Childhood Summit* and 43 visitors from other schools/programs.

- Departmental or program workload productivity – N/A
 - Summary of student and/or graduate accomplishments – One of our graduate assistants was named 2016 Charleston County School District “Rookie Teacher of the Year.”
- b. Please provide a brief narrative summary of the curricular assessment activities undertaken by your unit this year, along with actions taken in earlier years that have led to improvement and plans for improvement.

Our program achieved re-accreditation through the National Association for the Education of Young Children (NAEYC) in January 2016 (through 2021). We finalized classroom and program folio documentation of curriculum activities and child assessment artifacts, collected/analyzed survey data from parents, campus constituents, and staff, and hosted a one day site visit from the accrediting agency. The process provides an in-depth assessment and evaluation of curriculum quality, child and family outcomes, and staff productivity, relative to rigorous standards and criteria that represent the highest credential available. NAEYC accreditation is a five-year cycle that requires programs to engage in continuous monitoring, data collection, analysis, adaptations, and annual reporting for continuous improvement.

- c. Please discuss the diversity among your faculty, including efforts made in recruitment (if applicable) to increase the presence of under-represented groups.

ECDC strives to be a community that reflects the University's diversity goals. Our 2015-2016 child population included:

- 55 enrolled children (48 families)
- 23.6% minority representation (higher than 15.2% CofC student population)
- 16.4% bilingual children (6 languages in addition to English)
- 10.9% children with special needs (including special health needs)

Our staff is not as diverse as our family/child population, but we are making an effort to recruit males and a more diverse group of teachers; in 2015/16 – 13% minority; 8% male

Our efforts to address are primarily attending student orientation and association meetings, and word-of-mouth recruiting.

- d. Please provide a summary analysis of research and professional development productivity in your department or program, referring to the Supporting Data section as appropriate. What are your strengths and challenges?

The program director is an Associate Professor, actively teaching as an adjunct in the MAT Early Childhood graduate program. Two ECDC Master Teachers were invited to present a research poster at the *U.S. Play Coalition* Annual Conference at Clemson University in April 2016. Three teachers attended the *CofC Early Childhood Summit* in June 2016 and one teacher attended the MEPI (Montessori) conference in January. One faculty member each from the Psychology Department and TEDU conducted research at ECDC during 2015-2016. The Director attended the National Coalition for Campus Children's Centers Annual Conference in April, 2016 and National Association of Early Childhood Teacher Educators Annual Meeting in November 2015.

The director had two entries published in the *Sage Encyclopedia of ECE* and continued as a manuscript reviewer for the *Early Education and Development* peer-reviewed journal.

The Administrative Assistant, Catherine Merrow completed the CofC MPA program May 2016. She conducted her capstone research at ECDC, *Social Media, Technology and Preschool Programs: Evaluating Changing Landscape of Parent and Program Communication*. This project had great practical value for us as it was designed to help us analyze and assess our practices in the context of current research and stakeholder participants.

Our strengths in this area are a lead team committed to engaging in scholarship and collaboration with others. Our challenges are budgetary, but we feel we make good use of creative solutions to fund PD activities. For example, the program director is certified as a trainer through the South Carolina Center for Child Care Career Development, which allows her to develop and deliver needed DSS training and/or professional development in-house and in the community. She is also the designated CofC coordinator for SC Teacher Certificate Renewal, which provides for an expanded set of options for campus faculty and ECDC teachers to maintain current teaching certificates. Since DSS requires our director and teachers to acquire between 15 and 20 contact hours per year of professional development, we can use these opportunities to minimize professional development costs.

- e. Please provide a summary of departmental or program service and outreach contributions to the school, College, community (of a professional nature), or profession. What are your strengths and challenges?

Our strengths in this area are a result of institutional credibility and the reputation of the EHHP and the ECDC. Many teachers and administrators from other programs visit ECDC to observe and/or consult with us on varying dimensions of early childhood education, sometimes resulting in longer-term collaborations. In 2015-2016 we continued to assist the First Steps organization with implementing a \$1.3 million grant to expand Early Head Start classrooms in Charleston County. Dr. Jaruszewicz continues to serve a three-year term on the governing board of the *National Coalition for Campus Children's Centers*, and chairs the Advocacy and Research Committee for that organization. We provided mentoring for teachers and program directors from two schools in CCSD, the Island School and a new early childhood community program, the LowCountry Children's Coop. The director was also asked to present a workshop for parents at the Meeting Street Elementary School in April.

Because of our long-standing collaborations and interactions with the Office of Sustainability and the Grounds Departments, we are becoming known as a leader in the area of outdoor education and nature play. We are currently the only program in South Carolina that is certified through the *NatureExplore* program as an outdoor classroom. We continue to work with CCSD (Earth-Heart Growers program) and several private early childhood programs this year to facilitate interest and efforts in this area.

The program director also serves on (a) EHHP Administrative Council, (b) planning committee for the annual *CofC Early Childhood Summit*, (c) *Cradle to Career Kindergarten Readiness* group, and (d) the newly

formed *Early Childhood Advisory Committee*, a collaboration organized by Dr. Ashley Vaughns between EHHP and local early childhood public/private advocates.

- f. Has your department or program conducted professional development opportunities for faculty? If yes, what are examples of those opportunities?

Yes, Dr. Jaruszewicz is a certified trainer for the Department of Social Services and regularly develops and conducts PD workshops and seminars for both the Master Teacher group and the student staff at ECDC.

- g. What success have you had in meeting program, departmental, school or College goals? What obstacles prevent you from reaching specific program, departmental, school or College goals? In what way can Academic Affairs support your efforts?

Our goals don't change that much from one year to the next and our accreditation body's priority is ongoing program improvement; therefore, we remain focused at all times and committed to providing the highest model of excellence possible, significant outreach and advocacy in the community, and maintenance of productive scholarship efforts. Within each of these three areas, particular projects or initiatives may change, but on the whole we believe our program operates at a high level of consistency with the goals of the university and our parent School, the EHHP.

Our accrediting body sets the passing metric for each of ten program standards at 80%; our scores from 2010 and 2015 are represented on the chart below:

#	Standard Focus	2010	2015/16
1	Relationships	100%	100%
2	Curriculum	97%	94%
3	Teaching	95%	100%
4	Assessment	100+%	100+%
5	Health	100+%	100+%
6	Teachers	100%	100+%
7	Families	100+%	100+%
8	Community Relationships	100+%	100+%
9	Physical Environment	84%	96%
10	Leadership/Management	100%	100+%

The passing score for teacher/classroom folios is 70%. Our scores from 2010/2015 are represented below:

Classroom	2010	2015/16
Seashells (2-3 year olds)	93%	95%
Sunflowers (3-4 year olds)	92%	95%
Butterflies (4/5K)	95%	99%

We don't get any narrative feedback from our accrediting agency on the rationale behind any scores, so I can't comment on the reasons for changes in scores over time, other than to say our self-assessment is ongoing and we know and use the 400+ criteria within the 10 standards to guide our decision-making.

Our challenges focus primarily on meeting the need for desired access to our program, articulated in the C of C Strategic Plan as Strategy 3 Tactic 11. The waiting list continues to hover around 350 children, while our enrollment is typically @ 55 children.

- h. What curricular development or other major changes in the program(s) are planned for the next three years? Briefly, what resources are required to implement these?

We requested a tuition increase over the three academic years 2015-2017 (2015-2016 was approved so far) that will generate additional funds we have designated to achieve salary parity for our Master Teachers with the public schools in our area, and raise the salary of our Administrative Assistant. This will accomplish three of our strategic plan priorities - Strategy 3, items 1, 4, and 6. We also want to raise the student wage rate to be more competitive with other departments on campus.

We completed our five-year-accreditation process successfully in 2015-2016 and will respond appropriately with curriculum adaptations and modifications as needs are identified.

We will continue our efforts to support "greening" the curriculum, both ours and those of other schools interested in working with us to do so, and to seek resources from area organizations committed to outdoor education.

Our four Master Teachers provide stability and inspiration for the curriculum and reputation of our program, so a change to that dynamic is significant. One of these teachers, Jane Hart, retires at the end of the 2015-2016 academic year. Our Spring 2016 regional search for a new teacher was very competitive and successful; we hired Mr. Ryan Stone, a graduate of the CofC Early Childhood M.A.T. program, former Graduate Assistant at ECDC in 2007, with a distinguished record of teaching, scholarship, and service since leaving CofC. We are happy to welcome him back as a lead

teacher for our program, and have a high level of confidence our tradition of excellence will continue.

No additional resources are needed at this time.

Supporting Data

There is no need to include in your submitted report any data we have provided to you. Such data are listed below for completeness. You need take no action if all these data are available on current College websites.

Date requested for this section of the report are not applicable to the ECDC program, but I have summarized faculty/staff accomplishments mentioned in the preceding narrative below:

I. Faculty Productivity in and Support of Research and Professional Development

Publications:

- Jaruszewicz, C. (2016) Typical Development. In *The SAGE Encyclopedia of Contemporary Early Childhood Education* – accepted for publication
- Jaruszewicz, C. (2016) Learning Materials. In *The SAGE Encyclopedia of Contemporary Early Childhood Education* – accepted for publication

Editorial activities

- One manuscript review for *Early Education and Development* – Dr. Jaruszewicz

Presentations:

- Mary White, Guest speaker for FYE 138 (Hay & Hanna), February 3, 2016
- White, M. (April 5, 2016). *Loose Parts: Re-imagining Outdoor Play from a Constructivist Perspective*. Research Poster for U.S. Play Coalition, Clemson, SC
- Merrow, C. (April 15, 2016) *Social media, technology, and preschool programs*. CofC Willam B. Moore Student Research Conference

Panel discussions:

- Dr. Jaruszewicz, NCCCC Annual Conference, Hilton Head, SC April, 2016; (*Service through N4C Committee Work*)

Conferences attended:

- Stephanie Johnston Attended MEPI conference in Litchfield, SC.
- Phyllis Gates attended U.S. Coalition on Play Annual Conference at Clemson University and CofC Early Childhood Summit at Memminger Elementary.

- Jane Hart attended the CofC Early Childhood Summit at Memminger Elementary.
- Mary White attended and presented at the U.S. Coalition on Play Annual Conference at Clemson and attended the CofC Early Childhood Summit at Memminger Elementary.
- Candace Jaruszewicz attended National Coalition for Campus Children's Centers Annual Conference April 2016
- Candace Jaruszewicz attended National Association of Early Childhood Teacher Educators Annual Meeting, November 2015.

Grants/Consulting:

- Dr. Jaruszewicz serves as implementation consultant for Trident United Way First Steps Early Head Start Expansion Grant team

Honors/awards:

- Catherine Merrow, Administrative Assistant was recognized as Outstanding Graduate in the CofC Masters of Public Administration program, May 2016.
- Graduate Assistant Jessica Ross was awarded the 2016 "Rookie Teacher of the Year" for Charleston County School District