

# Student Affairs Annual Report

## Children's Learning Center

### 1. Mission Statement

The Helen R. Godfrey-University Child Learning and Care Center is dedicated to providing a high quality, developmentally appropriate environment for children and their families. We are a model educational and training site collaborating with partners throughout the UWSP and community for early childhood development, teacher education, and UWSP student learning.

### 2. Services and Programs

#### 2(a). Relevance:

- What is the demand for the unit or program's services?
  1. Provides childcare services for students, staff, and community for 51 years.
  2. Capacity for 63 fulltime FTE children to be enrolled. At capacity for 2023-24 school year and current summer program. Capacity for the 2024-25 school year projected to be slightly less due to a community decline in enrollment of 4K children with public school district. Waiting list in place for children 3 and under.
  3. Student employment (employ approx. 45 students), approx. \$130,000 in wages. Opportunity for leadership/internship (Pathways) roles.
  4. Practicum and Student Teaching educational programming/placement site for UWSP & MSTC.
  5. Function as University Lab School for various academic programs (Education, Family Consumer Science, Communicative Disorders, Sociology, Psychology).
  6. Collaborations with UWSP students in the Physical Education, Art and Dance, Natural Resources, and Music Education programs to utilize children for UWSP student experiential learning.
  7. 4K school site in contract with the Stevens Point Area School District.

- 2023-2024 Service Indicators (# of students served, # programs offered, # average attendance at programs/workshops):

#### Client Overview:

1. 10 children with special needs (EBD/Oppositional Defiance Disorder, developmental learning delays, speech, autism, sensory disorders)
2. 10 children of diversity
3. 100 children enrolled (Academic year & summer school-age program)
4. 6 Student Parents (6% of enrollment), 19 Faculty/Staff parents (19% enrollment), 41 Alumni (41% of enrollment - the goal of student parents to become part of this percentage group) and remaining 34% Community families.
5. Approx. 1650 hours of student visits to the UCLCC to complete academic observations or practicum experiences in our lab school setting (*does not include hours when the children "go to" the students' classes*) Departments utilizing UCLCC: Early Childhood and Elementary Education, Family Consumer Science, Communicative Disorders, Sociology, Psychology, Physical Education, Art and Dance, Natural Resources, and Music Education. \*Continually increasing year on year.
6. End fall '23 status - 39 student employees
  - 56% of UCLCC student staff have a 3.5 cum. GPA or higher
  - 74% of UCLCC student staff have a 3.0 cum. GPA or higher

#### Service Overview:

1. Year-round early care and education between 7:30am-5:30pm, minus spring break week, time between Christmas and New Years, and week of July 1-5, 2024.

2. 4 student service-learning placements
3. 0 student teaching practicum placements (School of Education eliminated ICB Block)
4. 2 Student volunteer offerings (SPASH and Amherst students)
5. Vision screening offered through the local Lions Organization
6. Hearing screening through UWSP Graduate Audiology program
7. Speech screening through UWSP ComD Graduate program
8. Meals offered through the Federal Child and Adult Care Food Program (CACFP). Meals with UWSP Dining.

**Programs offered:**

1. *Swimming Lessons offered through UWSP Aquatics, ages 3-5 only (90% participation last offered in Spring '21, HAS NOT RESUMED SINCE COVID)*
2. Student Employment
3. Student Academic placement/volunteer/observation

**2(b). Quality:**

- How are quality and effectiveness assessed?
  1. Surveys
  2. Staff evaluations and retention
  3. Child screener and assessment tools
  4. 4K assessment rubric
  5. Informal classroom observations
- What measures are used and with what regularity?
  1. Annual accreditation reporting
  2. Regular licensing inspections by the Department of Children & Families
  3. Student Employee survey each semester
  4. Student employee one-on-one evaluations each semester and GPA tracking
- Evidence demonstrating how well the services meet the needs of students.
  1. Only NAEYC accredited program in the community
  2. UCLCC recognized as a Green and Healthy school – Sugar Maple Level
  3. U.S. Department of Education - Green Ribbon School
  4. Breast-Feeding Friendly site
  5. 5-star rated program through WI's YoungStar quality rating system
  6. Distinguished 4K program rating
  7. Personal letters from student parents of support towards degree completion and impact of quality early care and education being available

Note – High level of turnover in the field of early education and a current shortage of people entering the field has made hiring increasingly challenging for professional staff. UWSP student employees have also shown an increase in turnover and unreliability primarily tied to mental health issues. Additionally, a heightened level of challenging behaviors and educational delays have been seen in children and student employees are not adequately able to handle those behaviors.

**2(c). Productivity and Efficiency:**

- How is the program's impact measured?
  1. Same manner in which quality and effectiveness are measured (above)

- What evidence demonstrates the volume of work performed?
  1. Number of children/families enrolled
  2. Number and hours of student volunteers, practicum, student teaching, etc. placements
  3. Various programs achievements, certificates, and awards
- How well does the program perform compared to benchmarks?
  1. In comparison to local competition, program is of the highest quality with an ongoing waiting list. Opportunity to expand if licensable space was available and funding was available to staff appropriately.
  2. Program is extremely low in the amount of segregated fee support in comparison to other UW System children's centers.
- National benchmark data comparing resources of the program with national averages.
  1. <https://iwpr.org/wp-content/uploads/2017/02/C451-5.pdf>
  2. <https://iwpr.org/wp-content/uploads/wpallimport/files/iwpr-export/publications/C445.pdf>

**3. Major Unit Achievements** (*achievements listed should have impacted the rest of your annual report*)

1. UCLCC engages in advocacy work around the ECE field. Governor Evers and Secretary Amundson from the Division of Early Care and Education visited the UCLCC in fall '23 noting the high level of quality, multi-generational learning and support
2. Managed to end the fiscal year in the black by applying for and being awarded various grants and cutting back on all expenses. Received grant funding to support expenses, staff professional development and travel, etc.
3. Completed program audit with UW System resulting in only one comment to be addressed. VC Gandhi noted this was an outstanding audit with one of the best outcomes she's seen.

**4. Inclusive Excellence** (*separate each population discussed*)

The children, families & center:

Our National Accreditation measures diversity and is committed to high quality programs, activities and services available to all. Our curriculum reflects the diversity in our center, the community and beyond. Our departmental staff regularly challenge ourselves to be inclusive of children and families with special needs and diverse backgrounds. As a department, we reach out to different campus organizations inviting them in to teach the children and us about their culture, traditions, etc. We have diverse and inclusive images throughout the center.

The staff:

Staff are highly encouraged and supported in attending campus activities and speakers. As a staff, we have two main trainings per year at fall and spring semester to discuss inclusivity and train on quality practice. The field of early education can be heavily filled with females; males are sought upon, as well as individuals of diverse backgrounds to work at the center, to provide a well-rounded experience. All staff have participated in the Tunnel of Awareness, had Safe Zone training, and the center has a gender-neutral restroom within the area. All teachers have attend the UWSP Safe Zone training and the "If These Halls could Talk" session. As a requirement by our state licensing, teachers must complete 15 hours of PD annually. Some of this PD has been around diversity, inclusivity, etc. over the course of the staff's employment here.

Classroom implementation and strategies:

1. Classrooms have representation through items including but not limited to: books, toys, dolls, pictures, music and instruments, markers/crayons/paper in multicultural shades  
Example – classroom reads the book *The Color of Us*, discusses that we all have a different color of skin and that it makes us all unique and special. The colors in the book have fun names like cinnamon, chocolate, and peanut butter (kids tend to like these sound tasty). Then children paint with different shades of brown to further enhance the lesson and discussion.
2. Staff have been extensively trained in Conscious Discipline (CD) which has a focus on school family and being inclusive and accepting of others. Each classroom implements baby doll circle time daily which is completed with multicultural baby dolls to build on strengthening attachment, attunement, and social play between children.
3. Teachers steer conversations to promote education and kindness around diversity, inclusivity, and general interactions between one another.
4. The 4K program implements a social-emotional program called Second Step – this is required by the Point School District
5. EDI Program Support from UW-Milwaukee Children's Center, Rona, conducted a PD session with the UCLCC staff covering anti-bias in the classroom. This training helped teachers in recognizing children's books are the best way to create anti-bias and diversity within a classroom. Rona emphasized that ensuring there are children's books representing many different cultures and types of families is most important. Teachers expand on this by going through all the classroom books and checking for hidden meanings that may be negative, while also building up on the UCLCC anti-bias book collection based on recommendations from Rona.
6. Collaborated with UWSP Professor Amber Garbe to begin writing an ECE anti-bias framework tied to National and State benchmarks. Intent is to then introduce framework in Professor Garbe's EDUC course for her students to implement lessons with children at the UCLCC aimed at reaching the targeted learning outcomes.

##### 5. **2023-2024 Department Goals and Priorities** (*focus toward 2(a), 2(b), and 2(c) above*)

2023-2024 goals:

1. The UCLCC will create specific anti bias child learning outcomes aligned to the Wisconsin Model Early Learning Standards and the UCLCC Curriculum, to be vetted by a professor within the UWSP Education Department.  
Documentation completed at the end of semester was shared with VC Thompson. Worked over the course of the academic year with Professor Amber Garbe on creating a framework tied to the Social Justice Standards, NAEYC, and the WI Model Early Learning Standards. More work is needed to tie the framework to NAEYC and WMELS. Next steps from there are to correlate appropriate children's literature to each objective along with story questioning cards and document what the UCLCC is already doing in these areas.
2. The UCLCC will implement culturally diverse programming through the help of UWSP student organizations, community members, and families. This will take place four to five times throughout the year and will be measured through documentation such as newsletters.  
Completed the following culturally diverse programs. All had corresponding stories, songs, and a food item.
  - 2/20: Lefse Day (Becca)
  - 3/14: Pico de Gallo (Angela)
  - 4/9: Hungary & Challah Bread (Bartnick mom)

- 5/7: Norway (Marta Rusten-Clark & her mother)
- 5/21: India (Taslima & Lauri Martin-Keefe)
- 3. UCLCC staff will plan one social event for lead staff and one social event for lead staff with student staff per semester, with a goal of 60% participation from student staff, to promote school family and a sense of belonging with students.
  - 11/2 bonfire at Maggie's house: 16 students attended (46% participation)
  - 12/15 holiday social at Becky's house: 9/10 attended
  - 5/6 MCHC by volleyball courts, 5:30-???, 19 students attended (53% participation)
  - 5/17 Axe Throwing at Section 715: 8/9 attended

#### 5 Year Goals for 2022-2027:

1. Over the course of the next five years, the UCLCC will investigate various options for an ECE curriculum geared at educating your children on the topics of equity, diversity, and inclusion (EDI). Upon selection, classrooms will begin to pilot implementation and assess effectiveness with children infancy through PreK and correlation to the current UCLCC curriculum and philosophies. Multiple options may result in being tried. Upon selection of desired EDI curriculum, the UCLCC curriculum will be updated to incorporate this as well as tied in with assessment. By the end of the 5-year period, classrooms will be near or at implementation to fidelity.
2. The UCLCC staff will collaborate to write a position description for an Early Childhood Education coach. This would likely be a halftime position with the intent of supporting the student staff in working with the children in an appropriate manner thus allowing the primary staff the ability to focus on educating the mass rather than individuals. This could either be a UCLCC staff or a contracted professional.
3. The UCLCC will further expand on its current collaborations with MSTC and UWSP increasing the total number of collaborations with various academic courses. Focus will be made on collaborations with infant/toddler practicum experiences. Reaching out more to ECE education academic programs, aspiring educators club, MSTC ECE club. By end of 5-year goal, have a student teaching/practicum 6-8 week experience in place with infants – two year olds with the UWSP ECE program as a graduation requirement of ECE majors.

Goal setting for the 2024-2025 school year and a review of our 5-year goals will occur at our staff retreat in late August.