

PROGRAM REVIEW

2011 – 2016

CHILD DEVELOPMENT CENTER

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Bergen Community College

Program: Child Development Center

Program Review Team: Sally Dionisio (team chair), Shylah Oldano, Jolene Marut, Jack Miller

Date of Report: Spring 2016

Period of Years Being Reviewed: 2011-2016

Mission

The mission of the Child Development Center (CDC) is to:

Provide quality, affordable child care to our students, staff, faculty and the community.

Provide a laboratory school for students to use as an on-campus observation, demonstration, field and workforce training site.

Vision

Our vision at the Bergen Community College Child Development Center is to:

1. To form a partnership which values the contributions of BCC students, CDC children, parents, staff, faculty and administrators.
2. To provide a highly quality educational experience that promotes learning in a collaborative environment.
3. To introduce and use technology and a variety of other instructional tools within the curriculum to enhance the learning experience.
4. To form a partnership with other educational and community organizations and public agencies.
5. To recognize and respect the uniqueness of all persons and will build an inclusive classroom, enriched with its culture and diversity.
6. We will welcome future challenges and are willing to take the steps necessary to continue to be a state of the art facility.

Goals and Objectives

- To provide educational opportunities, support and resources to families and BCC students.
- To provide a parent-school partnership enabling parents to be involved in their child's education.
- To offer a variety of learning experiences that fosters creativity, discovery and experimentation, with an emphasis on critical thinking.

- To provide a safe, nurturing environment and acknowledge that every child is unique and appreciated.
- To provide a balance of both teacher facilitated and child initiated activities.
- To provide opportunities for the development and use of language.
- To provide children with multi-cultural books and other media.
- To provide opportunities for learning about the many cultures represented at the center.
- To introduce children to basic concepts in science, mathematics, social studies, language arts and creative arts (music, art and theater).
- To introduce computer technology.
- To allow children to learn through his/her medium of play.
- To help both parents and children understand the nutritional benefits of natural foods.
- To observe children and assess each child on an ongoing basis and know when the children are ready for more challenging activities.

Goals and objectives were written based on the Developmentally Appropriate Practices as outlined by the National Association for the Education of Young Children (NAEYC). Our curriculum is aligned with the New Jersey Department of Education's Early Childhood Program Expectation: Standards of Quality. (<http://www.state.nj.us/education/ece/code/expectations/>) and *The Creative Curriculum for Preschool* <http://teachingstrategies.com/curriculum/>.

Contributions to Student Success and the College's Mission

The CDC provides educational opportunities, support and resources to BCC students as part of the academic programs directly linked to the college. As a laboratory school, the CDC provides an on-campus observation, demonstration, field and workforce training site for BCC students. As a model school, there are many opportunities for students to use the center and fulfill their course requirements relating to child development. Students, visiting the center, can gain first-hand knowledge of children's growth and development and have a better understanding of appropriate practices of early childhood education. In addition, the CDC supports the student population and community by providing a quality child care program for their children.

Overview

History/Program

Dr. Ursula Daniels, the former and founding director, received a grant from the Center of Institutional Research and Development (CIRD) to open the CDC in 1982. The CDC is a unique laboratory school affiliated with the Early Childhood and Education programs at Bergen Community College. Licensed by the Department of Children and Families (DCF), the CDC can

accommodate up to 45 children ages 2 ½- 13 years of age. These are children of BCC students, faculty, staff and the community.

Summary of Significant Developments

There has not been any previous Child Development Center Program Reviews, however, the CDC has made many changes throughout the last 5 years that have had a positive effect on the success of the center. These changes include:

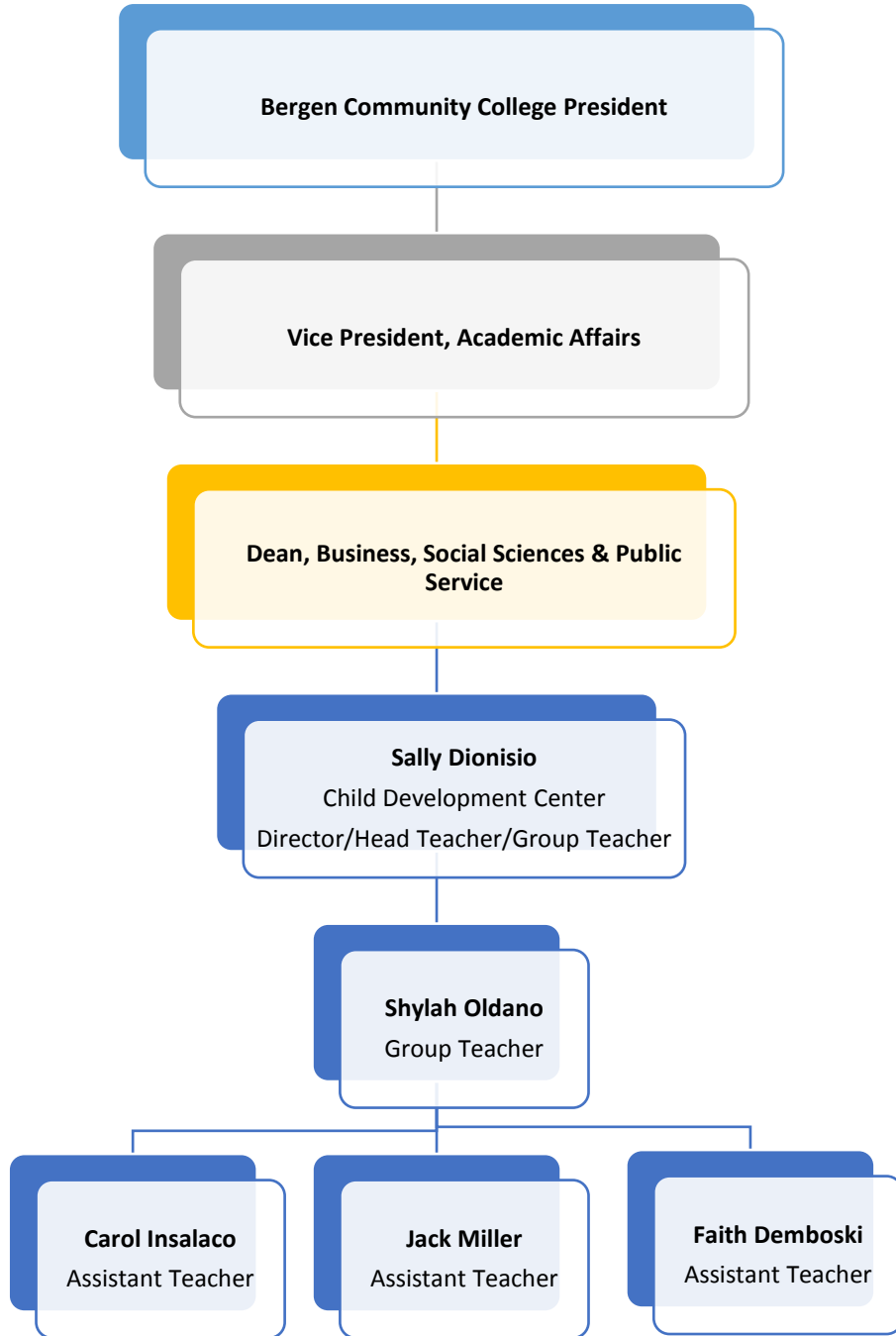
- The CDC renewed the DCF license for children up to 13 years old (was 6 years old) and established a Short Term Program that offers alternative child care for BCC parents, faculty, staff and the community. This program supplements, rather than replaces, their regular child care arrangements during the academic school year. This is particularly helpful for BCC students and employees when the college is open but their child's school is closed.
- The CDC started a Nature Camp for children up to 13 years old for the months of July and August.
- An Employee Handbook was written by the Director, Sally Dionisio, as an important and useful tool that relays relevant and important policies, procedures and routines to the CDC staff. The handbook is gone over with a new staff member within 2 weeks of hiring and yearly with the staff in the beginning of academic school year. Each staff member signs an endorsement that they received and understand the contents of the handbook (This 51 page handbook is available upon request).
- A Family Handbook was written to provide general information and serves as a guide about the CDC's program, policies, routines and procedures. The handbook is distributed to all parents enrolling their child. The handbook is gone over with the parent at the first parent meeting in the beginning of the academic school year. The parent(s) sign an Enrollment Agreement that they understand and abide by the policies (This 24 page handbook is available upon request).
- The Director, wrote and received BCC grant funding for accreditation. The CDC is now in the process for accreditation through the National Association for the Education of Young Children (NAEYC).
- The outdoor learning environment has expanded with a registered monarch habitat and a National Wildlife schoolyard habitat, a Bergen Community College Community Garden and a Rain Garden. In 2013, the CDC received a garden grant from the Rubenstein Foundation where we received gardening tools, pre-made beds, seeds, books, and planters. The Mahwah Environmental Volunteer Organization (MEVO) helps with the CDC garden and gives presentations to the children on the bee hives and gardening.
- The children's playground received a professional playground inspection report in May 2015, and will so every year, in order to maintain a safe environment for children.
- New furniture was purchased for the CDC main hallway for a clean, updated look.

- More efficient, stream-lined procedures were put into place. For example, parents are now able to pay the CDC tuition either online or by check at the center. They no longer have to wait online at the Bursar. Also, the website now has an online contact sheet directly linked to the CDC that parents can fill out if interested in enrolling their child. We have also, put together enrollment packets that has all the information and forms in one folder that is needed to enroll a child.
- A child's Assessment Plan was created to have an organized and structure method in which to determine each child's interests, strengths and areas of need in each developmental domain.
- See **Appendix A** for the list of the Enrollment/Revenue Initiatives completed throughout the years.
- The children and families raise monies for charities such as Habitat for Humanity, UNICEF, Saving the Rainforest, Susan G Komen, St. Jude's and Children for Water.
- The CDC established a "CDC Fund" through the BCC Foundation. Parents receive a pledge letter asking for their support at the first parent meeting and money is also raised through CDC fund raisers. Expenditures include support for special programs, curriculum additions and/or events that enhance the CDC offerings.

Organizational Structure

The full time CDC staff includes a Director, a Group Teacher and three Assistant Teachers. A part time teacher, working 19 hours a week, is hired to cover peak enrollment hours, staff vacations and sick days. To accomplish our goals and objectives, the staff at the CDC utilizes a team approach, with leadership used, as necessary, for the smooth functioning of our program. The center is able to function effectively when all staff members are in place, however, it can be difficult when a staff member is out sick, vacation, etc. to cover the center during operational hours.

Organizational Chart



Unit's Culture/Distinguishing Staff Characteristics

To describe the culture of the CDC, the staff's distinguishing characteristics and how others describe it as a place to work is best explained by the testimonials we received from our parents. (See Appendix B and C)

Historical Program Strengths and How Have They Changed Overtime

In the Fall of 2013, BCC began to offer an Associate of Science in the Education program. In order to promote greater articulation of education credits, increased observation hours were required. Since the revision of the curriculum, we have seen a significant increase of education students using the center as a laboratory school.

Throughout the years we have also seen a significant increase of students using the center as a training site, educational resource and community service site.

Our collaboration with the Early Childhood and Education programs includes:

- Students are placed in the CDC for their field experience to participate in a developmentally appropriate hands-on learning experience.
- Students use the CDC to observe and record the behaviors of children.

In addition:

- The CDC is an educational resource for other curricula, such as the Nursing and Dental programs, offering opportunities of learning.
- The Education Club, Phi Theta Kappa and other clubs participate in events and community service at the CDC.
- The CDC offers a workforce training site for students that participate in the Turning Points Program, EOF Pre-freshman Program and Center for Student Success Service Learning.
- Financial Work-Study students are scheduled to work at the center.

Academic classes that use the CDC as a lab include:

EDU 101: Intro.to Ed

EDU 102: Inclusive Ed. and the Exceptional Student

EDU 120: Early Childhood Dev.

EDU 130: Infant and Toddler Dev.

EDU 220: Teaching and Learning in the Early Ed. Classroom

EDU 226: Supervised Field Exp.-(Students doing their field experience)

PSY 201-Child Psychology

PSY106-Developmental Psychology

NUR 284-001 Maternity and Pediatrics

The chart below shows the increase of students, from Fall 2013 to Spring 2015, that have used the CDC as a laboratory school

Semester	Number of Students	
Fall 2013	214	
Spring 2014	204	Total- 418
Fall 2014	336	
Spring 2015	239	Total- 575

Principle Factors Determining Our Success

- All CDC staff are, and have always been, certified teachers.
- Affordable quality program and have continued to be affordable since 2011. Tuition rates have remained the same for the past four years.
- Based on information from the annual parent questionnaire, when asked what our strengths were, parents responded: longevity and dedication of staff, more educational opportunities from BCC students, diverse population of caregivers, teacher/child ratio, seasoned teachers and progressive center based curriculum.

Innovative Programs/Services/Practices

The CDC is in the process of becoming accredited by The National Association for the Education of Young Children (NAEYC). Our goal is to become fully accredited by NAEYC, the world’s largest organization on behalf of young children. The value of becoming accredited is that we understand the importance of teaching appropriate practices and have committed ourselves to excellence in the field of early childhood education.

Maintaining and Building On These Strengths

Once the CDC is accredited, re-accreditation is every 5 years. Over the course of the program’s five year accreditation term the CDC must maintain the standards.

Areas Needing Improvement

Lack of parent participation. One of the core objectives of the Child Development Center is to involve and include families in their children's education in ways which are meaningful, innovative and incorporate their home culture. Our participation with families will enable us to learn from them and provide us with deeper understand of the wealth of knowledge available in homes and communities.

In order to successfully make these improvements the following needs to occur:

The staff will discuss the importance of parent-school partnership at all Back to School Nights to encourage more event participation. In addition, we will ask parents on the "End of Year" questionnaire the following:

- What events they did and did not participate in.
- Suggestions on how we can get more parents involved.
- Ideas for events that they would be interested in (i.e. workshops, parenting classes, fundraisers, etc.).

Current Services

Services Provided to Internal Constituents

The Bergen Community College Child Development Center (CDC) provides care for children ages two and a half to six years of age for students, faculty, staff and the community. Additional programs, such as the Short Term Program and Nature Camp, are available for preschoolers and school aged children up to 13 years of age.

As a laboratory school, the CDC provides an on-campus observation, demonstration, field and training site for the BCC Early Childhood and Education program, the Nursing and Dental Hygiene students, Turning Points Program, EOF Pre-freshman Program and Center for Student Success Service Learning.

Students also have the opportunity to work at the center in the Work-Study Program and volunteer for community service.

In addition, the CDC supported a Fulbright Scholar-in- Residence by providing connections to the community, access to our members, and opportunities to exchange ideas and share multi-cultural, intellectual and life experience information.

Services Provided to External Constituents

1. Community Work Force Experience. The CDC volunteered to be a worksite for the Work First Program. The Dept. of Labor and Workforce Development, Dept. of Human Services, Division of Family Services, the Board of Social Services and other Community Based

Organizations work together to provide services for recipients receiving public assistance to enhance their ability to work.

2. New Jersey Child Care Program Site for Family Strength- the CDC was a host site for child care workshops.

3. NJ Cares for Kids, 4 C's and Program for Parents-The NJ Office for Children offers subsidies for low and moderate income families. The CDC accepts what the program offers without a parent co-pay. On average, we service about three families a year.

Priorities, Policies and Procedures-constituents are made aware of procedures and policies through various resources:

- Family Handbook
- Employee Handbook
- Newsletter
- E-mails
- Back To School Night
- Student Observers and Field Work Student Guidelines-(See **Appendix D and E**)

Feedback

The CDC learns about the constituents needs by receiving feedback from the:

- Suggestion Box
- End of Year Parent Questionnaire
- NAEYC Parent and Teacher Questionnaire
- Cooperating Teacher Evaluation for Student Teachers to complete (See **Appendix F**)

Request for Services

The requests we get, occasionally, that the CDC does not provide are:

- An Infant/Toddler Program.
- Child Care at night from 5:30-10pm. The center tried this about 20 years ago for a year and we found that it was not feasible. Sometimes there would be 1 or 2 children attending, but many nights the hired teacher did not have any children.
- Weekend child care.

Demand for Services

Internal

- Field Work Students- Students in EDU 226 are placed in centers for field work experience. Approximately 6-10 students are placed at the CDC per semester. We can accommodate 2 student teachers a day, one per classroom.
- Federal Work Study Students-The CDC Director fills out a Student Employment Request Form. The CDC usually requests 8 students to work at the center. Depending on their availability, we may take more. Work study students can only work 20 hours/week.
- Parents- When a parent that is interested in child care, comes in or calls, a staff member fills out a “Parent Inquiry Sheet” that asks for information and services needed for follow-up.
- Preschool Children- Our state licensing agency, Dept. of Children and Families mandates that we can only have 15 children in a classroom at one time due to the square feet in classroom.
- Short Term Program- parents must fill out an application packet for their child and have required documents on file. Parent reserve the days they need child care. We service approximately 30 families a year in this program.
- Student Observers- Students must make an appointment to come to the center to sign up for observation days on a calendar. They also must bring in a letter from their professor stating that it is a class requirement. We allow 3 students at a time.
- Nursing Students- Nursing students attend on Thursdays and Fridays. The professor assigns 2-3 students for each day.
- Clubs/Community Service- participation in CDC events are planned ahead.
- BCC Turning Points Program, EOF Pre-freshman Program and Center for Student Success Service Learning- Arrangements are made with the CDC Director and the head of the programs prior to the students attending. The CDC can accommodate approximately 1-3 students a semester in these programs.

External

- Community Work Force Experience. We accommodate the recipients on an “as needed” basis.
- Office for Children includes NJ Cares for Kids, 4 C’s and Program for Parents. The NJ Office for Children offers subsidies for low and moderate income families. The CDC accepts what the program offers without a parent co-pay. On average, we help about 3 families a year.
- New Jersey Child Care Program Site for Family Strength- the CDC was a host site for child care workshops to enhance teacher’s professional development.

CDC's Key Program/Service Goal

To provide educational opportunities, support, resources and quality child care for families and BCC students.

Measure of Effectiveness and Efficiency in Meeting Demands

- An additional classroom will need to open if the enrollment increases beyond thirty children at one time. Based on the size of the rooms, the Dept. of Children and Families allows up to 15 children in each of the two classrooms. This would be measured by the number of applications we have for children on the waiting list that we cannot accommodate in the two existing classrooms.
- All students are accommodated by scheduling ahead. Students reserve a time slot on our calendar.
- We accept all children that qualify for Office for Children subsidies.

Customer Satisfaction

- Parents fill out a questionnaire every April near the end of the school year.
- Teacher evaluations are completed for NAEYC.
- Cooperating Teacher Evaluation for Student Teachers to complete (See **Appendix F**).

Procedures/Communication to Express Dissatisfaction

- Suggestion Box at CDC
- Parent/teacher Conferences
- E-mails
- Everyday interaction
- Phone calls
- Parent Questionnaire
- Student teacher Evaluations

Complaints Are Resolved Effectively By:

- Conferences/Meetings
- Following and referring to Policies and Procedures

Improving Complaints

- Action Plan
- Discussions/meetings
- Employee Evaluations

Relationships with Co-Providers

- The CDC staff works with the Education/Early Childhood Dept. which includes the Education Club. The Field Work professor disseminates Field Work Packets to the students which includes: a lesson plan format and grading rubric, weekly observation evaluations forms, fieldwork log, midterm and final evaluation forms. Weekly lesson plan evaluations and a final are the responsibility of the cooperating teacher whereas the midterm and a final evaluation are the responsibility of the Supervised Field Work professor.
- Bursar- the CDC Director sends, via e-mail, all enrollment information and tuition fees to the Bursar for billing purposes. Parents can pay their tuition at the Bursar, Web Advisor or leave a check at the center which will be sent to the Bursar via inter-office mail. Communication occurs when changes are made on the enrollment contracts.
- Financial Aid- Communication is usually done through e-mail or inter-office. The student fills out a time sheet and the Director or Group Teacher calculate the hours worked, signs it and sends it to Financial Aid through inter-office mail.

Primary Strengths and Changes

- Curriculum-the Child Development Center's curriculum follows the tenets of "developmentally appropriate practice," which fosters awareness of diversity and multiculturalism, discovery, creativity and experimentation with an emphasis on critical thinking. Through the years we have made a more conscious effort to maintain and improve the curriculum by aligning it with the New Jersey Department of Education's Early Childhood Program Expectation: Standards of Quality and Creative Curriculum Teaching Strategies.
- Procedures and Policies are now in writing. A Family Handbook and/or Employee Handbook were written to provide our constituents the CDC policies, routines and procedure. Parents must sign and an "Enrollment Agreement" and the staff must sign a "Staff Members Endorsement of the Employee Handbook". Both agreements are signed that parents and employees understand and agree to abide by the policies stated.
- In the process of becoming NAEYC Accredited. The CDC is making changes and following guidelines in order to successfully be an accredited facility. The value of becoming accredited is that we understand the importance of teaching appropriate practices and have committed ourselves to excellence in the field of early childhood education.

What needs improvement in relation to current services?

If the center needs to open an additional classroom because of an increase of enrollment, we would need to hire at least one additional staff member.

Constituencies

Methods of Providing Services to Internal Constituencies from all BCC Campuses

The CDC offers services to BCC students, faculty and staff. A BCC e-mail blast is initiated at least two times a semester to advertise how to enroll a child at the center. The e-mail blast is on the Bergen Daily. Information regarding the CDC is also on the BCC website.

All students on all campuses are welcome to use the center as an observation, demonstration and field site. As part as their course requirements, students are required to make their own arrangements to visit the center.

External Compliance Issues

Our center is licensed by the New Jersey Department of Children and Families (DCF). All centers in the State of NJ must follow the requirements in the Manual of Requirements for Child Care Centers which can be found on:

<http://www.nj.gov/dcf/providers/licensing/laws/CCCmanual.pdf>

An explanation of these requirements, called Information to Parents, must be given out and signed by all staff members and parents that enroll a child at the CDC. (See **Appendix G, H and I**).

Compliance with External Professional Organizations

Our curriculum is aligned with the New Jersey Department of Education's Early Childhood Program Expectation: Standards of Quality.

(<http://www.state.nj.us/education/ece/code/expectations/>) and *The Creative Curriculum for Preschool*. <http://teachingstrategies.com/curriculum/>

The CDC is in the process of becoming accredited by The National Association for the Education of Young Children (NAEYC). Developmentally Appropriate Practices is outlined by NAEYC. Once accredited, reaccreditation is every 5 years.

Primary Strengths and How Have they Changed and Innovative Programs/Practices/Services that put the CDC in the Best Practices Category.

In past years, the Drop In status only enabled parents to leave their children during their scheduled class hours. In order to better serve our constituencies, we have amended this practice so students have more flexibility to add additional hours for study time, testing, meetings etc.

In the past two years, the CDC use monies from fund raiser profits to provide special programs and curriculum additions at no additional cost to the parents. The CDC offers programs such as Yoga, Physical Fitness and Music. Other schools usually charge parents for enrichment activities.

The value of becoming accredited is that we are continuously evolving. Many policies, practices and innovative programs have emerged during this process (i.e.; Employee Handbook, Family Handbook and Assessment Plan).

Aspects Needed the Most Improvement.

Many perspective parents call asking if the application packet is online in order to enroll their children, which it is not. The department should have access to the website to update information at all times.

Resources

Human Resources

The full time C.D.C staff includes a Director, Group Teacher and 3 Assistant Teachers. The part time teacher works 19 hours a week in the classroom and another part time teacher, working 15 hours a week, is hired to work on the accreditation piece.

CDC Staff

Name	Credentials and Education, Dates and Degrees. Indicate state(s) person is credentialed	Title or Rank	Professional Association Memberships	Date of Original Appointment	Gender	Ethnicity	Full-or Part-Time
Sally Dionisio	Jones International University, Centennial, Co M.Ed. Education in Higher Education and Administration June 26, 2009	Director	Administrative	9/8/1982	Female	Caucasian	Full Time
	East Stroudsburg University PA BS Early Childhood Education and Elementary Education K-8 1982						
Shylah Oldano	Thomas Edison State College Bachelor of Science in Human Services June 4, 2010	Group Teacher	Professional Staff	2/21/2002	Female	Caucasian	Full Time
	Bergen Community College Associate in Science August 2002						
Jack Miller	Thomas Edison State College Bachelor of Science in Human Services June 4, 2010	Assistant Teacher	Supportive Staff	6/13/2005	Male	Caucasian	Full Time
	Bergen Community College Associate in Science August 2004						
Faith	Bergen Community College Associate in	Assistant	Supportive	7/5/2005	Female	Caucasian	Full

Demboski	Applied Science May 2000	Teacher	Staff				Time
Carol Insalaco	Bergen Community College Associate in Applied Science August 1994	Assistant Teacher	Supportive Staff	6/21/2005	Female	Caucasian	Full Time
Kerry Sitaras	Bergen Community College Associate in Applied Science December 2012	Part Time Assistant Teacher	N/A	1/2/2012	Female	Caucasian	Part time
Jolene Marut	Bergen Community College Associate in Applied Science Associate in Liberal Arts	Part Time Assistant Teacher	N/A	9/15/2014	Female	Caucasian	Part time

Professional Development

The CDC teachers are state-certified and respected members of the early childhood community. All supportive staff members (Assistant teachers) attend professional development workshops and complete at least 10 hours per year with a minimum of 2 hours in 3 cores areas: Child Growth and Development, Positive Guidance, Discipline, and Health and Safety Procedures, including First Aid and CPR Certified (renewed every 2 years).

The Director and Professional staff member (Group teacher) completes at least 10 hours per year with a minimum of 2 hours in the aforementioned core areas with an additional 10 hours in Managerial Training, Physical Activity, Special Needs Programming and American with Disabilities Act guidelines.

	Professional Organizations	Professional Development
Sally Dionisio	National Coalition For Campus Children's Centers, Family Strength, NJ Professional Impact, BC Office For Children Advisory Board Resource Member, Veggication Education, Monarch Teacher Network	Director's Academy, OSHA, BCC Leadership Workshops, Paramus Office Of Emergency Management, Bergen County Police and Rescue, American Heart Association
Shylah Oldano	National Coalition For Campus Children's Centers, Family Strength, NJ Professional Impact, Veggication Education	Director's Academy, Fema Courses , Bergen County Police and Rescue, American Heart Association
Jack Miller	NJ Marine Environment Association, Monarch Teacher Network, NJ Professional Impact, American Zoological Association	Education Web, Early Childhood Investigations, Green Teacher, American Heart Association
Faith Demboski	Family Strength, NJ Professional Impact	American Heart Association
Carol Insalaco	Family Strength, NJ Professional Impact	American Heart Association, BCC Continuing Education
Kerry Sitaras	Family Strength, NJ Professional Impact	American Heart Association, Early Childhood Investigations

Partnerships

Back Up Coverage

A part time teacher, working 19 hours a week, is scheduled in keeping with state mandated staff/child ratio. The part time teacher's schedule is based on daily enrollment, staff vacations and sick days.

Physical

Facilities

The indoor environment features two developmentally appropriate classrooms, a nap/classroom, an all- purpose room, a kitchen and an office suite.

The outdoor learning environment has a covered porch, children's fenced-in playground, registered monarch habitat, a National Wildlife schoolyard habitat, a Bergen Community College Community Garden and a Rain Garden.

Technology

The CDC has two-three computers with internet access in each classroom for the children to use. All staff members have a desk top computer in their office. One computer in the office suite is strictly used for the security door access and a fax machine is also available in the suite. The CDC Director has a scanner and printer in her office. All other staff members uses the Network Printer in E125.

A portal operating system is available for the parents enrolled in the e-childcare program to monitor attendance.

The center purchased a 50" screen TV monitor to highlight pictures of the children involved in daily school activities. However, at this time, the monitor broke and the center does not have the funds to replace it. For the time being we use a regular 12' computer screen.

Furniture, Fixtures and Other Equipment:

The CDC must be in compliance with all physical-plant requirements mandated by our license agency, the Department of Children and Families. All centers in the State of NJ must follow the requirements in the [Manual of Requirements for Child Care Centers](http://www.nj.gov/dcf/providers/licensing/laws/CCCmanual.pdf) which can be found on: <http://www.nj.gov/dcf/providers/licensing/laws/CCCmanual.pdf>

Examples of maintenance and upkeep include:

- a professional playground inspection every year
- Plastic-covered or shatter proof light fixtures.

- Moisture free environment from leaks or seepage
- Center is clean and in good repair
- Free of tripping hazards

Other Physical Resources

In order for the CDC to operate, the following state mandated certificates are required. They include:

- Yearly Department of Health Inspections
- Radon testing every 5 years
- Yearly Fire Inspection
- DCF relicensing every three years
- No Further Action letter from DEP
- Asbestos Certificate
- Lead Free Paint Certificate
- Certificate of Occupancy
- Building Code
- Life Hazard Certificate
- Safe Building Interior Certification
- Playground Inspection

Planning

Describe and Assess the Planning Process Used by the Unit.

The curriculum is developed monthly by the classroom Group Teachers with input and assistance from the Assistant Teachers. The curriculum for the month is sent out to parents and student teachers, via e-mail, at least two weeks prior. We plan using learning units/thematic units. A learning or thematic unit involves the presentation of a specific theme that is integrated into every learning center. It is up to the teacher and children on how long the unit will be but generally we plan for 2-3 weeks. However, if the teacher sees that the children are really enjoying and engaged in the learning unit, we have the flexibility to extend it.

In keeping with our goals, involving parents in their children's education, the CDC plans events that the parents can attend and participate in. Events include; Halloween Party and Parade, Art In the Park, International Festival, Pot Latch Ceremony, Monarch Parade, classroom book reading, Chinese New Year Luncheon, Graduation, Family Fun Day.

Key Participants in Planning

Although, the teachers provide the conditions and materials, it is important that there is a balance of both teacher facilitated and child initiated activities. Curriculum includes planned and unplanned opportunities as well as some structured and unstructured experiences. Through

learning centers and hands-on experiences, the children are introduced to basic concepts in math, science, social studies, language arts and the creative arts. The children also learn how to use computers and acquire firsthand knowledge of the natural world through a variety of outdoor experiences.

What Are Your Short Term or Long Term Planning Horizons?

Short term-

The CDC will continue to serve the BCC students and community as a lab school. In addition to the many programs we already serve, the CDC is in the planning stage with the President of BCDI-Paramus, an affiliate with the National Black Child Development Institute, to be involved in a new program, "College Students Read". This program will involve Student Ambassadors to come and read to the preschoolers.

The CDC will also be a service learning site for the paired courses, Success 101 and English Basic Skills. The students will volunteer 10 hours of their time to the child care center.

Long term-

To keep pace and integrate appropriate technology to support children's learning and keep our constituencies informed.

To conduct a feasibility study to see if there is a need for an Infant/Toddler program at the CDC.

What are the Primary Strengths of Planning and How Have They Changed Over Time?

Going through the accreditation process has helped to see where there is a need for improvement. One area that was lacking was the child assessment criteria. For years, we performed children's progress reports but it lacked the information needed to make sound decisions about children, teaching and program improvement. The child assessment plan for the C.D.C. was then created to have an organized and structured method in which to determine each child's interests, strengths and areas of need in each developmental domain. This way, the information gathered through our assessments assists teachers and parents in the development of individual goals. It is also used by teachers as they create their curriculum and in planning activities that will provide additional learning opportunities, or practice, when areas of need are identified.

We are in our second year of using this assessment plan with the children.

As the CDC continues to grow as a lab school, we had to plan and organize for the increase of students using the center as a demonstration/observation site. Guidelines and scheduling requirements were sent to the professors to go over with their students prior to visiting the center **(See Appendix D)**.

Principle Factors that Determine Success and the Innovative Programs That Were Instituted and What Innovative Programs/Services/Practices Puts Us Out In the Front In The “Best Practices” Category?

The CDC is unique based on the fact that parents can enroll their children full time, part time, drop in or in our Short Term Program. Offering the hourly rate in the drop-in program, parents have the flexibility to work around their schedules. This is not offered in many other schools. We do this to accommodate BCC students and faculty/staff.

What Aspects Need Most Improvement for Planning and What Needs to Occur to Successfully Make These Improvements.

Accreditation is a four step process. At this time, the CDC has completed the Self Study which is the first step. We are now in the process of completing the two components of Self- Assessment; Program and Classroom Portfolios. Our goal is to complete both portfolios by May 2016 and then file for candidacy. Candidacy includes a site visit and program audit within 3-11 months. Our goal is to be accredited no later than December 2016.

Summary

To What Extent Does The CDC Meet Its Mission, Goals and Objectives?

The Child Development Center meets its mission, goals and objectives by providing a quality program focusing on developmentally appropriate practices of early childhood education.

Strengths

- The CDC is a unique laboratory school affiliated with the Early Childhood and Education programs at Bergen Community College. Licensed by the Department of Children and Families (DCF), the CDC can accommodate up to 45 children ages 2 ½- 13 years of age. These are children of BCC students, faculty, staff and the community.
- As a laboratory preschool, the CDC provides a developmentally appropriate laboratory learning environment for students enrolled in the Early Childhood/Education programs and opportunities for college-wide participation in co-curricular activities and other departments.

Challenges

- Our goal is to become fully accredited by NAEYC, the world’s largest organization on behalf of young children.
- Keeping up with technology advances and providing technological tools for teaching and assessment.

- More flexibility and a quicker process for hiring additional staff in keeping with licensing/compliance requirements.
- Director and staff do not have flexibility to attend conferences, seminars and professional development workshops during working days due to minimal staffing. Staff goes mostly on Saturdays.
- Staff often works overtime, when someone is out, to keep in compliance with DCF. College does not grant over time so staff gets straight flex time.

Celebrations and Recognitions

- Highlighted in Scholastic Magazine for our work with Monarch Butterflies
- Monarch Weigh Station
- Certified National Wildlife Sanctuary

Recommendation for Change

- Budget for hiring extra staff members.
- Increase budget for conferences and workshops.

Action Plan

- 1) Goal: To become fully accredited by NAEYC,
 - a) Objective: As a laboratory preschool, it is important that the CDC meets national standards of quality in early childhood education. NAEYC accreditation will provide the CDC staff educational and developmental services and resources that focuses on developmentally appropriate practice in early childhood education.
 - i) Timeframe-2014-2017
 - ii) Responsible Parties-CDC Director, CDC Group Teacher and part time accreditation coordinator.
 - iii) Resource Implications: CDC received a grant for the initial accreditation fees. The Director will apply for more grant money to finish the last three steps. Part time staff member, hired to work on the accreditation, needs to continue till completion.
 - b) Objective: NAEYC Accreditation will certify that the Bergen Community College CDC is a credible competent organization that's mission is to provide a high quality education experience for our young children and the BCC students.
 - i) Timeframe-2014-2017.
 - ii) Responsible Parties: CDC Director, CDC Group teacher and part time accreditation coordinator.
 - iii) Resource Implications: CDC received a grant for the initial accreditation fees. The Director will apply for more grant money to finish the last three steps. Part time staff member, hired to work on the accreditation, needs to continue till completion.

- 2) Goal: Increase the number of a full time and part time staff with diversified backgrounds
 - a) Objective: To stay in compliance with state licensing mandates when staff members are out on sick leave, vacations etc.
 - i) Timeframe: 2016-2017
 - ii) Responsible Parties: Director, Search Committee, Divisional Dean, VPAA
 - iii) Resource Implications: The College must be willing to support the need to hire additional staff members and to pay overtime to the staff that work longer hours to cover during operational hours.
 - b) Objective: Coverage for staff to go to conferences, professional development workshops and seminars.
 - i) Timeframe: 2017-2018
 - ii) Responsible Parties: Director, Search Committee, Divisional Dean, VPAA
 - iii) Resource Implications: The College must be willing to support the need to hire additional staff members and support the cost of the professional development expenses.
- 3) Goal: To keep pace and integrate appropriate technology to support children's learning and keep our constituencies informed.
 - a) Objective: To train staff to be able to use the Smart Board.
 - i) Timeframe: 2017-2018.
 - ii) Responsible Parties: Director, CDC staff members.
 - iii) Resource Implications: The College must be willing to provide an IT Smart Board trainer.
 - b) Objective: To schedule a time for children to use the Smart Board in room E153.
 - i) Timeframe: 2017-2018
 - ii) Responsible Parties: CDC staff.
 - iii) Resource Implications: Collaboration with the Education Dept. to schedule a weekly timeframe.
 - c) Objective: Purchase I pads for children to use for learning and for teachers to use for observations, assessments and reaccreditation.
 - i) Timeframe: 2017-2018
 - ii) Responsible Parties: Director, staff members.
 - iii) Resource Implications: The College must be willing to approve CIRD Grant monies and/or Capital Budget.
- 4) Goal: Devise more strategies to integrate departments and clubs into the activities of the center.
 - a) Objective: More collaboration with departments and clubs will strengthen the experience for all students.
 - i) Timeframe: 2016-2018
 - ii) Responsible Parties: Education Dept., CDC Staff, and Students
 - iii) Resource Implications: All responsible parties must schedule time for planning.

Child Development Center Enrollment/Revenue Initiatives

The CDC staff has been very pro-active exploring new areas and ways to increase the enrollment and revenue for the Child Development Center throughout the years.

The follow are the initiatives that the center has implemented:

Advertising Initiatives

- CDC Director attended and spoke at adjunct faculty conference (CDC flyers were distributed in packets).
- New brochures created.
- New flyers created.
- Flyers went out to all of Bergen's Departments, including Human Resources for new hires.
- Joined Facebook- ad went out to business and local organizations (approximately 500-750 on site).
- Email blast went out to academic deans to send their lecturers, fulltime faculty and adjuncts information about the CDC.
- CDC information on outside electronic sign.
- Ordered a CDC large outside banner to hang at the entrance.
- CDC Ad went out local town papers. Towns included were Ridgewood, Fair Lawn, Paramus, Oradell and River Edge.
- CDC information and events on "Inside Bergen".
- Ad in Parent Paper.
- Flyers attached to student payroll.
- Press Releases.
- Email blast to students.
- Put ad in Continuing Education.
- Created a CDC fund with the Bergen Foundation.
- Articles in the Torch of events taken place at the CDC. International Day of Peace", "The Child Development Center at Bergen: Valuing our Children's Education "and "CDC Open House".
- CDC Open House on March 2, 2011. CDC staff created and put together Open House folders which include: application packets, brochures, parent testimonials, and questionnaires.
- Attended Fall and Spring Orientations and BCC Open houses.

- Sent CDC flyers to 64 Bergen County Libraries.
- Gave the parents 5 flyers each semester to distribute to their local communities.
- Sent out flyers to local Pediatricians and Dentists offices.
- Director's Interview with the President on Campus T.V.
- Translated flyers into Korean and Spanish to distribute.

Child Development Center Testimonials

To our Family at the Child Development Center,

Nieves and I would like to express our appreciation to all of the staff at the Child Development Center for your hard work and dedication. It is absolutely amazing the way everyone treats our children. Having enrolled all four of our children in the program we can speak from the experience that the positive impact you have on the children is simply spectacular. Here are some of the things we like best about the Center.

Everyone is taught to respect each other and the children interact so well together. Years after our oldest two graduated we see the fruits of your labor to this day, in the way our kids get along with friends and classmates.

All of the teachers are so enthusiastic about teaching the natural sciences. From the outside garden to the pets in the classroom, hands on is always the norm. The monarch butterfly project is my favorite and a perfect example of why the center is light years better than a day care center. Even my three year old tells me how a caterpillar turns into a butterfly!

We are so amazed that there is no turnover at the school, teachers have been teaching in the center forever and they keep the same level of enthusiasm as the first day. It is so reassuring for me to know the teachers don't change from day to day basis. How each one of the teachers is always ready to reassure, hug and love my kids when I am not around. It takes a village to raise a child, in my case, it takes a child Development Center.

The greatest testament to your excellence though, and most importantly, is the way my son and daughter cry the days they don't go to daycare.

Sincerely yours,

Robert Olive and Nieves Vime

Our family came to the U.S. from Japan in 2009, followed by my son Shun entered the CDC. Before he entered the CDC, actually we had been afraid that my son would refuse to go to a preschool since he was shy and sometimes hesitated to go to a preschool when he was in Japan. In addition to that, he was not able to understand English at all.

Now my son is Kindergartener. There is a Japanese aid in this Kindergarten, and last time she gave me an email and asked how long he has been in the US, why Shun knew so many words, and how you taught him these words. She was amazed since Shun knew many words and sometimes he knew more than American students did. I was also surprised because I had never taught him English. Likewise other parents, in the first year we came to the U.S., we got a lot of stress though, we were relieved that my son liked and enjoyed the preschool. The concern about child is always one of the biggest concerns for all parents. I appreciate all CDC teachers. They are very kind and helpful for us. Even my son got a great progress in his English. I highly recommend the CDC for all children and parents.

Atsuko

As the parents of two children who have attended the CDC, with one still enrolled, I cannot begin to describe how beneficial the program has been in preparing our oldest child for kindergarten and opening the doors to the wonderful world of learning for our youngest. A developmental environment that is unmatched and the access that the children have to facilities and to an experienced, caring, professional staff that have been tireless in their efforts. The CDC staff is also wonderfully supported by current BCC students who conduct field study seminars at the CDC, while completing the curriculum for a degree in Early Childhood Education.

William Burke & Samantha Hankins Burke

Child Development Center Testimonials

What our Families are saying.....

Thus, when it came time for my second daughter to attend pre-school, I had no hesitation in choosing CDC.

Laura Kim

I am writing this letter to express my sincere appreciation and gratitude towards your Child Development Center. Your kind and dedicated staff of teachers bring a new level of professionalism for the caring of our children, with the understanding of their needs as well for us parents. Your partnership with parents provides invaluable feedback in promoting communication, respect, and care for our children, and provides comfort in knowing our children are receiving the Best care possible by your motivation towards learning. I cannot thank you enough for all you have done in providing the enrichment in development for my son Tim, by providing him a sound foundation for the necessary tools in early childhood development.

~Steve Oldano

“Excellence” is the best word to describe the child Development center. The unique and diverse educational environment fosters imagination, curiosity and eagerness for learning. The teachers are constantly interacting with the students; showing how much they enjoy what they do. Our son Aiden has attended the CDC for over two years, running into school every morning and never wants to leave in the evenings. He often even asks to go to school on Saturdays and Sundays.

Donna & Kevin McCarthy

Waldwick,

My daughter has been attending CDC for the last three years. She loves to go to school and tells me how much fun she had at school. Every day she comes home from school and shares what she has learned and I am truly impressed. At CDC, the program integrates both learning and fun. My daughter is not pressured, but she learns at her own pace and thrives at the same time. CDC allows her to learn about different cultures and she is exposed to diversity through many fun activities.

Child Development Center Observation Guidelines

Please read the following guidelines to prepare for your observation at the Bergen Community College Child Development Center (CDC). We hope you enjoy your visit.

- Before you observe you must make an appointment. You can either call the CDC at 201-447-7165 or e-mail the Director, Sally Dionisio, at sdionisio@bergen.edu
- On the day of your first observation at the CDC, you must bring a letter from your professor confirming your class attendance.
- When you arrive at the center you will be greeted by a staff member who will direct you to the Sign-in Book. You must sign in and out at every visit.
- All personal belongings must be placed in the classroom closet. Purses or book bags will not be allowed in the classroom with the children. If you are uncomfortable leaving your belongings unattended then please do not bring them with you.
- Cell phones are to be used for emergency purposes only.
- Please dress appropriately for indoor and outdoor activities. We may ask you to participate.

Field Work Policies and Guidelines

1. Please be sure to call (201)447-7165 if you are going to be late or absent. You are responsible for making up any missed days, hours and lessons.
2. Remember that you are an active member of the group. This means interacting with the children and participating in all classroom routines, even when you are not implementing a lesson.
3. You **must** speak with your cooperating teachers at least **one week** in advance regarding any lessons that you are planning. This is to insure that lessons are appropriate and not repeated. It will also afford you an opportunity to get help, feedback and suggestions from your cooperating teacher. We are here to help! Lessons that are **NOT** approved in advance **CANNOT** be implemented.
4. You must provide your cooperating teacher with a lesson plan evaluation form that has been filled out in order for your lesson to be evaluated.
5. Your lessons must be planned in keeping with the monthly unit and daily theme.
6. It is your responsibility to check your e-mail and mailbox for monthly calendars.
7. Be sure to research your topics to get a good understanding of our curriculum (Teachers are lifetime learners).
8. Please be aware that if you are planning an art activity, patterns, dittos and pre-cut teacher made projects cannot be implemented at the Child Development Center.
9. If a parent approaches you with a question specific to their children, redirect them to one of the teachers (even if you know the appropriate response).

Cooperating Teacher Evaluation

Student Name:

Cooperating Teacher:

Name of School:

Please take a few minutes to reflect on your student teaching experience in the classroom and answer the following questions.

Based on a scale from **1-3**, what is your perspective on each of the following comments:

(1) Strongly Agree

(2) Agree

(3) Disagree

1. My cooperating teacher made me feel welcome in the classroom.
2. I felt included in the classroom activities that were occurring.
3. My cooperating teacher allowed me to lead meaningful experiences for the children.
4. After presenting my lesson, my cooperating teacher would have a follow up discussion with me to discuss my successes and challenges
5. My cooperating teacher was helpful in classroom management techniques.
6. Please provide a detailed summary in response to the above questions.

INFORMATION TO PARENTS

Under provisions of the Manual of requirements for Child Care Centers (N.J.A.C. 10:122), every licensed child care center in New Jersey must provide to parents of enrolled children written information on parent visitation rights, State licensing requirements, child abuse/neglect reporting requirements and other child care matters. The center must comply with this requirement by distributing this information to all parents. In keeping with this requirement, all parents must sign attesting to his/her receipt of the information. Please see the signature page at the end of this manual.

Our center is required by the State Child Care Center Licensing law to be licensed by the Office of licensing, child care & Youth Residential Licensing, in the Department of Children and Families (DCF). A copy of our current license must be posted in a prominent location at our center. Look for it when you're in the center.

To be licensed, our center must comply with the Manual of Requirements for Child Care Centers (the official licensing regulations). The regulations cover such areas as: physical environment/life-safety; staff qualifications, supervision, and staff/child ratios; program activities and equipment; health, food and nutrition; rest and sleep requirements; parent/community participation; administrative and record keeping requirements; and others.

Our center must have on the premise a copy of the Manual of Requirements for Child care Centers and make it available to interested parents for review. If you would like to review our copy, just ask any staff member. Parents may secure a copy of the Manual of Requirements by sending a check or money order for \$5 made payable to the "Treasurer, State of New Jersey", and mailing it to: NJ Department of Children and Families, Office of Licensing, Publication Fees, PO box 657, Trenton, NJ 08646-0657.

We encourage parents to discuss with us any questions or concerns about the policies and program of the center for the meaning, application of alleged violations of the Manual of Requirements for Child Care Centers. We will be happy to arrange a convenient opportunity for you to review and discuss these matters with us. If you suspect our center may be in violation of licensing requirements, you are entitled to report them to the Office of Licensing toll free at 1(877) 667-98445. Of course, we would appreciate your bringing these concerns to our attention too.

- ❖ Our center must have a policy concerning the release of children to parents or people authorized by parents to be responsible for the child. Please discuss with us your plans for your child's departure from the center.
- ❖ Our center must have a policy about administering medicine and health care procedures and the management of communicable diseases. Please talk to us about these policies so we can work together to keep our children healthy.
- ❖ Our center must have a policy concerning the expulsion of children from enrollment at the center. Please review this policy so we can work together to keep your child in our center.
- ❖ Parents are entitled to review the center's copy of the Office of Licensing's Inspection/Violation Reports on the center, which are issued after every State licensing inspection of our center.

- ❖ If there is a licensing complaint investigation, you are entitled to review the Office's Complaint Investigation Summary Report, as well as any letters of enforcement or other actions taken against the center during the current licensing period. Let us know if you wish to review them and we will make them available for your review.
- ❖ Our center must cooperate with all DCF inspections/investigations. DCF staff may interview both staff members and children.
- ❖ Our center must post its written statement of philosophy on child discipline in a prominent location and make a copy of it available to parents upon request. We encourage you to review it and to discuss with any questions you may have about it.
- ❖ Our center must post a listing or diagram of those rooms and areas approved by the Office for the children's use. Please talk to us if you have any questions about the center's space.
- ❖ Our center must offer parents of enrolled children ample opportunity to assist the center in complying with licensing requirements; and to participate in and observe the activities of the center. Parents wishing to participate in the activities or operations of the center should discuss their interest with the center Director, who can advise them of what opportunities are available.
- ❖ Parents of enrolled children may visit our center at any time without having secure prior approval from the Director or any staff member. Please feel free to do so when you can. We welcome visits from our parents.
- ❖ Our center must inform parents in advance of every field trip, outing, or special event away from the center, and must obtain prior written consent from parents before taking a child on each such trip.
- ❖ Our center is required to comply with the New Jersey Law against Discrimination (LAD), P.L. 1945, c. 169 (N.J.S.A. 10:5-1 et seq.), and the Americans with Disabilities Act (ADA), P.L. 101-336 (42 U.S.C. 12101 et seq.).
- ❖ Anyone who believes the center is not in compliance with these laws may contact the Division on Civil Rights in the New Jersey Department of Law and Public Safety for information about filing an LAD claim at (609) 292-4605 (TTY users may dial 711 to reach the New Jersey Relay Operator and ask for (609) 292-7701), or may contact the United States Department of Justice for information about filing an ADA claim at (800) 514-0301 (voice) or (800) 514-0383 (TTY).
- ❖ Our center is required, at least annually, review the Department of Law and public Safety (DLPS), Division of Consumer Affairs (DCA), unsafe children's product list, make the list accessible to staff and parents, and ensure that items on the list are not at the center. The list is available at www.state.nj.us/lps/ca/recall/recalls.htm. Internet access may be available at your local library. For more information call the DLPS, DCA, toll-free at 1 (800) 242-5846.

Anyone who has reasonable cause to believe that an enrolled child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, or any other kind of child abuse, neglect, or exploitation by any adult, whether working at the center or not, is required by State law to report the concern immediately to the State Child Abuse Hotline, toll free at 1 (877) NJ ABUSE. Such reports may be made anonymously.

Parents may secure information about child abuse and neglect by contacting: DCF, Office of Communications and Legislation at (609) 292 -0422 or go to www.nj.gov/dcf and select Publications.

**CONSULTANT REPORT
PROGRAM REVIEW
2011-2016
BERGEN COUNTY COMMUNITY COLLEGE
CHILD DEVELOPMENT CENTER**



SUBMITTED BY:

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PURPOSE

The Bergen County Community College Child Development Center (CDC) is required to participate in a 5-year programmatic review by the College Board of Directors. The purpose of this review is to ascertain the effectiveness of the services being provided by the center, to identify the alignment of the CDC's mission and vision with the mission and vision of Bergen community college and to offer recommendations to enhance or revise the services and programs offered by the CDC.

METHOD

The CDC undertook a self-study involving its three principal staff members, Sally Dionisio, Director, Shylah Oldano, Teacher, Jack Miller, Teacher and Jolene Marut, Assistant Teacher. Utilizing the Developmentally Appropriate Practices as outlined by the National Association for the Education of Young Children and the New Jersey Department of Education 2014 Preschool Teaching and Learning Standards, the review team analyzed the CDC's curriculum practices, policies and procedures, resources and current services.

In addition, the CDC engaged an outside expert consultant, Dr. Regina M. Adesanya. Dr. Adesanya is the current chairperson of Early Childhood Education at New Jersey City University in Jersey City, New Jersey. Dr. Adesanya has over 40 years of early childhood experience starting as a Head Start 4-year-old teacher at the Somerset Community Action program, serving as the first education director for infant toddler services at Babyland Family Services in Newark, NJ, executive director of Rutgers CHEN School in Newark. In addition, Dr. Adesanya oversaw early childhood services for Catholic Community Services and New Community Services in Newark and in both settings was responsible for the creation of new early childhood programs. Her experience includes providing support services to homeless families and working with addicted mothers and their babies. Her breadth of knowledge about early childhood programs and services made her an excellent candidate to conduct the review of the CDC. Dr. Adesanya reviewed the self-study and observed the CDC operations, conducting a structured interview from which she drew conclusions and formed recommendations.

MISSION, VISION, GOALS & OBJECTIVES

The CDC clearly articulates its mission as providing quality, affordable child care to students, staff, faculty and the community and providing a laboratory school for BCC students to use as an on-campus observation, demonstration, field and workforce training site. Their vision is to form partnerships that values the contributions of BCC students, CDC children, parents, staff, faculty and administrators; provide high quality educational experiences that promotes learning and a collaborative environment. In addition, the CDC will introduce and use technology and a variety of other instructional

tools within the curriculum. They recognize and respect the uniqueness of all persons and will build an inclusive classroom, enriched with its culture and diversity.

The goals and objectives the CDC developed reflect their mission and vision. They support the development of partnerships with parents so they can be involved with their child's education. Moreover, the CDC provides a safe, nurturing environment that offers a balance of both teacher-facilitated and child initiated activities with opportunities for the development of and use of language. The daily curriculum introduces children to basic concepts in science, mathematics, social studies, language arts, creative arts and computer technology and allow children to learn through their medium of play. Overall, the CDC employs *The Creative Curriculum for Preschool* and bases their goals and objectives on the *Developmentally Appropriate Practices* as outlined by the National Association for the Education of Young Children. (NAEYC).

The CDC also contributes to the mission of the BCC by providing educational opportunities, support and resources to BCC students. Serving as a laboratory school, the CDC offers an on-campus observation, demonstration, field and workforce training site for BCC students. BCC students have many opportunities to use the center and fulfil course requirements that relate to child development.

PROGRAM OVERVIEW

The CDC can enroll a maximum of 45 children ages 2 ½ to 13 years of age. The majority of the children enrolled in the center are the children of BCC students and employees. The center is licensed by the New Jersey Department of Children and Families. In its last license renewal, the CDC increased the age of children that could be cared for by the center and established a Short Term Program that provides child care services to BCC students and employees when the college is open but schools that the children attend are closed. The CDC offers a Nature Camp during the months of July and August for children up to 13 years of age. Parents pay a fee to attend the CDC. The fee charged is competitive and correlates with the fees assessed through the NJ state subsidized child care programs. In addition, the CDC accepts child care vouchers as payment for their services.

The CDC has established itself as a leader in utilizing the outdoor environment to provide exploration and hands-on experiences for the enrolled children. To that end, the CDC has a registered monarch habitat and a National Wildlife schoolyard habitat, a Bergen Community College Community Garden and a Rain Garden. Children are able to develop depth of understanding regarding the life cycle, caring for the environment and the impact of humans on the environment. The Mahwah Environmental Volunteer Organization (MEVO) helps with the CDC garden and gives presentations to the children on bee hives and gardening. This partnership enabled the center to expand its capacity in providing environmental education and help the children to develop fundamental science concepts.

The daily program in the CDC utilizes the Creative Curriculum for Preschool. In addition, the teaching staff encourage children to explore the environment which facilitates children's learning. To further acknowledge the high quality of the services the CDC provides to the children, the program has received a grant that will enable it to pursue accreditation through the National Association for the Education of Young Children (NAEYC). This accreditation requires the center to undergo a rigorous self-

study that is validated by a national panel of experts in the field. The study covers areas of relationships, curriculum, self-regulation, teaching, supervising children, assessment, health, teachers, families, community relationships, physical environment, and leadership/management. When completed the CDC will have a comprehensive picture of what areas will need enhancement and which areas are sufficiently covered. One area that has been addressed so far has been the creation of a “Family Handbook” which each family receives when their child is enrolled at the CDC. The Handbook covers the procedures and rules of the CDC and offers families comprehensive information about what they can expect from the center and what the center expects from them. The CDC also hosts periodic family meetings. These meetings are not as well attended as the staff would like but are held so staff can address safety and security issues with families and elicit family support on any other types of programs the CDC may be conducting. The CDC seeks input from families through end of year parent questionnaires, utilization of the NAEYC Parent and Teacher questionnaire and having a suggestion box into which families can put suggestions anonymously if they so choose.

Services to Internal Constituents

The CDC serves as a laboratory school for BCC. As a laboratory school, it provides on-campus observation, demonstration, field and training site for the BCC Early Childhood and Education programs, the Nursing and Dental Hygiene students, Turning Points program, EOF Pre-Freshman program and Center for Student Success Service Learning. BCC students may also work at the CDC for work-study or as volunteers for community service. What is particularly exemplary is the collaboration the CDC has with the Early Childhood program on campus. BCC students majoring in ECE have specific assignments that require field classroom observations, creation and execution of hands-on lessons with students or other prescribed assignments. The professors communicate the course requirements to the CDC director who then creates a calendar of available times during which BCC students may observe or participate in the classroom setting. Students sign up for the available slots and when they finish their assignments, the CDC staff attest to their attendance at the center. In addition, ECE faculty members come to the CDC to observe BCC students teach carry out lessons that they have planned with the children. The CDC serves other BCC students as well with Nursing and Dental Hygiene students conducting tooth-brushing lessons or basic health screenings in the classrooms as they prepare for their careers. Lastly, students who are enrolled in either Child Psychology or Developmental Psychology will observe children in the center and prepare child development report.

The CDC offers these services to outside organizations as well and has articulations with Turning Point and other Bergen County workforce development programs that need placements for people training to become child care providers.

STAFF

The CDC employs a Director, Sally Dionisio, who is responsible for administering the center and ensuring that all policies and procedures are followed. In addition, she serves in the capacity of Head teacher for the center. The Head teacher has the overall responsibility for ensuring the fidelity of the curriculum implementation and for overseeing the lesson plans of the group teachers. Using a collaborative approach, Sally engages all of the CDC staff to plan and develop classroom activities and programs for the children. The NJ Office of Licensing requires that centers licensed to serve more than 30 children also employ a group teacher and the CDC also meets that requirement. Ms. Shylah Oldano serves as the group teacher and acts as an assistant to Ms. Dionisio if necessary. There are three assistant teacher positions with one vacant at the time of this review. Carol Insalaco and Jack Miller serve as assistant teachers. Two additional assistant teachers have recently been added to the staff and are employed on a part time basis. Staff members are highly qualified for the positions in which they serve. The group teacher and one of the assistant teachers have BS degrees. The other assistant teacher completed the AAS at BCC in the early childhood program. In addition, all staff have participated in numerous professional development activities that strengthen their ability to perform well in the classroom. Staff members are required to complete a minimum of 10 hours of professional development annually with a minimum of 2 hours in 3 core areas: child growth and development; positive guidance/discipline; health and safety procedures including First Aid and CPR certification. Of note, there has been no turn over in staffing in this center. All of the staff members with the exception of the two new people have more than 10 years of service to the CDC.

The number of staff currently employed allows the CDC to meet the child-staff ratio required by the state of New Jersey Office of Licensing for a maximum of 30 children. If the enrollment of the CDC expands beyond 30 children on a consistent basis, there would be a need to hire an additional staff person.

CHILDREN ENROLLED

The CDC serves a vital purpose to the BCC community and has provided services to numerous children since opening in 1982. The population of children enrolled are very diverse and reflect the ethnicity and culture of the BCC student population. In addition, the parents of the children enrolled tend to be younger parents and welcome the support and advice provided by the CDC. Children with special needs are welcomed in the center. Enrollment on a daily basis is fluid as BCC students have options for enrollment. Their children may attend the center on a full-time 5-day per week basis, part-time for several days a week or for several hours on any given day per week to accommodate them while attending class. The numbers of children attending the center have increased from Fall 2013 to Spring 2015 with a total of 575 children attending the center during that period.

The tuition for child care is affordable and has remained stable over the last four years. The CDC accepts NJ state child care subsidies for low and moderate income families as payments. On average, the CDC accepts the subsidy from three families per year.

OBSERVATION

An observation of the program and the structured interview was conducted with the Director on Monday, March 21, 2016. Upon entering the center's main hallway and waiting area, there is a large TV screen that projects pictures of the children engaged in classroom and outdoor activities. Unfortunately, these pictures are now being shown on a small computer monitor since the large TV screen is not working. The classrooms are furnished adequately to serve the children enrolled. In addition, all classroom furniture is in excellent condition. The classrooms are bright and airy as they are located on a part of the campus that is surrounded by woods creating a very pleasant environment. There are one-way mirrors between the classrooms that allow one to view what is going on in the other room. However, these are not wired for sound so it limits the ability to use these one-way mirrors to teach child development to ECE, Nursing/Dental classes or families. The environment certainly complements the emphasis the center places on gardening and having the children interact with their natural environment.

At the time of the observation all of the children present were gathered in one classroom with the group teacher, Ms. Shylah. An ECE student was in the other classroom preparing for a lesson observation for later in the morning. Mr. Jack was interacting with children in the room as were all adults present during the observation period. The children appeared genuinely happy and secure. Several of the children warmly reached up to Ms. Sally as she entered the classroom and seemed somewhat puzzled that she only stopped momentarily to engage them. As an outside observer, it was heartwarming to see the children react so excitedly upon seeing the Director and it was apparent that Ms. Sally as well as all of the other adults in the building are very familiar and trusted by the children. I was not able to observe how staff handled personal care routines with the children. The staff and Ms. Sally engaged the children in conversations that enabled the children to use their imaginations and to develop their cognitive skills. The lesson that the student teacher planned indicated a focus on the development of pre-language and literacy skills in the children. A variety of fine and gross motor activities were available for the children. Overall, the child-staff interactions indicated that the center employed developmentally appropriate practices as they indicated in their program review and the type of activities advocated by NAEYC.

How developmental assessment or analysis of the effectiveness of lessons taught is conducted was not observed. Ms. Sally indicated this as an area of growth where she and the staff would be looking to further develop their skills. In addition, there were not any children with special needs present during this observation. However, the practices currently employed would most likely be adaptable to include preschool children with special learning needs and based on how the staff interacted with the currently enrolled children, I'm sure any child would be welcomed.

There is no technology in the classrooms. At present this is not a major focus for the CDC but may become an area of concern in the future. To integrate the use of technology into the classroom routines, the current technology available to the center would need upgrading. The center's staff uses Smilebox to periodically send videos of the children to their families. They rarely use TV or other types of moving pictures in the center as philosophically they believe children learn by doing not watching.

SUMMARY AND RECOMMENDATIONS

Overall, the CDC provides a developmentally appropriate experience for children between the ages of 2 ½-13 years of age in the New Jersey licensed facility with certified teachers. The CDC serves as a laboratory school for Bergen Community College and as such, provides an exemplary collaboration between a student service and the academic focus of a college.

1. Low turnover presents a wonderful opportunity for continuity for the children and families. However, one of the challenges noted is the lack of diversity in ethnicity and culture among the staff. In the event the opportunity presents itself to hire new staff, particular attention should be paid to adding staff with diverse backgrounds and cultures that reflect the ethnic and cultural backgrounds of the children enrolled.
2. The importance of parent involvement was discussed and the CDC engages in several types of activities to develop reciprocal relationships with families as noted by NAEYC. These include parent meetings, suggestion box, written and verbal communications. Attendance is low at evening parent meetings during which the CDC staff provides important information regarding health and safety practices of the center. It is suggested that the CDC consider developing an alternate meeting schedule that might capture families who attend BCC during the day only or employ the use of technology to provide this most necessary information to the families.
3. The CDC is available to BCC students and staff who attend and work during the day. Enrollment in evening classes may be negatively impacted due to lack of child care. Working with student affairs, survey the BCC student population to determine if there is a need for additional child care services in the evening or weekends and the times during which those services might be needed. Additionally, the survey could cover the need for establishing an infant-toddler program. Based on the data collected, a decision could be made to expand the days and hour's services are provided by the CDC.
4. Contact Professional Impact New Jersey to determine if there are any professional development workshops available focused on assessment. Investigate the use of Assessment *Gold* which is the assessment tool recommended for use with the Creative Curriculum for Preschool.
5. At present, the overall condition of furnishings in the center are in good condition. To ensure that the CDC has the ability to replace broken or used furnishings, establish a capital replacement budget for the center. The first item to replace would be the large flat-screen TV in the waiting area that provide parent information.
6. Finalize self-study for NAEYC accreditation and apply. Once the CDC is accredited use, the renewal of accreditation as the official BCC program review since an external review is part of the accrediting and re-accrediting process.
7. Analyze whether or not additional families enrolled in the center may be eligible for a child care subsidy. Determine an effective method of informing parents about this benefit. Consider instituting acceptance of the parental co-pay that parents are required to pay if they receive a child care subsidy. While the amount of funds received may be minor, those funds could be used in a discretionary manner to support additional supplies and materials the center might need.