

# 2020-2021



**DR. COREY S. BRADFORD, SR. | PRESIDENT**

**DR. LATONIA COLLINS-SMITH | INTERIM PROVOST & VICE PRESIDENT OF ACADEMIC AFFAIRS**

**DR. QUINCY A. ROSE | DEAN OF THE COLLEGE OF EDUCATION**

*Change*  
**HAPPENS HERE**

3026 LACLEDE AVENUE | ST. LOUIS, MO 63103  
(314) 340-3691 | WWW.HSSU.EDU



# Harris-Stowe State University

College of Education 2019-2020 Annual Report

*Change*  
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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~** Our Black Males in Education Initiative presenting at the Lincoln University Males of Color in Education Awareness Conference.*

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Greetings Hornet Family!

The 2019-2020 academic year is a year many of us are not likely to ever forget. Yet the resilience of our students and families has remained evident. With the support of a College of Education Team that is committed to meeting the needs of our students and families, we have been able to overcome what some might say are insurmountable odds.



Upon my arrival, I embraced the challenge to lead the efforts to radically transform and grow the College of Education. With an outline of five phases, our team that includes faculty, staff, university administrators, stakeholders and partners that bring a wealth of dynamic expertise hit the ground running. With phase one, *assessment of needs* and phase two, *organizing and restructure* under our belt, we are pressing forward to phase three, ***engage and implement***.

This year we have successfully moved towards the completion of our 2018-2020 College of Education/ Early Childhood Center Strategic Plan(s). The development of strategic plans within the College of Education under the umbrella of the University Strategic Plan is the first of its kind, not to mention unique as it was developed as an intentional, aggressive two-year plan. We have used our strategic plan(s) to guide our programs, meet our student and community needs, develop key partnerships, embark on new ventures and to establish a more sustainable College of Education.

In addition, we have launched new programs and initiatives in the midst of a national pandemic and a social justice crisis. COVID-19 and the continued social injustice that have rocked many of our families may have thrown us for a loop, but we have risen to the challenge and are stronger, better and more determined as a college to provide **Excellence in Education without Excuses**.

This report will highlight the incredible work that is happening within the College of Education. It will also serve as a call to action, an invitation to support us in our efforts to prepare a holistic student that is committed to lifelong learning and service.

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

Keeping you in the Loop,

Dr. Quincy A. Rose,

Dean, College of Education



**College of Education Students and University Student Leaders~** Trevor, (Secondary Education History/ Mr. HSSU Senior), TraVonne (Early Childhood/ SGA President) and Dianne (Secondary Education Math/ Ms. HSSU Senior)

## ENROLLMENT

**225**

Education  
Majors  
Students

**3.05**

Average GPA

**50%**

Percentage of  
Students placed in  
Clinical  
Experience

**10**

Student Teachers  
Projected (AY  
20-21)

**116**

Early  
Childhood  
Center  
Students

**7:1**

Early  
Childhood  
Center  
Student/  
Teacher  
Ratio

### **Freshman: (27)**

- Early Childhood 13
- Elementary 7
- MS/ JH 2
- SCED 5

### **Sophomore: (47)**

- Early Childhood 16
- Elementary 12
- MS/ JH 3
- SCED 8
- Educational Studies 4

### **Juniors: (61)**

- Early Childhood 18
- Elementary 5
- MS/ JH 2
- SCED 7
- Educational Studies 11

### **Seniors: (90)**

- Early Childhood 8
- Elementary 11
- MS/ JH 2
- SCED 12
- Educational Studies 35

HSSU COLLEGE OF EDUCATION

# S.T.E.P



Student Teacher Exit Program

**QUALIFIED STUDENTS CAN PETITION TO STUDENT TEACH THROUGH THE S.T.E.P PROGRAM.**

## Qualifications:

- Admitted into the College of Education
- Evidence that MOCA has been attempted at least two times with growth of at least 5 points on the second exam
- Evidence of current or prior enrollment in MOCA prep courses
- No more than one course away from completion of Education degree at time of Student Teaching
- At least a 3.0 GPA

**Students must meet with their College of Education Faculty advisor before submitting a petition**

**Submit Petition to Office of Clinical Experience:**

**Petition must include a detailed plan of how you will complete MOCA before graduation, along two firm dates of when MOCA will be attempted (at least 2 dates). Petition Link : <https://tinyurl.com/yd272moq>**





# HARRIS-STOWE

STATE UNIVERSITY  
COLLEGE OF EDUCATION



## ACCELERATED CERTIFICATION TRACK [ACT]

### about our program:

ACT will provide an opportunity for individuals to complete additional coursework that will lead to teacher certification from the **Missouri Department of Elementary & Secondary Education (DESE)** in the area of **Early Childhood**. Students will travel as a cohort through this accelerated certification track using a course cycle that is intended to ensure student completion in one (1) year.



### requirements for admission:

- ★ Bachelor's Degree in General Education, Interdisciplinary Studies, General Studies or Educational Studies
- ★ 2.75GPA

### goal:

To intentionally support Early Childhood Teacher Certification through building relationships that are driven by:

- ★ Academic Support
- ★ Unique Delivery Methods
- ★ Dedicated Course Cycle
- ★ Teacher Mentoring (*upon completion*)

### assessment for completion:

You must pass the **Missouri Content Assessment (MoCA)** for certification by the **End of the Program**.

### delivery method:

**ONLINE CLASSES BEGIN WEEK OF MAY 18, 2020**

Begins with two 6-week **Summer Sessions**  
Followed by two 8-week **Fall Sessions**  
Culminating with two 8-week **Spring Sessions**  
**REQUIRED** Clinical experience included

## SUMMER 2020 COHORT INFO ZOOM MEETING

**April 17, 2020 • 4:00PM**



**Meeting ID: 900 528 981**

### **TOTAL COSTS: \$16,610**

[Tuition, Book Fee, Watermark Portfolio Fee, Completion Ceremony Fee]  
Federal students loans available  
[Complete 2019-2020 & 2020-2021 FAFSA for eligibility]



For more information, please contact:  
**Dr. Nicole E. Evans, Executive Director**  
Urban Education and Student Engagement  
Harris-Stowe State University  
3026 Laclede Avenue • St. Louis, MO 63103  
**P:** 314-340-5081 • **E:** [evansn@hssu.edu](mailto:evansn@hssu.edu)

## FACULTY AND STAFF

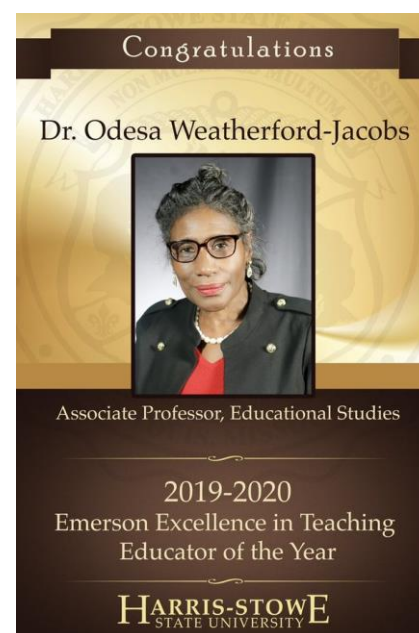
The College of Education Faculty and Staff is all inclusive including the **team** members from the Clay Early Childhood Center. Collectively there are 56 members of the team; which includes:

- 24 Early Childhood Center Teachers (17 full time/ 7 part time)
- 1 Early Childhood Administrative Assistant
- 1 Early Childhood Center Assistant Director
- 1 Early Childhood Center Director
- 4 full time Education Faculty
- 21 part time Education faculty
- 1 College of Education Administrative Assistant
- 1 Director of Clinical Experiences, Assessment and Certification
- 1 Executive Director of Urban Education and Student Engagement
- 1 Dean, College of Education



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

- ❖ Dr. Odesa Weatherford-Jacobs on her recognition as the Emerson Excellence in Teaching Award recipient
- ❖ Dr. Howard Fields on being named Distinguished Principal for the St. Louis Suburban Region by the Missouri Association of Elementary School Principals
- ❖ Dr. Amber Jones on her invitation to present at the AERA (American Educational Research Association) Annual Conference in San Francisco, CA on the topic of: ***Making the History Live: Implementing Historical Models for Partnership in the Current Age***

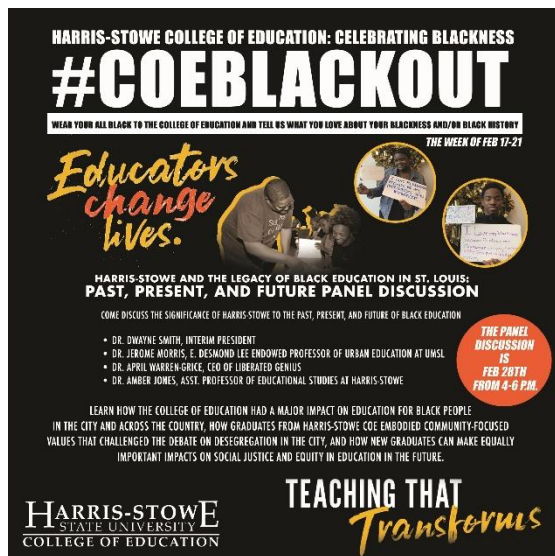




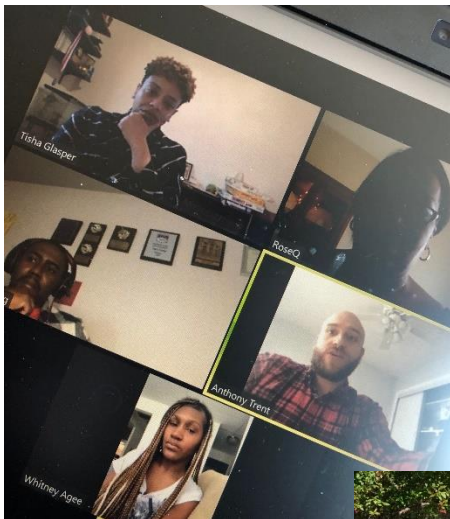
- ❖ Dr. Warletta Brookins on her invitation to present at the MACTE ( Missouri Association of Colleges for Teacher Education) Spring 2020 Conference on the topic of: ***Preparing Pre-Service Teachers to successful work with children of color***
- ❖ Dr. Odesa Weatherford-Jacobs on her invitation to present at the MACTE ( Missouri Association of Colleges for Teacher Education) Spring 2020 Conference on the topic of: ***Trauma and Resilience among African American College Students***
- ❖ Dr. Howard Fields on the launch of the Inaugural State of Black Educators Symposium~ supported by many university and corporate partnerships, this symposium was the first of its kind with over 1,000 registered participants! ( Harris-Stowe State University was a proud sponsor)



## THE COLLEGE OF EDUCATION... IN ACTION!







## William Clay Early Childhood Development/ Parenting Education Center

### Introduction

During the 2019-20 academic year, the Clay Early Childhood Center has had successful progression in its implementation of the Strategic Plan. The purpose of the strategic plan is to assist with providing a clear vision for the Center's Stakeholders-Faculty, families, and students.

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 2019-2020 annual report provides a summary of the activities of the Clay Early Child Development Center and details the achievements and challenges throughout the academic year. Further, the report will provide evidence of progress made in meeting the 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 has been addressed with details-strategies, activities, or opportunities that were utilized in fulfilling the objectives. Progress for the objectives are noted with the word indicators:

**Met:** Indicates that all aspects of the objective have been fully met. No further action will be taken.

**Ongoing:** Indicates that the objective has not been fully met. Activities and strategies are still in place and progress has been made.



No Progress: Indicates that to progress has been made on the objective or that efforts to achieve the objective were unsuccessful.

### **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-Met

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

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



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

Throughout the history of the Clay Center, the goal of attendance has always been to reach the capacity of the center. The overall capacity at the Clay Center is 148. This capacity is determined based on the presence of eleven classrooms (with three preschool rooms having 20 students enrolled) and a summer program (with at least 8 students enrolled).

During this academic year, through ongoing communications with the Vice

President of Financial Services, it was determined that the focal number for full enrollment would be 120, a more accessible goal, and one that would ensure that the budget goal was met. This decision was also tempered by the loss of the MPP grant which will be discussed in the next section of the report. At the time of the closure from COVID-19, the enrollment at the Center was 116. Five additional children were scheduled for enrollment which would have boosted the enrollment to over 120, providing an opportunity to reopen the new classroom (discussed later in the report).

The table below details enrollment patterns for each quarter of the last year. It should be noted that the period of lowest enrollment is due to the end of the summer program and normal attrition in August when many of our preschoolers transfer to local private/public preschool programs.

| 2019                      | Infant | Toddler 1 | Toddler 2 | Pre-k | Summer Program | Total |
|---------------------------|--------|-----------|-----------|-------|----------------|-------|
| Quarter 1<br>(Jan-Mar)    | 24     | 24        | 32        | 48    | 0              | 128   |
| Quarter 2<br>(April-June) | 21     | 23        | 31        | 49    | 6              | 130   |
| Quarter 3<br>(July-Sept.) | 23     | 24        | 26        | 37    | 0              | 110   |
| Quarter 4<br>(Oct.-Dec.)  | 22     | 23        | 32        | 35    | 0              | 112   |
| 2020                      |        |           |           |       |                |       |
| Quarter 1<br>(Jan-Mar)    | 24     | 24        | 28        | 40    | 0              | 116   |

The recruitment plan, which was developed and initiated in 2018, focused the Center's effort on building and maintaining enrollment and increasing access to the services offered within the Center. As a result, the Clay Center's student population grew to 130, including summer program participation. During this period, additional strategies were utilized to ensure that enrollment was maintained:

- Flyers and advertisements were widely distributed virtually, on campus and throughout the community to increase visibility of the Center's programs and services.
- Referral incentives in the form of tuition discounts were offered to families of currently enrolled students. 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.

- 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. 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.



- Advertisements: This is a continued area of focus for the remainder of the year. The Clay Center continues to work closely with the Office of Communication to ensure marketing efforts are supported and completed according to University guidelines. In collaboration with Communications, updated brochures and a banner was for the 10 Year Anniversary was completed.



- Collaborations with early childhood professionals: Through professional meetings, the Center has developed relationships with early childhood educators and professionals in order to share information, provide professional development, and for ongoing communication. These organizations include:

- NAEYC/MOAEYC
- WEPOWER
- St. Louis Community College
- Child Care Aware
- Teaching Strategies

Overall, the most successful marketing for the Clay Center has been word of mouth marketing from current clientele.

Ongoing:

Due to closure related to COVID-19, the following planned events have been delayed:

- The Clay Center 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.

Further planning and implementation will be determined once the Center resumes operation.

While the Clay Center continues to offer programs designed to increase access to the high-quality programs it offers, the loss of the MPP grant further impacted student enrollment and classroom structure.



## Missouri Preschool Program Grant

The Clay Center has operated the Missouri Preschool Program Grant (MPP) since 2016. The MPP grant, which is monitored by the Missouri Department of Elementary and Secondary Education (DESE) enables families who need financial assistance to attend high quality childcare centers. In addition, funds from the were designated for teacher salary, supplies and professional development.

One of the stipulations of the MPP grant is the requirement that teachers be highly qualified. “Highly qualified” means that the teacher has obtained full state certification as a teacher and holds a certificate to teach in Missouri and holds a minimum of a bachelor’s degree. With the resignation of Andrea Scott in April 2019, efforts were made to fill this position with a qualified teacher. In the interim, Treasia Foster stepped in to lead, but could not be hired because she lacked certification. Many candidates were interviewed and two were offered the position. However, both offers were declined. When inquiring about the reluctance to take the offered position, most candidates expressed that the pay was not adequate and that the time and work commitment was much higher than what is required in school systems.

In September 2019, the loss of a certified teacher, resulted in the closing of the MPP Grant. This caused a significant decrease in the number of enrollment spaces for pre-kindergarten, and a reduction in the number of classrooms (from 11 to 10). The remaining students were transferred to another Pre-k classroom.

In the future, there are plans to reopen the classroom in order to serve other students. Currently, there are no plans to reapply for the MPP Grant. With the reestablishment of this classroom, tuition from these students would increase enrollment and revenue beyond the amount budgeted for 120 students.

## CCAMPIS Grant

Since October 2018, the Clay Center has been actively implementing the Child Care Access Means Parents in School (CCAMPIS) grant. The grant, which was awarded by the Department of Education, 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. This year, there were ten HSSU student participants in the CCAMPIS grant program. Two participants graduated



in 2019 and four are scheduled for graduation in May 2020. There are eleven students enrolled in the Clay Center as part of this program.

## Goal Two: Faculty and Staff Recruitment and Retention

- Objective 1: Recruit and retain qualified full and part time faculty-Ongoing
- Objective 2: Provide opportunities for professional development, coaching, and conference attendance-**Met**/Ongoing
- 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-**Met**
- Objective 4: Create a culture of appreciation and professionalism among staff; Increased morale-**Met**/Ongoing
- Objective 5: Improve Student Engagement and Learning through Innovative Teaching Methods-**Met**/Ongoing



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. Throughout the academic year, the Center has continued to operate, in spite of being understaffed. The administrative staff (Director, Assistant Director, and Administrative Assistant) have worked to facilitate shortages by assisting in classrooms and developing programs and opportunities for classroom collaborations. The ongoing goal is to continue to develop a fully qualified staff.

While interviews were conducted continuously to hire qualified teaching

staff to fill vacated positions, limited applicants met the minimal requirements for employment. In collaboration with Human Resources, efforts were made to increase position postings on employment sites such as Indeed, the St. Louis American, and the University's website. After numerous reviews and interviews, it was determined that many of the candidates either declined offered positions or did not have the requisite educational knowledge necessary to contribute positively to the Clay Center.

In Spring 2020, the Center engaged a new staffing strategy based on the “grow your own model” which allowed for the hiring of HSSU students to fill some positions as part-time employees. Similar to work-study students, these students are enrolled in the College of Education students or have identified early childhood/elementary education as their major focus areas. Five students were hired in this program, one full time and four part time. Additionally, the Clay Center also had five work-study students. After discussions with the Financial Aid department, the allotment was increased to seven students, thereby adding two more students to work on a part time basis. These efforts were largely successful though scheduling continues to be challenging.

In March 2020, the Clay Center hosted its first on-site career exploration/job fair to recruit qualified staff members. As part of the Center’s recruitment plan, the recruitment fair was widely advertised on using social media, email, and through flyer distribution. Administrators worked closely with the COE Dean and representatives from Human Resources to create a process for interviewing and interacting with potential candidates for hire. The event was successful though attendance was low. One candidate will be considered for hire as a result of participation in the fair. Additional recruitment fairs are scheduled for the summer and early fall.

Currently, there are 24 staff members employed at the Clay Center. This includes 17 full-time teachers, 7 part-time teachers, the Director, Assistant Director, and Administrative Assistant.

Other strategies engaged to create pathways for early educators included participation in the Career Engagement Career Fair (postponed due to COVID-19) and engaging with students from a local high school program to discuss career opportunities in early childhood education. In early March, the Clay Center hosted a recruitment event with students from Roosevelt High School. The students were all seniors and participants of an early childhood internship in the St. Louis Public Schools. During the visit, the students toured the Center, listened to presentations from COE representative Dr. LaToshia Ellis, Admissions representative Leslie Parker, and participated in a Q&A session with current Lead Teachers in the Clay Center. As a result of this event, plans are underway to create an internship program that extends the Roosevelt students’ early childhood learning and experiences at the Clay Center. The program is scheduled to begin in the Fall of 2020.



Ongoing meetings with the SLPS program Director will occur to create the plan. This is an effort to assist with attracting, recruiting, and hiring Teacher Aids for the Clay Center as well enrollment in the in the College of Education



Staff retention remains 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 continuous efforts made to address staff retention and morale. In conversations with staff members, staff cited concerns related to salary, understaffing (scheduling), and expectations. This is an area of ongoing focus for the Clay Center. Some programmatic changes designed to address this objective include:



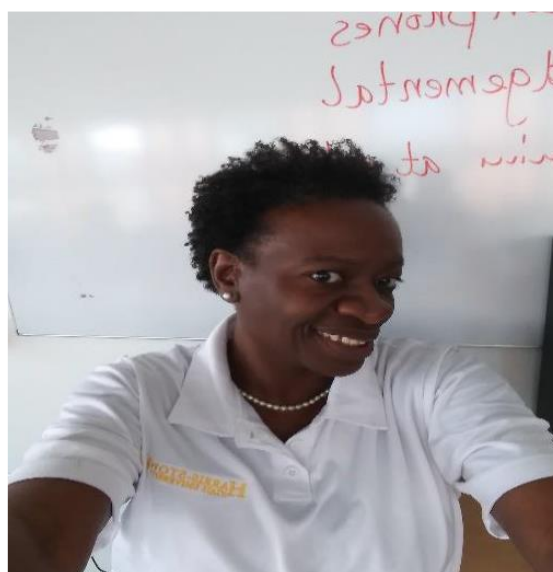
1. Teacher appreciation week celebration which consisted of a center wide spirit week. Dress down days, competitions and prizes contributed to increased feelings of inclusion and morale.
2. Staff awards presented during staff and professional development meetings to celebrate accomplishments achievements, and significant milestones (birthday, anniversary, graduation, etc.). These events often featured Center sponsored meals and refreshments.
3. In conjunction with Human Resources, plans for addressing pay disparities for Clay Center teachers are in progress. Initial plans called for pay increases in Spring, 2020. This will be further addressed once the center reopens as a result of COVID-19.

4. Improvement of the teacher's lounge to provide a relaxing/comfortable space for teachers including an updated refrigerator. There are plans to add a radio and television to the space this year.

5. Staff incentives have also included awards for bulletin board designs, staff/student recruitment ideas (if planned and carried out), and Center activities for students and families.

6. Encouraging all staff members to work collaboratively in the planning and implementations of lesson planning has provided important focus and motivation-while removing perceived stigma that has traditionally been associated with the role of assistant teachers.

During the 2019-20 academic year, the Clay Center Administrative staff was integral in the planning and implementation of the COE Conference and Career Fair. While staff were not able to travel to conferences, the entire staff attended this internal conference and served as presenters during the poster session. With capacity building as a heavy theme of training this academic year, multiple training opportunities



were offered to Clay Center staff as part of the Center's professional development plan. This has been further enhanced by the high-level trainings and professional development opportunities provided as a result of COVID-19. Additionally, the Center provided two full days of training, one in August 2019 and one in March 2020. Both trainings focused on school and classroom culture and building community. Additional trainings the staff participated in throughout the year included:



- Creative Curriculum/Teaching Strategies with Marla Banks
- Adult and Pediatric CPR with Rachel Moylan
- Adult and Pediatric First Aid with Rachel Moylan
- A Response to COVID-19 Trauma with Dr. Odessa Weatherford Jacobs
- Colors Training with Dr. Nicole Evans and Dr. LaToshia Ellis
- Brightwheel
- NAEYC
- Clock-Hour Training
- Public Broadcasting System Teacher Trainings (PBS)

#### • Child Advocacy Day

For the 2019-20 academic year, one remaining goal of the Clay Center is to undergo full staff training in Creative Curriculum and receive on-site monitoring in the full implementation of the curriculum. In concert with this goal, is to provide the teaching staff with access to resources such as Creative Curriculum Gold, which will help teachers in developing and maintaining assessment records for students. Further Assistant teachers should be trained in how to support classroom instruction utilizing the Creative Curriculum approach. Implementation of this goal will depend on the availability of funding.

The Clay Center Cohort (Professional Learning Community) provides 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 participated in monthly staff meetings which are held every first Friday throughout the academic year. Team members were also required to participate in Bi-weekly/weekly team meetings to discuss curriculum, assessment, and programmatic changes. These meetings have served as a

reinforcement in the work to improve services and communication, as well as provided a safe space for difficult dialogue.

The Clay Center provides ongoing support for teachers enrolled in the College of Education and those who seek to become highly qualified teachers.

An enrollment program for Clay Center teachers interested in completing degrees in early childhood education is currently being developed. In summer 2019, Clay Center administration provided study skills workshops for students enrolled in the College of Education. The workshops were designed to aid students in test preparation, time management, and managing test anxiety.

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

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

Objective 2: Maintain ongoing collaboration with University Accounting Department to reconcile accounts-**Met/Ongoing**

Objective 3: Quarterly budget meetings with Accounting and University stakeholders to discuss income, expenditures, and collections-**Met/Ongoing**

Objective 4: Successful balanced budget-**Met/Ongoing** (may be impacted by COVID-19)

Overwhelmingly, the objectives focused on the Clay Center's finances have been met successfully. In 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. The Director continues to monitor and ensure that effective





processes for payment are in place, ensuring that timely payments are made for all students, along with updated payment policies.

In the most recent report, the Clay Center has a deficit of \$3,000 which can be attributed to the Center's closure due to COVID-19. Further, because of the closure for the entire month of April, no tuition was charged or collected. Tuition collection will resume when the Center reopens. 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 established. This continues to 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 the Gross Motor Room-No Progress

Objective 2: Update computer stations in learning lab with learning software-No Progress

Objective 3: Integrating technology in classrooms with computer stations in preschool classrooms-No Progress

Objective 4: Brightwheel-continuous, real-time communication with parents-**Met/Ongoing**

Objective 5: Lobby Kiosk-Updated information about the Clay Center-**Met/Ongoing**

Objectives 4 and 5 were successfully implemented during the 2019-20 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, in February 2020, new protocols were established for fob access in the Clay Center. Fobs providing access to the entry door have been provided for all parents.

Work Orders for Objectives 1-3 have been resubmitted to the Helpdesk and will continue to be monitored for implementation.

Technology updates planned for 2019-20 include the following:

- PA system
- Smartboard wiring and activation
- Revamp of the Kiddy Computer Lab

These goals are ongoing.

## **Operations**

Objective 1: Develop procedural manuals outlining Center operations and processes-**Met**

Objective 2: Cross-Training for administrative staff-Ongoing

The Operations goals are currently in progress. Both the Parent and Staff manuals were updated in 2019. Procedural manuals were developed for all classrooms and are reviewed during staff meetings and trainings. The Procedural manual includes both handbooks, the Emergency Procedures Handbook, NAEYC Accreditation Standards and Requirements for Cleaning, Sanitizing, and Disinfection Frequency Table, DHSS State Licensing Guidelines, Departmental calendars, Curriculum guides, Medicine guidelines (metered dosage inhaler), Title IX training information, the HSSU Employee Manual, and updated policies as they are developed.

Clay Center Administrators participate in monthly meetings, as well as in weekly PLC meetings with College of Education faculty and staff. The Administrative team also meet as part of the College of Education's Administrative Team, which meets also meets monthly to ensure seamless communication and cross-training. For the 2019-20 academic year, Objective 2 is ongoing.

#### **Goal Four: Stakeholder Partnerships**

Yearly fundraisers to support innovative learning experiences:

The Clay Center sponsors one major fundraiser each year to support the many innovative projects each year. This year, the Trivia Night has been cancelled due to COVID-19 and rescheduled for the next academic year.

However, this year the Center is in the process of planning the 10-year anniversary program for Fall 2020.

As the Clay Center nears the end of its tenth year of implementing quality early childhood educational services to children in families, plans are underway for the 10th Year Anniversary celebration. The 10th Anniversary Celebration for the Clay Center is a long-anticipated event. The celebration which has been postponed until September will recognize former staff members, community artists, and esteemed faculty. Other plans include a silent auction, a display of local art, and live entertainment in a semi-formal atmosphere. Prominent local guest speakers have been invited, and the event will highlight the revamping of our playground, tours of the center and new children's library as well as provide delicious hors d'oeuvres and refreshments. Most importantly, the celebration will highlight the remarkable strides that Clay Center has made over the last ten years in its journey to become a premiere child development center in the St. Louis Metropolitan area.



## Corporate Sponsors



The Clay Center (College of Education) partnered with AT&T in September 2019 as part of the company's BELIEVE initiative. This partnership led to the completion of the Clay Center's "Dr. Patricia Johnson" Library. The event, which was widely publicized, featured AT&T employees assisting with installing shelving, books, and furnishings in the library, as well as reading to students in the classrooms. This project also contributed to changes to the Center's staff lounge which was referenced prior.

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

- ARCHS
- HSSU Career and Experiential Learning
- St. Louis Community College-Early Childhood and Career Engagement
- HSSU Admissions Department
- Goldfarb School of Nursing-provides support with health files, training, and developmental screenings for students
- The St. Louis Public library for library book exchange and book reading sessions.
- Places for People Parent Trainings (The Incredible Years)
- 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.
- St. Louis Fire Department
- 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: Bi-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 regularly updated 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 2019-20 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 2020)
- Regularly scheduled parent meetings (ongoing)
- Annual Holiday Luncheon (December 2020)
- Parent's Night Out-An evening of babysitting for parents (February 2020)
- Meet the Teacher/Family Fun Night
- Clay Center Fall Festival (October 2020)
- NAEYC Week of the Young Child (April 2020-virtual)

- Parent/Teacher conferences (Spring and Fall) (March 30-April 3, 2020)
- Junior Hornet Summer Program (June 3-August 2019)



- Black History Month Program & Gallery Walk (February 2020)
- Various programs embedded in the Clay Center Curriculum
- On-site field trips (Zoo, Science Center, Magic House)
- Mighty Kicks Soccer Program

The following programs were postponed/rescheduled/cancelled due to the Clay Center's closure in March because of concerns related to COVID-19:

- Annual Promotion Ceremony to celebrate student transitions (TBA-due to COVID-19)
- Field Day (TBA-due to COVID-19)
- Trivia Night Fundraiser (TBA-due to COVID-19)

- Family Fun Night – Math & Science (March 2019)

The following programs are in development and will be implemented in 2020:

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

## New Spaces

With the loss of the MPP Grant and closure of the classroom, the number of active classrooms was reduced to ten (10) classrooms in the Clay Center. After review of enrollment data and applications, the former MPP classroom will be reopened as a mixed age classroom for Toddler 2 and 3 year olds. This room will be modeled after the mobile infant classroom which was opened in February 2019. The Center developed and introduced a mobile infant/toddler classroom to house older infants (7 months-12 months) or early toddlers until transition is possible. In like manner, the new classroom will serve as a space to serve toddlers who need to transition to preschool while the preschool classroom spaces are filled. The composition of this classroom may change in August.



Another exciting project planned for implementation this year is the renovation of the Clay Center playground. Over time, the playground space has become worn, including the play structures and various areas of the surfacing have become patchy. While the space is still safe, it is not attractive and takes away from the quality aspects of the Center's physical plant. Because of its high visibility and because students and parents desire spaces that are visually appealing and safe, a request for proposals has been published and potential vendors have submitted proposals. Once the project receives approval for funding, the renovation project will move forward.



## Clay Center Response to COVID-19

In March 2020, the Clay Center closed due to concerns about the Coronavirus (COVID-19). In order to facilitate consistent work responsibilities, a remote schedule was developed which outlined daily tasks for completion. Tasks included professional development, clock hour trainings, team meetings, and twice daily check-ins for attendance and review. During the time of closure, Clay Center teaching staff worked remotely to continue providing support to students and families. In addition to weekly email updates from the Director, the following services were provided:

- Brightwheel communications at least twice daily



- Zoom story time/circle time activities twice weekly
- Regular email communications providing links to fun activities
- Updated website to provide resources and website links
- Parenting group Zoom meetings in collaboration with Incredible Years (Places for People)
- Parent/teacher conference information to discuss developmental milestones

The opportunity to work remotely was especially productive for administrators and teachers. Staff members were able to complete trainings in Brightwheel, NAEYC Accreditation, participate in Child Advocacy Day (Virtual), complete research presentations on issues pertaining to early childhood education, continue Clay Center Cohort (PLC) on various topics and video discussions (Mindfulness, empathy, Personality Testing,) and committee meetings. Committees focused on completion of event planning. Last but not, the COVID-Response committee was formed to address concerns and to create a cohesive safety plan for the reopening of the Clay Center. Upon completion, this plan will provide recommendations and be submitted for review.

### Summary

In summary, the 2019-2020 academic year has been one of accomplishment. While staffing challenges remain, a great deal of progress has been made in meeting the objectives of the strategic plan. The unexpected closure of the Center because of COVID-19 leaves some uncertainty as it relates to when the Center will reopen and when schoolwide activities will be scheduled. Further, consideration is being given for operations once the Center resumes childcare services. However, the closure has provided opportunities for continued planning, training, and strategic conversation with staff and families. As the Clay Center prepares to end the academic year, the newest focus of the program will be on normalizing safety protocols while continually monitoring changes and societal impacts of the Coronavirus (COVID-19).



## THE YEAR IN REVIEW

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. Progress is monitored through our meetings with key stakeholder groups, college wide meetings and data collected and analyzed used to develop reports such as the Title II report, CAEP EPP Annual report and the Harris-Stowe State University Annual Report. 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 the Accelerated Certification Track was approved by the Governor (12/18). This program will officially launch with an inaugural Early Childhood Cohort in the Fall 2020 semester. (in progress)*)

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 (met 3/19)*)

Objective 3: Develop delivery methods that meet the needs of our diverse learners (face to face, hybrid, online and weekend courses) (*Update: all College of Education courses have been placed online or delivered in a hybrid method for the Spring 2020, Summer Session I and II semester as a result of the immediate need due to the COVID-19 national pandemic. Additional training and resources to support distance learning will be provided on an ongoing basis. (met 3/20, ongoing)*)

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. The entire College of Education team receives regular training, support and professional development to ensure that all students are adequately advised.(met Fall 18, ongoing)*)



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. In the Spring 2020 semester, the Director of Clinical Experiences piloted the Student Teacher Exit Program (S.T.E.P), that allowed students who have completed all coursework and have attempted the MoCA exam at least twice to student teach with hopes that student teachers would glean the content knowledge needed to pass the MoCA through exposure in the classroom. The success of this pilot has resulted in the full implementation of the S.T.E.P program beginning in the Fall 2020 semester. The expected outcome is an increase in the number of Teacher Education completers (Fall 18, ongoing)*)

Objective 6: Provide early and frequent exposure to field experience in a PK-12 setting (*Update: The College of Education currently has a close working partnership with four different school districts/ schools for clinical experiences. We receive hundreds of requests for partnerships each year. The goal of clinical partnerships is to connect students with partners that have a solid commitment to our students and their progress. At the beginning of each semester, the clinical director meets with a representative from each partnership site to discuss student goals for the placement site as well as conduct an onsite student orientation for each site. We work to ensure students are being paired with educators that have a strong commitment to excellence and are masters of their content. Our students are partnered with public and private schools in urban and suburban settings to ensure students have clinical experiences in diverse settings. At the end of the Spring 2020 Semester, 50% of all College of Education students have been placed in a clinical PK-12 field experience setting*) (ongoing)



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)*) (ongoing)

## **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. Fall 2019 the College of Education welcomed new faculty in the areas of: Educational Studies and Psychology, Middle School/ Secondary Education and Early Childhood Education. In addition, beginning in the Fall 2020 semester, the College of Education is expected to be fully staffed with full time faculty including a much anticipated and needed Assistant Professor of Math Education. This will position the College of Education to meet all instructional and advising needs as well as allow us the flexibility to work collaboratively to support our university S.T.E.M initiatives, conduct research and apply for grants. (ongoing)*

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: January 2020, the College of Education welcomed an Executive Director of Urban Education and Student Engagement to the team. This position will be responsible for supporting the MoExcels Accelerated Certification Track Program, supporting student engagement by removing barriers to student completion as well as launching urban education initiatives including the Anti-Bias, Anti-Racism and Advocacy Initiative*) (*met*)

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) The College of Education implemented a new Student Teaching Policy. The Alternative Student Teaching policy allows students that are working in positions as long term substitute teachers, teacher's assistants, or provisionally certified to work while student teaching. (Spring 2020)*)

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 (<https://www.youtube.com/watch?v=2XCT5x1SGhI&feature=youtu.be>) has been established with Confluence Academies) Prior to the COVID-19 crisis, the College of Education was working with a school district in the local area to create a clinical partnership that would allow the school district to employ our students as they work toward their clinical hours. Through this partnership we would also hire school district teachers as adjunct faculty members. As a result of this partnership, students would be able to build a close relationship with the school district, while also allowing the College of Education to deepen its partnership while working with district faculty in the role of adjunct instructor. Partnerships such as this will help strengthen student's content knowledge and help them gain valuable practical experience. (Spring 2020)*



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: The Grow Your Own Program was launched in the Fall 2019 semester, there are approximately 12 students enrolled in this program that has a dedicated advisor, course cycle and advisory committee to monitor progress and student success. The College of Education is currently exploring other opportunities to partner with local school districts to offer this statewide initiative) (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 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*) (ongoing)

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: Fall 2019 the College of Education adopted an assessment management system that will be used to assess student's progress toward the InTASC standards. The College of Education is currently developing assessments that are aligned with InTASC standards to assess candidates' content and pedagogical knowledge. The assessments will be administered using the Watermark Assessment Management System. The Watermark assessment management system is currently in its implementation phase. The first phase of implementation was using State designed and validated Missouri Educator Evaluation System (MEES) assessment to evaluate student teacher's progress during the Spring 2020 semester. The Watermark assessment system will help us to generate data that will be used for continuous program and curriculum improvement. )*

Goal Two: Link Social Justice and Pedagogy (*Update: June 2020 the College of Education announced its Anti-Bias, Anti-Racism (ABAR) and Advocacy Initiative*) (ongoing)

#### **HSSU College of Education's Anti- Bias, Anti-Racism Commitment**

*In the College of Education, we acknowledge that biases and racism exist in our schools, in our communities, and in our world. We have made a commitment to address these issues by offering coursework, training, and development that allows us to focus on transformation at the individual, institutional, and systemic levels. Additionally, we commit to equipping our faculty, staff, students, and Early Childhood Center families with strategies to address and dismantle injustice.*



What makes this initiative important is that it addresses both student needs and accreditation needs. Beginning in the fall semester:

- Every College of Education course will have Anti-Bias, Anti-Racism (ABAR) and Advocacy objective and student learning outcome embedded within the course reflected on the course syllabus
- Faculty and Staff will have Anti-Bias, Anti-Racism (ABAR) and Advocacy training
- Early Childhood Center will train staff and parents on Anti-Bias, Anti-Racism (ABAR) and Advocacy
- Early Childhood Center will embed Anti-Bias, Anti-Racism (ABAR) and Advocacy through instruction

The spring semester Anti-Bias, Anti-Racism (ABAR) and Advocacy experiences will be created for all within the College of Education.

This is in alignment with the College of Education Strategic Plan to develop a holistic student while also responding to the need for worldwide systemic change.

### Goal Three: Establish a Legacy (*Update: ongoing*)



## 2020-2021 GOALS AND OBJECTIVES

The College of Education will continue to move towards completing its goals as embedded

in the 2018-2020 Strategic Plan. In addition, we will also focus on the following goals and objectives:

- Convening our stakeholders to develop the 2020-2022 College of Education and Early Childhood Center Strategic Plan (s)
- Remove necessary barriers to increase the student passage rate of the MoGEA/ MoCA exams by 50%
- Increase our retention rate to 70%
- Prepare for our 2023 CAEP Accreditation
- Seek additional partnership opportunities to strengthen the Teacher Pipeline
- Explore additional opportunities to support education reform within the State of Missouri
- Increase opportunities for faculty and student research
- Secure the NOYCE Grant for STEM Teacher Education
- Implement innovative instructional strategies and ideas that empower our students to be critical thinkers and lifelong learners
- Highlight and Engage our Harris-Stowe State University Alumni
- Fund/ Friendraising

*Change*  
**HAPPENS HERE**