

**NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES
DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
CHILD DEVELOPMENT LABORATORY**

2021-2022 Annual Report



TABLE OF CONTENTS

PURPOSE.....	1
MISSION STATEMENT.....	1
VISION STATEMENT.....	1
PROGRAM STRUCTURE.....	2
DEVELOPEMNTAL THEORY.....	2
PROGRAM ENHANCEMENT.....	2-3
ENROLLMENT.....	3-4
STAFF.....	4
PROFESSIONAL ACHEIVEMENTS.....	4
LICENSURE.....	4
INNOVATION: TEACHING.....	5
YOUNGER CLASS SUMMARY AND ACADEMIC REPORT.....	5-7
OLDER CLASS SUMMARY AND ACADEMIC REPORT.....	8-10
FAMILY ENGAGEMENT.....	11
SPECIAL EVENTS.....	11
UNIVERSITY STUDENTS.....	11
HIGH SCHOOL VISITS.....	11
COLLABORTATION WITH DEPARTMENTS AND AGENCIES.....	11-12
PROPOSED FUTURE PLANNING.....	12
CDL 2021-2022 UPDATES.....	12

North Carolina Agricultural & Technical State University

Child Development Laboratory

PURPOSE

The Child Development Laboratory (CDL) at North Carolina Agricultural and Technical State University has been in existence for over sixty years. The CDL provides high quality childcare for children and families and serves as a teaching, learning, research, and service laboratory for students and faculty in the Department of Family and Consumer Sciences. The CDL is also available for use by students and faculty from other majors across the campus that have an interest in child development, child behavior, special education, physical education, speech pathology, foreign language, social work, recreation, sociology, and other areas involving children and families. The CDL provides the opportunity for these students in their respective academic disciplines to make observational, instructional, evaluation, comparative and in-depth studies on child behavior and its related areas.

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. Additionally, children and families are 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, which relate to research of human subjects. 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:

To provide a quality early childhood learning program for children and families and 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 interest of young children; and
- ***Research:*** Educators, parents, and children assist in the research component that promotes the welfare of children in our nation.

MISSION STATEMENT

The Child Development Laboratory (CDL) at North Carolina Agricultural and Technical State University in the Department of Family and Consumer Sciences serves as a nurturing, creative, and engaging learning environment for preschool children, as well as 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 STATEMENT

Our vision is for each child to develop a curiosity of learning, discover their interest and grow in their love of learning.

PROGRAM STRUCTURE

At the Child Development Laboratory, *The Creative Curriculum* provides the framework for learning. This curriculum emphasizes the CDL's philosophy on how children learn, grow, and develop. It is based on the theories of Maslow, Erikson, Smilansky, Vygotsky, Gardner, and Montessori; as well as the added 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 the preschool years are critically important to their success later in school. We believe and research supports that what children learn between birth and the time 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 in *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:

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 meet the updated changes in policies and practices to correlate with changes in the childcare laws and regulations, as well as the Child Development Laboratory. We currently have an *Operational and Policy Handbook* for all staff members. This handbook was revised to include the new Technology and Social Media Use policy and the Employee Conflict Resolution Policy. *Teacher Workdays and Early Release Days* were built into the CDL's operational calendar to give teachers the opportunity to attend professional development trainings, 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. The teachers also have designated planning time to meet and discuss curriculum planning. The concept of team teaching was continued. This allowed both teachers the capability to perform at an optimum level in the classrooms. A COVID-19 Response Plan was implemented that provided health and safety protocols to operate throughout the school year.

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

The Emergency Preparedness Response Plan (EPRP) was revised and updated according to the Division of Child Development guideline by our director, Mr. Jawan Burwell. 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 that is required to follow 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

There were 187 application packets of interest mailed out to recruit for the 2022-2023 academic year. The selection of returning children, and sibling family preferences, created sixteen (16) vacant spaces for new enrollment. Four (4) children declined their slot and were replaced. Two (2) children withdrew from the program and replaced.

During 2021-2022 academic school year, the Child Development Laboratory 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 between 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-years (5) old. The Child Development Laboratory served children of the University faculty, staff, students, and the 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 Mrs. Baskerville)

<i>6 Boys</i>	<i>Black/African American</i>
<i>1 Girl</i>	<i>Bi-racial</i>
<i>9 Girls</i>	<i>Black/African American</i>

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

<i>10 Boys</i>	<i>Black/African American</i>
<i>1 Boy</i>	<i>Indian</i>
<i>1 Boy</i>	<i>Bi-racial</i>
<i>6 Girls</i>	<i>Black/African American</i>

The Child Development Laboratory supports the enactment of Public Law 94-142 that integrates students with exceptionalities into regular classrooms. Specialists (i.e., speech, occupational, health, developmental, and behavioral) worked with the CDL teachers and administration to observe and strengthen one identified child learning at the CDL.

The children were observed in a naturalistic environment or removed from the classroom for specialized one-on-one skill building experiences. We had a child who experienced seizures twice in which an ambulance was called. There were also children with allergies and food preferences (religious and non-religious).

In the **2 ½ to 3 years old classroom**, there was:

- One (1) child allergic to eggs
- One (1) child with asthma
- One (1) child with Eczema
- One (1) teacher allergic to bee sting

In the **4 to 5 years old classroom**, there was:

- One (1) child with Asthma
- One (1) child with Seizures
- Five (5) children with food allergies or special dietary needs
 - Two (2) children no dairy, parental preference
 - One (1) child No Meat, parental preference
 - One (1) child allergic to Peanuts, Dairy & Eggs
 - One (1) child allergic to Eggs and Peanuts

STAFF

There are two professional teachers in each classroom, each of whom holds 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 and Mrs. LaDonnell Baskerville has a bachelor's degree in early childhood education. In the 4 to 5-year-old class Mrs. Monica Sellars has a bachelor's degree in human development, early education and Family Studies and Mrs. Pétrólá Black has a bachelor's degree in Elementary Education. The teachers received several in-service training hours and exceeded the minimum required hours by the Division of Child Development each year. A subscription was purchased to assist the teachers with in-service training (Child Care Education Institute). The entire CDL staff has a current and valid CPR and First Aid certification. The CDL staff is required to obtain 24 clock hours of relative child development training.

PROFESSIONAL ACHIEVEMENTS

All the CDL staff received training in the Creative Curriculum: Teaching Strategies Gold. The CDL staff completed 24 hours of training from the required ProSolutions Program. These training courses consisted of training in various childcare requirements such as Health and Safety (inside and outside the classroom), Nutrition, Brain Development, Playground safety, and Fine and Gross Motor Development. The staff also completed training in social and emotional development in partnership with the Pyramid Model Fidelity Project. Mr. Jawan Burwell, Director, completed three extensive trainings through the Manager Development Program through NC A&T Human Resources Department (CLOE). The CDL Teachers completed a teaching pyramid observation tool. To meet fidelity teachers had to score at least 75%. The Older Class scored 91% and the Younger Class scored 95%.

LICENSURE

A routine unannounced visit was completed by licensing consultant, Camille Davis on October 6, 2020. Free-choice center activities, outside play, group time, and handwashing/bathroom procedures were observed. After a full assessment, no violations were found, which results in 100% compliance with all childcare requirements through the Division of Child Development and Early Education.

Our Fire Inspection visit occurred on November 30, 2021, and we remained in compliance.

Sanitation inspection was conducted on September 27, 2021, and second visit was conducted on April 25, 2022. No demerits were found.

A building inspection was conducted on April 8, 2022. No deficiencies were found.

INNOVATION: 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 classrooms areas 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 in the planning to meet each individualized needs of the children. The teachers plan extended learning experiences outside of the classroom environments.

The teachers continue to incorporate Conscious Discipline techniques into the classroom; as well as 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.....	..... Beach Fun

“Aggie Safari Rangers”

This school year has been an outstanding year for the Aggie Safari Rangers! The children have experienced much success during this academic year 2020-21. We have continued to use the Creative Curriculum, the Teaching Strategies Gold Online, and the Healthy Me/Healthy We Curriculum. Conscious Discipline was 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 was transformed into Trolls: World Tour for our winter celebration. The children learned a lot about genres of music.

Our families have been kept abreast through Aggie Safari Rangers Newsletters and PTO Meetings. Our families have been incredibly supportive and encouraging at the Child Development Laboratory; we thank you and appreciate all that they do here at the CDL.

It has been a pleasure as teachers in the younger classroom to see the children learning and continuing to grow and develop. We would like to offer our sincere appreciation to all Aggie Safari Rangers families for their support. This has been yet another wonderful year!

ACADEMIC/DEVELOPMENT REPORT

This report will discuss the growth and development of the children in the two/three-year-old classroom that were served during the 2021-2022 academic school year. Information has been collected through a prescreening tool known as the Dial-4 screening. Also, at the beginning of the year on-going assessments are completed using the Creative Curriculum. This curriculum includes Teaching Strategies Gold Assessment and Evaluation tools that are used throughout the year. Within this curriculum, there are nine content areas that are viewed and used as a guide to assist in scaffolding a child's learning. Instructional strategies were also used to support children on their own individual paths to the next level. Additionally, anecdotal records were kept of the child's day to day interaction with other children and teachers, as well as documentation through photographs. Teachers encourage, support, and assist the children as they move 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 his or her 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 shown, 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 strengthened the children's abilities to recognize their own feelings. As a result, 87% of children began below the widely held expectations in the fall, 75% of the children met the expectations, and 19% of the children exceeded in the Spring. With strong consistent, determined efforts through Conscious Discipline techniques, particularly for children at this young age, the children were successful and met this objective.

Physical Development

Gross Motor

Gross (or large) motor skills involve the larger muscles including the arms and legs which include walking, running, balancing, and coordination. At the CDL, we promote a balance of physical activities using movement and music. We implement "Healthy Me, Healthy We" experiences that promote imaginative play and provides outdoor experiences, as well as encouraging healthy eating habits. We also utilized tricycles, parachutes, and other large Fine (or small) motor skills involve 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 provided 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 87% below the widely held expectations in the fall to 44% meeting the expectation and 13% exceeding in the spring of 2022. 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 the process by which 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 verbally express their needs and wants, and to listen when others are speaking. 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 2021, 87% of the children began below the widely held expectations and 63% of the children met the widely held expectations, with 13% exceeding by the end of spring 2022. The children were successful due to the opportunities given to demonstrate their abilities to listen, understand, and communicate in language by the end of the year.

Cognitive Development

Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making. In this section, it has been documented how children think, how they see the world through their eyes, and how they use what they learn. Using this Developmental Continuum gives representation of the children's thought process. It also expands their minds at many different levels at different periods of time. Cognitively young children demonstrate positive approaches to learning, remembering, and connecting experiences, and the use of classification skills. In the fall of 2021, the children began at 80% below the widely held expectations. In the spring of 2022, 63% met the expectations, and 19% of the children exceeded the widely held expectations. By the end of the year there were 0% children below the widely held expectations.

Literacy

Early Literacy is defined as everything a child learns and knows about reading and writing before he or she 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 2021, there were 27% children that were below the widely held expectations, 44% of the children met the expectations by the end of spring of 2022, with 56% of the children exceeding 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. Special methods and activities assisted children in developing early numeracy skills. 73% of the children began the school year below the widely held expectations, with 50% meeting the widely held expectations and 44% exceeding the expectations by the end of spring 2022.

In conclusion, through combined play, social interaction, communication and an abundance of hands-on experiences, the children were able to 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 have a significant impact on children's literacy development as well as the child developing 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. LaDonnell Baskerville

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/Trolls
January.....	Winter Season
February.....	Be Active/Heart Healthy
March.....	Spring
April.....	Our World
May.....	Summertime
June.....	Summer/Bridging Over

“Aggie Fish”

The year of Shaping Tomorrow’s future started with eighteen (18) children enrolled in the Aggie Bear 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. Themes like Back to School, Harvest/Thankfulness, Musical Diversity/Trolls, and Our World were enjoyed by the children.

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

Parents were kept abreast of school days activities through our Busy Aggie Fish weekly letter and PTO monthly meetings. We had three (3) Parent Conferences this school year. Our Parent Bulletin Board, which was 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 in information on themes we studied.

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

The following summary will discuss the growth and development of the children in the four/five-year-old classroom that were served during the 2021-2022 academic school year. Information has been collected through using the Dial-4, a prescreening tool, at the beginning of the year and on-going assessments, using the Creative Curriculum: Teaching Strategies Gold assessment and evaluation tools that are used throughout the year. We use Developmental Continuum that assesses the children's progress at various times during the ended with level 8 which is the desired level of competency.

Social/Emotional Development

Three goals: Regulates own emotions and behaviors, establishes, and sustains positive relationships and participates cooperatively and constructively in group situations.

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

In the fall of 2021 school year under Social /Emotional Development 18 children in the classroom report, 1 child was below at 6% and 13 children are meeting at 72%, and

4 exceeding 22%. During the winter 2022, 7 children are meeting at 41% and 10 children are exceeding at 59%. During the spring 2022, 17 children exceeded 100%. During the spring of 2022 all the children were able to 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. In early childhood classrooms physical development is required and sometimes it 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 the fall of 2021 school year under Physical Development 18 children in the classroom fall report, 4 children are below at 22% and 9 children meeting at 50% and 5 children are exceeding with 28%. During the winter of 2022, 7 children met at 41% and 10 children were exceeding 59%. During the spring 2022, 2 meetings at 12% and 15 children are exceeding with 88%. During the end of spring 2022, all the children were exceeding in the areas of traveling skills, balancing skills and fine-motor and coordination.

Language Development

Three goals: Listen to and understand increasingly complex language, uses 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 feelings 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 2021 school year under Language Development 18 children in the classroom, 4 children below at 22%, 13 children meeting at 72% and 1 child exceeding at 6%. During the winter of 2022, 9 children are meeting at 53% and 8 children exceeding 47%.

During the end of the spring of 2022, 17 children exceeding 100%. During the end of spring 2022 all the children are meeting and exceeding in language development.

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, how they see their world, and how they use what they learn from the world around them. The Developmental Continuum addresses the children's thought process and how their minds expand at diverse levels and at different periods of time.

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 the fall of the school year under Cognitive Development 18 total children in the classroom by fall reporting period 7 children were below the level at 39%, 10 children were meeting the goal at 56% and by winter 1 child was below at 6%, 12 children meeting at 71% with 4 children exceeding at 24%. By the spring reporting period 4 children were meeting at 24% and 13 children exceeding the goal at 76%. The learning environment is literacy enriched as well as numerically enriched, thus building upon what the children already knew.

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, demonstrates emergent writing skills.

In the fall reporting period under Literacy Development 18 total children started the school year with 7 children below the level at 39%, 10 children were meeting the goal 56% and 1 child was exceeding the level at 6%. By winters' report 1 child was below 6%, 12 children meeting the goal at 71%, while 4 children exceeded the goal at 24% during this period. The spring report shows that 5 children met the goal at 29% and 12 exceeded the goal at 71%.

Mathematics

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

The mathematics report shows that 4 children reporting below the level at 22% and 13 children meeting the goals expectation at 72% and 1 child exceeding the goal at 6%. The winter reporting, 10 children meeting at 59% and with 7 children exceeding at 41%. The spring report on mathematics shows that 1 child was meeting the goal at 6%, while 16 exceeded the goals given at 94%.

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 here at the Child Development Lab. The children are leaving ready and prepared for the Guilford County School System.

Older Classroom Teachers,
Mrs. Petrola Black & Mrs. Monica Sellars

FAMILY ENGAGEMENT

Several opportunities were available for families to stay actively involved in their child's learning. The Parent Teacher Organization (PTO) held six (6) 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, Mrs. LaDonia Alford-Jefferies, and Mrs. Lakeisha Franklin led the meetings. The officers met with the Administration prior to the PTO meetings to discuss the agenda. Participation from PTO families averaged 25 out of 34 along with the support and information shared from the CDL Staff. The teachers held three (3) parent conferences via Zoom this year to share information about the classrooms, individual child's progress and to gain parents input into the curriculum.

The families participated in various activities throughout the year. Families participated in 2 community service events. The families also participated in The Breast Cancer Awareness Day and Aggies Go Red for Heart Health celebration. Presentations were via Zoom. Other events and activities were planned but had to be canceled due to COVID-19.

The PTO supported several activities this school year. They participated in three (3) service-learning projects: can opener drive, can food and board game drive, and diaper drive.

SPECIAL EVENTS

During the 2021 - 2022 school year, the Child Development Laboratory held limited unique events due to COVID-19. They included the following:

- The Winter Celebration's theme was Jingle Jangle.
- The Week of the Young Child was celebrated during the week of April and field day was a remarkable success! Many families came out to support the children.
- The children were able to go to the NC A&T Aggie Farm field trip. Aggie Shuttles provided the transportation and many of the parents came along to chaperone. It was an excellent turn out!
- At the end of the 2021-2022 school year, our "**End of the Year**" (Bridging Over Celebration) took place on June 3, 2022, at the Student Center with sixteen (16) of our rising kindergarteners bridging over to the next phase of education. Many families came out to support the children and the CDL. We had two (2) food trucks to feed our families.

UNIVERSITY STUDENTS

During the 2021-2022 academic school year, the Child Development did not allow any University students to enter the child development laboratory, but they were able to do their service hours due to COVID-19.

HIGH SCHOOL VISITS

Due to COVID-19, the Child Development Lab did not allow any high school tours.

COLLABORATION WITH DEPARTMENTS AND AGENCIES

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

- **Catering by Harlee's Catering LLC**
 - The CDL has contracted this agency for the lunches served daily to our children.

- **SYSCO**
 - The CDL has contracted with this agency for snacks that are served daily to the children. They also provide us with meals for our 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 event.
- **NC A&T SU Student Health Center**
 - Our COVID testing was conducted by this group every Monday and Thursday for the children and staff.
- Both classrooms were assessed by the Healthy Social Behaviors Project that is designed to help childcare centers improve teacher and program practices that promote the social emotional development of young children. Both classrooms passed their assessment.
- The CDL performed for the Student Health Center’s Lunch and Learn to highlight Heart Health.

PROPOSED FUTURE PLANNING

- 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. There are limited slots available every year due to the amount of space that we have. Expansion is needed for more classrooms to serve the A&T, Greensboro, and surrounding community.
- The Outdoor Learning environment is still a work in progress. We aspire for our outdoor space to promote active living for our children. It is our vision that our outdoor learning environment becomes a more natural space.
- This 2021-2022 academic year at the Child Development Laboratory has been a phenomenally successful year. There have been many changes and the program has remained steadfast and supportive to the children, families, and students that we serve, as well as the University and Community.
- The CDL will propose to accept electronic payments online for tuition as a convenience for families.

CHILD DEVELOPMENT LABORATORY 2021-2022 UPDATES

- The CDL completed a self-study for NAEYC Accreditation program and classroom portfolios have been completed. The application for NAEYC Accreditation was due by July 7, 2021. Due to unforeseen events, NAEYC has put off our visit until September of 2022.

Due to the ongoing of COVID-19, many activities and memories were unable to be made; however, as Aggies we continue to press through any challenges that are faced. We are grateful for everyone’s participation and guidance through 2021-2022. We will continue to uphold the high quality of the North Carolina Agricultural and Technical State University Child Development Laboratory, to be of service to children, families, faculty, staff, and university students. Why? Because THAT’S WHAT AGGIES DO!

-Child Development Laboratory Staff