

**North Carolina Agricultural and Technical State University  
College of Agriculture and Environmental Sciences  
Department of Family and Consumer Sciences  
Child Development Laboratory  
2023-2024 Fiscal Year Annual Report**

**Theme: So Long Preschool, Look Out Kindergarten!**



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## Strategic Plan Fiscal Year 2023-2024

**Purpose:** The CDL is a high-quality early childhood education facility housed organizationally in the Department of Family and Consumer Sciences on the campus of North Carolina Agricultural and Technical State University (N.C A&T). The CDL has existed for over sixty years as a teaching, research, and service laboratory for university students explicitly majoring in Child Development, Early Education, and Family Studies, faculty researchers, and community partners. Primarily, the CDL provides a learning and demonstration center for students (undergraduate and graduate) to observe, practice, and reflect on the methods and theories taught in their academic programs to educate, service, and support diverse young children and their families. Students in various majors on campus utilize the CDL, including special education, physical education, elementary education, drama/theatre, psychology, speech pathology, social work, nutrition science, and nursing. It provides hands-on learning experiences for over 200 university students and, as a result, contributes to a body of literature, teaching practices, and the lives of children and their families.

The children and families served at the CDL are observed and participate in various educational experiences and course requirements related to the curriculum and classroom assignments instructed by University Instructors. Children and families are also vital components of the research structure and are asked to participate in research and educational activities. The CDL adheres to the guidelines and restrictions of State, Federal, and Institutional compliance related to human subject research. As a result of compliance with these guidelines, no research conducted jeopardizes any child or adult in the CDL.

The goals and objectives of the Child Development Laboratory are twofold:

1. To provide a quality early childhood learning program for children and families
2. To offer the following for our university students and faculty:
  - **Teaching:** Educators employed at the CDL will teach University students the fundamental practices for providing a learning environment that is conducive to how young children learn;
  - **Service:** Educators and University students assigned to the CDL will demonstrate and provide hands-on methods for serving the needs and interests of young children; and
  - **Research:** Educators, parents, and children assist in the research component that promotes the welfare of children in our nation.

**Mission:** The CDL at N.C. A&T in the Department of Family and Consumer Sciences is a nurturing, creative, and engaging learning environment for preschool children, University students, faculty, staff, and the community. It offers a program that fosters self-reliance and inspires life-long learners. Families are encouraged to become actively engaged in the program.

**Vision:** The vision for the CDL at N.C. A&T is for each child to enable every child to develop a curiosity of learning, discover interests, and grow in the developmental domains of physical, cognitive, social-emotional, language, and learning approaches.

### Strategic Planning Goals:

1. Expand the Child Development Laboratory to serve more children and families from the university and surrounding communities.

2. Establish a Professional Learning Community (PLC) with other UNC System Laboratory Schools.
3. Increase staff salaries and professional development opportunities.
4. Accept electronic payments online for tuition and activity fees as a convenience for families.
5. Enhance our outdoor environment by purchasing new equipment and materials for children to have more access to learning and development.

**Detailed Strategic Goals:**

**Goal 1: Expand the Child Development Laboratory to serve more children and families from the university and surrounding communities.**

Steps:

- Assess the current indoor and outdoor space and prioritize needed types of space to align with professional standards and curriculum development.
- Address long-term facility needs and corresponding funding opportunities.
- Develop a written proposal to the Department Chair and Dean describing expansion plans.

Resources Needed:

- Division of Child Development and Early Education Child Care Rules
- Funding support
- Space
- Teachers and Staff
- Building
- Materials

Goal Completion Date

- Goal completion - The CDL is included in Phase 2 of the University's expansion plan. We will continue to advocate for more space. A recent email was received in June 2024 from the Dean's office inquiring the ages that we would like to serve if presented to opportunity to expand.

**Goal 2: Establish a Professional Learning Community (PLC) with other UNC System Laboratory Schools.**

Steps:

- Send an email to all UNC System Lab School Directors
- Set clear objectives that are focused on student and teacher based learning
- Foster a culture of collaboration and support participants
- Focus on data results

Resources Needed:

- Online access (Email, Zoom, etc.)

- Information from the Division of Child Development and Early Education (DCDEE)
- Center and staff policies
- Planning time for teachers to meet with other teachers in the PLC.

Goal Completion Date

- 2024-2025 school year and continuous

**Goal 3: Increase equitable staff salaries and professional development opportunities.**

Steps:

- Increase tuition.
- Seek acceptance for NC Pre-K or USDA Food Program (CACFP)
- Expand the center to serve more children.
- Compare salaries to other UNC System schools.

Resources Needed:

- Performance evaluations
- Professional development plans
- Expansion proposal
- Grants
- UNC system salary database

Goal Completion Date

- July 2025

**Goal 4: Accept electronic payments online for tuition and activity fees as a convenience for families.**

Steps:

- Purchase ProCare Software
- Consult with the cashier's office and Information Technology (IT).
- Training on electronic payments

Resources Needed:

- Online access
- ACH authorization

Goal Completion Date

- July 2025

**Goal 5: Enhance our outdoor environment by purchasing new equipment and materials for children to have more access to learning and development.**

Steps:

- Collaborate with early childhood specialists on classroom and playground environments.
- Research childcare rules to ensure adequate space is being met.
- Search for vendors to develop a blueprint.
- Provide playground inspections.
- Advocate for childcare center licensing revisions to be adopted.
- Order furniture and materials.

Resources Needed:

- Playground catalogs
- Online access
- Childcare access
- Needs assessment

Goal Completion Date

- July 2025

## A Message from CDL Director, Dr. Jawan Burwell

Greetings CDL Faculty, Staff, Family, and Friends,

We are concluding yet another successful academic school year, and I am thrilled to share the highlights of our 2023-2024 journey with you. This year has been one of growth, resilience, and remarkable achievements. By reading this report, you will learn about our outstanding program operations, professional milestones, innovative teaching methods, community-based collaborations, and family engagement initiatives. Each of these elements contributes to the strong foundation we provide for our children and families. Our program operations have been meticulously refined to ensure that every aspect of our service delivery is efficient and effective. We have implemented new protocols and enhanced our existing systems to create a seamless and supportive environment for our students and staff. This year, we have also seen significant professional achievements. Our educators have participated in numerous professional development opportunities, gaining new skills and insights that have enriched our teaching practices. These accomplishments reflect our commitment to continuous improvement and excellence in early childhood education.

Innovation in teaching has been at the forefront of our efforts this year. Our teachers have embraced new technologies and creative approaches to engage our young learners. From interactive digital tools to hands-on learning experiences, we have expanded the horizons of our educational methods. These innovations have not only made learning more enjoyable for our students but have also fostered critical thinking and problem-solving skills that will serve them well in the future.

Community-based collaborations and partnerships have been integral to our success. We have forged strong relationships with local organizations, businesses, and educational institutions, creating a network of support that enhances our ability to serve our families. These partnerships have allowed us to offer additional resources and opportunities to our children, enriching their educational experience and providing a broader context for their learning.

Family engagement remains a cornerstone of our program. We have worked diligently to strengthen our connections with parents and guardians, recognizing that their involvement is crucial to the success of our students. Through regular communication, workshops, and family-oriented events, we have fostered a sense of community and partnership that benefits everyone involved.

Beyond these milestones, you will witness compassionate childcare community leaders and advocates stepping up to serve and support the children and families we are dedicated to helping. Our teachers and staff have gone above and beyond to ensure that each child receives the care and attention they need to thrive. Their dedication and empathy have created a nurturing environment where children feel valued and supported.

What the CDL does is essential to the vulnerable communities we serve. We worked even harder to help our children and their families safely, no matter what challenges we faced. In partnership with you, we perform this important work exceptionally well. Your support has been invaluable, enabling us to continue our mission despite the obstacles. For this, we thank you and deeply appreciate your generous support. Together, we have made a difference in the lives of the children and families we serve, and we look forward to continuing this vital work in the years to come.

With immense essence of Aggie Pride,

Dr. Jawan M. Burwell, CFLE  
CDL Director



## Program Structure

The Creative Curriculum provides the framework for learning at the Child Development Laboratory. This curriculum emphasizes the CDL's philosophy on children learning, growing, and developing. It is based on the theories of Maslow, Erikson, Smilansky, Vygotsky, Gardner, and Montessori, and new information on brain development and resiliency is included. This philosophy is characterized and embraced in *The Creative Curriculum* and *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*. The components of the curriculum include: 1) establishing a good learning environment, 2) assisting children in functioning well in the classroom, and 3) assessing children.

## Developmental Theory

Children's experiences and the skills and characteristics they develop during preschool are critically important to their success later in school. We believe, and research supports, that what children learn between birth and when they start kindergarten lays the foundation for their learning and development. Because of the diverse backgrounds, cultural and family experiences, growth, and development of young children, several theorists' applications are incorporated into *The Creative Curriculum* used at the CDL. The teaching approaches to learning are:

- Child-initiated learning
- Teacher-directed learning
- Interacting with children to promote learning
- Adapting instruction to all children
- Working with groups of children, large and small
- Promoting learning in interest areas

The developmental stages are defined as follows:

1. Emotional and Social Development  
Developing a sense of self; developing a sense of self with others
2. Health and Physical Development  
Self-Care, Safety Awareness, Motor Skills, Physical Health, and Growth
3. Language Development and Communication  
Receptive Language, Expressive Language, Foundations for Reading, Foundations for Writing
4. Cognitive Development  
Mathematical thinking and expression, Scientific Thinking and Invention, Social Connections, Creative Expression

## Program Enhancements

The *Parent Handbook* was revised to modify the policy of returning children's siblings receiving an automatic entry for enrollment, in addition to meeting the updated changes in policies and practices to correlate with changes in the childcare laws and regulations, the CDL, and NAEYC accreditation standards. We currently have an *Operational and Policy Handbook* for all staff members. This handbook includes the new policies to meet the standards for NAEYC accreditation standards. Eight (8) *Teacher Workdays* and three (3) *Early Release Days* were built into the CDL's operational calendar to allow teachers to attend professional development training, provide time to work in their classrooms, modify learning spaces that match children's new developmental needs, and plan extended learning experiences for children and their families. Two (2) *Wellness Days* were also built into the calendar to promote self-care and mental health awareness. The teachers also have designated planning time to meet



and discuss curriculum planning. The concept of team teaching was continued. This allowed both teachers to perform at an optimum level in the classrooms.

The Dial-4 Screening tool was used to screen all children. This initial screening was completed within the first six weeks of school to facilitate teachers' planning, implementation, and evaluation of the classroom environment and incorporate individualized learning experiences. There were eighteen (18) children transitioning out of the CDL.

Dr. Jawan Burwell revised and updated the Emergency Preparedness Response Plan (EPRP) to reflect the new and current staff and responsibilities and the Division of Child Development and Early Education guidelines. The risk management plan consists of information such as:

- Staff/Child Hand washing
- Sanitation Requirements
- Food Allergy Procedures
- Administering Medication
- Incident Reporting
- Family Involvement
- Evacuations
- Drills (Fire, Hurricane, Tornado, and Lockdown)

At the end of each Emergency Preparedness/Risk Management book is a copy of each form required to comply with The Division of Child Development and Early Education and CDL procedures. This year the updated EPRP was completed and submitted online at the Child Care Facility EPRP website.

### Enrollment

Two hundred thirty-three (228) application packets of interest were mailed out to recruit new families for the 2024-2025 academic year. One hundred nine (109) applications were returned to be considered for the lottery selection. The selection of returning children created 16 vacant spaces for new enrollment: 14 slots for the younger classroom and 4 slots for the older classroom. 14 children in the younger class will be moving up to the older classroom. Two (2) children enrolled in the younger classroom will be returning, allowing 14 vacant spaces to fill.

During the 2023-2024 academic school year, the CDL served a total of thirty-four (34) children between the ages of two-and-a-half (2½) and five (5) years old. The children were divided into two classrooms: one class of 16 (two-and-a-half (2½) and three (3) years old) and the other class of 18 (four (4) and five (5) years old). One child from the younger classroom had to withdraw from the program due to not being fully potty trained. A child was selected from the waiting list to fill the vacant slot. The CDL served children of the University faculty, staff, students, and the Triad community. A balanced population is sought according to the child's age, gender, and economic demographics.

#### Two-and-a-half and three-year-olds (Ms. Jones and Ms. Peterson (Hired March 2024))

- 6 Boys           Black/African American
- 1 Boy            Bi-racial
- 1 Girl            Chinese
- 1 Boy            Asian (Withdrew)
- 8 Girls           Black/African American

#### **Four-and five-year-olds (Mrs. Black and Mrs. Sellars)**

- 7 Boys           Black/African American
- 1 Boy            Bi-racial
- 9 Girls          Black/African American
- 1 Girl           Bi-racial

The CDL supports the enactment of Public Law 94-142 which integrates students with exceptionalities into regular classrooms. Two children received speech services; however, they were outsourced at the homes of the children. There were also children with allergies, food preferences (religious and non-religious), and nutrition opt-outs.

- In the **2 ½ to 3-year-old classroom**, there were:
  - Seven (4) children with food allergies or special dietary needs
    - Two (2) children with a no-milk preference
    - Two (2) children with a no-meat preference
    - One (1) child allergic to Peanuts and Tree Nuts
    - One (1) child allergic to Peanuts, Tree Nuts, and Seafood
- In the **4 to 5-year-old classroom**, there were:
  - Two (2) children with Asthma
  - Nine (9) children with food allergies or special dietary needs
    - Three (3) children with Nutrition Opt Out
    - One (1) child allergic to Banans and Soy
    - One (1) child allergic to Shellfish and Tree Nuts
    - Four (4) children with no milk, parental preference

#### **Staff**

Dr. Jawan Burwell is the Director and holds a Doctor of Education in Early Childhood Education with a Level 3 Administration Credential and Level 13 Early Education Certification. The administrative support specialist position is vacant with anticipation to fill over the summer. Two professional teachers in each classroom hold a bachelor's degree in Child Development, Early Childhood Education, or a related field. In the 2 ½ to 3 years old classroom, Ms. Charryse Jones has a bachelor's degree in Early Childhood Education. The second teacher position was vacant; however, Ms. Kalaybria Peterson, Senior student intern in the Child Development and Family Studies program area at N.C. A&T served in the capacity of a substitute for the Fall semester. Interviews were held in the Spring for the teacher position and Ms. Kalaybria Peterson was offered the full time teaching position holding a bachelor's degree in Child Development and Family Studies. In the 4 to 5 years old class, Mrs. Monica Sellars has a bachelor's degree in Human Development Early Education and Family Studies, and Mrs. Pétrolá Black has a bachelor's degree in Elementary Education. All teachers have their Level 11 Early Education Certification.

The CDL teachers and staff are required to obtain a minimum of 5 clock hours, as described by the Division of Child Development and Early Education. A subscription was renewed to assist the teachers and administrative staff with in-service training (Child Care Education Institute). It is CDL policy that the teachers and staff complete two (2) trainings per month relative to child development, which exceeds the minimum required hours by the Division of Child Development. The entire CDL staff has a current and valid CPR and First Aid certification. All staff have a DCDEE qualification letter that is valid for five years.

## Professional Achievements

Dr. Jawan Burwell, Director, presented his research on Father Engagement at two (2) state, one (1) national, and one (1) international conference. Dr. Burwell also was the co-keynote speaker with Dr. Valerie Jarvis McMillan at the 2024 Guilford Early Learning Collaborative Conference. All staff attended two national conferences for the first time in CDL history: National Black Child Development Institute (Charlotte, North Carolina), and The National Association for the Education of Young Children (NAEYC) Annual Conference (Nashville, Tennessee).

## State Inspections

Elizabeth Childress, licensing consultant, completed the unannounced annual compliance visit on August 29, 2023 (the second full day of school). Free-choice center activities, outside play, group time, and handwashing/bathroom procedures were observed. After a full assessment, no violations were found, which resulted in 100% compliance with all childcare requirements through the Division of Child Development and Early Education. On 5/18/23, a routine unannounced visit was attempted by licensing consultant Cherissa Alston; however, the children and staff were on a field trip during the time of the visit. The consultant returned on 5/23/24 and completed the unannounced visit. Children were observed playing on the playground and transitioning inside. Once inside they were observed playing in various activity centers and having group time. After a full assessment, no violations were found, which resulted in 100% compliance with all childcare requirements through the Division of Child Development and Early Education.

The CDL is past due for our star-rated assessment in April 2023. On June 12, 2023 Governor Cooper signed Session Law 2023-40; Senate Bill 291. This law extends the hold harmless status for facilities operating with a star rated license until June 30, 2024. Additionally, it extends the reduced percentage of lead teachers that must meet the point levels from 75% to 50% until June 30, 2026. On June 27, 2023 the Division of Child Development and Early Education (DCDEE) introduced a cohort model and timeline for resuming the star rated license reassessments. This cohort model includes a preparation year and a reassessment year. Right now, DCDEE is focusing on cohort one. Facilities within this cohort are not required to do anything until the reassessment year. However, there are opportunities within the preparation year that will help prepare child care facilities for the reassessment year. Licensing consultants are reaching out to share more information on which of the following cohorts' facilities are in and the programmatic and education initiatives available to support them in preparing for a reassessment. The CDL falls into cohort 2 which means our prep year is 7/1/24-6/30/25 and our reassessment year is 7/1/25-6/30/26

Our fire inspection visit was completed on November 8, 2023, and no violations were received.

Our Sanitation inspection was conducted on was conducted on January 17, 2024. A superior rating was earned from the visit and two (2) demerits were found. The demerits were earned due not having the correct test strips for the sanitizing solution. The proper test strips were ordered and replaced to correct the violation.

In May 2024, we had to test our water samples and send them to Clean Classrooms for Carolina Kids to test for lead. Three (3) samples were taken from both water fountains that are not in use and out filtered water dispenser. The filtered water dispenser found <0.10 ppb. The first water fountain found 1.06 ppb of lead and the second water fountain found 2.78 ppb of lead. Our mitigation for the two water fountains that have the level of lead found was the water filtrated system. There are signs and tape on the water fountains stating to not use.

## Innovative: Teaching

The teaching staff is embracing the concepts of the *Creative Curriculum*. We continue to incorporate and implement the *Teaching Strategies Gold online* assessment system. Weekly themes were added, and the classroom areas were transformed into a Library, Aquarium, Zoo, and Pet Shop. Materials are constantly being added to complement and enhance the learning objectives. The interests of the children are considered and integrated into the planning to meet each individualized need of the children. The teachers plan extended learning experiences outside of the classroom environments. The teachers continue incorporating the Pyramid Model and Conscious Discipline techniques into the classroom. They expand their Activity Plans to include individual goals, more physical movement with music, and gardening activities. We continue implementing the Healthy Me/Healthy We in the curriculum.

### 2 ½ to 3-Year-Old Classroom Summary

<u>Month</u>	<u>Lesson for the Month</u>
August/September .....	Incredible Me
October .....	Autumn Season
November .....	Caring & Sharing
December .....	Winter Extravaganza
January .....	Winter Animals
February .....	Healthy Living
March .....	Everybody Has A Body
April .....	Garden Exploration
May .....	Insects/Flowers
June .....	Summer Fun

This school year has been an excellent year for the Aggie Engineers! The children have experienced much success during this academic year 2023-2024. We've continued to use the Creative Curriculum, the Teaching Strategies Gold Online, and the Healthy Me/Healthy We Curriculum. Conscious Discipline and the Pyramid Model were used to help the children to use their words with their friends to resolve conflicts with the Time Machine. The children enjoyed the following themes: Incredible Me, Caring and Sharing, Insects, and Healthy Living. In December, the Child Development Laboratory had our first annual winter Sneaker Ball. The children learned a lot about the genre of music. Our families have been updated through Aggie Engineers Newsletters, PTO Meetings, and the ProCare and Remind App. Our families have been very supportive and encouraging at the Child Development Laboratory. We thank you and appreciate all they do here at the CDL. As teachers in the younger classroom, it has been a pleasure to see the children learning and continuing to grow and develop. We want to thank all Aggie Superhero families for their support sincerely. This has been yet another fantastic year!

#### **Academic Development Report**

This report will discuss the growth and development of the children in the two/three-year-old classroom served during the 2023-2024 academic school year. Information has been collected through a prescreening

tool known as the Dial-4 screening. Also, ongoing assessments are completed using the Creative Curriculum at the beginning of the year. This curriculum includes Teaching Strategies Gold Assessment and Evaluation tools used throughout the year. Within this curriculum, nine content areas are viewed and used as a guide to scaffold a child's learning. Instructional strategies also supported children's paths to the next level. Additionally, anecdotal records were kept of the child's day-to-day interaction with other children and teachers and documentation through photographs. Teachers encourage, support, and assist the children through the development levels 1 through 7.

**Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for their age or class/grade because he may not have received instruction for that level.**

### **Social/Emotional Development**

Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. According to the report, the children met the following goals and objectives with consistent growth and development of a typical child. Conscious Discipline techniques were used to govern the child's behavior and strengthen their abilities to recognize their feelings. As a result, 93% of children began below the widely held expectations in the Fall, 7% met them. In the Spring, 56% met them and 44% exceeded them. With strong, consistent, determined efforts through Conscious Discipline techniques, particularly for children at this young age, the children successfully met this objective.

### **Physical Development: Gross Motor**

Gross (or large) motor skills involve the larger muscles, including the arms and legs, walking, running, balancing, and coordination. At the CDL, we promote a balance of physical activities through movement and music. We implement "Healthy Me, Healthy We" experiences that promote imaginative play, provide outdoor experiences, and encourage healthy eating habits. We also utilized tricycles, parachutes, and other large Fine (or small) motor skills involving the smaller muscles in the fingers, toes, and eyes. The actions that require fine motor skills tend to be more intricate, such as drawing, writing, grasping objects, throwing, and catching. The interest areas in the classroom allow the children to continuously use their hands to create and manipulate things and work on their eye-hand coordination. This is accomplished by controlling their fine muscles to perform tasks such as using a fork to eat, interlocking blocks, stringing beads, and cutting with scissors.

With more physical development, the children moved from 83% below the widely held expectations in the Fall. 12% meeting the expectation and 88% exceeding in the Spring of 2024. Children were able to meet this objective with consistency with growth increase. The data collected supports growth and development among the children by the end of the year.

### **Language Development**

Early language development is how a child begins to understand language and communicate. Language is essential in establishing and keeping a good relationship with children and adults. The children are continuously encouraged to use their words to express their needs verbally and want and listen when others speak. With listening and speaking, comes reading and writing. Using age-appropriate practices, the children are encouraged to speak their thoughts as we dictate what they say. In the Fall of 2023, 62.5% of the children began below the widely held expectations, and 31% met the expectations, with 69% exceeding by the end of Spring 2024. The children were successful due to the opportunities to demonstrate their abilities to listen, understand, and communicate language by the end of the year.

## **Cognitive Development**

Cognitive development is the construction of thought processes, including remembering, problem-solving, and decision-making. This section has documented how children think, see the world through their eyes, and use what they learn. Using this Developmental Continuum gives a representation of the children's thought processes. It also expands their minds at many different levels at different periods. Cognitively young children demonstrate positive approaches to learning, remembering and connecting experiences, and using classification skills. In Fall 2023, the children began at 62.5% below the widely held expectations. In the Spring of 2024, 37% met expectations, and 63% of the children exceeded widely held expectations. By the end of the year, 0% of children were below the widely held expectations.

## **Literacy**

Early literacy is everything a child learns and knows about reading and writing before they can read and write. For children to develop healthy dispositions toward reading and literacy, experiences in the early years must engage children actively in the process of learning. Children can become aware of systematic patterns of sounds, identify and name letters, use and appreciate books, retell stories, and write. According to the data collected, at the beginning of the school year of fall 2023, 43.75% of children were below the widely held expectations, 37.5% met the expectations by the end of Spring 2024, and 62.5% exceeded the expectations. By the end of the year, there were 0% children below the widely held expectations.

## **Mathematics**

Mathematics is appropriately connected to a child's world. Appropriate mathematical experiences challenge young children to explore ideas related to patterns, shapes, numbers, and space. Early development of number concepts is critical in developing positive attitudes about mathematics. Unique methods and activities assisted children in developing early numeracy skills. 56.25% of the children began the school year below the widely held expectations, with 37% meeting and 63% exceeding the expectations by the end of Spring 2024.

In conclusion, through combined play, social interaction, communication, and abundant hands-on experiences, the children could meet developmental milestones through custom-made practices to meet their individual needs. These are essential to the growth of our children. Early years are the learning years, and effective instruction in the early years will significantly impact children's literacy development, and the child develops holistically.

Here at the Child Development Laboratory, we strive to provide our children with a nurturing, creative, engaging environment where we foster self-reliance and inspire life-long learners.

Younger Classroom Teachers,

Ms. Charryse Jones & Ms. Kalaybria Peterson (Hired effective March 2024).

## 4 to 5-Year-Old Classroom Summary

<u>Month</u>	<u>Lesson for the Month</u>
August .....	Welcome
September .....	Back to School
October .....	Autumn Season
November .....	Harvest/Thankfulness
December .....	Musical Diversity/Polar Express
January .....	Winter Season
February .....	Be Active/Heart Healthy
March .....	Spring
April .....	Our World
May .....	Summertime
June .....	Summer/Bridging Over

The school year started with eighteen (18) children enrolled in the Aggie Safari 4- and 5-year classroom. Using the Creative Curriculum, each child moved developmentally at their own pace. Themes were chosen by the teachers and children that would enhance each child's growth and development. The children enjoyed themes like Back to School, Harvest/Thankfulness, Musical Diversity/Polar Express, and Our World.

The teachers used Conscious Discipline in the classroom to show children that we all can work together to reach a common goal. The children learned to work together by using their expressive language and positive attitudes when conflicts would arise between friends during our school day.

Our Busy Aggie Safari weekly letter and PTO monthly meetings kept parents abreast of school day activities. We had three (3) Parent Conferences this school year. Our Parent Bulletin Board, located outside the classroom, included a menu of meals, lesson plans, and daily activities. Parents were encouraged to volunteer during the school year or send information on themes we studied.

The children in our class have grown and developed in many ways and will be a great addition to Guilford County School system next year.

### **Academic/Development Report**

The following summary will discuss the growth and development of the children in the four/five-year-old classroom served during the 2023-2024 academic school year. Information has been collected using the Dial-4, a prescreening tool, at the beginning of the year and ongoing assessments using the Creative Curriculum: Teaching Strategies Gold assessment and evaluation tools used throughout the year. We use a Developmental Continuum that assesses the children's progress at various times during the end with level 8, which is the desired level of competency.

## **Social/Emotional Development**

**Three goals: Regulates own emotions and behaviors, establish and sustain positive relationships and participate cooperatively and constructively in group situations**

Social/emotional development during preschool promotes socialization, the process by which children learn values and behaviors others accept. The summary shows that the children are socially and emotionally ready for preschool. They are confident, friendly, and can develop good peer relationships. Children can concentrate and persist in challenging tasks. The children were able to communicate their feelings as well as become self-regulators.

In the Fall of 2023, 6% of children began below the widely held expectations, 39% met expectations, and 56% exceeded expectations. During Winter 2024, 6% of the children were meeting expectations, and 94% were exceeding expectations. During the Spring of 2024, 100% of the children exceeded expectations; therefore, they could communicate their feelings and develop good relationships with their peers.

## **Physical Development**

**Two goals: Gross and Fine motor**

Physical development includes the child's gross motor skills (large muscle) and fine motor skills (small muscle). Brain research has shown that physical development awakens the brain. Physical development is required in early childhood classrooms and sometimes happens automatically. The children could move from basic skills to more advanced physical development. Children at this age mastered most of their physical skills through play. The benefits of promoting physical development are successful academic achievement, good general health, higher self-esteem, stress management, and social development.

In Fall 2023, 61.11% of the children began below the widely held expectations, and 38.89% were meeting expectations. During the Winter of 2024, 6% of the children were meeting, and 94% of the children were exceeding expectations. During Spring 2024, 100% of the children were exceeding expectations.

## **Language Development**

**Three goals: Listen to and understand increasingly complex language, use language to express thoughts and needs, and Uses appropriate conversational and other communication skills**

Children develop independence by using language and reading. Language development includes understanding and communicating through words, spoken and written, and those words represent objects and ideas. When children reach preschool, their ability to communicate thoughts and feeling through spoken language is important to them. Language becomes the principal tool for establishing and maintaining relationships with adults and other children.

In the Fall of 2023, 0% of the children began below the widely held expectations, 44% met expectations, and 56% exceeded expectations. During the Winter of 2024, 17% of the children met expectations, and 83% exceeded expectations. During Spring 2024, 100% of the children exceeded expectations.

## **Cognitive Development**

**Three goals: Learning and problem solving, thinking logically, representing, and thinking symbolically**

Cognitive development refers to the mind and how it works, how children think, see their world, and use what they learn from the world around them. The Developmental Continuum addresses the children's



thought processes and how their minds expand at different levels and periods.

Preschoolers use their imaginations and are creative in their thinking. The ability to take on another's perspective leads them into friendships where they can share feelings and experiences. Children have many different learning styles, and the teachers and environment must provide different activities to promote their learning styles. The Developmental Continuum shows us where the children are, how to assess and evaluate them, and how to enhance their thinking skills.

In Fall 2023, 6% of the children began below the widely held expectations, and 44% were meeting expectations, and 50% exceeding expectations. By the Winter of 2024, 28% of the children met expectations, and 72% exceeded expectations. By the Spring of 2024, 100% of the children exceeded expectations. The learning environment is literacy and numerically enriched, thus building upon what the children already know.

### **Literacy**

**Five goals: Demonstrates phonological awareness, demonstrates knowledge of the alphabet, demonstrates knowledge of print and its uses, comprehends and responds to books and other texts, and demonstrates emergent writing skills.**

In Fall 2023, 0% of the children began below the widely held expectations, 33% were meeting expectations, and 67% exceeded expectations. By Winter 2024, 22% of the children met expectations, and 78% exceeded expectations. By the Spring of 2024, 100% of the children exceeded expectations.

### **Mathematics**

**Four goals: Uses number concepts and operations, explores, and describes spatial relationships, compares and measures, demonstrates knowledge of patterns**

In the Fall of 2023, 6% of the children began below the widely held expectations, 39% met expectations, and 56% exceeded expectations. In the Winter of 2024, 17% of the children met expectations, and 83% exceeded expectations. In the Spring of 2024, 100% of all children exceeded expectations.

It has been a joy to watch the children grow and develop, moving from one level to the next individually and as a class. We look forward to another momentous year serving children at the Child Development Lab. The children are leaving ready and prepared for the Guilford County School System.

Mrs. Petrola Black & Mrs. Monica Sellars

Older Classroom Teachers

## **Family Engagement**

Several opportunities were available for families to stay actively involved in their child's learning. The Parent Teacher Organization (PTO) held seven (7) meetings this year via Zoom to discuss, plan, and implement activities and collaborative efforts between the Child Development Laboratory families and staff. This year, the Co-PTO Presidents, Ms. Leah Ford and Ms. Mentzie Rahman led the meetings. The co-presidents met with the Director before the PTO meetings to discuss the agenda. Participation from PTO families averaged 25 out of 34, along with the support and information shared by the CDL Staff. The teachers held three (3) parent conferences via Zoom this year to share information about the classrooms and individual child's progress and to gain parents' input into the curriculum.

The families were involved in various activities throughout the year. Families participated in three (3) community service projects, including Winter Wishes, Aggie Source For Panty Collection, and Aggie Rack Clothing Collection. The families also participated in the Homecoming Tailgate and Parade, Fall Festival, Trunk or Treat, Sneaker Ball, Community Helpers Week, Week of the Young Child, Family Field Day, Teacher Appreciation Week, Bridging Over, and a host of field trips to chaperone.

## **Special Events**

During the 2023 - 2024 school year, the Child Development Laboratory held many special events. They included the following:

- The children and staff celebrated national college colors day. We wore our blue and gold to represent N.C. A&T.
- We celebrated Homecoming with a fun spirit week that included: a performance from Blue and Gold Marching Machine Drumline, a celebration with the cheerleaders and mascots, a tour of the Student Center, Costume Day, Trunk or Treat, and the Homecoming parade.
- We had our annual fall festival inside due to the rain. We had food, drinks, games, music, face painting, caricature drawing.
- We had our first inaugural Sneaker Ball in the Alumni Event Center. Senior Intern, Cierra Teague catered the event.
- We supported the NC A&T Office of Civic Leadership and Engagement and the NC A&T Aggie Source to provide food and personal care for North Carolina A&T State University students during the fall and spring semester.
- We collaborated with Black Moms of the Triad to provide winter wishes to 35 families and 70+ children. The Office of Alumni Relations came to read the book "Sit In" to our children and provided them with their own copy of the book.
- We celebrated community helpers, and the Greensboro Fire Department and Greensboro Police department came to talk to the children about how they keep the community safe.
- We celebrated NAEYC's Week of the Young Child. We had visitors each day to participate in Music Monday, Tasty Tuesday, Work Together Wednesday, and Artsy Thursday.
- We had our family field day for all the CDL families and children.

- The children participated in the fall and spring season of Soccer Shots.
- We took field trips to McLaurin Farms Pumpkin Patch, Homeland Creamery, High Point Children's Museum, Ingram Strawberry Farm, and Kaleideum North.
- The Parents and Education Committee at the CDL showed the teachers and staff a lot of love and appreciation for Teacher Appreciation Week.
- On June 7, 2024, we celebrated 18 children Bridging Over to Kindergarten. The theme for this year is So Long Preschool, Look Out Kindergarten. After the ceremony, there was a reception food, music, bounce house, and a 360 photo booth.

### University Students

During the 2023-2024 academic school year, the following University and community collaborative students were served in the Child Development Laboratory:

<i>Course Code</i>	<i>Course Title</i>	<i># of Students Served</i>
<b>Fall 2023</b>		
FCS 321	Child Development: Pre Early Mid Child	5
FCS 429	Community of Practice Internship & Seminar	1
FCS 430	Assessment and Evaluation of Young Children	19
FCS 435	Applied Principles for Infant-Toddler Curricula	3
FCS 437	Applied Principles of Pre-Kindergarten and Kindergarten	1
<b>Spring 2024</b>		
FCS 221	Cooperative Experience in Diverse Settings	21
FCS 321	Child Development: Pre Early Mid Child	15
FCS 429	Community of Practice Internship & Seminar	1
Volunteers		16
Work Study		5

Total Students = 87

### High School Tours

The following high schools toured the Child Development Laboratory during the 2023-2024 school year:

• Carver High School:	30 students
• Dudley High School:	35 students
• Eastern Randolph High School:	8 students
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	73 Total Students

## Collaborations with Department and Community Agencies

The Child Development Laboratory partnered with the following departments and agencies:

- **Catering by Family Venture**
  - The CDL has contracted with this agency for the daily lunches for our children.
- **Cee' Kitchen**
  - The CDL has contracted with this agency to provide catered meals for our special events (Sneaker Ball, Bridging Over reception).
- **SYSCO**
  - The CDL has contracted with this agency for daily snacks for the children. They also provide meals for our Homecoming and Week of the Young Child celebration.
- **Triad Bounce**
  - The CDL has contracted with this agency to provide inflatables for our Week of the Young Child Family Field Day.
- **Bears, Balloons, and Beyond**
  - The CDL has contracted with this agency to provide face painting, balloon art, caricature drawing, and a magician for our Fall Festival and Family Field Day.
- **Characterz Unlimited**
  - The CDL has contracted with this agency to provide mascots for our Trunk or Treat, Fall Festival events.
- **Cintas Corpotation**
  - The CDL has contracted with this vendor to provide first aid and janitorial supplies to keep our facility clean and safe.
- **DJ Robin Davenport**
  - The CDL has contracted with this vendor to provide music and entertainment during our Fall Festival, Homecoming Tailgate, and Family Field Day.
- **Kaplan Education**
  - The CDL has contracted with this agency for early childhood materials and equipment.
- **Lakeshore Learning**
  - The CDL has contracted with this agency for early childhood materials and equipment.
- **Child Care Education Institute**
  - The CDL has contracted with this agency to provide staff with self-paced professional development trainings and workshops.
- **ProCare Solutions**
  - The CDL has contracted with this agency for childcare management. The software also serves as a communication tool for families and staff. It also allows teachers to assess

children and document their learning and development.

- **N.C. A&T Visual Arts Program**
  - The CDL has collaborated with this organization on campus to provide different historical learning experiences about visual art.
- **Undergraduate Student National Dental Association (USNDA)**
  - This organization collaborated with our children to teach them about the importance of dental health.
- **N.C. A&T Office of Alumni Relations**
  - This organization read the story “Sit In” and provided a copy of the book to all of the children.
- **Black Moms of the Triad**
  - The CDL has collaborated with this organization to provide gifts and wishes to children and families during the winter holidays.
- **Bluford Library**
  - This organization designed a libguide to provide valuable resources to faculty, teachers, staff, and students involved with the CDL.
- **Soccer Shots**
  - The CDL contracted with this agency to provide gross motor activities to the children to teach them the fundamentals of soccer.
- **Sigma Tau Delta International Honor Society**
  - This organization conducted a read-a-thon with our children to promote literacy and language development.
- **Institute for Muslim Life and Development**
  - The CDL collaborated with this organization to collect Preemie to Size 6 Diapers, pull ups, and wipes to donate to Guilford County residents.
- **Cook’s Direct**
  - The CDL contracted with this agency to provide kitchen equipment.
- **Jordan’s Creative Productions, LLC**
  - This organization provided decorations for our first day of school and shirts for the CDL children, staff, and parents.
- **Sugar and Co Event Designs**
  - This organization provided decorations for our bridging over celebration and reception.
- **Aggie Source Pantry**
  - The CDL has collaborated with this organization to collect snacks and personal care items for the university students on campus.

- **Teaching Strategies Gold**
  - The CDL has contracted with this agency to provide curriculum and assessment materials for the children at the CDL.
- **Kindermusik International**
  - The CDL has contracted with this organization to supports the key abilities needed for children to grow into socially confident and capable people through music.
- **Party Maker Event Rentals**
  - The CDL contracted with this agency to provide party equipment including tables and chairs for our fall festival and homecoming.
- **Kona Ice of Greensboro**
  - The CDL contracted with this agency to provide flavored shaved ice during our homecoming spirit week.
- **The Black Onion**
  - The CDL contracted with this organization to design and paint child-friendly murals in the center to enhance the appearance.
- **Aggie Rack**
  - The CDL has collaborated with this organization to collect gently used business clothing for the university students on campus.

### **Proposed Future Planning**

- A search for the CDL Administrative Support Specialist position is anticipated to be filled before the start of the 2024-2025 academic year.
- The CDL administration and teachers will initiate a UNC System Lab school Professional Learning Community (PLC) to foster collaborative learning among other educators to improve teaching practices and student outcomes.
- We will continue to advocate for more space. The CDL proposed to expand to a larger facility built from the ground up to give all families an equal opportunity to become a part of our CDL family. Limited slots are available every year due to the amount of space we have. Expansion is needed for more classrooms to serve the N.C. A&T, Greensboro, and the surrounding community.
- The Outdoor Learning environment is still a work in progress. We aspire to renovate our outdoor space entirely to promote active living for our children. Our vision is that our outdoor learning environment becomes more natural, developmentally appropriate, and inclusive for all children.
- The CDL will propose accepting electronic tuition payments online as a convenience for families.



## “Home of the Aggie Pups”

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