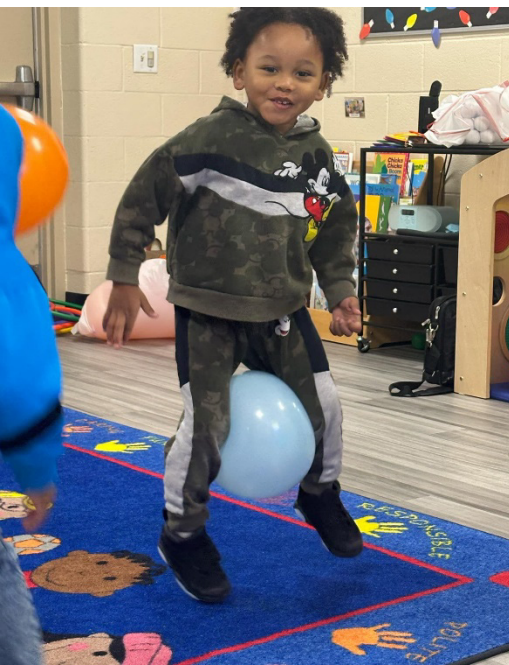




**North Carolina Agricultural and Technical State University  
College of Agriculture and Environmental Sciences  
Department of Family and Consumer Sciences  
Child Development Laboratory  
2024-2025 Fiscal Year Annual Report**

**Theme: Dream Big, Take Flight: Next Stop - Kindergarten**





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# Strategic Plan Fiscal Year 2024-2025

**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:**

- Evaluate the current indoor and outdoor environments to identify and prioritize the types of spaces needed, ensuring alignment with professional standards and curriculum goals.
- Address long-term facility requirements and explore potential funding sources to support expansion.
- Prepare a detailed written proposal outlining the expansion plans to submit to the Department Chair and Dean.

**Resources Needed:**

- Division of Child Development and Early Education Child Care Rules
- Funding support
- Additional space
- Qualified teachers and staff
- Building infrastructure
- Educational materials

**Goal Completion Date:**

The Child Development Laboratory is included in Phase 2 of the University's expansion plan. Efforts to advocate for additional space will continue. In June 2024, the Dean's office requested information on the age groups the CDL wishes to serve should expansion opportunities arise. Additionally, the City of Greensboro is actively proposing options for additional space to support our growth.

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

**Steps:**

- Send an email invitation to all UNC System Lab School Directors.
- Establish clear objectives centered on enhancing student and teacher learning outcomes.
- Promote a culture of collaboration and provide ongoing support to all participants.
- Emphasize the analysis and use of data to inform continuous improvement.

**Resources Needed:**

- Reliable online access platforms (Email, Zoom, etc.)
- Relevant information and guidelines from the Division of Child Development and Early Education (DCDEE)
- Center and staff policy documents
- Dedicated planning time for teachers to collaborate within the Professional Learning Community (PLC)

**Goal Completion Date:**

- The Professional Learning Community (PLC) was successfully launched in May 2025.

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

**Steps:**

- Implement a tuition increase to support program sustainability.
- Pursue acceptance into the NC Pre-K program or USDA Food Program (CACFP) to enhance service offerings.
- Plan and advocate for center expansion to accommodate more children.
- Conduct salary comparisons with other UNC System schools to ensure competitive and equitable compensation.

**Resources Needed:**

- Staff performance evaluations
- Professional development plans
- Detailed expansion proposal
- Grant funding opportunities
- UNC System salary database for benchmarking

**Goal Completion Date:**

Equitable salary increases were awarded to all staff, effective March 2025.

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

**Steps:**

- Acquire Childcare Management Software to manage electronic payments.

- Collaborate with the cashier's office and Information Technology (IT) for integration, compliance, and support.
- Provide training for staff on processing electronic payments.

**Resources Needed:**

- Reliable online access
- ACH (Automated Clearing House) authorization for payment processing

**Goal Completion Date:**

This initiative is currently ongoing.

**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 to improve classroom and playground environments.
- Review childcare regulations to ensure space requirements are met.
- Identify and engage vendors to develop design blueprints.
- Conduct regular playground inspections for safety and compliance.
- Advocate for revisions to childcare center licensing standards.
- Procure furniture and materials necessary for enhanced learning spaces.

**Resources Needed:**

- Playground catalogs and design resources
- Reliable online access
- Access to childcare regulations and guidelines
- Comprehensive needs assessment data

**Goal Completion Date:**

This project is ongoing.

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

### **Dear CDL Families, Friends, Faculty, and Staff,**

As we wrap up the 2024–2025 school year, I want to pause and recognize the incredible journey we've shared. This year has been marked by innovation, collaboration, and unwavering dedication to the children and families we serve. Together, we've strengthened the foundation of what makes the Child Development Laboratory a model of excellence in early childhood education.

Our classrooms were alive with curiosity and creativity, thanks to our dedicated educators who embraced new teaching strategies, integrated technology, and prioritized social-emotional development in meaningful ways. From literacy-rich environments to hands-on investigations, our children were immersed in experiences that nurtured both heart and mind.

Behind the scenes, our operations became stronger and more intentional. We refined systems, updated procedures, and made strides in professional development—all to ensure our program continues to meet the highest standards of quality and care.

We also expanded our reach beyond our doors. This year, we deepened relationships with community partners, welcomed student volunteers and future educators into our space, and opened our classrooms as living labs of learning and mentorship. These partnerships have not only enriched our children's experiences but also elevated the CDL as a leader in practice-based learning.

Our families have been true partners every step of the way. Through active participation, open communication, and shared trust, you've helped us create a supportive, inclusive environment where children feel safe, seen, and celebrated.

To our faculty and staff—your commitment runs deep. Your care, professionalism, and advocacy continue to uplift this program in ways that words can't fully capture. And to our supporters and extended community, thank you for believing in our mission and making it possible for us to continue serving with excellence.

What happens at the CDL is more than just care and curriculum—it's transformational. Thank you for helping us make this year one of purpose, progress, and pride.

With gratitude and 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**

The experiences children have during their preschool years, along with the skills and characteristics they develop, are critically important to their future success in school and beyond. Research shows that what children learn from birth until they enter kindergarten lays the essential foundation for lifelong learning and development. At the Child Development Laboratory, we recognize the diverse backgrounds, cultures, family experiences, and developmental pathways of young children. To meet these varied needs, our program incorporates the theories of multiple early childhood experts into the Creative Curriculum framework.

Our teaching approaches include:

- Child-initiated learning
- Teacher-directed learning
- Interacting with children to promote learning
- Adapting instruction to meet the needs of all children
- Working effectively with groups of children, both large and small
- Promoting learning within various interest areas

We organize children's development into four key domains:

1. Emotional and Social Development
  - Developing a sense of self and forming relationships with others
2. Health and Physical Development
  - Building self-care skills, safety awareness, motor skills, and overall physical health and growth
3. Language Development and Communication
  - Enhancing receptive and expressive language skills, along with foundational skills for reading and writing
4. Cognitive Development
  - Encouraging mathematical thinking, scientific inquiry, social connections, and creative expression

Through this comprehensive approach, the CDL supports the whole child—intellectually, socially, emotionally, and physically—to prepare them for success in school and life.



## **Program Enhancements**

Throughout the 2024–2025 academic year, the Child Development Laboratory made important updates to its policies and operational procedures to align with evolving childcare laws, the Center’s mission, and NAEYC accreditation standards. The Parent Handbook was revised to update enrollment policies, specifically modifying the automatic entry privilege previously granted to siblings of returning children. These changes reflect a more equitable enrollment process and compliance with current regulations. In addition, the CDL thoroughly revised its Operational and Policy Handbook for all staff members. This comprehensive guide now includes new policies and procedures designed to ensure consistent practice across the program and full compliance with NAEYC accreditation requirements.

To support high-quality instruction and continuous improvement, the CDL’s calendar incorporated eight (8) Teacher Workdays and three (3) Early Release Days. These dedicated times allow teachers to engage in professional development, enhance classroom environments to meet children’s developmental needs, and design extended learning experiences involving families. Two (2) Wellness Days were added to emphasize staff self-care and mental health awareness. Collaborative planning time and a team teaching model continue to be integral components, fostering effective classroom delivery.

Early in the school year, all children were screened using the Dial-4 Screening tool within the first six weeks. This screening supports individualized instruction by informing classroom planning and learning environment adaptations. During the year, 18 children transitioned from the CDL to new educational settings.

In terms of safety and preparedness, the Emergency Preparedness Response Plan (EPRP) was fully updated by Dr. Jawan Burwell to reflect current staffing, responsibilities, and the latest Division of Child Development and Early Education guidelines. The risk management plan covers key areas such as hygiene protocols, sanitation, food allergy management, medication administration, incident reporting, family engagement, evacuation procedures, and emergency drills including fire, hurricane, tornado, and lockdown scenarios. All required compliance forms are appended within the plan. The updated EPRP was successfully submitted through the state’s online portal.

To enhance operational efficiency and family engagement, the CDL transitioned from ProCare to Playground software. This innovative platform offers a user-friendly interface that improves communication between staff and families through real-time messaging, photo and activity updates, and contactless check-in/out. It also streamlines administrative tasks such as automated billing, tuition tracking, attendance monitoring, staff scheduling, and documentation of child development and lesson planning. This technology upgrade has reduced administrative burdens and strengthened transparency, with positive feedback from both educators and families emphasizing its intuitive design and connectivity.

Together, these policy updates, professional development opportunities, health screenings, emergency preparedness improvements, and technology advancements demonstrate the CDL’s ongoing commitment to excellence, safety, and family partnership in early childhood education.

## Enrollment

The Child Development Laboratory actively recruited new families for the 2024–2025 academic year by distributing 283 application packets. A total of 189 completed applications were returned and considered in the lottery selection process. Following the selection of returning children, 17 new enrollment slots became available: 14 in the younger classroom and 3 in the older classroom. Additionally, 14 children from the younger classroom transitioned to the older classroom. Two children from the younger classroom and one child from the older classroom will be returning, resulting in 17 openings to be filled with new enrollees.

Throughout the academic year, the CDL served a total of 34 children between the ages of two-and-a-half and five years old. These children were divided into two classrooms: one serving 16 children aged 2½ to 3 years, and the other serving 18 children aged 4 to 5 years. Notably, 100% of the enrolled children remained in the program for the full year. The CDL serves children of university faculty, staff, students, and members of the wider Triad community, maintaining a balanced population based on age, gender, and socioeconomic demographics.

### **Classroom Demographics**

*Two-and-a-half to three-year-olds (Teachers: Ms. Jones and Ms. Peterson)*

- 4 boys — Black/African American
- 3 boys — Bi-racial
- 3 girls — Bi-racial
- 6 girls — Black/African American

*Four- to five-year-olds (Teachers: Mrs. Black and Mrs. Sellars)*

- 6 boys — Black/African American
- 1 boy — Bi-racial
- 10 girls — Black/African American
- 1 girl — Asian

### **Support for Children with Exceptionalities and Special Needs**

The CDL adheres to the mandates of Public Law 94-142, integrating students with exceptionalities into regular classroom settings. During the year:

- Two children received speech services, provided through outsourced home-based therapy.
- Several children had food allergies, special dietary needs, or nutrition opt-outs due to religious or personal preferences.

### **Health and Dietary Considerations by Classroom**

*Two-and-a-half to three-year-old classroom*

- 2 children with asthma

- 2 children with nutrition opt-outs (parents provided meals)
- 8 children with food allergies or special dietary needs:
  - 7 children with a no-milk preference
  - 1 child allergic to peanuts and tree nuts

#### *Four- to five-year-old classroom*

- 1 child with asthma
- 3 children with nutrition opt-outs (parents provided meals)
- 8 children with food allergies or special dietary needs:
  - 1 child allergic to peanuts, tree nuts, and seafood
  - 1 child allergic to shellfish and peanuts
  - 1 child allergic to peanuts and tree nuts
  - 1 child with no meat or milk dietary preference (parental choice)
  - 4 children with a no-milk dietary preference (parental choice)

### Staff

Dr. Jawan Burwell serves as the Director of the Child Development Laboratory. He holds a Doctor of Education in Early Childhood Education, a Level 3 Administration Credential, and a Level 13 Early Education Certification, demonstrating his advanced expertise in the field.

The Administrative Support Specialist position has remained vacant for the past three years. Despite multiple recruitment efforts, the initial applicant pool did not meet the qualifications required, necessitating reopening the search. A qualified candidate was identified during the second recruitment cycle and recommended for hire; however, due to budget constraints, the requested counteroffer could not be met, and the candidate declined. A formal request was subsequently submitted to the Dean's Office to increase funding for the position to offer a more competitive salary and attract highly qualified applicants. Following this process, Ms. Stella Johnson was recommended for hire. Ms. Johnson holds a bachelor's degree in Child Development and Family Studies and brings valuable administrative experience to the role.

Each classroom at the CDL is staffed by two professional teachers who hold at least a bachelor's degree in Child Development, Early Childhood Education, or a closely related field. In the 2½- to 3-year-old classroom, Ms. Charryse Jones holds a bachelor's degree in Early Childhood Education, and Ms. Kalaybria Peterson holds a degree in Child Development and Family Studies. The 4- to 5-year-old classroom is led by Mrs. Monica Sellars, who holds a bachelor's degree in Human Development and Family Studies, and Mrs. Pétrolá Black, who holds a bachelor's degree in Elementary Education. All teaching staff maintain a Level 11 Early Education Certification.

Professional development is a priority at the CDL. Staff are required to complete a minimum of five clock hours of training annually, as mandated by the Division of Child Development and Early Education. To support ongoing learning, the CDL renewed its subscription to the Child Care Education Institute, which provides access to in-service training resources. CDL policy exceeds the minimum training requirement by mandating that teachers and staff complete two trainings per month focused on child development. All staff hold current CPR and First Aid certifications, and maintain a valid DCDEE qualification letter, which is renewed every five years.



In recognition of salary disparities within the early childhood education field, the CDL has implemented a multi-year equity salary increase initiative. Each teacher received an equity-based salary adjustment this year, reflecting the program's commitment to valuing and retaining qualified early childhood professionals.

### **Professional Achievements**

The 2024–2025 academic year marked a period of outstanding accomplishments and continued growth for the Child Development Laboratory's leadership and staff. This year, we celebrated career milestones, expanded professional learning opportunities, and strengthened our presence at the local, regional, and state levels through presentations, partnerships, and innovation.

- On August 19, 2025, Mrs. Pétrolá Black celebrated 30 years of dedicated service in early childhood education at the Child Development Laboratory.
- All CDL staff attended the National Association for the Education of Young Children (NAEYC) Annual Conference in Orlando, Florida, deepening their knowledge of best practices and emerging trends in early learning.
- Dr. Jawan Burwell, Director, was invited to present at several prominent professional development and leadership events, including:
  - North Carolina Association for the Education of Young Children (NCAEYC) Annual Conference – Orlando, FL
  - First Baptist Church of Kernersville Child Development Center Professional Development Day – Kernersville, NC
  - Education Day for the Leadership Greensboro 2025 Cohort – Greensboro, NC
  - Lee County Early Educators' Conference – Sanford, NC
  - Smart Start Conference – Greensboro, NC
  - Smart Table Talk – Winston-Salem, NC
- Dr. Burwell launched the UNC System Early Childhood Lab School Professional Learning Community (PLC)—a collaborative initiative to unify best practices, research, and professional development among early childhood laboratory schools across the UNC System.
- Dr. Burwell was also honored with the University Award for Excellence in Aggie Pride (Going the Extra Mile) in recognition of his commitment to service, leadership, and innovation.

## State Inspections

The Child Development Laboratory remains committed to maintaining the highest standards of quality, safety, and regulatory compliance.

- On August 22, 2024, licensing consultant Samantha McLeod conducted the annual unannounced compliance visit, which coincided with the first day of staggered entry. Observations included free-choice center activities, outdoor play, group time, and hygiene procedures such as handwashing and bathroom routines. Following a comprehensive assessment, the program received 100% compliance, with no violations cited.
- A second unannounced visit was completed on March 25, 2025. During this visit, the consultant observed children engaged in outdoor play, classroom transitions, activity centers, and group instruction. Once again, the CDL achieved 100% compliance, reinforcing the program's strong adherence to state regulations. The consultant confirmed that this visit fulfilled the full annual compliance review. As a result, while an additional visit will occur, it will not be scheduled at the beginning of the next academic year as is typically expected.
- Because the CDL is nationally accredited by the National Association for the Education of Young Children (NAEYC), it is exempt from assessment using the Early Childhood Environmental Rating Scale (ECERS) for Star Rating purposes. This exemption is contingent upon the program maintaining good standing with national accreditation standards.
- The fire inspection was conducted on October 25, 2024, with no violations cited.
- The sanitation inspection took place on August 21, 2024, resulting in a superior rating with three demerits due to items stored on the floor. The items were promptly removed to correct the issue. A follow-up inspection occurred on June 4, 2025, and another superior rating was earned. Four demerits were cited due to missing base tiling in the children's bathroom. A work order was submitted to campus facilities for immediate repair.

The Child Development Laboratory continues to uphold a record of excellence in compliance and safety, reflecting its dedication to high-quality early childhood education.

## Innovative: Teaching

The teaching staff at the Child Development Laboratory continues to embrace the core principles of the *Creative Curriculum*, using it as a foundation to guide daily instruction and promote developmentally appropriate practice. Teachers have successfully incorporated the *Teaching Strategies GOLD* online assessment system to monitor and support each child's growth across all domains of learning.

This year, weekly themes were introduced to create engaging and immersive classroom environments. Interest areas were transformed into dynamic spaces such as a library, aquarium, zoo, and pet shop. Materials were intentionally selected and continuously added to align with

learning objectives and support children’s curiosity and exploration. Child interests played a central role in lesson planning, ensuring that activities were individualized and culturally responsive. Teachers also extended learning beyond the classroom walls, offering children enriched experiences in nature and the community.

Instructional practices were further strengthened through ongoing implementation of the *Pyramid Model* and *Conscious Discipline* strategies. These frameworks supported positive social-emotional development and classroom management. Activity Plans were expanded to include individual goals, increased opportunities for physical movement through music, and hands-on gardening activities. The *Healthy Me/Healthy We* initiative continued to be embedded within the curriculum, reinforcing the importance of wellness, nutrition, and active living across all areas of development.

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

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

This school year has been an excellent year for the Aggie Detectives! The children have experienced much success during this academic year 2024-2025. 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 Detectives Newsletters, PTO Meetings, and the ProCare, Playground, 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 Detective 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 2024-2025 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 refers to a child's capacity to experience, express, and manage emotions while developing meaningful relationships with others. According to the report, children showed consistent progress toward age-appropriate goals and expectations. Conscious Discipline methods were used to support behavior and help children identify and manage their emotions effectively. In the Fall, 90% of children were below the widely held expectations, with 10% meeting them. By the Spring, 53% were meeting expectations, and 47% had exceeded them. These outcomes reflect the effectiveness of Conscious Discipline practices in promoting healthy social-emotional development during early childhood.

## **Physical Development: Gross Motor**

Gross (or large) motor skills involve the use of larger muscles, such as those in the arms and legs, and include movements like walking, running, balancing, and coordination. At the CDL, we support physical development through a variety of movement and music experiences. Our "Healthy Me, Healthy We" activities encourage imaginative play, promote outdoor exploration, and introduce healthy eating habits. Children also engage in large motor play using tricycles, parachutes, and other equipment designed to strengthen gross motor abilities. Fine (or small) motor skills involve the smaller muscles in the fingers, toes, and eyes. These skills support more detailed actions such as drawing, writing, grasping, throwing, and catching. Within the classroom interest areas, children continuously develop fine motor coordination by using their hands to manipulate materials. Activities like eating with utensils, connecting interlocking blocks, stringing beads, and cutting with scissors help them refine these essential skills.

In the Fall, 80% of children were below widely held expectations for physical development, while 17% were meeting them. By Spring 2025, 85% of children exceeded expectations. This growth demonstrates steady and consistent progress, supported by intentional physical activities and enriched classroom experiences. The data collected affirms meaningful physical development gains by the end of the year.

## **Language Development**

Early language development refers to how children begin to understand language and communicate with others. Language plays a vital role in building strong, positive relationships with both children and adults. At the CDL, children are consistently encouraged to use words to express their needs and wants, as well as to actively listen when others speak. As listening and speaking skills develop, they naturally lead into the foundations of reading and writing. Through age-appropriate strategies, children are prompted to verbalize their thoughts while teachers support them by dictating their spoken words. In Fall 2024, 65% of the children were below widely held expectations in language development, while 29% were meeting them. By Spring 2025, 71% of children exceeded expectations. This growth highlights the success of our intentional efforts to provide rich opportunities for children to listen, comprehend, and communicate effectively throughout the school year.

### **Cognitive Development**

Cognitive development involves the construction of thought processes such as memory, problem-solving, and decision-making. This domain captures how children think, how they view the world, and how they apply what they learn in meaningful ways. The use of a Developmental Continuum allows us to observe and represent the progression of children's thinking over time, expanding their cognitive abilities across multiple stages and experiences. Young children demonstrate cognitive growth through their curiosity, ability to connect past experiences, and use of classification and reasoning skills. In Fall 2024, 60% of the children were below widely held expectations in cognitive development. By Spring 2025, 37% were meeting expectations, and 63% had exceeded them. By the end of the year, no children remained below expectations, demonstrating significant gains in cognitive skills through consistent engagement and thoughtful instruction.

### **Literacy**

Early literacy encompasses all that a child learns about reading and writing before they are able to do so independently. To foster a positive attitude toward reading and writing, early experiences must actively engage children in meaningful literacy activities. Through these experiences, children begin to recognize patterns in sounds, identify and name letters, develop an appreciation for books, retell stories, and explore early writing skills. According to the data, in Fall 2024, 45% of children were below widely held expectations in early literacy development. By Spring 2025, 35% were meeting expectations, and 65% had exceeded them. By the end of the year, no children remained below expectations. These results highlight the success of our intentional literacy-rich environment in supporting every child's early reading and writing development.

### **Mathematics**

Mathematics is meaningfully connected to a child's everyday world. Appropriate early math experiences encourage children to explore concepts related to patterns, shapes, numbers, and spatial awareness. Building early number sense lays the foundation for positive attitudes toward math and future academic success. Through the use of intentional strategies and engaging activities, children developed foundational numeracy skills in a supportive environment. In Fall 2024, 56% of children began below widely held expectations for mathematics. By Spring 2025, 37% were meeting expectations, and 63% had exceeded them.

This progress reflects the effectiveness of our hands-on, individualized approach to learning.

Through a combination of play, social interaction, communication, and tailored instruction, children successfully met developmental milestones. These experiences are essential to their overall growth. The early years are foundational, and strong, intentional instruction during this time has a lasting impact on children's academic and social development. At the Child Development Laboratory, we are committed to nurturing a creative, engaging environment where children grow in confidence, independence, and a love of learning that will last a lifetime.

**Ms. Charryse Jones & Ms. Kalaybria Peterson**

**Younger Classroom Teachers**



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

The school year began with eighteen (18) children enrolled in the Aggie Busy Bees 4- and 5-year-old classroom. Guided by the Creative Curriculum, each child progressed developmentally at their own pace through thoughtfully planned, engaging experiences. Themes were selected collaboratively by teachers and children to support individual growth and development. Some of the classroom favorites included *Back to School*, *Harvest & Thankfulness*, *Musical Diversity/Polar Express*, and *Our World*.

Conscious Discipline was implemented consistently throughout the year to foster a sense of community and cooperation. Children learned to work through conflicts using expressive language, empathy, and positive problem-solving strategies—demonstrating that, together, we can achieve shared goals. Family engagement remained a priority. Weekly Aggie Busy Bees letters and monthly PTO meetings kept families informed and connected to classroom happenings. Three (3) formal parent conferences were held throughout the year, and our Parent Bulletin Board—located just outside the classroom—featured weekly lesson plans, menus, and daily updates. Parents were invited to participate by volunteering or contributing resources related to classroom themes. Throughout the year, each child showed tremendous growth across all areas of development. We are confident that the children in the Aggie Busy Bees class are well-prepared and will make a meaningful impact as they transition into the Guilford County Schools next year.

### **Academic/Development Report**

This summary highlights the growth and development of the children enrolled in the four- and five-year-old classroom during the 2024–2025 academic year. Data was gathered at the start of the year using the DIAL-4 prescreening tool and supplemented with ongoing assessments throughout the year via the Creative Curriculum’s Teaching Strategies Gold evaluation. To track progress, we utilize a Developmental Continuum that measures children’s development at

multiple points, culminating in Level 8—the targeted 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 the preschool years supports children in learning how to interact with others, manage their emotions, and develop meaningful relationships. Throughout the 2024–2025 academic year, children in the four- and five-year-old classroom made notable progress in this area. They became more confident, demonstrated persistence in challenging tasks, and learned to express their feelings appropriately. The development of self-regulation and positive peer interactions was evident as the year progressed.

In Fall 2024, 7% of children were below widely held expectations, 38% were meeting expectations, and 55% were exceeding them. By Winter 2025, 4% were meeting expectations and 96% were exceeding expectations. By Spring 2025, 100% of the children exceeded expectations in social-emotional development, demonstrating strong emotional awareness, effective communication, and the ability to form healthy relationships with peers and adults.

### **Physical Development**

**Two goals: Gross and Fine Motor**

Physical development includes both gross motor skills (large muscles) and fine motor skills (small muscles). Research shows that movement and physical activity play a key role in stimulating brain function, making physical development an essential part of early childhood education. Often embedded naturally in the daily routine, physical development helps children progress from basic coordination to more advanced motor skills. At this age, most children develop these abilities through active play. Supporting physical development also contributes to overall well-being, including academic success, improved health, increased self-esteem, better stress regulation, and stronger social skills.

In Fall 2024, 59% of children were below widely held expectations, and 41% were meeting them. By Winter 2025, 5% were meeting expectations and 95% were exceeding them. In Spring 2025, 100% of the children exceeded expectations in physical development, demonstrating strong growth in both gross and fine motor abilities through play-based learning.

### **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 and confidence through language and early literacy experiences. Language development involves understanding and communicating through both spoken and written words, which represent objects, actions, thoughts, and ideas. By preschool age, children's ability to express themselves verbally becomes a key tool for navigating the world around them. Language serves as the foundation for building and maintaining relationships with both adults and peers. In Fall 2024, 0% of children were below widely held expectations, 42% were meeting expectations, and 58% were exceeding them. By Winter 2025, 15% were meeting expectations and 85% were exceeding them. In Spring 2025, 100% of the children exceeded expectations in language development, reflecting strong communication skills and increased confidence in

expressing their thoughts and feelings.

### **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 2024, 6% of the children began below the widely held expectations, and 44% were meeting expectations, and 50% exceeded expectations. By the Winter of 2025, 28% of the children met expectations, and 72% exceeded expectations. By the Spring of 2025, 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 2024, 0% of the children began below the widely held expectations, 33% were meeting expectations, and 67% exceeded expectations. By Winter 2025, 22% of the children met expectations, and 78% exceeded expectations. By the Spring of 2025, 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 2024, 6% of the children began below the widely held expectations, 39% met expectations, and 56% exceeded expectations. In the Winter of 2025, 17% of the children met expectations, and 83% exceeded expectations. In the Spring of 2025, 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

Families were provided with several meaningful opportunities to remain actively engaged in their child's learning and overall program experience. The Parent Teacher Organization (PTO) convened seven meetings throughout the year via Zoom, fostering collaboration between families and Child Development Laboratory staff. Under the leadership of Co-PTO Presidents Mrs. Larissa Gilmer and Mrs. Carissa Graves-Henry, the meetings were thoughtfully planned in partnership with the Director to ensure alignment with program goals. PTO family participation averaged 25 out of 34 enrolled families, with additional support and insight contributed by CDL staff members.

In addition to PTO involvement, families engaged in three community service initiatives—Winter Wishes, the Aggie Source Food Pantry Collection, and the Hurricane Helene Relief Drive supporting families in Western North Carolina. Throughout the year, families also took part in a wide range of events, including 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 Ceremony, and multiple classroom field trips. Teachers hosted three parent conferences via Zoom, offering updates on classroom experiences, individual child progress, and opportunities for parents to contribute to curriculum planning.

## Special Events

During the 2024 - 2025 school year, the Child Development Laboratory held many special events. They included the following:

- Celebrated National College Colors Day with children and staff wearing blue and gold in honor of N.C. A&T.
- Welcomed NC A&T alumni Eugene and Vecoya Banks:
  - Mr. Banks read his books *Young Black Boy* and *Young Black Girl*.
  - Mrs. Banks led a session on embracing uniqueness through her *Love the Hair You Wear* initiative.
- Held a week-long Homecoming Spirit Week featuring:
  - Carnival Day, Rodeo Day, 2000s Throwback Day, and Blue and Gold Day.
  - A performance from the Blue and Gold Marching Machine Drumline, cheerleaders, and mascots.
  - A student center tour, CDL tailgate celebration, and participation in the university Homecoming Parade.
- Observed Breast Cancer Awareness Month by wearing pink. CDL staff member Ms. Jones was honored as a survivor during the university's celebration.
- Hosted our annual Trunk or Treat with family-decorated trunks, treat giveaways, and Kona Ice.
- Organized a vibrant Fall Festival with:
  - Food, drinks, music, inflatables, face painting, caricature artists, balloon art, and a magician.



- Held the Second Annual Sneaker Ball at the Alumni Event Center, catered by Taste of the Triad.
- Partnered with Black Moms of the Triad to fulfill Winter Wishes for over 70 children.
- Introduced Fitness for Tots, a new movement program offering 45-minute physical activity sessions for children.
- The Gate City Alumni Chapter visited to read *Sit-In* and teach children about the A&T Four.
- The STEM Early College Royal Court conducted a reading activity with the children.
- Celebrated Friendship Day with card exchanges and an afternoon friendship party.
- Recognized Black Children's Book Week, promoting literacy and representation in children's literature.
- Celebrated Read Across America Week with themed spirit days:
  - Sock Day, Green Day, Wacky Tacky Day, Hat Day, and Pajama Day.
- Highlighted careers during Community Helpers Week, with parent visitors including:
  - A coach, nurse, Olympic track star, teacher, construction worker, and scientist.
- Observed NAEYC's Week of the Young Child, featuring:
  - Music Monday, Tasty Tuesday, Work Together Wednesday, and Artsy Thursday, with guest visitors each day.
- Held a well-attended Family Field Day with:
  - Inflatables, games, food, music, balloon art, caricatures, and face painting.
- Coordinated educational field trips to:
  - McLaurin Farms Pumpkin Patch, Greensboro Science Center, University Farm, and Kaleideum North STEM Museum.
- Celebrated Teacher Appreciation Week, led by the Parents and Education Committee with a "Hollywood Stars" theme.
- Welcomed Kamal Bell and his son, who read to the children and gave an engaging talk about beekeeping and agriculture.
- Hosted a Bridging Over Ceremony on June 6, 2025, for 17 children transitioning to kindergarten:
  - The theme was *Dream Big, Take Flight: Next Stop – Kindergarten*.
  - Followed by a celebratory reception with food, music, bounce house, and photo booths.

## University Students

During the 2024-2025 academic school year, the following University and community collaborative students were served in the Child Development Laboratory:

<u>Course Code</u>	<u>Course Title</u>	<u># of Students Served</u>
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### **Fall 2024**

FCS 321	Child Development: Pre Early Mid Child	18
FCS 430	Assessment and Evaluation of Young Children	24
FCS 435	Applied Principles for Infant-Toddler Curricula	4
FCS 437	Applied Principles of Pre-Kindergarten and Kindergarten	4

### **Spring 2025**

FCS 221	Cooperative Experience in Diverse Settings	29
FCS 321	Child Development: Pre Early Mid Child	5
FCS 435	Applied Principles for Infant-Toddler Curricula	2
FCS 437	Applied Principles of Pre-Kindergarten and Kindergarten	2
Volunteers		70
Work Study		5

Total Students = 158

## High School Tours

The following high schools toured the Child Development Laboratory during the 2024-2025 school year:

- |                                 |             |
|---------------------------------|-------------|
| • Dudley High School:           | 20 students |
| • Eastern Randolph High School: | 8 students  |

Total Students = 28

## Collaborations with Department and Community Agencies

The Child Development Laboratory partnered with the following departments, organizations, and agencies to support daily operations, enhance programming, and enrich the experiences of our children and families:

### **Nutrition & Food Services**

- **Catering by Family Venture**
  - Provided daily lunches for children enrolled at the CDL.

- **SYSCO**
  - Supplied daily snacks and catered meals for Homecoming and Week of the Young Child celebrations.
- **Aggie Source Pantry**
  - Collaborated with the CDL for campus-wide community service efforts by collecting snacks and personal care items for university students.

### **Events & Enrichment Services**

- **Triad Bounce**
  - Provided inflatables for Family Field Day during Week of the Young Child.
- **Bears, Balloons, and Beyond**
  - Supplied face painting, balloon art, caricature drawing, and a magician for the Fall Festival and Family Field Day.
- **DJ Robin Davenport**
  - Delivered music and entertainment for the Fall Festival, Homecoming Tailgate, and Family Field Day.
- **Party Maker Event Rentals**
  - Provided tables, chairs, and equipment for Homecoming and the Fall Festival.
- **Kona Ice of Greensboro**
  - Served flavored shaved ice during Homecoming Spirit Week.
- **Sugar and Co Event Designs**
  - Designed and provided themed decorations for Spirit Week, Fall Festival, and the Bridging Over ceremony and reception.
- **Jordan's Creative Productions, LLC**
  - Created opening day decorations and custom shirts for CDL children, staff, and families.
- **Kreat N Stiches**
  - Produced custom Homecoming shirts for CDL children, staff, and families.

### **Educational Support & Curriculum**

- **Kaplan Early Learning Company**
  - Supplied early childhood education materials and classroom equipment.
- **Lakeshore Learning**
  - Provided educational materials and resources to enhance learning environments.
- **Teaching Strategies GOLD**

- Offered curriculum and assessment tools aligned with early learning standards.
- **Kindermusik International**
  - Supported children’s social and emotional development through music-based learning.

### **Technology & Software Solutions**

- **ProCare Solutions**
  - Served as the CDL’s childcare management software for communication, documentation, and assessments.
- **Playground**
  - Also provided management tools for classroom documentation, parent communication, and developmental assessment. Transitioned to new software in Spring 2025

### **Professional Development & Staff Support**

- **ChildCare Education Institute (CCEI)**
  - Provided self-paced, online training for professional development of CDL staff.

### **Health, Safety, and Facilities**

- **Cintas Corporation**
  - Supplied first aid materials and janitorial products to maintain a safe and clean learning environment.
- **Cook’s Direct**
  - Provided high-quality kitchen equipment for daily food service operations.
- **Fitness for Tots**
  - Delivered structured physical activity sessions focused on gross motor development and fitness.

### **Campus & Community Collaborations**

- **N.C. A&T Visual Arts Program**
  - Partnered with the CDL to offer engaging, historical visual arts experiences for children.
- **NC A&T Aggie Success Leaders**
  - Visited the Child Development Laboratory throughout the year and actively engaged with the children by leading monthly activities aligned with our classroom themes.
- **Undergraduate Student National Dental Association (USNDA)**



- Led activities teaching children about dental health and hygiene.
- **C.H.I.L.D Up Club**
  - Actively participated in and supported various events hosted by the Child Development Laboratory throughout the year, contributing to the success of our programs and fostering community engagement.
- **Gate City Alumni Chapter**
  - Read the book *Sit-In* and provided a copy to each child, reinforcing lessons in civil rights and local history.
- **N.C. A&T Office of Alumni Relations**
  - Participated in both the Work Together Wednesday event during Week of the Young Child and the Bridging Over ceremony.
- **Bluford Library**
  - Developed a LibGuide to share early childhood education resources with CDL teachers, staff, and university partners.
- **Black Moms of the Triad**
  - Partnered with the CDL to fulfill winter wishes and distribute gifts to children and families during the holiday season.
- **Sigma Tau Delta International Honor Society**
  - Hosted a read-a-thon to promote literacy and language development among children at the CDL.

### **Proposed Future Planning**

- The CDL will continue to advocate for expanded space. A proposal has been submitted to build a new, state-of-the-art facility from the ground up. This expansion would increase classroom capacity and provide more families across N.C. A&T, Greensboro, and the surrounding community with the opportunity to join the CDL family. Currently, limited space restricts enrollment each year.
- Renovation of the Outdoor Learning Environment remains a priority. The CDL envisions a fully transformed outdoor space that promotes active living and supports children's physical, social, and cognitive development. The goal is to create a more natural, inclusive, and developmentally appropriate outdoor environment.
- The CDL plans to implement an online tuition payment option to enhance convenience and accessibility for families.
- The CDL will pursue designation as a demonstration site to support early childhood programs seeking NAEYC Accreditation, further positioning the program as a leader in high-quality early learning practices.

- The CDL will explore innovative ways to integrate Artificial Intelligence (AI) into the program to enhance teaching, learning, and administrative functions.



“Home of the Aggie Pups”

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