

2019 - 2020

Annual Report



DR. DWAUN J. WARMACK, PRESIDENT

DR. DWYANE SMITH, PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS

DR. QUINCY A. ROSE, DEAN

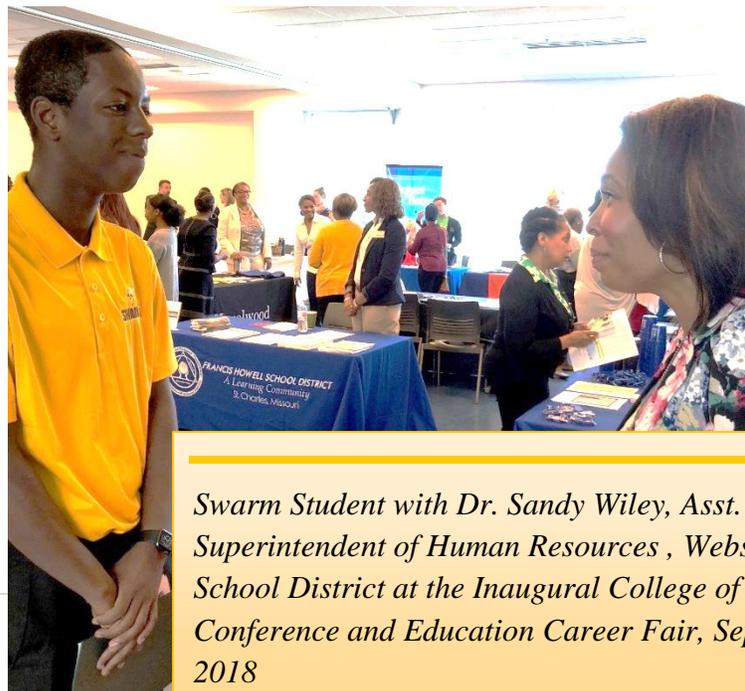
HARRIS-STOWE
STATE UNIVERSITY
COLLEGE OF EDUCATION

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Our Vision~

The College of Education will distinguish itself as a state, national and international leader through its **transformative** and **innovative** best practices with programs that are rooted in collaboration, engagement and social justice. Our graduates will be **professional, reflective practitioners prepared** for a diverse society.



Swarm Student with Dr. Sandy Wiley, Asst. Superintendent of Human Resources, Webster Groves School District at the Inaugural College of Education Conference and Education Career Fair, September 2018

It is an absolute great day to be a Hornet!

It has been my honor to serve as an advocate for our students, a leader for the college and a change agent within the field of Education.

Equipped with the support of an amazing team that includes university administrators, experienced and talented faculty and staff as well as dynamic partners and stakeholders; the College of Education (COE) has successfully journeyed into phase two of its radical transformation. With phase one, *assessment of needs* under our belt; we are embracing phase two, *organizing and restructure* by keeping our students needs as our top priority!



As a college we have been able streamline processes, restructure student advising, strengthen communication and develop collaborative community partnerships that assist in the success of a holistic student who is prepared to be successful in the field of education.

Throughout this report, you will notice that while we have served over 200 students within the college and are expecting record enrollment in the fall 2019 semester; there is still much more for us to do in this phase of organizing and restructure. We simply cannot rest on the rich history that Harris-Stowe State University has had of being an institution known for education and advocacy. Our charge is to ensure that every student who is passionate about education, receives the proper advising, instruction, resources and preparation to be exceptional educators, graduating within four years!

We are committed to making our Alumni, Students, Leadership, Stakeholders and Community proud as we move forward to transform education and to inspire change!

I remain excited about the future of the College of Education!

In service,



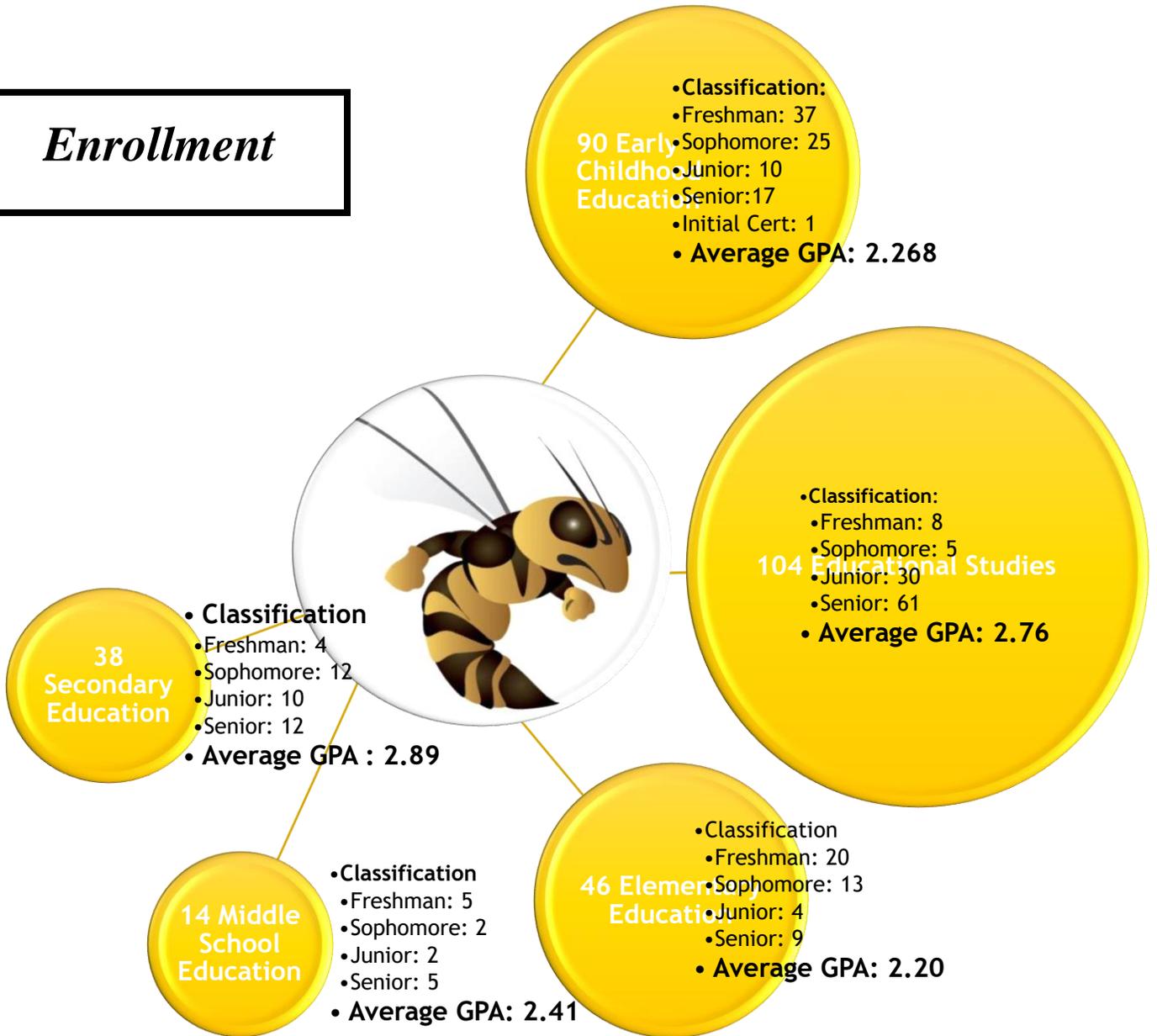
Dr. Quincy A. Rose,

Dean, College of Education

Harris-Stowe State University



Enrollment



HARRIS-STOWE
STATE UNIVERSITY
COLLEGE OF EDUCATION

COLLEGE OF EDUCATION FACT SHEET

OUR COMMITMENT

- Preparation of reflective practitioners in education for a diverse society

PROGRAM FEATURES

- Nationally accredited by Council for Accreditation of Educator Preparation (**CAEP**)
- Successful preparation of educators since **1857**
- Graduates employed as educators and educational leaders across the St. Louis region
- Flexible class schedules including evening, weekend, hybrid and online courses
- Partnerships with **PK-12** schools for practical field experiences
- Small class sizes for personalized instruction
- Personalized advisement by the College of Education faculty



AVAILABLE CHILD CARE

- State of the art William L. Clay, Sr. Early Childhood Development/Parenting Education Center
- Child care assistance available for eligible students
- Coverage of 75% of child care expenses by the C-Camps Grant for eligible students

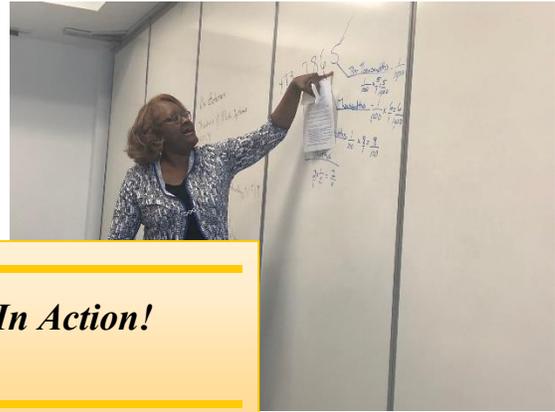
CERTIFICATION AREAS

- Early Childhood Education
- Elementary Education
- Middle School Education - teacher certification in mathematics, social science, science
- Secondary Education - teacher certification in mathematics, social science, biology, English
- Educational Studies (*this degree does not lead to teacher certification*)

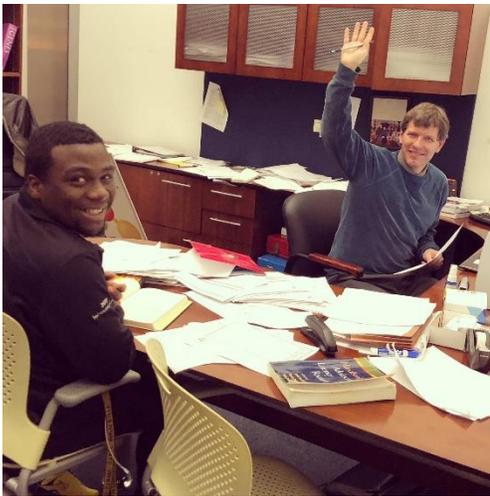
ENROLLING FOR OUR NEW MISSOURI ACCELERATED TEACHER CERTIFICATION COHORT BEGINNING FALL 2019

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STUDENT CENTERED | STUDENT FOCUSED | STUDENT DRIVEN



The College of Education... In Action!



Faculty and Staff



Congratulations Dr. Betty Porter-Walls on your **Retirement!** Thank you for your service to Harris-Stowe State University!



The College of Education Faculty and Staff is all inclusive including the **team** members from the Clay Early Childhood Center. Collectively there are 49 members of the team; which includes:

- 18 full time Early Childhood Center Teachers
- 5 part time Early Childhood Center Teachers
- 1 Early Childhood Administrative Assistant
- 1 Early Childhood Center Assistant Director
- 1 Early Childhood Center Director
- 3 full time Education Faculty
- 18 part time Education faculty
- 1 College of Education Administrative Assistant
- 1 Director of Clinical Experiences, Assessment and Certification
- 1 Dean, College of Education

Our superstars within the College of Education have had many notable **accomplishments** including:

- ❖ Dr. Amy Ruffus-Doerr: research presentation at the Oxford Education Research Symposium
- ❖ Dr. Howard Fields: *Getting the Job: Interview Processes That a Public School Administrator Uses to Hire Educators* Presentation at the Males of Color in Education Awareness Conference at Lincoln University
- ❖ Professor Kaylan Holloway: *Finding the King Within* feature article in the STL American Newspaper
- ❖ Professor Eileen O'Brien on the success of the Harris-Stowe State University Honda All-Star Team
- ❖ The College of Education Team members that presented at the Hawaii International Conference on Education (Drs. Ellis, Kerns, Rose and Walls)
- ❖ Dr. Latoshia Ellis: panel presentation on Unconscious Bias in the Admission Process
- ❖ Ms. Andrea Scott: PNC Early Childhood Educator of the Year

The College of Education unveiled its 2018-2020 Strategic Plan at the July 19, 2018 Superintendent Advisory Council Meeting. In connection with the Harris-Stowe State University Strategic Plan, the core values of the university were emphasized with a strong emphasis on excellence. On April 8, 2019, the Superintendent and School Leaders Advisory Council reconvened to review the growth and the progress, after only nine months, within the College of Education. The findings are below:

➤ **Investing in the College of Education**

Goal One: Student Recruitment and Retention

Objective 1: Provide program offerings that meet the workforce needs of the community (*Update: MoExcels Workforce Development funding for Accelerated Teacher Certification was approved by the Governor (12/18). This will allow the College of Education to offer an accelerated certification pathway within one year to those who already have a bachelor’s degree but are still in need of teaching certification.*



Objective 2: Execute a recruitment and retention plan (quality assurance) that provides opportunities for traditional and no-traditional students as well as financial assistance (*Update: Implementation of a Quality Assurance checklist to ensure adequate advising, support and retention(3/19)*

Objective 3: Develop delivery methods that meet the needs of our diverse learners (face to face, hybrid, online and weekend courses) (*Update: still in progress*)



Objective 4: Implement a dual advising process and mentoring network (*Update: One-stop~ advising and registration is now housed in the College of Education with Faculty Advisors (Fall 18)*

Objective 5: Focus on resources that provide students with success on MEGA (*Update: Created Gen. Ed courses designed to align with MEGA and EDUC 498 developed to prepare for MoCA (Fall 18)*)

Objective 6: Provide early and frequent exposure to field experience in a PK-12 setting (*Update: still in progress*)

Objective 7: Establish a state of the art Teacher Resource Center for students, faculty, staff, alumni and community educators to use as a hub for instructional resources (*Update: Partnership in progress to open regional Teacher Resource Center (estim. 7/19)*)

Goal Two: Faculty and Staff Recruitment and Retention

Objective 1: Recruit and retain full and part time faculty who are current practitioner's in their field (*Update: 100% of our adjunct/part time faculty are current practitioners (Principals, Teachers, STEM coaches, instructional coaches) from a variety of different school districts.*)



Objective 2: Provide opportunities for professional development, coaching, research and publishing (*Update: Faculty have published extensively, received professional development on creating a culture of service and have presented at numerous conferences*)

Objective 3: Create a culture of service and learning (*Update: ongoing*)

Goal Three: Transformative Leadership

Objective 1: Create new leadership in the area of Urban Education (*Update: still in progress*)

Objective 2: Establish the Harris-Stowe State University Urban Education Institute (*Update: still in progress*)

Objective 3: Implement and model college wide professionalism initiative (*Update: still in progress*)

Objective 4: Implement policies and procedures that ensure the College of Education's sustainability (*Update: Policies have been reviewed and modified to support students as it relates to: admission and clinical and field experiences (2018). Updated handbooks for the college will be in place (Fall 19)*)

Objective 5: Departmentalize the College of Education (*Update: still in progress*)

➤ **Innovation in the College of Education**

Goal One: Expand Early Childhood Center Program

Objective 1: Create an extended day program (*Update: still in progress*)

Objective 2: Provide professional development resources for area-wide early childhood educators (*Update: still in progress*)

Objective 3: Offer opportunities for curriculum development and design (*Update: Office of Academic Affairs has supported updated curriculum and assessment materials (3/19)*)

Goal Two: Enhance P-12 Partnerships

Objective 1: Update MOU's with public, private and charter schools for practicum/ clinical experiences, after school program support, professional development and educator mentorship (*Update: Over 100 requests for PK-12 Partnerships received! (4/19) and a Grow Your Own Partnership has been established with Confluence Academies*)

Objective 2: Establish a Montessori Certification as well as partnerships for curriculum development (*Update: still in progress*)

Objective 3: Increase opportunities for Dual Enrollment (*Update: still in progress*)



Goal Three: Host statewide Aspire to Teach Conference (*Update: Co-sponsored along with Lincoln University and the University of Missouri Males of Color in Education Awareness Conference (4/19)*)

Goal Four: Develop 5 year Master's Education program (*Update: still in progress*)

Goal Five: Increase University Collaborations (*Update: still in progress*)

Goal Six: Establish International Partnership (*Update: Two Secondary English Education majors participated in the university study abroad program in Belize 4/19*)

Goal Seven: Establish Learning Communities (*Update: SWARM Men of Color in Education Initiative was launched to support Freshman Males that are interested in pursuing careers in Education*)

Goal Eight: Build corporate partnerships and opportunities for corporate sponsorship (*Update: still in progress*)

➤ **Impact in the College of Education**

Goal One: Rebrand the College of Education

Objective 1: Establish strong stakeholder base (*Update: The College of Education has established both a Superintendent and School Leaders Advisory Council as well as a College of Education Student Council 5/19*)

Objective 2: Implement an assessment management system for the purpose of data driven decision making (*Update: while discussions have begun with Watermark to secure an AMS, this is still in progress*)

Goal Two: Link Social Justice and Pedagogy (*Update: still in progress*)

Goal Three: Establish a Legacy (*Update: still in progress*)



During the 2018-19 academic year, the Clay Center developed a two year strategic plan to assist with providing a clear vision for the Center's stakeholders- Faculty, families, and students. Additionally, the Clay Center undertook several key initiatives designed to change the narrative of the Center and increase positive branding. The ultimate goal of the Clay Center is to be positioned as the premier early childhood center in St. Louis with a strong reputation for providing excellent childcare in a safe, healthy, creative, and caring environment.

The purpose of this report is to provide a summary of the activities of the Clay Early Child Development Center and to detail the achievements and challenges throughout the 2018-2019 academic year, as well as to determine progress in meeting those goals put forth in the Center's strategic plan.

Strategic Plan:

The Center's strategic plan is comprised of five goals with measurable objectives for successful accomplishment of the plan. Each goal will be addressed with details based on those strategies, activities, or opportunities that were utilized to fulfill the objectives.

Goal One: Student Recruitment and Retention

Objective 1: Increase access to high quality, affordable childcare for families with young children so all families in need of quality childcare have a safe and supportive learning environment for their children

Objective 2: Execute a recruitment and retention plan that fills available slots meeting the Center's maximum capacity



Objective 3: Provide options for extended childcare hours, i.e. evening and weekends in conjunction with HSSU courses and campus activities

Objective 4: Utilize the Clay Center facility to provide seasonal childcare (camps and recreational activities)

Throughout the history of the Clay Center, the goal of attendance has always been to reach the capacity of the center. The capacity at the Clay Center is 148. This year, a new strategy was engaged in order to create a more accessible goal of getting 120 students in order to meet the Clay Center budget. In July, the Center had 115 students enrolled. Due to normal attrition and parent concerns regarding policy changes, in August enrollment dipped to 93. A recruitment plan was developed and initiated in order to assist with building enrollment and increasing access to the services offered within the Center. As a result, the Clay Center currently has 129 students enrolled. The increase in capacity is due to several factors including the provision of two grant funding opportunities and a successful component of marketing efforts.

The Clay Center has made significant progress in increasing access to the high quality programs it offers through two grants, the MPP and the CCAMPIS. Because of these grant, more students have enrolled in the Clay Center. The data from each grant is provided below:

Missouri Preschool Program Grant

The Clay Center has operated the Missouri Preschool Program Grant (MPP) since 2016. The MPP grant enables families who need financial assistance to attend high quality childcare centers. Many programs of this nature are costly, which prohibits lower income families from attending the Center. The MPP grant is funded through the Department of Elementary and Secondary Education. The funds provided have been used to pay the salary cost of the teachers in the classroom. Students participating in the program, based on income, receive a significant discount for participating in the program.



Based on the FY19 MPP Renewal Grant, the program was originally awarded \$63,360.00 for providing full day preschool services for up to 16 eligible children. Due to decreased

enrollment (10 students), the award was reduced to \$39,600.00 for FY19. The majority of these funds were designated for Lead Teacher salary, supplies and professional development. Currently, the MPP classroom has 14 students enrolled, with five MPP Grant participants in the program and is in need of a qualified (certified) Lead teacher for the program to be renewed for the upcoming year.

CCAMPIS Grant

In October, 2018, the Clay Center received the Child Care Access Means Parents in School (CCAMPIS) grant. The grant, which is awarded by the Department of Education, provided an award amount of \$195,304 for a four year grant period. The grant assists HSSU students with children to utilize the Clay Center for childcare, allowing parents and children to participate in their college classes and in on-campus activities. Students participating in the program pay reduced rates (up to \$20 per month based on income) for their children to attend the Center. Eligibility for participation in the program included meeting certain criteria such as being the recipient of a Pell grant, a minimum GPA of 2.5, and full time enrollment in a degree program at the University. There are currently eight HSSU student participants in the CCAMPIS grant program. There are thirteen students enrolled in the Clay Center as part of this program.

The development of the marketing plan occurred in phases throughout the year, with an initial focus on student recruitment. These efforts took shape in various ways. Recruitment for the MPP program took shape through the application process. As eligible students inquired, the information about the grant opportunity was offered. Recruitment efforts for the CCAMPIS program included three information sessions/receptions, advertising on the University and Clay Center websites, flyers, posters, and emails to University students.



Ongoing recruitment efforts included:

- Meeting with St. Louis Public Schools and gaining access to a comprehensive list of students that were not placed. This list will be used to build enrollment or Fall 2019.
- Advertisements: This is an area of focus for the next academic year. The Clay Center was represented in the Back to School edition of the St. Louis American newspaper at the beginning of the 2018 academic year. Flyers and posters were placed around campus to share information regarding upcoming events. Clay Center staff also attended University recruitment events to pass out flyers and brochures about the services offered on campus. The Clay Center has increased its website presence through weekly postings and updates of happenings in the Center and flyers regarding upcoming programs or events.
- Collaborations with early childhood professionals: Through professional meetings, the Center learned of two local childcare centers facing closure. Information sheets and brochures were dispensed to those sites and parents were invited to visit the Clay Center. Five students were recruited through these efforts.

Overall, the most successful marketing for the Clay Center has been word of mouth marketing from current clientele. Incentive plans for parents yielded recruitment success at the Clay Center. Three incentives were rolled out for parents to assist with enrollment. The incentives offered parents discounts on tuition for themselves and for the family that enrolled. The Center continues to see its greatest success from this level of marketing.

For the 2019-20, the Clay Center will develop a kindergarten recruitment fair for community schools and school districts. Further focus for marketing will focus on branding, signage, and increasing media visibility (internet, Facebook) in the upcoming year.

Goal Two: Faculty and Staff Recruitment and Retention

- Objective 1: Recruit and retain qualified full and part time faculty
- Objective 2: Provide opportunities for professional development, coaching, and conference attendance
- Objective 3: Create Clay Center Cohort (Professional Learning Community) that provides ongoing support for teachers enrolled in the College of Education and those who seek to become highly qualified
- Objective 4: Create a culture of appreciation and professionalism among staff; Increased morale
- Objective 5: Improve Student Engagement and Learning through Innovative Teaching Methods

The field of Early Childhood education is often challenged with high staff turnover rates due to low salaries, employee dissatisfaction, or lack of ability to perform the functions of the job. Over the course of the last six months, the center has been extremely understaffed. With the transition of thirteen employees between September and March, the Center has been challenged with maintaining adequate staff to meet DHSS and NAEYC guidelines. Additionally, there have been extreme shortages in attendance due to weather, illness, or requests for time off causing further challenges in meeting ratio guidelines as required according to the Department of Health and Senior Services-Section for Child Care Regulation. There are currently 24 staff members employed at the Clay Center, including 18 full-time teachers, 5 part-time teachers, the Assistant Director, and the Director.

Interviews are now being conducted to seek qualified teaching staff to fill vacated positions. For the 2019-2020 academic year, the goal is to continue to develop a fully qualified staff. This requires the hiring of at least seven full time employees. Newly hired staff must meet Clay Center educational requirements, or be willing to complete classes in fulfillment of an Associate's or Bachelor's degree. Recruitment efforts have included asking staff and parents to refer qualified teachers, informing College of Education students of employment opportunities, and working with the University's Human Resources Department to ensure that numerous efforts are made to attract staff who have experience and the requisite educational knowledge necessary to contribute positively to the Clay Center.

Some efforts to recruit staff included meeting with officials from SLATE. In Fall, 2018, the administrative staff of the Center determined that SLATE workers could not be utilized for the Clay Center. Many of these program participants lack experience and education required for employment in an early childhood setting. In late spring/early summer 2019, an on-site career exploration/job fair will be held at the Clay Center. The purpose of this event will be to attract potential talent in the early childhood field. Clay Center administration will continue to work with Human Resources and Communications to ensure that information regarding the fair is widely publicized.

Staff retention has also become a major area of growth and development in the Clay Center. As changes are occurring in the culture and work of the center, there have been issues of staff morale that continue to be addressed. During the 2018-19 academic year, no staff were eligible to attend professional conferences or workshops due to financial constraints. To address morale and in turn, build capacity, multiple training opportunities were offered to Clay Center staff as part of the Center's professional development plan. The Center provides two full days of training, one in August and one in March. Both trainings focused on teamwork and building community. Additional trainings the Staff participated in throughout the year included:



- Creative Curriculum
- Adult and Pediatric CPR with Rachel Moylan
- Adult and Pediatric First Aid with Rachel Moylan

- Beginning Teachers Assistance Program in conjunction with St. Louis Public Schools
- Incredible Years Teacher Training (Places for People)
- Strategy Sessions with the Director/Conversations with Marvin Blake (consultant)



For the 2019-20 academic year, the Clay Center will

undergo full staff training in Creative Curriculum and receive on-site monitoring in the full implementation of the curriculum. In addition, teachers will have access to resources such as Creative Curriculum Gold, which will help teachers in developing and maintaining assessment records for students. Assistant teachers will be trained in how to support classroom instruction utilizing the Creative Curriculum approach. Additional training opportunities will include training in Conscious

Discipline (upon approval). The Clay Center currently collaborates with the St. Louis Public library for library book exchange and book reading sessions.

The goal of the Clay Center Cohort (Professional Learning Community) is to provide a forum for continued professional conversations around issues of importance in the field of Early Childhood. Clay Center staff participate in these sessions during monthly team meetings. The dialogue generated through these discussions provided opportunity for ongoing development in the areas of professionalism, expectations, early childhood concerns, and center data (attendance and progress). To further encourage professional conversations and expectations, the staff participate in monthly staff meetings which are held every first Friday throughout the academic year. As part of the staff meetings refreshments (breakfast/dinner) are served and staff members are recognized for monthly achievements. Further, staff members are also required to participate in Bi-weekly/weekly team meetings to discuss curriculum, assessment, and programmatic changes.

In order to address morale in the Clay Center, numerous staff “celebrations” have been implemented. The celebrations have included lunch and breakfast served randomly for staff, a special lunch to commemorate the arrival of the 125th student to the Clay Center, staff potlucks and holiday celebrations, Staff Night at the Men’s Basketball Game, the implementation of

awards for staff - peer based and administrative. Staff incentives have also included awards for bulletin board designs, staff/student recruitment ideas (if planned and carries out), and Center activities for students and families. Currently under consideration is the development of the teacher lunch room, which would provide a relaxing/comfortable lunch space for teachers including an updated refrigerator and television.

During the 2019-20 academic year, the Clay Center will provide ongoing support for teachers enrolled in the College of Education and those who seek to become highly qualified teachers. Clay Center administrators are currently working with on admissions with staff members who are interested in this opportunity.

Goal Three: Effective and Efficient Financial, Business, and Technology Structures Business

Objective 1: Effective processes will remain in place to ensure timely payments

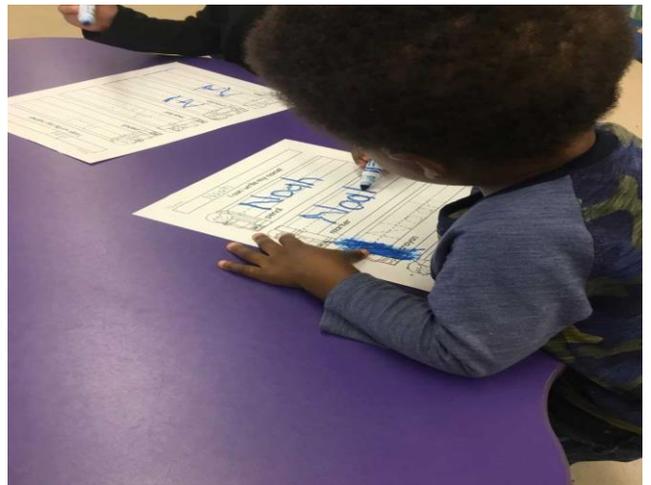
Objective 2: Maintain ongoing collaboration with University Accounting Department to reconcile accounts

Objective 3: Quarterly budget meetings with Accounting and University stakeholders to discuss income, expenditures and collections.

Objective 4: Successful balanced budget

During the 2018-19 academic year, objectives 1 and 4 have been met successfully. As of the February HSSU Board report, the Clay Center has overcome the budget deficit. Several crucial policy changes were implemented that impacted this change:

1. The Procure accounting system was installed in Spring 2018. Implementation of this system provided a platform for accounting at the Clay Center versus the University's Jenzabar Carx system.
2. In June 2018, all Clay Center finances were transferred from the Accounting office to the Center Director. All payments, receipts, and accounting related to student enrollment is handled in the Clay Center.
3. Effective processes for payment were established as of July 2018 ensuring that timely payments are made for all students, along with updated payment policies.
4. Several incentive policies were phased out including the University policy which provided discounts for employees of local universities and the vacation policy which provided vacation credit to families.



In the most recent report, a \$1,440 budget surplus amount was reported. It is expected that the Clay Center will end the year with a positive balance.

While there is ongoing collaboration with the University Accounting Department, there have not been consistent meetings nor has a solid plan for financial reporting been established. This will be a goal for the 2019-20 academic year.

Technology

The following objectives were set in place for technology goals for the Clay Center.

Objective 1: Smartboard technology in library and Gross Motor Room/library

Objective 2: Update computer stations in learning lab with learning software

Objective 3: Integrating technology in classrooms with computer stations in preschool classrooms

Objective 4: Brightwheel-continuous, real-time communication with parents

Objective 5: Lobby Kiosk-Updated information about the Clay Center

Objectives 4 and 5 have been successfully implemented during the 2018-19 academic year. Brightwheel continues to provide ongoing communication for parents, teachers, and administrators. During the year, multiple trainings were held to ensure that all staff could input data into the Brightwheel system. Though other methods of communication are still utilized Brightwheel is the primary method of on-time communication for the Center. Additionally, fob access to the entry door has been granted for all parents.

Technology updates planned for 2019-20 include the following:

- PA system
- Camera system updates
- Smartboard
- Revamp of the Kiddy Computer Lab

Operations

Objective 1: Develop procedural manuals outlining Center operations and processes

Objective 2: Cross-Training for administrative staff

The Operations goals are currently in progress. Clay Center Administrators participate in monthly meetings, as well as in weekly PLC meetings with College of Education faculty and staff. For the 2019-20 academic year, the operations objectives are ongoing.

Goal Four: Stakeholder Partnerships

Yearly fundraisers to support innovative learning experiences

10th Anniversary Celebration

Corporate sponsors

Yearly fundraisers to support innovative learning experiences

The Clay Center has also established partnerships with other agencies in an effort to provide ongoing information and resources for parents, staff and the community. These partnerships include:

- ARCHS
- Goldfarb School of Nursing-provides support with health files, training, and developmental screenings for students
- St. Louis University Department of Occupational Therapy
- St. Louis Public Schools-Parents as Teachers-provides information and screenings. The organization is scheduled to provide a 6-10 week training for parents this summer.
- Washington University Synchrony Project-provides parent education and training to families of young children placed in foster care
- Ready Readers-provides books and weekly readers to preschool classrooms
- St. Louis Public Library-provides books and resources to aid instruction
- Mighty Kicks-provides soccer instruction and activities for students



Goal Four: Build Parent Partnerships



Objective 1: Monthly Parent Committee meetings held to inform parents on what is happening at the Clay Center

Objective 2: Monthly Parent Advisory Board Meetings to gain parent input and support

Objective 3: Weekly communications via Brightwheel, email, and in person

Objective 4: Parent training opportunities through The Incredible Years, Parents as Teachers, the Anti-Defamation League, and other organizations.

Objective 5: Monthly activities designed for parent/student/teacher interaction and education

Building relationships with the families of the Clay Center has been a cornerstone of the Center's success. Effort is made to communicate effectively with parents as well as provide

opportunities for parent/teacher interaction. Parents receive weekly emails and updates from the Director as well as classroom teachers. The Center's website is updated weekly with information about events around the Center.

In keeping with the vision of the Center, outreach and relationship building activities are planned throughout the year. These activities are designed to promote academic success, family interactions, networking, information dissemination, and parent education. During the 2018-19 academic year, the Clay Center sponsored the following events:

- The Incredible Years-a fourteen week parent education program co-in collaboration with Places for People (February - April 2019)
- Regularly scheduled parent meetings (ongoing)
- Annual Holiday Luncheon (November 2018)
- Parent's Night Out-An evening of babysitting for parents (February, 2019)
- Annual Promotion Ceremony to celebrate student transitions (May 2019)
- Field Day (May 2019)
- Meet the Teacher/Family Fun Night
- HSSU Open House – Clay Center (February, 2016)
- Trivia Night Fundraiser (May 24, 2019)
- Clay Center Fall Festival (October, 2018)
- NAEYC Week of the Young Child (April, 2019)
- Parent/Teacher conferences (Spring and Fall) (March 26-29, 2019)
- Junior Hornet Summer Program (June 3-August, 2019)
- Extended Hours – Saturday Play Dates (March and April, 2019)
- FICO Event (November 2018)
- Opera Theater of St. Louis, “Artists in Residence”
- Black History Month- Gallery Walk (February, 2019)
- Family Fun Night – Math & Science (March, 2019)
- Various programs embedded in the Clay Center Curriculum
- On-site field trips (Zoo, Science Center, Magic House)
- Mighty Kicks Soccer Program

The following programs will be focused

- STREAM Programs (Science, Technology, Reading Engineering, Art, Math)
- Weekly Music Classes and production
- Science program in partnership with the Center for Plant & Life Sciences (SLCC) and the HSSU Biology Department
- Literacy Programs



New Spaces

With eleven classrooms in the Clay Center, there is no further space to grow. However, there are spaces that have been identified for modification and repurposing. The first such space is the Wonderful Watermelon classroom. Initially, the infant unit consisted of three classrooms accommodating infants aged 6 weeks to 12 months. With the large enrollment of students in the Toddler 1 unit (one year old classrooms), infant students were being retained past the expected transition period. In February, 2019, the Center developed and introduced a mobile infant/toddler classroom. This classroom houses older infants (7 months-12 months) or early toddlers until transition is possible.

There are current plans to update the library/parent resource center and the playground during the 2019-20 academic year.

Summary

In summary, the 2018-2019 academic year has been one of challenge and overcoming. The Center has historical enrollment and has implemented sound strategies for financial management to avoid further deficit reporting. The Center boasts a waiting list which will ensure that the center maintains its goal of student retention. The Center has added many new qualified staff members, including a new assistant director, in its efforts to meet staff retention goals. Last, but not least, the Clay Center will celebrate ten years of excellence in early childcare in the fall of 2019 with its first gala fundraiser. We look forward to more exciting changes in 2020.



On April 22, 2019, Harris-Stowe State University College of Education formalized a unique Grow Your Own Partnership with Confluence Academies that is a first of its kind.

Research supports growing your own teachers as a viable means of creating a continuous supply of quality, prospective candidates who are reflective of the diverse teacher workforce needs within a local school community.

The Grow Your Own Model is a strategy to achieve Missouri's Equity Goals:

- Teacher Shortages
- Teacher Incentives
- Diverse Educators
- Urban Education

Advantages to this partnership include:

- Fosters a culture of collaboration between school districts, area colleges/universities and community/business partners
- Serves as a workforce development initiative to recruit and retain diverse teacher talent
- Utilizes standards for faculty and students in the design and delivery of curricular strands for dual credit
- Instills community pride when former students return home to teach, especially in urban and rural environments
- Provides authentic early-learning field experiences in a variety of school settings for middle and high school students

Unique characteristics of HSSU/ Confluence Grow Your Own Partnership include:

- 1st partnership between a public charter school and a HBCU in the state of Missouri
- Participants will be HS Juniors and Seniors interested in teacher education
- Students will receive support from an advisory board, a Confluence Academy Liaison and HSSU College of Ed Advisors
- Participants will have a min GPA of 2.75, will complete Gen Ed courses and Intro to Teaching courses. Confluence Academies will not only support students by paying their tuition expenses but will also pay for them to take the MoGEA assessment.
- At the completion of the Grow Your Own Dual Enrollment Program Courses and passage of the MOGEA exam, HSSU will review the applicant's criteria for full admission into Harris-Stowe State University as well as seamless admission into the College of Education.

2019-2020 Goals and Objectives

The College of Education will continue to focus on the goals within our strategic plan for the 2019-2020 Academic Year.

In addition, we will also pay close attention to the following goals and objectives in progress:

- ❖ Increase student passage rate of the MoGEA and MoCA exams by 20%
- ❖ Increase enrollment / admission into the College of Education by 30%
- ❖ Increase our retention rate to 70%
- ❖ Increase our faculty and staff to include an Executive Director of Urban Education and Engagement
- ❖ Increase our partnerships reflected by up to date MOU's (Memorandums of Understanding)
- ❖ Submit an approved proposal for the MAED Graduate Program
- ❖ Increase opportunities for faculty and student research
- ❖ Secure the NOYCE Grant
- ❖ Establish a Psychology minor
- ❖ Highlight and Engage our Harris-Stowe State University Alumni
- ❖ Fund/Fundraising