

2019 - 20 / ASSESSMENT PLAN

Model advocacy and community service

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Plan Item was last modified on 10/2/20, 5:05 PM

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Template:

Outcome

Outcome Number:

3

Title:

Model advocacy and community service

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.:

ECDC program and staff model and engage in advocacy activities that promote high quality early childhood education.

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.:

The measures for this outcome are largely qualitative in nature:

Measure 1: Program staff engage in advocacy activities.

Performance Target 1: Annual report documents ongoing and new advocacy activities

Measure 2: The program website provides current information relating to advocacy issues

Performance Target 2: Website advocacy resources updated annually.

Measure 3: Program staff engage in inter-campus relationships and activities with other units, programs, and individuals to generate opportunities for the program to advance its mission

Performance Target 3: Annual report documents at least one project annually with another campus unit or department.

Measure 4: Program staff engage in service to professional organizations that advance and advocate for high quality early childhood education.

Performance Target 4a: Lead staff (Director & Master Teachers) maintain annual NAEYC memberships.

Performance Target 4b: Director maintains program membership with NCCCC (National Coalition for Campus Children's Centers)

Measure 5: Program staff engage in community service work to or with other programs, agencies, organizations on behalf of young children and families in the community.

Performance Target 5: Annual report documents service activities of Director, Master Teachers, and Student Staff.

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. :

As stated previously, the measures and data for this outcome are largely anecdotal and/or qualitative, and do not include sampling or population sizes (N/n).

Measure 1, Target 1: Annual report documents ongoing and new advocacy activities for the program director and the four master teachers.

ECDC continued partnership efforts with Memminger Elementary School and the School of Education, Health, and Human Performance, building on a pre-existing partnership that started in 2002. During the 19-20 school year both schools participated in play dates to build relationships together. In the fall, ECDC hosted a collaboration between Memminger and Charleston Day School students. ECDC and Memminger collaborated with Trident United Way's Day of Caring to redesign the shared green space between both schools. The partnership continued into the spring when students at both schools collaborated to design a peace garden located in the shared space between the two schools. ECDC expanded this peace project in March 2020 and invited President HSU, Interim Provost Welch, staff, faculty, and students across the campus to join in the campus wide Peace parade to promote peace and equity in the community.

Pre-K/K master teachers Stone and Gates actively served as Adjunct Professors in the MAT Early Childhood graduate program during the fall of 2019. The program director planned and served on the 2020 *College of Charleston Early Childhood Summit Committee*. The program director also served on the Memminger/ECDC Advisory board, Trident United Way's Cradle to Career Kindergarten Readiness Network committee, the National Coalition for Campus Children's Centers Communication and Outreach committee, and Trident United Way's Continuous Quality Improvement working group.

As a demonstration program, we provide CofC students, parents, and members of the greater community with the opportunity to see and experience excellence in practice. ECDC hosted a variety of community visitors including Teaching Fellows, CCSD, the Office of Sustainability, Memminger Elementary and University School of the Lowcountry.

During spring 2020 and the challenges associated with COVID-19, the program director collaborated with Winthrop University's Macfeat Early Childhood Lab school's director. This outreach together supported a collaborative effort to plan for a safe reopening of both lab schools.

Measure 2, Target 2: Our website is an on-going resource for other programs locally, across the country, and internationally. We are also making increased use of social media, primarily our Facebook page, to share daily events and reflections about high quality early education. We have expanded the use of our YouTube channel to document student projects and celebrate learning in the center. We worked on maintaining and updating the ECDC blog to share our efforts with documentation and center our attention on children's learning. This includes samples of the children's work, photographs of the children engage in project work, and comments and transcripts of conversations to make learning visible.

In spring 2020 and in response to the school closure for COVID, ECDC provided distance learning from spring break to the end of the spring semester. This included daily Zoom sessions providing children with instruction through whole group and small group lessons. In addition, ECDC organized a Google Drive folder for families to access with a variety of

instructional websites, videos, and virtual activities to use with their children at home. ECDC staff also recorded asynchronous videos for ECDC families to access and created an ECDC Google site to share communication and resources with families virtually.

Measure 3, Target 3: Annual report documents at least one project annually with another campus unit or department.

ECDC hosted a campus wide Peace Parade in collaboration with the Psychology Department and College's Peace Initiative in spring 2020.

In light of COVID-19 in spring 2020, ECDC was actively engaged in a variety of instructional collaborations that contributed to other units across the campus. Students from three FYE courses 1) Learn it, live it, give it—Mentorship 2) Children and Families with Diverse Needs: How are they served in your community? and 3) Power of Play for Young Children's Learning and Development participated with their professors at ECDC in 2019-20. In spring 2020 ECDC also hosted a REACH intern in our 4/5 classroom. In addition, ECDC collaborated with Ms. Flynn and EHHP students in two PE courses during the fall and spring semesters. In fall 2019, ECDC collaborated with the Theater Department's creative drama students for three weeks of collaborative drama sessions.

Measure 4, Target 4a: Lead staff (Director & Master Teachers) maintain annual NAEYC memberships - 100%

Measure 4, Target 4b: Director maintains program membership with NCCCC (National Coalition for Campus Children's Centers), and serves on the Communication and Outreach committee.

Measure 5, Target 5: The Annual report documents service activities of Director, Master Teachers, and Student Staff.

In fall 2019, ECDC provided outreach to the Charleston Area Senior Center and Florence Crittenton Programs of South Carolina

The Director provided a variety of service to the Charleston and ECDC community. These included: 1) serving on Trident United Way's Cradle to Career Kindergarten Readiness Network and 2) serving on the Tri-County Continuous Quality Improvement (CQI) Initiative

In 2019 the program director provided guidance to the Preschool of the Arts Charleston at the Center for Jewish Life. The director is a member of both the Memminger Elementary School partnership/collaboration effort and TEDU Early Childhood program committee. Master Teacher Stone and director Houser also serve on both the MES Partnership committee and MES/ECDC advisory boards. Stone provided service and outreach to Memminger Elementary school's Kaleidoscope program in collaboration with his EDEE 650 course in the fall.

ECDC collaborated with the Office of the President during the annual Halloween parade and tree lighting. First Lady Hsu visited ECDC to read to the students.

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? :

Reflection on data for this outcome focuses on the perceived extent to which advocacy and service activities have multiple benefits. For example 1) Participation in the Early Childhood Summit strengthen continued efforts to share responsibility for the education of young children and creating a welcoming, inclusive environment for all young learners 2) Collaborative inter-campus activities strengthen campus wide support of the ECDC mission and diversify learning experiences for ECDC children. Connections to possible community partners help strengthen the program and visibility in the community.

5. Budget Changes:

Funding was available to host on-site field trips and visitors between ECDC and Memminger as a result of a monetary gift to enhance partnership efforts between both schools.

Comments and Attachments:

Attached Files

 [ECDC-MES Peace Parade Flyer 2020.jpg](#)

 [Peace Initiative Flyer 2020 .pdf](#)

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