Annual Report
2010-11

1. Executive Summary

1.1 Whelan Children's Center

1.2 Unit Identification or Profile Summary: The Whelan Children's Center is a high quality childcare program for the children of the faculty, staff, students and alumni of Loyola University New Orleans, which operates according to the standards established by the National Association for the Education of Young Children and the Quality Start Model.

1.3 Assessment: The primary purpose of the Whelan Children's Center Program Review is to provide an assessment of the current program based on the criteria set forth by the Early Childhood Environment Rating Scale. The Center conducts a comparative study of selected peer facilities in the New Orleans Metro Area. Annual reviews are also conducted by various state departments. The program goals are as follows: a) to maintain a four star rating in the State of Louisiana Quality Rating System; b) to revise the parent handbook and develop and distribute a handbook tailored specifically for each class; c) to enhance the knowledge of staff through continuing education; d) to increase assessment to ensure the curriculum is meeting the needs of the children; e) to continue to review procedures and policies to ensure compliance with the following State of Louisiana Departments: 1) Bureau of Licensing, 2) Office of the State Fire Marshal, 3) Office of Public Health, as well as the New Orleans Fire Prevention Division and the Child and Adult Care Food Program; f) to continue to enhance communication with parents to ensure their needs are being met in regards to high quality child care.

1.4 Summary of Achievements: The Whelan Children’s Center maintained a four star rating in the Quality Rating System of the State of Louisiana. The parent handbook was revised and distributed to parents, along with class handbooks. A center-developed assessment was completed to aid the teachers in curriculum development. All of the staff members attended various workshops and conferences, including credit-bearing coursework.

1.5 Budget for previous year and upcoming year’s goals: The operating and salary budgets were sufficient to meet the needs of the Center.

| Total Budget (Salary and Operating) FY 10-11 | $557,865 |
| Total Budget (Revenue) FY 10-11           | $462,000 |

1.6 Planning and goals for the upcoming year: The program goals for the upcoming year, which are in line with the department’s strategic goals are: a) to maintain a four star rating in the State of Louisiana Quality Rating System; b) to re-evaluate the curriculum in all classes to incorporate more university and community resources; c) to enhance the knowledge of staff through continuing education; d) to increase knowledge of the
application process for elementary schools to aid parents whose children are ready for kindergarten; e) to continue to review procedures and policies to ensure compliance with the following State of Louisiana Departments: 1) Bureau of Licensing, 2) Office of the State Fire Marshal, 3) Office of Public Health, as well as the New Orleans Fire Prevention Division and the Child and Adult Care Food Program; f) to continue to enhance communication with parents to ensure their needs are being met in regards to high quality child care.

2. Unit Identification or Profile Summary
2.1 - The Whelan Children's Center is a high quality childcare program for the children of the faculty, staff, students and alumni of Loyola University New Orleans which operates according to the standards established by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children and the Quality Start Model. The primary teaching goals are to help young children use the classroom environment productively, interact with other children and adults, and see themselves as capable learners – as individuals who are developing the skills and understandings that will enable them to make sense of the world and to succeed in it.

2.2 - The Whelan Children's Center, located in the Mercy Building, provides a safe, stimulating, educational environment with a highly qualified, experienced, nurturing staff. The Center has earned a four star rating through the Quality Rating System, which is governed by the State of Louisiana. The process considers all aspects of a program, including: curriculum, staff, health and safety, nutrition, and evaluation. Children are grouped by ages. Teachers are selected for their sense of commitment, an ability to nurture children, and knowledge of child development. Teachers of three - five year old children have a Bachelor’s degree in Education and certification in Early Childhood Education. Teachers of Ones and Twos have an Associate’s degree in Early Childhood Education. Teachers of infants and toddlers have many years experience in working with young children. The curriculum is based on the belief that children are individual, intelligent beings with strengths and interests of their own. Children learn by doing - by interacting with objects, people, and events in the environment. The program promotes the development of the whole child, taking into account the physical, emotional, cognitive, and social level of each child while responding to the needs of the family. The faculty has utilized the center in the past for observations, practicum, and research projects. The Whelan Children's Center accommodates any student who wishes to utilize the center for educational needs or volunteer work.

2.2.1 - The Center employs fifteen full-time employees, three part-time substitutes, seven part-time student assistants (employed during times when work study are not available), and forty-four part-time work study students.

2.2.2 - Not Applicable

2.2.3 - Not Applicable

2.2.4 - Not Applicable
2.2.5 - Not Applicable

2.2.6 - Not Applicable

3. Assessment
3.1 - The primary purpose of the Whelan Children's Center Program Review is to provide an assessment of the current program based on the criteria set forth by the Quality Start Model. The Program Review provides an opportunity to identify strengths and weaknesses in the following areas: curriculum; staff qualifications and professional development; interactions among teachers and children; relationships among teachers and families; administration; physical environment; health and safety; nutrition and food service; and relationship with the University. The center collects information about the program from various sources including: Classroom Observation, Open-Ended Family Survey and Family Questionnaire, and Family Exit Survey. This self-study process will uncover both strengths and weaknesses of the program. Administrators and staff will identify aspects of the program where change is needed. Two different kinds of change may be needed: A) Physical or Technical Changes – developing new procedures or rearranging classrooms, and/or B) Social or Behavioral Changes – implementing a more developmentally appropriate curriculum, developing better communication with families or university, developing more cooperative staff relations, or developing more positive and supportive relations with children.

The Center conducts an annual study of selected peer facilities in the New Orleans Metro Area which compares what the centers have to offer, including ratios, educational level of teachers, number of snacks/meals provided daily, whether the facility is subsidized by the company, and hours of operation as well as tuition per month.

The State of Louisiana Department of Social Services Bureau of Licensing conducts an annual review of licensing requirements. The State of Louisiana Office of the State Fire Marshal, Code Enforcement, and Building Safety, as well as the New Orleans Fire Prevention Division conduct annual inspections of the facility, recordkeeping, and policies. The State of Louisiana Department of Health and Hospitals Office of Public Health conducts an annual inspection of the facility and policies, with a focus on the food preparation area and procedures.

Assessment is provided for each child beginning in the Infant Program and continuing through the Preschool Program. The Ages and Stages assessments are done once a year or thereafter as needed. The evaluation forms are completed in September. These evaluations are conducted to show how the child has grown in all areas of development during the year. The evaluations take into account the physical (gross and fine motor), emotional, cognitive, and social level of the child. In spring 2011, the teachers began utilizing a center-developed assessment that focuses on other skills that are not assessed in the Ages and Stages assessment. The additional assessments give a very detailed picture of each child’s development and the skills they have mastered. These assessments are a good tool for the teachers to review their curriculum and determine if their activities are benefiting the whole child.
3.2 - The 2010-11 goals for the Whelan Children’s Center are as follows:
1. maintain a four star rating in the State of Louisiana Quality Rating System with the intention of continuing to achieve the maximum rating of five stars
2. revise the parent handbook and develop and distribute a handbook tailored specifically for each class
3. enhance the knowledge of staff through continuing education
4. increase assessment to ensure the curriculum is meeting the needs of the children
5. continue to review procedures and policies to ensure compliance with the following State of Louisiana Departments: a) Bureau of Licensing, b) Office of the State Fire Marshal, c) Office of Public Health, as well as the New Orleans Fire Prevention Division and the Child and Adult Care Food Program
6. continue to enhance communication with parents to ensure their needs are being met in regards to high quality child care

All of these goals support the university’s mission in two ways. Through these goals the teachers of the Whelan Children's Center are paving the way for the future students of Loyola University by instilling a love of learning, a strong sense of self, and an understanding of the importance of cooperation and helping others. The goals also help to ensure that the students, faculty, and staff of the university have the opportunity to do volunteer work, research projects and observation hours at a high quality children’s center.

3.3 - Not Applicable

3.4 – Internal assessment activities for the 2010-11 year included:
  a. Daily monitoring of classroom and administrative functions to ensure procedures and policies set forth by the various State of Louisiana departments, New Orleans Fire Prevention Division, and the Child and Adult Care Food Program are being followed. (Addresses goals 1 and 5 by ensuring compliance with regulatory agencies.)
  b. Continuous review of e-mails, letters, and verbal communication from parents to determine the strengths and weaknesses in the program, in particular the curriculum. (Addresses goals 1, 4, and 6 by ensuring compliance with regulatory agencies and meeting customer’s needs.)
  c. Employee attendance at workshops and conferences is documented with training certificates. Attendees report new ideas and policy changes upon return. (Addresses goals 1, 3, and 5 by ensuring compliance with regulatory agencies and meeting customer’s needs.)
  d. Ages and Stages Questionnaires completed for all children once and twice a year for all infants. (Addresses goal 4 by ensuring the curriculum is meeting the needs of the children.)
  e. Teacher-Developed Assessments tailored to each age group completed for all children from the Toddler through Preschool classes. (Addresses goal 4 by ensuring the curriculum is meeting the needs of the children.)
  f. Open-Ended Family Survey and Questionnaire distributed to all families. (Addresses goals 2 and 6 by ensuring the programs goals and policies are effectively communicated to parents and the customer’s needs are being met.)
g. Parent Exit Survey distributed to all families whose children have left the Center. (Addresses goals 2 and 6 by ensuring the programs goals and policies are effectively communicated to parents and the customer’s needs are being met.)

External assessment activities for the 2010-11 year included:

h. Evaluations performed by assessors from the State of Louisiana Quality Rating System. (Addresses goal 1 by ensuring compliance with the Environmental Rating Scale, which is used as a factor in assessing star ratings.)

i. Compliance reviews by the following State of Louisiana Departments: a) Bureau of Licensing, b) Office of the State Fire Marshal, c) Office of Public Health, as well as the New Orleans Fire Prevention Division. (Addresses goal 5 by ensuring compliance with regulatory agencies.)

**Evaluation Methods** - Internal assessments are all evaluated and the information gained from the results of the assessments is shared in various ways depending upon the type of assessment. The Ages and Stages Questionnaire and Teacher-Developed Assessment results are shared with parents and results are compiled and reviewed by the teachers and the director. Open-Ended Family Survey and Questionnaire and Parent Exit Survey results are reviewed and results are shared at the Annual Staff Meeting. Feedback received through daily monitoring, e-mail, letter, and verbal communication is shared with teachers and other staff members to whom it pertains as soon as it is received. Information gained through the attendance of conferences and workshops is shared with other staff members during meetings and through memos.

External assessments, such as compliance reviews and Quality Rating System assessments are evaluated individually by the particular agency in question.

**Internal Influences** – One of the most predominant influences within the University that affects the department is the availability of a large number of work-study students. In 2010-11 the Center had a record number of work study students. The addition of work study students allows the department to achieve the goal of providing high quality childcare. The work study students help lower the child/teacher ratio and ensure that each child is getting the individualized attention that is indicative of a high quality childcare program. The work study program is a positive influence at the present time; however, if the number of students decline it would have a negative effect on the department. At that time, more funds would be necessary to hire student workers in order to maintain the low child/teacher ratio.

**External Influences** – The growth of charter schools in New Orleans since Hurricane Katrina has had a tremendous impact on the elementary schools children attend once leaving the Center. Due to the financial hardships many families are enduring at the present time, charter schools have become more attractive to families who would have otherwise chosen a private or parochial school to attend. The large number of applicants to charter schools has made it very competitive. At the beginning of the 2011/12 school year, there were only a few charter schools offering preschool. The concern of the department is that some of the highly sought-after charter schools will institute preschool
programs. If this were to happen, the department could lose revenue if the preschool
class was not able to reach capacity. Another external influence that could negatively
affect the department is changes to licensing policies. The State of Louisiana Department
of Social Services Bureau of Licensing has new regulations that are currently in the draft
phase. Depending on the nature of the changes, the new regulations could negatively
impact the Center’s budget as well as create a burden on the administrative staff.

3.5 - Not Applicable

3.6 - The results of the Open-Ended Family Survey and Questionnaire and Parent Exit
Survey (assessment activities f and g) determined that increasing assessment to ensure the
curriculum is meeting the needs of the children has proven beneficial. The statement, “The
curriculum meets my child’s needs and is fun for my child.” was answered with 92%
“usually” and 8% “often”. This has improved greatly from the survey results in 2009/10
when “usually” was the response chosen 70% of the time and “often” had a 30% response
rate. The surveys, as well as verbal and written feedback from the parents (assessment
activity b) also indicated a tremendous approval for special activities and guest speakers at
the Center. In addition, parents communicated that they would like to receive more
information about the school application process for elementary school.

Ages and Stages Questionnaire results indicated that the curriculum was not addressing the
fine motor needs of some children (assessment activity d). The Teacher-Developed
Assessments (assessment activity e) that were administered in March reflected an
improvement in fine motor skills when compared to the Ages and Stages Questionnaires that
were completed in September.

Staff attendance at workshops and conferences (assessment activity c) brought new ideas
about curriculum, room designs, etc. and updates on policies to the department. The
information received at these professional development opportunities further confirmed that
the department is up-to-date on the latest research and trends in the Early Childhood field and
the latest policy changes.

The findings from the daily monitoring of classrooms and administrative functions as well as
feedback from parents were predominately positive in nature. All of the students leaving for
elementary school were accepted into their school of choice. The classrooms reviewed by
the assessors from the Quality Rating System received high scores that allowed the Center to
earn four out of five points in program review (the highest possible score with the current
teacher/child ratios), which allowed the Whelan Children’s Center to maintain the four star
rating in the State of Louisiana Quality Rating System (assessment activities a, b, and h).

Most compliance reviews were completed with no deficiencies cited. The only exception
was one deficiency cited by the State of Louisiana Department of Social Services Bureau of
Licensing that the City of New Orleans Fire Permit was not current. This was due to a
backlog in the City Fire Department and a miscommunication between the City Fire
Department and the Whelan Children’s Center (assessment activities a, c, and i).
The Whelan Children’s Center Parent Handbook was revised and distributed to all parents. Handbooks specifically tailored to each individual class were compiled by teachers and distributed to all parents as each child entered the class.

**Use of Results** - Several of the elementary schools that children attend upon graduation from the Whelan Children’s Center will be contacted to receive the following information: 1) procedures of the application process, 2) fees involved, and 3) deadlines for applications to be submitted (assessment activities a, b, f, and g).

The curriculum of the Two Year Old through Preschool classes was reviewed to incorporate more guest speakers and field trips to various departments across campus (assessment activities a, b, f, and g).

More fine motor activities to enhance children’s development were added to the curriculum following the results from the Ages and Stages Questionnaire (assessment activity d).

Information gathered at workshops and conferences by staff members was compiled by the attendees and presented to the director and shared with other staff members. Information received was used to enhance the curriculum and the physical environment of the Whelan Children’s Center (assessment activity c).

Findings from the daily monitoring of classroom and administrative functions as well as feedback from parents is communicated to staff members on a regular basis through staff meetings and memos. This information is used to enhance the curriculum and improve customer satisfaction (assessment activities a and b).

The deficiency cited by the State of Louisiana Department of Social Services Bureau of Licensing was cleared when the City of New Orleans Fire Permit was received. In order for this permit to remain valid at all times throughout the year, the new process of securing a permit was discovered. This process is contingent on the timeliness of the State Fire Marshal inspection. If the compliance review by the state is not conducted before the City of New Orleans Fire Permit expires, it is impossible to receive the updated permit (assessment activities a and i).

**4. Summary of Achievements**

4.1 – The 2010-11 Whelan Children’s Center’s achievements include:
   a. Maintained a four star rating in the Quality Rating System of the State of Louisiana.
   b. The parent handbook was revised and distributed to parents, along with class handbooks.
   c. A center-developed assessment was completed to aid the teachers in curriculum development.
   d. Students of Loyola University New Orleans, as well as students from other universities and colleges in the outlying community were able to use the center as a learning environment for observation, research, creative activities, and service for courses.
e. All children who completed their time at the center were accepted into their first school of choice for elementary school. This includes private, parochial, and highly sought-after charter schools across the metro area.

f. An open house was conducted for current and prospective parents from the university and non-Loyola community.

g. The center maintained a wait list of over 100 children, which indicates the demand for the high quality care the staff at the Whelan Children's Center provide.

h. The center offered free hearing, speech, language, and vision tests to the children of the center through a grant received by the New Orleans Speech and Hearing Center.

i. The weekly e-mail sent out by the director was improved with the addition of pictures of children at play and special activities to keep the parents aware of the happenings at the center. Copies of the newsletter are also kept on the front desk as a resource for current parents and prospective parents to see what happens at the center on a daily basis.

j. Held events for the parents and community, which included: parent/grandparent snack days, holiday parties, the preschool circus, a visit from the New Orleans Fire Department, adopting a family for the holidays, and the St. Jude trike-a-thon.

k. Several fundraisers were also coordinated, such as: Scholastic book orders, holiday pictures by PHOTOgraphics, and class pictures.

4.2 - Not Applicable

4.3 - All of the staff members attended various workshops and conferences, including the National Association for the Education of Young Children conference in Anaheim, CA, which was attended by the director and one of the preschool teachers. The staff also served as supervisors and mentors for the numerous work study students from the university during the fall and spring semesters.

4.4 - Not Applicable

4.5 - Not Applicable

5. Budget for previous year and upcoming year’s goals

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5.1.1 - For the 2010-11 fiscal year, the center was able to maintain a high quality program in terms of staffing and materials needed to maintain a high quality program within the salary and operating budgets. The department was able to utilize funds from the Child and Adult Care Food Program to supplement the money needed for the purchase of food. The large number of work study students assigned to the center positively affected the salary budget. Additional student assistants were not needed during the fall and spring semesters. While this did not reduce the funds needed for student assistants and substitutes, it helped avoid a deficit in funding. The actual salary budget was lower due to an overage in the full-time administrative and university staff budgets. Several large purchases were made this year including a new computer for the front office, a new evacuation crib for the infant room, and other materials and equipment needed to maintain the level of quality necessary for the Quality Rating System. The operating budget was sufficient to cover these additional costs in part due to the funds from the Child and Adult Care Food Program. The revenue was decreased due to an unexpected withdrawal of a child in the preschool room in the fall and an inability to fill a spot in the three year old room in the spring. It is difficult to fill spots outside of the summer and the beginning of fall since most children are already settled into programs.

5.2 -

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<td>Budgeted Revenue</td>
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5.2.1 - Low staff turnover is an indicator of quality in early childhood centers. Because of our low turnover rate the Center has more teachers with vacation/sick time. When a teacher is absent it is necessary to place a temporary child caregiver in the classroom. The Center needs to keep certain staff/child ratios for licensing. The Center will need to take precautions to make sure we do not deplete this fund too early in the fiscal year; however, it is necessary to ensure that ratios are maintained. In response to revenue, the department is optimistic that the revenue will be close to the $462,000 estimate for the upcoming fiscal year, however, it is difficult to assess given the circumstances the center encounters. There are nine tuition categories. The tuition depends on the child’s age and parent’s affiliation (faculty/staff, student, alumni or community) to determine the tuition rate. A change in affiliation and age of child can also affect the tuition.
member leaves and the spot is given to a faculty member, the tuition amount is decreased for that spot. There is no cushion with the revenue in case the Center is not at full enrollment. Operating budget should be adequate next year due to the additional funds received from the Child and Adult Care Food Program and fundraisers. The center will need to make a few significant purchases including a new computer for the director and four new cribs to meet the new safety standards put into effect. New equipment and materials are needed each year in order to adhere to the high standards set forth by the Quality Rating System. These improvements are also necessary in order to maintain the high quality standards set forth in the center’s strategic goals.

6. Planning and goals for the upcoming year

6.1 - The Center does strategic planning for the year every August with staff at our annual meeting. The staff assesses their classrooms and plans for the upcoming year taking into account the strengths and weakness in curriculum.

6.2 - The Whelan Children's Center’s strategic plan supports the university’s mission by setting goals that will ensure the high quality program the center has will be maintained and improved. Through staff development, assessment of policies and tuition rates, continuous research into the latest findings in the early childhood field, and facilities improvements, the Whelan Children's Center will continue to benefit the university in numerous ways.

6.3- The 2011-12 goals for the Whelan Children’s Center are as follows:
   1. to maintain a four star rating in the State of Louisiana Quality Rating System
   2. to re-evaluate the curriculum in all classes to incorporate more university and community resources, and ensure the curriculum is meeting the needs of the children
   3. to enhance the knowledge of staff through continuing education
   4. to increase knowledge of the application process for elementary schools to aid parents whose children are ready for kindergarten
   5. continue to review procedures and policies to ensure compliance with the following State of Louisiana Departments: a) Bureau of Licensing, b) Office of the State Fire Marshal, c) Office of Public Health, as well as the New Orleans Fire Prevention Division and the Child and Adult Care Food Program
   6. continue to enhance communication with parents to ensure their needs are being met in regards to high quality child care

Evaluations received from parents, as well as verbal communication, indicated there was a tremendous approval of special activities and guest speakers at the center. It has also been communicated by parents that they would like to have more information about the school application process since many of the parents are first-time parents who are not familiar with the procedures for applying to elementary school.

6.4 - Not Applicable
6.5 - Not Applicable

6.6 - The center will utilize various resources such as: publications from the National Association for the Education of Young Children and the State of Louisiana Early Learning Guidelines and Program Standards to re-evaluate the curriculum and themes in the infant and toddler classrooms. The center will survey the parents and university departments to research learning activities that would be possible through members of the university and the outlying community. The Environment Rating Scales will be utilized to ensure that the center maintain the center’s four star rating. Information gathered from elementary schools across the area will aid the teachers in assisting parents with the application processes.

6.7 – Internal assessment activities for the 2011-12 year will include:
   a. Daily monitoring of classroom and administrative functions to ensure procedures and policies set forth by the various State of Louisiana departments, New Orleans Fire Prevention Division, and the Child and Adult Care Food Program are being followed. (Addresses goals 1 and 5 by ensuring compliance with regulatory agencies.)
   b. Continuous review of e-mails, letters, and verbal communication from parents to determine the strengths and weaknesses in the program, in particular the curriculum. (Addresses goals 1 and 6 by ensuring compliance with regulatory agencies and meeting customer’s needs.)
   c. Employee attendance at workshops and conferences is documented with training certificates. Attendees report new ideas and policy changes upon return. (Addresses goals 1, 3, and 5 by ensuring compliance with regulatory agencies and meeting customer’s needs.)
   d. Ages and Stages Questionnaires completed for all children once and twice a year for all infants. (Addresses goal 2 by ensuring the curriculum is meeting the needs of the children.)
   e. Teacher-Developed Assessments tailored to each age group completed for all children from the Toddler through Preschool classes twice a year. (Addresses goal 2 by ensuring the curriculum is meeting the needs of the children.)
   f. Open-Ended Family Survey and Questionnaire distributed to all families. (Addresses goals 2, 4 and 6 by ensuring the programs goals and policies are effectively communicated to parents and the customer’s needs are being met.)
   g. Parent Exit Survey distributed to all families whose children have left the Center. (Addresses goals 2, 4 and 6 by ensuring the programs goals and policies are effectively communicated to parents and the customer’s needs are being met.)

External assessment activities for the 2010-11 year included:
   h. Evaluations performed by assessors from the State of Louisiana Quality Rating System. (Addresses goal 1 by ensuring compliance with the Environmental Rating Scale, which is used as a factor in assessing star ratings.)
   i. Compliance reviews by the following State of Louisiana Departments: a) Bureau of Licensing, b) Office of the State Fire Marshal, c) Office of Public Health, as well as
the New Orleans Fire Prevention Division. (Addresses goal 5 by ensuring compliance with regulatory agencies.)

7. Appendices

7.1 – Not Applicable

7.2 – Ages and Stages Assessments, Center-developed Assessments, Parent Survey, Family Exit Survey

7.3 – QRS Reports, Licensing, Fire Marshal, and Health Department Inspection Reports

7.4 - Not Applicable