

Non-Instructional Annual Review Child Development Lab School

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, and CS 3.5.1, CR 3.9.2, CR 3.13.3, and FR 4.5

Purpose

Amarillo College non-instructional areas consistently review data and strive for improvement. The purpose of this review is to demonstrate how AC non-instructional areas support AC's mission by "...enriching the lives of our students and our community."

On an annual basis, the Program Review process will capture a holistic snapshot of strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences. If available, you may also provide a link to other documentation that answers each question.

I: Identification

1. Department Title:

Child Development Lab School

2. Department Purpose Statement:

The Amarillo College Child Development Lab School provides early care and education for children three months to five years old. Admission to the Center is open to children of students, faculty, and staff of the College. Children of parents not connected with the College are admitted on the basis of space availability. The Lab School welcomes families of all socio-economic, racial, ethnic and religious backgrounds. The Lab School is open to students and faculty for observation and study for educational and training purposes.

3. Department Review Year (i.e. Most Recent Academic Year)

2013-2014

4. Date of Submission:

7/1/14

5. Lead Person Responsible for this Department Review:

Name: Chelsea Munkres
Title: Director, Child Development Lab School
E-mail: cbmunkres@actx.edu
Phone Number: 806-356-3636

6. Additional Individuals (Name and Title) Responsible for Completing this Department Review:

II: Existing Data (Not Survey, Focus Groups, and/or Interviews)

AC staff/administrators collect and evaluate data related to people served.

1. What significant AC, state, federal, or other reports do you complete on an annual basis and/or what significant quantitative data do you collect or review on an annual basis? (Please provide links to data/report information or a succinct summary of your data findings.)

National Association for the Education of Young Children (NAEYC) Annual Report
www.naeyc.org/academy

Parents as Teachers (PAT) Annual Report
www.pat.org

Texas Department of State Health Sciences Vision and Hearing Screenings
<http://www.dshs.state.tx.us/vhs>

Texas School Ready Assessment for Children
www.childrenslearninginstitute.org

2. Based on the past year's data (referenced in Question #1), please evaluate your data and/or department.
(Place an 'X' in each text box that corresponds to your evaluation. You may delete or add rows.)

Data Reported/Collected (Include Most Important Data)	Needs Improvement	Meets Standards	Exceeds Standards
1. Providing high quality developmentally appropriate education for children ages 3 mo to 5 years and meeting state licensing standards		X	
2. Teaching Staff Qualifications		X	
3. Program Administrator Qualifications		X	
4. Meeting NAEYC 10 Program Standards on Relationships, Curriculum, Teaching, Assessment of Children Progress, Health and Safety, Teaching Staff Qualifications, Family Relationships, Community Relationships, Physical Environment, and Leadership and Management		X	
4. Providing vision and hearing screening for children going to kindergarten		X	
5. Statistical information and number of children served for Parents as Teachers Program		X	
5. Preparing children for kindergarten per TRS Assessment		X	

3. (If applicable) If any area "Needs Improvement," please explain why (i.e. Analysis).

4. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

--

II: Existing Data (Based on Surveys, Focus Groups, and Interviews)

In this section, provide examples of ways you used survey data or qualitative research (interviews, focus groups, etc.) to make decisions.

PART A:

1. Over the past year, did your area collect and/or review any survey data or qualitative (focus group, interview, etc.) information?

(Place an 'X' in the text box that corresponds to your response.)

Yes (If Yes, Proceed to PART A, Question #2)	No (If No, Proceed to PART B)
NAEYC Parent Survey NAEYC Teacher Survey	

2. Summarize the most important information that was collected and/or reviewed and the results.

Parent Survey: 20 of 20 families responded to our survey. These results are based on parent report of how our program is doing. The survey is broken down into categories and there are varying number of questions per category.

Relationships—98% are satisfied with the communication they receive in regards to their child in our program.

Curriculum—95% responded that they believe their home language and family beliefs are taking into account into our curriculum.

Teaching—100% of parents believe if they disagree with teachers they feel that can have a conversation with the teacher to develop mutually satisfying decisions.

Assessment—100% of parents know and understand our program's assessment procedures and feel program staff communicate those results well.

Health—100% of families reported that they are made aware with there are contagious diseases in the program.

Families—99% of families understand the philosophy and goals, participate in community events with staff, and are provided information about their child's skills, interests and needs.

Community Relationships—97% parents feel they are informed about community events and working with program staff on community projects.

Leadership and Management—98% parents report that the program administrator keeps up to date in the field and feel they have been included in the yearly program evaluation.

Teacher Survey: 10 out of 10

Relationships—100% of Teachers report that when children have challenging behavior there is an individual plan to support inclusion and success as well as access to professionals who work with the child.

Curriculum—100% of teachers report that the curriculum is meaningful of the every day lives of children, is sensitive to culture, and excludes the uses of technology to entertain children.

Teaching—100% of teachers report that they talk to families on how to meet their child's needs.

Assessment—100% report they have received training on assessment tools and that they meet formally and informally with the child's parents to discuss the results.
Health—100% of teachers report that are trained in health and safety practices such as CPR and First Aid.
Teachers—100% of teachers reported that they were properly oriented and trained at hire and continue to improve the conditions of children and families within our program as well as in our community and beyond.
Community Relationships—98% of teacher report that they participate in regular community activities and help families to participate in community activities.
Leadership and Management—98% of teachers report that they understand the program's mission, are kept up to date in the field, and are given a final report of the findings of the annual report.

3. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

According to the results of the Parent survey, Parents in the program need educated more on our curriculum that does include cultural identity. Also, we need to encourage our parents to participate in more community involvement with staff members. In the future, we will plan more events to be involved with where our parents can be involved as well. We have in the past coordinated parents and staff to be on a team for The Color Run and it would be helpful to have annual events to consistently be a part of. The program administration will organize this.

According to the teaching survey, our teaching staff need to be more involved with parents on community events. Plan is described above on how to remedy that situation. Also, teachers need to be better informed about the annual review process and results, which is the responsibility of the program administrator.

PART B:

Additional Comments Related to Surveys and Qualitative Research (Not Required):

PART A –No Excuses:

Each department is expected to support student success initiatives.

1. List 1 or more ways your department most focuses on any of the No Excuses goals/initiatives.

Provide Observation Students a hassle-free and a rich educational experience to complete required hours for child development or education courses that is open to all students who pass a criminal background check. We also provide child care for students so that they are able to attend their classes.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals OR to move the needle toward fulfillment of the No Excuses goals?

- If so, please explain.
- If not, but you plan to make changes that aid students success, please provide a few sentences explaining how you can better support No Excuses.

We support No Excuses by allowing students to come do their observation hours at their convenience and providing students a place to bring their children for child care so that they can attend their classes.

PART B –Institutional Outcomes:

Each department is expected to provide quality student, customer, and/or client services.

1. For this review year, what is/were your department's most important goals (i.e. broad things you would like to accomplish)?

1. To obtain NAEYC re-accreditation
2. Preparing children for kindergarten
3. Provide quality child care to children ages 3 mo. to 5 years

2. For this review year, what is/were your department's most important outcome/s that can be specifically measured and help you achieve your goals? Provide examples of 1-3 outcomes.

(An outcome provides observable evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

1. After implementing quality NAEYC standards and criteria into our program, the department will pass (80% or higher score) the portfolio evaluation and teacher/children evaluation by meeting 80% of the 100% required criterion used by the NAEYC Re-accreditation committee.
2. After receiving kindergarten preparation, 100% of our students will demonstrate kindergarten readiness by passing all sections of the Texas School Ready Assessment.
3. Based on the NAEYC Parent and Teacher survey, at least 80% of parents completing the survey will indicate "strong satisfaction" with the Center in the areas of relationships, curriculum, teaching, assessment, health, families, community relationships, leadership, and management.

3. How does your department assess the above outcome/s? What were the results of your outcome assessment? What do your results tell you?

1. We have consistently met the results and our desired benchmark:
2010-2011 Data: 9 out of 10 (91%)
2011-2012 Data: 9 out of 10 (91%)
2012-2013 Data: 9 out of 10 (91%)
This next site visit will occur through an unannounced visit some time from May 31 to November 30, 2014. We will either pass/or fail.
2. There are 5 children going to kindergarten in the fall that are sufficiently prepared for kindergarten, according to the Texas School Ready Assessment.
Our preschool children are assessed by Texas School Ready 3 times a year. Each assessment tells the teacher what areas each child needs more help with and the intervention is tailored to each child on how to strength each knowledge area.
3. According to Parent and Surveys, we have been successful on providing quality child care. Specific results are on page 4.

4. What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?

1. We have been renovating our current facility to meet our accreditation standards.
2. Preschool teachers have made modifications such as small group and one-on-one time with children to improve their TRS score and overall school readiness.
3. We plan to continue meeting high quality standards so that we maintain our high score of teacher and parent satisfaction.

PART C –Strategic Planning:

Each department is expected to support AC's Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area currently addresses/evaluates.

Adjust instruction and services based on assessment data (Version 2.0, Goal 1, Strategy 1.1).

2. (If applicable) What additional item/s should AC's Strategic Plan address?

PART D – Core Objectives (CR 2.10):

SACSOC guidelines require non-instructional areas to provide student support programs, services, and activities that are consistent with its mission and that promote student learning and enhance the development of its students.

At Amarillo College, a component of student learning is found present in the existence of AC's General Education Competencies. Due to recent mandate changes set forth by the Texas Higher Education Coordinating Board (THECB), AC has adopted the following General Education

Competencies: Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

Although these competencies obviously relate to academia, many non-instructional areas also support some or all of these objectives.

Some Examples of Ways Non-Instructional Areas Can Support Student Learning:

Personal Responsibility: Any service that provides materials/information related to financial literacy, life planning, etc. to students could relate to personal responsibility. Also any measure of student personal responsibility (e.g. percent of students not dropped for non-pay, percent of students who pay their rent to AC housing on time, etc.) relates to this topic.

Social Responsibility: If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.

Communication, Critical Thinking, and Empirical and Quantitative Skills: If a department teaches a skill/topic within the classroom or through a published document geared toward students, this skill/topic could relate to communication, critical thinking, or any of the other objectives—depending on the skill/topic being taught.

Teamwork: Any student organization/framework where students must work successfully within a group could equate to teamwork.

1. Does your area work (in-person, through publications, or through some other means) with students to learn/accomplish any of the following objectives?

Objective	Yes (If Yes to Any Area, Respond and Proceed to Part D, Question #2)	No (If No to All Areas, Proceed to Part D, Question #3)
Communication Skills	X	
Critical Thinking Skills	X	
Empirical & Quantitative Skills		X
Teamwork	X	
Personal Responsibility	X	
Social Responsibility	X	
Note: May Insert other Objective/s		

2. For each objective that received a “Yes” response, provide a bulleted list identifying how your department addresses each particular objective with AC students, any assessments related to your objective (if applicable), and any results related to your assessment (if applicable).

➤ Assessments can be indirect (e.g. surveys, focus groups, etc.) or [direct](#).

Communication Skills: Our student observers learn better communication skills by having to schedule specific observation times with teachers and administrators. They are also required to do teacher interviews which enhances their communication skills.

Critical Thinking Skills: Our student observers are challenged to think critically on how to children’s activities and learning centers are related to child development. They are also required to think critical by learning how to expand on a child’s current knowledge and developmental stage and how to get them to progress to the next level.

Teamwork: Our student observers learn that team work is essential to any child care program between teacher and teacher, teacher and parent, and teacher and administrator. Our student observers often interview teachers and administrators where they ask direct questions such how we work with each other.

Personal Responsibility: Our student observers learn that it is their responsibility to schedule their own observation hours and we are a facility that allows them the flexibility to adjust to their schedules.

Social Responsibility: Our student observers learn while in our facility that we are a social responsibility to provide quality child care to children in Amarillo, Texas, or any place they work with children.

3. Please indicate (place an X in the corresponding box/es) the mode of delivery by which you offer any support programs, services, and activities, to students.

In Person	Web	Phone	E-mail	Live Chat
X	X	X	X	

4. Do you have plans to expand your learning objectives and/or modes of delivery? If so, how do you plan to expand these objectives/delivery modes? If not, why not?

We plan to produce a virtual tour of the Lab School and post on our website. We hope this will help both prospective parents and observations students with questions about the Lab School, our purpose, facility, curriculum and parent involvement.

V: Policies and Procedures

Amarillo College's non-instructional areas consistently have procedures in place that promote student confidentiality, staff efficiency, student success, and accountability.

Each non-instructional area will respond to the Core 5 (first 5) "Policies and Procedures" questions if they are pertinent to their area. If a department has additional questions they would like to include for accountability or some other purpose, they will also include those questions on this section of the form.

1. Please explain how your area supports the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data (CR 3.9.2)

The confidential student records that are kept on file in the Lab School are criminal history and background checks for the purpose of being able to observe in our facility. These records are kept in a locked cabinet for two years until they are expired and then they are shredded. This data is backed up on a computer file.

2. How do you ensure that all of your employees are aware of student complaint procedures and that the procedures are handled in a way that is in accordance with the institutional policy of complaint procedures being reasonable, fairly administered, and well-publicized (CR 3.13.3)?

N/A

3. Has your area made any departmental changes based on student complaints? If so, what changes did you make (FR 4.5)?

N/A

4. Have you addressed any local, state, audit, or federal compliance issues that have caused you to make an adjustment to your department and/or a policy change? If so, please explain.

We are held accountable by the Texas Department of Family and Protective Services Child Care Licensing to align our policies with new policies that they enforce as they are updated. The most recent update was on June 2014. The Policies that were updated in our Personnel and Parent Handbooks were from Licensing Standards 746.501, 746.3609, 746.3611, 746.2628, 746.3401, 746.4907, 746.4908, 746.5202.

5. Have you made any changes to your department's policy or procedures over the past year that are otherwise not addressed in this review? If so, please explain.

We are held accountable by the Texas Department of Family and Protective Services Child Care Licensing to align our policies with new policies that they enforce as they are updated. The most recent update was on June 2014. The Policies that were updated in our Personnel and Parent Handbooks were from Licensing Standards 746.501, 746.3609, 746.3611, 746.2628, 746.3401, 746.4907, 746.4908, 746.5202.

VI: Conclusions

1. What is the biggest issue/obstacle that your department currently faces?

Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

One of the biggest obstacles faced by our department is the high demand of child care by Amarillo College students, faculty and community members and not being able to meet the needs of child care. Amarillo College has identified that one of the biggest obstacles students face in taking and passing their courses is not having child care. We have over 500 children on our waiting list currently and due to our accreditation standards with the facility and resources available to us we only have space for 26 children. To meet the needs of students in a greater capacity our department would need additional facilities and a huge increase in funding to provide child care. Our facility's current main goal is to be a model of excellence for students and the community so that people can be educated on how to run a high quality independent program.

2. Additional Comments Pertinent to this Annual Review Evaluation (Not Required):