

2019 - 20 / ASSESSMENT PLAN

Child Care

This view always presents the most current state of the plan item.

Plan Item was last modified on 10/2/20, 10:53 AM

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Template:

Outcome

Outcome Number:

4

Title:

Child Care

Research:

No

Community/public service:

Yes,

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.:

Provide access to affordable, high quality child care for the campus and general community:

1. Population reflects diversity of campus and balanced sample for research purposes.
2. Program serves children with special needs.
3. Program provides annual process that documents progress towards meeting stated goals for children and families.
4. Program meets university expectations for fiscal accountability.

Attached Files

There are no attachments.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures.:

Measure 1: Population is consistent demographically with diversity of campus.

Performance Target 1a: Child Minority population is at least 20% (CofC reported minority population 20.2% in 2018)

Performance Target 1b: Staff minority population is at least 15.2% (including males as minority, who are traditionally under-represented in early childhood programs)

Measure 2: Program serves children with special needs

Performance Target 2: Child population includes at least 1 child with an IEP

Measure 3: Program meets SC State Appropriations Act requirements for enrollment at campus child development centers.

Performance Target 3a: New child enrollments for 2019-20 include 10-15% families from the general community.

Performance Target 3b: New child enrollments for 2019-20 include representation from campus staff, faculty, and student families.

Measure 4: Program meets university expectations for fiscal accountability.

Performance Target 4a: End-of-year fiscal report indicates program expenditures did not exceed budgeted targets.

Performance Target 4b: End-of-year fiscal report indicates that revenue target was reached (\$245,000)

Performance Target 4c: Program distributes \$9000 scholarship funds from the N.E. Miles Endowment annually.

Attached Files

There are no attachments.

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided. :

Performance Target 1a: Child Minority population is 29%. (increase)

Performance Target 1b: Staff minority population is 6%. (decrease)

Performance Target 2: Child population includes 3 children with an IEP and/or IFSP (increase)

Performance Target 3a: 2019-20 Child enrollment (N=49) New child enrollment (N=22) included 6 children from the general community (27% of new families) (18% overall enrollment)

Performance Target 3b: New child enrollments for 2019-20 represent campus staff N=4, faculty N=12 and student parents N=0

Performance Target 4a: End-of-year fiscal reports indicated program expenditures did not exceed budgeted targets.
*budget was affected by COVID-19 in spring 2020 and school closure

Performance Target 4b: End-of-year revenue report indicated that revenue target was not reached due to school closure related to COVID-19 (\$214,902).

Performance Target 4c: The program distributed 100% of its \$9000 annual scholarship funds from the N.E. Miles Endowment.

4. Use of Assessment Results: Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results? :

Measures 1, 2, and 3:

Achieving, maintaining, and managing numbers for these 3 measures in our population can be challenging because of the "first-come" nature of our wait list and the idiosyncratic nature of any particular list from one year to the next. The wait list has held steady at about 350 children for the past 14 years, but with no guarantee of balance across demographic categories such as language, ethnicity, special needs, gender, etc. It is also a far greater number of children than our present facility capacity, as we can enroll an average of 20-22 new children per year across the entire age span we serve. The fact that we had an increase in diversity this year is not necessarily due to intentional actions on our part, nor will it be in succeeding years. This is one of the biggest challenges we face, and even though we continue to reflect on the data for this indicator, they don't suggest specific strategies that are fair, equitable, and legal which would make the process any better or worse than what it is now. Each of the other potential methods of determining enrollment (i.e. lotteries, quotas, etc.) has both advantages and disadvantages for both the program and prospective families. The only permanent fix to the capacity problem would be to build a bigger center/program and that is not a decision over which we have any control.

Measure 4a: As a working document, the operating budget reflects both long and short-term spending priorities established either by the university or our program. The target is to "zero-out" at the end of the fiscal year which does require vigilant monitoring and if needed, shifting of funds from one line to another. We work closely with the financial budget manager of our School, particularly at the end of the FY and sometimes we are allotted one-time additional funds, which we use for non-capital equipment to improve our physical space. This year we were reserving \$10,000 in supply funds to put toward playground facility improvements. The COVID-19 school closure in March 2020 caused these repairs not to take place, thus resulting in an excess of supply funds. Facility improvements on the playground still need to take place in 2020-21 to help solve the drainage issue on the playground contributing to a safety concern for children. The Director has already submitted work orders to facilities, conducted a land survey, and requested the help of facilities with this matter.

4b: There were no increases to the ECDC operating budget in 2019-20. Due to the impact of COVID-19 on the campus community, ECDC was closed to students April-June. This resulted in a 3-month loss of revenue for the center and thus why ECDC didn't meet this target.

4c: Annual scholarship finds from the N. E. Miles Endowment supported 5 families in need of tuition assistance including one single parent student.

5. Budget Changes:

Due to the impact of COVID-19 on the campus community, ECDC was closed to students April-June.

See above Measure 4a

See above Measure 4b

Comments and Attachments:

Attached Files

There are no attachments.

Start:

7/1/2019

End:

6/30/2020

Related Items

Supports (*Connected Up*):

Align administrative and academic policies and procedures to support the College's purpose and achieve its envisioned future.

College of Charleston Strategic Initiative

Supported By (*Connected Down*):

No supported by items currently associated