
Program Assessment

— HWC, Child Development —
September 15, 2021

Program Assessment connected to the Mission/Conceptual Framework

- Mission and Conceptual Framework Review
- Key Assessments: Summer Pilot
- NAEYC Peer Review site visit preparations

The Education of CARE Framework

is influenced by “the ethic of care, grounded in voice and relationship, as an ethic of resistance both to injustice and to self-silencing. It is a human ethic, integral to the practice of democracy and to the functioning of a global society” (Gilligan, 2011).

The Education of CARE Framework

“my feminism is rooted in an awareness of how race and gender and class all affect my ability to be educated, receive medical care, gain and keep employment, as well as how those things can sway authority figures in their treatment of me”

- Mikki Kendall, Hood Feminism

In caring for ourselves and others in very practical ways, this framework considers the many intersectionalities of each person's lived experience. To care is a simple idea, but doing care work in early childhood education is not a simple act. Sometimes it can be very challenging. The Education of CARE framework acknowledges the challenges, while focusing on caring practices that are supportive of living a joyful life; to be present with young children and their families, to hold space for play and exploration, to acknowledge the complexity of this work, and to advocate for this profession.

Mission and Conceptual Framework

The Harold Washington College Child Development Program: Preparing students to CARE
– to **C**ollaborate, to **A**dvocate, and to provide **R**esponsive, **E**quitable care and education for young children and their families in the City of Chicago.



Image designed by student, S. Wells using a virtual painting tool from the CD 149 Creative Activities class

National Association for the Education of Young Children (NAEYC)

Accreditation: PART ONE

Criterion One: Mission and Role

Criterion Two: Conceptual Framework

Criterion Three: Program of Study

Criterion Four: Quality of Teaching

Criterion Five: Role in Supporting the
Education Career Pathway

Criterion Six: Qualifications and
Characteristics of Candidates

Criterion Seven: Advising and Supporting
Candidates

Criterion Eight: Qualifications and
Characteristics of Faculty

Criterion Nine: Professional Responsibilities

Criterion Ten: Professional Development

Criterion Eleven: Program Organization and
Guidance

Criterion Twelve: Program Resources

NAEYC Standards

Accreditation: Part Two, Assessment of Program Outcomes

Promote Child Development and Learning (Standard One)

Build Family and Community Relationships (Standard Two)

Observe, Document, and Assess to Support Young Children and Families: (Standard Three)

Use Developmentally Effective Approaches: (Standard Four)

Use Content Knowledge to Build Meaningful Curriculum: (Standard Five)

Become a Professional: (Standard Six)

Program Outcomes Data

- [Key Assessments](#)
revised SP21
- Pilot of 6 assessments
SU21
- Revision based on
faculty input via survey
- [Findings](#)

Send positive energy our way!

Peer Review Site Visit

October 10-13, 2021



It is from the diversity of city life and the variety of cultures and backgrounds...that we find the common threads that bring us together to form a college community.”

- Harold Washington