

# **Guidelines for Periodic Administrative Self-Study (PASS)**

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**Periodic  
Administrative  
Self-Study (PASS)  
Early Childhood Center  
Spring 2018**

## I. Executive Summary

In 2009, when the Early Childhood Center (ECC) opened its new state-of-the-art building on campus, we enrolled 36 children. Currently our staff of 28 provides 146 children with extended-day care in early childhood education programs for ages 2-5 from 7:30am-5:30pm, and, an afterschool program for children 5 to 12 years of age from 4:00pm-9:45pm. In December 2012, the ECC received its accreditation from the National Association for the Education of Young Children-Academy for Early Childhood Programs. ECC'S accreditation validates the high quality care, education, and integrated supports available to BCC student-parents.

ECC's dramatic enrollment growth over these last eight years is related to the quality, convenience, and affordability of our programs, and our responsiveness to community needs. Students are accepted on a "first-come-first serve" basis. While the Early Childhood Center's programs are now filled to capacity, the need for infant –toddler care remains. We do not maintain a waiting list. Rather, when we cannot accommodate parents we refer them to community childcare agencies and family day care with which we have developed strong relationships. Our staff makes every possible effort to help student-parents obtain care for their children so that they can continue in college

A serious vacuum exists in affordable childcare in the South Bronx neighborhoods in which our students live. Children from low-income families start kindergarten an average of 12-14 months behind their wealthier peers in language development and pre-reading skills. Almost all of our students are eligible for and receive PELL grants. Those not receiving these grants are mostly income eligible, but for idiosyncratic reasons do not receive them. However, many do receive other BCC-related financial assistance. This document describes our program details that enable us to address student-parents' continuing childcare needs by expanding and enhancing our offerings that will support their persistence, retention, and success as college graduates.

## II. Program Overview

### A. **Brief organizational history (include significant changes in last 5 years)**

The Bronx Community College established an Early Childhood Center after preliminary work of students and faculty members who recognized the need for childcare on the part on many students of Bronx Community College (BCC). It was opened in a former faculty lounge and was licensed to care for a maximum of twenty-two preschool children. It was fully funded by the City's Agency for Child Development. The objective was to offer quality daycare at a price affordable to BCC students, as a large number whom are from low-income, single parent homes.

In 1973, The Bronx Community College Child Development Center, moved to its University Heights campus where the college was able to provide full services in the off campus building where the center was housed until April 2011. The cost of renovations for the new site was shared among the student's/ faculty association and the Agency for Child

Development (ACD). The ACD continued the cost of the program, which could accommodate thirty children.

In 1976, however, because of the financial Crisis New York faced, forty-nine daycare centers were defunded, the Bronx Community College Early Childhood Center being among them. In spite of what looked like an insurmountable setback, the center refused to close its doors. The need was great as ever. Operating with volunteer staff and fortified by the students, parents, and a grant from Student/ Faculty Association, a search was made for alternative funds. For the next ten years, the center operated with funds from various sources, including C.C.T.A., small grants from Con ED, and the Hecksher Foundation.

It was a yearly struggle to keep the center open, but through determination and perseverance, in 1983, at the request of then City University Chancellor Murphy, the city of New York saw fit to allocate funds to CUNY Community colleges for childcare services. The State matched those funds and childcare services were provided on City College Campuses grew. The Bronx Community College Early Childhood Center then twelve years old was used as a model to continue to open centers throughout the city.

On April 15, 2011, the BCC College ECC moved to its state of the art brand new facility on campus. The Early Childhood Program is a fully licensed facility for 2-5 year olds. The center also operates and oversees its school age program in the Havemeyer Building (See appendix for campus map).

The Early Childhood Center was able to gain support from the external resource New York City's Universal Prekindergarten program. In addition to UPK, the center also provides ACS's Early Learn program, which allows for parents who are eligible to have their child in the center from 7:30 am to 5:30 pm.

Starting August 2016, the Early Childhood Center welcomed the Family Support Services to their team. Family Support Services includes a licensed social worker and a family worker. They are able to provide support for both the parent and the child, helping to encourage the Two Generation Approach.

## **B. Description of services provided to students, faculty, students (and other constituencies)**

BCC enrolled students-parents receive childcare services at this center. Their children ages 2-5 are qualified to receive childcare services while their parents attend classes. Their children receive a quality learning experience. The Center provides a social worker and family worker for parents of children enrolled in the Center. These BCC students have the opportunity to attend parent workshops on a weekly basis. The children of BCC students also engage in Yoga and storytelling. Public safety and the English department engage with the center by doing read aloud for the children.

## **C. Mission Statement**

Bronx Community College Early Childhood is an educational facility committed to developmentally appropriate early care and education of children and parents, providing

integrated family services. We educate, advocate and provide support and expertise that empowers and enriches students, parents, children, our college community and the early childhood community.

#### **D. Vision Statement**

Bronx Community College will effectively invest in students' success by engaging with them in an integrative and supportive environment and career goals. Graduates will be prepared to understand, thrive in and contribute to a 21<sup>st</sup> century global community marked by diversity, change and expand opportunities for lifelong learning and growth.

### **III. Management Review**

#### **A. Key Processes and Procedures (see appendix A-1 and A-2)**

Every student-parent that enrolls into the center must submit an application for each child left in our care. Once a student parent has completed the application and has acquired all the required documents, they can schedule an appointment to meet with one of the administrators to complete the registration in person. During the registration process, we review key items from the application with the student parent to ensure that all the information provided is correct. After the application has been processed, the information is plugged into our Procure system—system software designed specifically for the maintenance of records for daycare centers and pre-schools—and calculate the tuition for each child. Each individual tuition is calculated by using the formula “\$5.00\*x days\*16wks” plus a registration fee of \$25. The “x days” represent the amount of days the student parent has registered for classes with the center for childcare. We offer all our registering student parents the option to pay off the child's tuition in full or they can use our payment plan.

#### **B. Record Keeping**

Jessica Manboadh is the Center's Records Retention Coordinator. Part of her role is to provide technical records management duties, develop records management systems, policies, and procedures to ensure effective purging, retention, and permanent storage of records and coordinate their implementation with management. The Center securely keeps digital and paper records for each family that registers with the program. For the student-parents and children, we record any information digitally on our *Procure* system in their individual accounts.

Our social worker and family worker also document any meetings, observations or communication of any type with the student parents into *Titanium*. *Titanium* is an electronic medical records (EMR) system designed specifically for university and college counseling centers. The teachers of the center also keep notes on the children of the center. The teachers keep written notes for any incidents that may have taken place with a parent, or child and must report to the Director Jitinder Walia or the Assistant Director Rosa Padilla.

Teachers are able to track the children's progress by using a system called *GOLD*. This Assessment system provides a variety of online tools to gather and organize meaningful data quickly, including online portfolios where children's work can be stored. This assessment system also generates comprehensive reports that can be customized easily and shared with family members.

### **C. Website/Marketing Materials/Printed Resources**

The BCC website offers access to the Early Childhood Center's webpage, which offers current/prospective student-parents, interns, faculty and staff a little information in the center ( i.e. hours/days of operation, current application). Jessica Manboadh has been designated to make sure that the site is always up to date with the information that prospective applicants may be looking for. She has been working with the BCC team on the revamp of the Early Childhood Center's page.

The Center takes the advantage of as many opportunities to provide information to the college community about our services. We have flyer (see appendix B) posted throughout campus as well as partnered up with several departments to help get the word out about our facility. We have also taken an active role in distributing items that have our name and contact information at various functions hosted by the campus.

The Center also uses our biggest marketing tool to show the campus community that we are here by taking the children on various nature walks and explorations of the campus.

### **D. Space (See appendix C1 and C2)**

The BCC Early Childhood Center is a state of the art facility equipped with two floors. Six classrooms are spread across the two floors and are fully ADA accessible. Each space provides the children enrolled a safe and comfortable environment to grow and learn. All teachers are encouraged to design their classroom space according to how they feel the children in their care will best learn while also keeping with standards held by the Center.

The Center also has an expansive outdoor space equipped with a jungle gym designed to be safe while still promoting gross motor skill development.

### **E. Technology/Other resources**

The BCC Early Childhood Center stays up to date with as much of the newest technology that we can. We provide the staff with as much equipment as they need to ensure that they document the different progress of the children (See Below).

- i. **Computers**: Each classroom is equipped with a desktop computer for the teachers to be able to work on when developing lesson plans, activities, and play music for children, uploading their notes on the various

assessment sites that we use, as well as communicating with parents when needed.

- ii. **IPad:** To help ensure that the teachers can give each child the attention they deserve, we have given each classroom an iPad to assist in the note taking, photo taking and uploading on the various assessment apps that are needed to track the children's progress.
- iii. **Cameras:** Every classroom is given a digital camera to help document the children playing, doing a specific skill building activity, or physical activity. With these photos, the teacher are able to send them to parents, or create their bulletin boards showing the children at work at various times of the day.
- iv. **Titanium:** Titanium is an electronic medical records (EMR) system designed specifically for university and college counseling centers. It provides strong HIPAA-compliant security, feature-rich notes and case files, provider task list and more. Titanium is able to collect data and build reports to help provide research at the end of each semester.
- v. **Teaching Strategies Gold:** Every teacher has access to this assessment software. The authentic, ongoing, observation-based assessment system helps teachers and administrators focus on what matters most for children's success. Grounded in 38 research-based objectives for development and learning, *Gold* supports effective teaching and assessment, while providing teachers with more time to spend with the children in the program. Accessed through *MyTeachingStrategies Gold* automatically links teaching and assessment, making it easier to connect the dots across the most important aspects of high quality early childhood education. It is administered once a semester on every student in the UPK and Early Learn programs.
- vi. **Procare Program:** The Center's office uses the Procare software to track children's attendance, student parents billing, and data on the family that includes allergies, pick up list, designated classrooms, immunization enrollment status. The system can also track the ratio of children to teachers as well as give us a report as to the numbers at different times of the day. We can also have the staff's information stored on the system and track their signing in/out and their schedules.
- vii. **Smart Table:** As part of our efforts to expose our children to as much materials as possible the Center has recently acquired a SMART Table for our UPK students, which they are allotted 20mins of use. The SMART



table gives the children that little access to technology to broaden their development.

## **F. Budget**

The center receives funding from several sources that consist of city, state and federal monies (See Appendix C-3).

# **IV. Staffing Review**

## **A. Organizational Structure** (See appendix D)

## **B. Staff Roles and Responsibilities**

The Early Childhood Center operates with highly professional and friendly staff that ensures that each family that enters the facility feels that they are in a safe and welcomed environment. We have six classrooms that consist is a Lead teacher, Assistant Teacher, and a Teacher's Aide.

- i.** The role of a *Lead Teacher* is to work in collaboration with the other teachers in the classroom to ensure a safe environment that is also conducive to learning for children. The lead teacher is responsible for the safety of all children and responsible for supervising the assistant teacher and the aide. The lead teacher conducts lesson in the classroom to help children develop socially, physically, cognitively, and academically.
- ii.** The role of the *Assistant Teacher* is to ensure the safety of the children and to work in collaboration with the lead teacher and the aide. The assistant teacher also provides good role modeling for the aide.
- iii.** The role of the *Teacher's Aide* is to ensure the safety of the children and help the lead teacher and assistant teacher with everyday routines and activities.
- iv.** We have a *Chef* that is responsible for providing healthy meals such as breakfast, lunch, snacks, and dinner for our school age program. She is also responsible for ensuring that all the food that is served to the children is fresh. She preps nutritional meals following CACFP guidelines, maintaining kitchen equipment, ordering food, and in addition, the chef is responsible for organizing food made for specific school events.
- v.** The Center has an *Educational Director*, Jitinder Walia, who leads and supervises all staff members to work collaboratively in achieving the schools' goals and objectives. She provides teachers, student-parents, and

staff members with support. In addition, she manages and applies for grants to help provide resources to staff, students, and student-parents.

- vi. There is also an *Assistant Director*, who helps the director to maintain licenses and assessment tools. She also assists and supports teachers in their classrooms.
- vii. The center has an *Administrative Assistant* who manages enrollment, keeping track of the institution's finances, managing orders, assists with educational and vendor contracts, manages paperwork for new employees including health insurance, and fingerprinting. She also coordinates activities for the center.
- viii. The *Receptionist* welcomes visitors by greeting them, in person or on the telephone answering or referring inquiries. Directs visitors by maintaining employee and department directories; giving instructions, assist families with registration, does enrollment, and manages staff time sheets.
- ix. The *Family Worker* provides individual and group interventions with parents and children improve outcomes for children and families.
- x. The licensed *Social Worker* provides support to parents with confidential counseling sessions. The social worker is able to provide resources and referrals to parents who may need external resources, as well as engage parents on activities that are being provided at the center. Both the social worker and family worker provide weekly workshops that engage parents on a therapeutic and educational level. They also create family engagement activities to help support the Two Generation Approach by working in partnership with families to strengthen parental capacity, family relationship and parental engagement in their local community

## V. Assessment Plan

### A. National Association for the Education of Young Children

The center is currently accredited by NAEYC for the next five years (2023).

### B. Early Childhood Environment Rating System (Revised Edition)

In addition, ECERS-R is an observational assessment that takes a look at the quality of a preschool program and what children experience during their day. The scores are used to evaluate the quality of early childhood programs.

### C. The Classroom Assessment Scoring System

We use CLASS to determine the quality of our program. CLASS is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS includes three domains or categories of teacher-child interactions that support children's learning and development: 1) Emotional Support, 2) Classroom Organization, and 3) Instructional Support. Within each domain are dimensions, which capture more specific details about teachers' interactions with children.

#### **D. Student-Parent Surveys**

Student-Parent Surveys are distributed to our BCC student-parents. This is done every semester to assess the quality of services we provide. The survey enables us to make changes as needed to meet the needs of our families (see Appendix E).

## **VI. Self-Study Methodology**

Every five years the center undergoes a variety of assessment to determine the quality of services we provide. This serves as a self-study to evaluate the quality programs provided to children and our student-parents. After looking at these assessments, we determine what needs to be added to the program to further enrich the quality of services.

## **VII. Findings**

Our current accreditation report indicates that we meet and surpass the standards for high quality childcare. We have also obtained excellent feedback from parent surveys and scores in CLASS and ECCERS assessments. All of these assessments have demonstrated the quality of care and education we provide for the children and student-parents.

## **VIII. External Review Report**

#### **A. Summary (DOH, DOE, and ACS),**

Our Early Childhood Program undergoes a variety of external review to ensure that the program is effective and meeting the learning needs of our students in a developmentally appropriate environment. Carole Margolin is our Staff Developer who administers two different instruments to ensure that teachers are providing a quality educational experience for our students. She may administer these assessments two to three times a year. The assessments are called CLASS and ECCERS.

#### **B. Program Overview**

There are six classrooms in the building. Two classrooms serve two year olds, two classrooms serve three year olds, and two classrooms serve four year olds. The program is licensed for children ages 2-5. Each classroom has one lead teacher, an assistant teacher, and an Aide. Teachers conduct lesson plans providing a developmentally

appropriate curriculum called *The Creative Curriculum*. Our students undergo assessments called the *Teaching Strategies Gold* to assess progress and help teachers provide a quality developmentally appropriate program that meets the learning needs of students. Our student-parents are required to meet with the teachers in parent-teacher conferences, which are conducted once a semester. In addition to these assessments, our teachers also are assessed for quality instruction by our staff developer. This will help ensure that we are running a quality program as a whole.

### **C. Management Review**

As indicated in the organizational chart the Executive Director is the immediate supervisor of the childcare center staff .Jitinder Walia the Executive Director reports to the Vice President of Student Success, Dr. Irene R.Delgado.

### **D. Staff Overview**

All staff at the center follow Department of Health guidelines for working with children. Additional processes are in place as per the policy and procedures for hiring at the Early Childhood Center.

### **E. Assessment Plan**

- i.** The two separate instruments that are administered are called CLASS and ECCERS. The Classroom Assessment Scoring System (CLASS™) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions, which capture more specific details about teachers' interactions with children. In addition, the Early Childhood Environment Rating System (Revised Edition) or ECERS-R is an observation instrument that assesses the quality of center-based preschool classrooms. The ECERS-R contains seven subscales including 1) Space and furnishings, 2) Personal Care Routines, 3) Language-reasoning, 4) Activities, 5) Interaction, 6) Program Structure, and 7) Parents and Staff. The revisions to the original scale reflected changes that occurred in the early childhood field in the 18 years since the original ECERS was developed. The ECERS-R is the most widely used general assessment of preschool classroom quality. There are extensive data establishing that ECERS-R scores predict children's learning gains in preschool programs.
- ii.** For parents who see the Social Worker, they are provided with the Counseling Center Assessment of Psychological Symptoms, CCAPS (see appendix F), and self-assessment tool. The CCAPS instruments are

intended to meet the clinical, research, and administrative needs of counseling centers while also contributing valuable information to the science of mental health in college students. They are provided the CCAPS their initial visit and at the end of the semester to help assess their growth and areas that could be worked on.

- iii. For our ACS Early Learn parents, they complete the Family Partnership Agreement with the social worker. The packet is completed immediately following the enrollment of their child. The social worker is able to assess with the family what, if any services/information would be helpful to them. They are also able establish S.M.A.R.T goals that are assessed monthly. For parents who attend the weekly workshops, they are provided a Workshop Evaluation Form after each workshop (see appendix G ). The parents are able to rate and express if they found the workshop beneficial and what they would like to see in the future. This helps provide Family Support Services with a better understanding of how our parents viewed the workshops, if they found it beneficial, what could be improved and ideas for future workshops.

#### **F. Strengths**

The center provides services for student-parents so that their children can have a quality educational experience while they attend BCC classes. We also provide student-parents emotional and family support by scheduling therapy sessions and/or meetings with our social worker and/or family worker. In addition, the Center provides services to student-parent to help them cope with stress through parent workshops. The Center is NAEYC accredited which means that the center has a quality program for children. We use the two-generation approach to ensure that both student-parents and children receive the best possible support in an integrated-style. We get support from several departments in the BCC campus to enrich the educational experiences of our children.

#### **G. Areas in need of Improvement**

An area that needs improvement is the dire need for us to open an infant room. Over the years, we have had student-parents ask about an infant program. Although we do not have one open now, we are working towards opening one in the near future to help student-parents with infants to pursue their education here at BCC. (See appendix H)

#### **H. Recommendations**

The campus is currently working on following through with CUNY and architect on campus to design an Infant and Toddler program. We are also working on developing a tracking system with IT to be able track contact and inquiries made for childcare.

## **I. Data**

See Appendix I for data on needs assessment for campus childcare.

Our current numbers:

Number of preschool children served Fall 2017- **87**

Number of School age children served Fall2017- **29**

Number of Preschool children served Spring 2018- **95**

Number of School age children served Spring 2018- **24**

## **J. Demographics**

Fifty percent of South Bronx households have young children living below the poverty level; 42% of the population receives public assistance, and almost 33% must rely on food stamps to feed their families . More than 96% of residents in BCC's service area are people of color, primarily Hispanic (65.9%) and African American (30.2%). Eighty-one percent of residents speak Spanish at home. Forty-five percent are foreign-born compared with 22%, statewide. Countries of origin include: Dominican Republic (58%), Jamaica and Ghana (5% each), Ecuador, Mexico, and other Caribbean nations (4% each), and Guyana (3%).

Neighborhoods in BCC's service area have a large population of single parent households more than twice that of married households. In fact, single parents, mostly women, head 40% of South Bronx households.