**Non-Instructional Annual Review**

**Child Development Lab School**

This document addresses the following SACSCOC requirements: IE Topics 2.5, 3.3.1, and 3.5

Purpose

Amarillo College non-instructional area’s 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:**

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| Child Development Lab School |

1. **Department Purpose Statement:**

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| 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. |

1. **Department Review Year (i.e. Most Recent Academic Year)**

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| --- |
| 2014-2015 |

1. **Date of Submission:**

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| 8/12/15 |

1. **Lead Person Responsible for this Department Review:**

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

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

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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.)**

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| National Association for the Education of Young Children (NAEYC) Annual Report  [www.naeyc.org/academy](http://www.naeyc.org/academy)  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](http://www.childrenslearninginstitute.org) |

1. **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.)**

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| **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 |  |

1. **(If applicable) If any area “Needs Improvement,” please explain why (i.e. Analysis).**

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

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III: 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.)**

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

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

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| Parent Survey: 7 of 15 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 numbers of questions per category.  Relationships—100% are satisfied with the communication they receive in regards to their child in our program.  Curriculum—100% 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—100% 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—100% parents feel they are informed about community events and working with program staff on community projects.  Leadership and Management—100% 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 responded to our survey.  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 everyday 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—90% 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—90% of teacher report that they participate in regular community activities and help families to participate in community activities.  Leadership and Management—100% 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)?**

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| According to the results of the Parent survey, the parents who responded in the survey are very satisfied with the care their child receives and the services that the Lab School provided for their child/children over that last year. However, we only received 50% of our surveys back from parents and 50% of our parents did not return their survey. One goal will be to gain more parent participation on our surveys.  According to the teaching survey, our teaching staff needs to be more involved with parents on community events. Our plan for the coming year is to invite staff and parents to more community events that we as a Lab School know about. Also, according to the survey we need to improve upon our assessment of students which we plan on doing through a new assessment system called GOLD with is a pilot program through TAEYC that is allowing us to use this assessment system. It’s a comprehensive assessment that relies on anecdotal records and assists the teacher to plan activities around children’s individual milestones and goals. Our teachers will continue to receive training and support on GOLD. |

PART B:

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

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IV: Institutional Initiatives

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.**

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| 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.  For the children who attend the Lab School, we include in our curriculum a week that focus on college to promote awareness, vocabulary and important symbolism to children at a young age to instill an early expectation to young children that they will attend college when they get older. All ages of children in the Lab School have curriculum that focuses on early literacy skills, math, science, technology, music, art, engineering, and sensory skills that lay the foundation for school-readiness which ultimately leads to college readiness. |

1. **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.**

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| 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.  We support No Excuses for the children of the Lab School to focus our curriculum to promote school readiness skills.  For the 2015-2016 year our staff has adopted the No Excuses philosophy to their work environment so that there are no excuses for providing the children and students we serve with a model of excellence of care that includes curriculum, assessment, and meeting all needs of our students. |

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)?**

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

1. **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.)

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| See if you approve of these statements (taken from what was originally submitted in #3)   1. After NAEYC conducts a site visit to assess AC portfolios that have evidence of meeting all standards and criteria and evaluates their observations of teachers and children, AC will meet at least 80% of all criterion and 100% of required criterion as evaluated by NAEYC criteria. 2. After Texas School Ready assess AC preschool children this year, each assessment will show 100% of children going into kindergarten as sufficiently prepared for kindergarten as evaluated by Texas School Ready criteria. 3. After taking a NAEYC Parent and Teacher survey, 90% of parents/teachers will demonstrate a satisfied rating or higher based on their evaluation of relationships, curriculum, teaching, assessment, health, families, community relationships, leadership and management. This data is based on an annual survey conducted in May. Specific results are on page 4. |

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

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| 1. This site visit occurred in October 2014 where we passed. We must meet at least 80% of all criterion and 100% of required criterion and we met 98% of all criterion. We successfully renewed our accreditation status that extends to 2020.  2. 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. This is an ongoing assessment each year. There are 5 children going to kindergarten in the fall that are sufficiently prepared for kindergarten, according to the Texas School Ready Assessment.  3. According to the NAEYC Parent and Teacher Survey most Parents and Teachers surveyed were satisfied based on relationships, curriculum, teaching, assessment, health, families, community relationships, leadership and management. This data is based on an annual survey conducted in May. Specific results are on page 4. We have been successful on providing quality child care. |

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

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| 1. Since our site visit we have been focused on maintaining our high standards of meeting all NAEYC criterions on a daily basis. 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. We hired a new 4 year old teacher May 2015 and she will continue to improve upon our assessment processes. 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.**

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| Strategy 2.3: Identify and remove institutionally created roadblocks for prospective students.  Task 2.3.1.- Student services and instructional leadership will assess the barriers to student success. |

1. **(If applicable) What additional item/s should AC’s Strategic Plan address?**

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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?**

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| **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 |  |  |

1. **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](http://www.actx.edu/iea/filecabinet/425).

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| 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. Some of our students do projects with our children and must coordinate that with the lead teachers in the classroom.  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. We also offer them information on personal responsibilities in the caring for children while they are observing.  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. |

1. **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.**

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| **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?**

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| 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. We also offer students the ability to use video cameras in order to video themselves interacting with children so that they can critique their own teaching skills. |

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)**

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| 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. |

1. **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)?**

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| N/A |

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

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| N/A |

1. **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.**

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| 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. There have been no updates to policy since then but it is something we monitor closely so that we are in compliance with all state licensing standards. |

1. **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.**

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| There have been no needed updates to policies in the last year. |

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.**

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| 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 600 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.  Our second biggest obstacle in staffing. Our facility is unique when it comes to staffing because when our teachers take sick or vacation leave, someone must cover their classroom of children and due to limited funding it can be difficult to have enough staff to cover all classrooms. Frequently the director and assistant director must be pulled away from their duties to substitute for absent teachers. It would be helpful to have more funds to hire more student workers to help this great need. Keeping staff can be difficult, as well, because we have high expectations for their skills set (3-5 year of experience in child care and a bachelor’s degree) due to our accreditation requirements but often teacher’s salaries do not reflect their skills set adequately. Therefore, we do lose teachers and staff due to low salaries which also affects our ability to adequately staff classrooms. For example, in the Spring of 2015 we were out of a four year old teacher for 3 months which was a very long time to be understaffed and placed a great stress on all of the teachers and staff of the Lab School to maintain ratios, high-quality care and continuity of care for children. |

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

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