

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Early Childhood Lab

As of: 11/07/2016 12:40 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Mission / Purpose

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We support UL in serving as a catalyst for transformation-of students, faculty, staff, Acadiana, Louisiana, and the globe-through engagement in providing:

1. Observation and participation opportunities for UL students studying early human development, guidance, and programing for young children.
2. A research environment for UL students and faculty.
3. A model program facility for regional early childhood professionals.

#### Connected Document

[B2K Statewide curriculum](#)

### Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### O/O 1: CAFS EC Lab will connect to UL Academic Coursework

Since 1938 the UL Lafayette Child & Family Studies Early Childhood Lab (formerly known as Nursery School) has served students majoring in Child & Family Studies and related disciplines as a human development/relationships laboratory. The creation of the UL CAFS Early Childhood Lab has been instrumental not only to the UL campus community, but also to the state. In the past 75 years we have had the benefits of not only helping educate many young children and their families, but have also provided a training ground for nearly four thousand UL students.

#### Connected Document

[B2K Statewide curriculum](#)

#### Relevant Associations:

##### General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 1.3 Speak cogently in presenting information.
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
- 6.1 Search electronic sources for information.
- 6.2 Collect, evaluate and utilize retrieved data to advance arguments.
- 6.3 Communicate through electronic media.

#### Related Measures

##### M 1: National Association for the Education of Young Children

NAEYC Position Statements are adopted by the Governing Board to state the Association's position on issues related to early childhood education practice, policy,

and/or professional development for which there are controversial or critical opinions. Position statements are developed through a consensus-building approach that seeks to convene diverse perspectives and areas of expertise related to the issue and provide opportunities for members and others to provide input and feedback.

The UL CAFS Early Childhood Lab seeks direction regarding best practices for young children and their families from the NAEYC position statements. The UL CAFS Early Childhood Lab has developed program goals in accordance with the NAEYC position statement on Developmentally Appropriate Practices. The UL CAFS Early Childhood Lab, philosophy and program implementation on three important factors.

1. What is known about child development and learning—referring to knowledge of age-related characteristics that permits general predictions about what experiences are likely to best promote children's learning and development.
2. What is known about each child as an individual—referring to what practitioners learn about each child that has implications for how best to adapt and be responsive to that individual variation.
3. What is known about the social and cultural contexts in which children live—referring to the values, expectations, and behavioral and linguistic conventions that shape children's lives at home and in their communities that practitioners must strive to understand in order to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family.

Source of Evidence: Professional standards

### Target:

Through the decisions they make, excellent teachers translate the DAP framework into high-quality experiences for children. Such teaching is described in NAEYC's [position statement on Developmentally Appropriate Practice](#), pages 16-23: "Guidelines for Developmentally Appropriate Practice." These guidelines address five key aspects of the teacher's role:

1. Creating a caring community of learners
2. Teaching to enhance development and learning
3. Planning curriculum to achieve important goals
4. Assessing children's development and learning
5. Establishing reciprocal relationships with families

### **Finding (2015-2016) - Target: Met**

Two courses within the Child & Family Studies curriculum have course work and lab observation requirements at the UL CAFS Early Childhood Lab. The Director of the UL CAFS Early Childhood Lab, serves as the CAFS faculty member who teaches these two courses. The CAFS faculty member has integrated the DAP framework within lectures and activities for each of the CAFS courses. The UL students learn about the DAP framework and are mentored and guided by the CAFS faculty and lab staff to translate it into high-quality experiences for children. Thus, each semester the CAFS faculty, lab staff, and UL students address the five key aspects of the teacher's role.

Child and Family Studies 339: Human Development from Birth to age 5 Course Objectives: (1) To learn principles of development which influence the child from conception to 5 years. (2) To recognize and understand the developmental stages of children from 0 to 5 years. (3) To explore environmental influences on infants and preschool children. (4) To recognize the importance of observing and documenting children's development (5) To develop skills in observation and appropriate recording of behaviors. (6) To communicate with others about observations of young children.

Child and Family Studies 437: Environments for Young Children (capstone CAFS class Course Objectives: 1) Describe and discuss Developmentally Appropriate Practice (foundations, current major issues, the early childhood profession, etc.) 2) Begin to cultivate behaviors and attitudes that characterize early childhood professionals 3) Apply child development theory and early learning standards to practice by developing

instructional plans that address the characteristics of young children at different developmental levels 4) Use an anti-bias, active approach to teach early childhood that facilitates full inclusion of all children 5) Describe and discuss the values of play and creative materials 6) Assess, develop, and use appropriate and relevant learning materials for young children to integrate each of the major curriculum areas 7) Organize equipment, materials, classroom environment, schedule, and curriculum 8) Assess the instructional needs of children and reflect on the implications of those needs to plan instruction

#### Related Action Plans (by Established cycle, then alpha):

##### **Connection to UL academic departments**

Be an integral part of the UL academics

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** National Association for the Education of Young Children | **Outcome/Objective:** CAFS EC Lab will connect to UL Academic Coursework

**Measure:** Serving academic needs of UL Departments | **Outcome/Objective:** CAFS EC Lab will connect to UL Academic Coursework

**Responsible Person/Group:** Mary Sciaraffa

##### **Connected Document**

[B2K Statewide curriculum](#)

##### **Enhance research projects**

A research project on children's recall memory will be conducted at the UL CAFS Early Childhood Lab School.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** National Association for the Education of Young Children | **Outcome/Objective:** CAFS EC Lab will connect to UL Academic Coursework

**Measure:** Research activity | **Outcome/Objective:** CAFS EC Lab will serve as a Research site

**Measure:** Serving academic needs of UL Departments | **Outcome/Objective:** CAFS EC Lab will connect to UL Academic Coursework

**Implementation Description:** IRB to be provided to IRB committee in Fall 2015, with study projected to begin Spring 2016.

**Responsible Person/Group:** Dr. Scott Smith (Psychology), Dr. David Yarbrough (CAFS), Dr. Mary Sciaraffa (CAFS), Psychology graduate student

##### **Strengthen relationship between CAFS ECL and Picard Center**

Strengthen relationship between CAFS ECL and Picard Center.

Meet new executive director and director of research at Picard Center.

Invite both to tour ECL.

Have meeting with both to discuss future collaborative research projects.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** National Association for the Education of Young Children | **Outcome/Objective:** CAFS EC Lab will connect to the Community

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**Measure:** Serving academic needs of UL Departments |

**Outcome/Objective:** CAFS EC Lab will connect to UL Academic Coursework

**Responsible Person/Group:** Mary Sciaraffa

**2016-2017 budget**

Ms. Holmes will monitor the 2016-2017 budget throughout the academic year. She will be responsible for collecting tuition from families, making purchases, reconciling the LaCarte card monthly, and ensuring the lab school is operating within the projected budget. Ms. Holmes will reconcile the 2016-2017 budget for the EC Lab. Ms. Holmes will analyze the budgetary needs for the 2017-2018 academic year for the CAFS EC lab. She will prepare the 2017-2018 budget and submit it to Sue Broussard.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** National Association for the Education of Young Children | **Outcome/Objective:** CAFS EC Lab will connect to UL Academic Coursework

**Responsible Person/Group:** Anjenette Holmes

**M 2: Serving academic needs of UL Departments**

The CAFS ECL operates within the Department of Sociology, Anthropology, Child & Family Studies to provide UL Lafayette students with observation experiences and supervised practicum experiences to complete graduation requirements, as per required by the National Council for Family Relations to fulfill certification requirements as a Family Life Educator.

The ECL enrolls approximately 16 children from the university and the Acadiana community each academic year.

Each semester approximately 20-30 students majoring in Child & are enrolled in the practicum course (CAFS 437).

Each semester approximately 48 students majoring and minoring in CAFS are enrolled in the Child Development course (CAFS 339), which requires weekly observations at the ECL.

Each semester approximately 30 students from the Department of Communicative Disorders (CODI) observe at the CAFS ECL as part of their coursework.

Environmental Science students engage in experiential learning activities weekly at the ECL as part of their coursework.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

CAFS 339 students (major and minors in CAFS): 45-48 each semester

CAFS 437 students (majors only): 28 each semester

CODI 274 students: 25-30 each semester

**Finding (2015-2016) - Target: Met**

FA15 CAFS 437 (Environments for Young Children): 24 CAFS majors and 2 CAFS minors enrolled in the practicum course which is a capstone class. SP15 CAFS 437(Environments for Young Children): 26 CAFS majors enrolled in the practicum course which is a capstone class. FA15 CAFS 339 (Human Development: Birth to 5): 45 students majoring and minoring in CAFS were enrolled in the Child Development course, which requires weekly observations at the ECL. SP16 CAFS 339 (Human Development: Birth to 5): 46 students majoring and minoring in CAFS were enrolled in the Child Development course, which requires weekly observations at the ECL. FA15 & SP16 EDCI 407 (Understanding and Facilitating Play): 18 students majoring in EDCI conducted several experiential learning activities with children at the ECL. FA15 ENVS 151 (Plant Science Lab): 18 students engaged in weekly experiential learning activities with children at ECL. SP16 ENVS 151 (Plant Science Lab): 13 students engaged in weekly experiential learning activities with children at ECL

**Related Action Plans (by Established cycle, then alpha):**

**Connection to UL academic departments**

Be an integral part of the UL academics

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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**Responsible Person/Group:** Mary Sciaraffa

**Connected Document**

[B2K Statewide curriculum](#)

**CAFS & COE Collaboration**

The CAFS EC Lab will be used for 2 weeks in June 2014 by the COE Gifted and Talented program to provide camp for PreK aged children. Dr. Micah Bruce-Davis and Dr. Christine Briggs agreed to pay for the GCA services for the whole month of June for a total of \$230.00 in exchange for use of the building, equipment, and supplies.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Serving academic needs of UL Departments | **Outcome/Objective:** CAFS EC Lab will connect to UL

## Academic Coursework

**Responsible Person/Group:** Mary Sciaraffa (CAFS) Micah Bruce Davis (COE) Christine Briggs (COE)

**Connected Document**

[B2K Statewide curriculum](#)

**Enhance research projects**

A research project on children's recall memory will be conducted at the UL CAFS Early Childhood Lab School.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** National Association for the Education of Young Children | **Outcome/Objective:** CAFS EC Lab will connect to UL Academic Coursework

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Strengthen relationship between CAFS ECL and Picard Center. Meet new executive director and director of research at Picard Center. Invite both to tour ECL. Have meeting with both to discuss future collaborative research projects.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** National Association for the Education of Young Children | **Outcome/Objective:** CAFS EC Lab will connect to the Community

| CAFS EC Lab will connect to UL Academic Coursework  
**Measure:** Research activity | **Outcome/Objective:** CAFS EC Lab will serve as a Research site

**Measure:** Serving academic needs of UL Departments | **Outcome/Objective:** CAFS EC Lab will connect to UL Academic Coursework

**Responsible Person/Group:** Mary Sciaraffa

**O/O 2: CAFS EC Lab will serve as a Research site**

The CAFS ECL is committed to serve as a research site for any discipline within the UL Lafayette community. Faculty and students are able to use the CAFS ECL for research purposes.

## Related Measures

### **M 3: Research activity**

To serve as a research facility for faculty and graduate students at UL Lafayette or other higher education institutions.

Source of Evidence: Activity volume

#### **Target:**

Children and/or families enrolled at the ECL lab will participate in research projects being conducted by UL Lafayette faculty or graduate students.

#### **Finding (2015-2016) - Target: Met**

Children at the UL Early Childhood Lab participated in a research project (Recall Memory) led by Dr. Scott Smith in Psychology.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Enhance research projects**

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**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** National Association for the Education of Young Children | **Outcome/Objective:** CAFS EC Lab will connect to UL Academic Coursework

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**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** National Association for the Education of Young Children | **Outcome/Objective:** CAFS EC Lab will connect to the Community  
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## Academic Coursework

**Responsible Person/Group:** Mary Sciaraffa**O/O 3: CAFS EC Lab will provide shared services**

The CAFS EC Lab engages in leveraging resources by providing shared services through collaborating with the UL Lafayette College of Education. The CAFS EC Lab building hosts the Gifted and Talented Preschool Summer Camp. The CAFS EC Lab will be used for 2 weeks in June by the COE Gifted and Talented program to provide camp for PreK aged children. Dr. Micah-Bruce Dave and Dr. Christine Briggs agree to pay for the GCA services for the whole month of June for a total of \$230.00 in exchange for the use of the building, equipment, and supplies.

**Related Measures****M 4: Shared Services**

The CAFS EC Lab will be used for 2 weeks in June by the COE Gifted and Talented program to provide camp for PreK aged children. Dr. Micah-Bruce Dave and Dr. Christine Briggs agree to pay for the GCA services for the whole month of June for a total of \$230.00 in exchange for the use of the building, equipment, and supplies.

Prior to use of the facility, the director of the CAFS EC Lab will meet with the COE Gifted and Talented summer staff to provide a tour of the facility and to discuss usage of the building, equipment, and supplies.

At the completion of the summer camp, the building will be inspected by the director of the CAFS EC Lab to assess for damages to the building and equipment. The director of the EC Lab will discuss any concerns or issues due to the condition of the building.

Source of Evidence: Discussions / Coffee Talk

**Target:**

UL Lafayette College of Education, Gifted and Talented program will pay 100% of the GCA cleaning costs for the month of June in exchange for use of the EC Lab building.

UL Lafayette College of Education, Gifted and Talented summer staff will ensure there are no damages to the building or equipment while using the EC Lab building for the PreK summer camp.

**Finding (2015-2016) - Target: Met**

The CAFS EC Lab was used for 1 week in June by the COE Gifted and Talented program to provide camp for PreK aged children. Dr. Micah Bruce-Davis and Dr. Christine Briggs paid for the GCA services for the whole month of June for a total of \$230.00 in exchange for the use of the building, equipment, and supplies. Prior to use of the facility, the director of the CAFS EC Lab met with the COE Gifted and Talented summer staff to provide a tour of the facility and to discuss usage of the building, equipment, and supplies. At the completion of the summer camp, the building was inspected by the director of the CAFS EC Lab to assess for damages to the building and equipment. The director of the EC Lab discussed concerns/issues due to the condition of the building.

**Related Action Plans (by Established cycle, then alpha):****CAFS & CODI collaboration**

The CAFS Early Childhood Lab is being considered by the Communicative Disorders Speech & Hearing Clinic as a site to conduct



a summer camp.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Shared Services | **Outcome/Objective:** CAFS EC Lab will provide shared services

**Implementation Description:** CODI will use the ECDL building in June and will pay for GCA services

**Responsible Person/Group:** Mary Sciaraffa (CAFS) Julie Andries (CODI)

#### **EC LAB & COE G&T Collaboration**

The CAFS EC Lab was used for 1 week in June 2016 by the COE Gifted and Talented program to provide camp for PreK aged children. Dr. Christine Briggs agreed to pay for the GCA services for the whole month of June for a total of \$230.00 in exchange for use of the building, equipment, and supplies.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Shared Services | **Outcome/Objective:** CAFS EC Lab will provide shared services

**Projected Completion Date:** 06/2016

**Responsible Person/Group:** Mary Sciaraffa (CAFS) Christine Briggs (COE) Micah Bruce-Davis (COE)

#### **O/O 4: CAFS EC Lab will connect to the Community**

As a strategic partner with Louisiana Project LAUNCH (Linking **A**ctions for **U**nmet **N**eeds in **C**hildren's **H**ealth), The CAFS ECL has partnered with the UL Lafayette Picard Center to conduct presentation on Adverse Childhood Experiences (ACEs). The ACE Study findings suggest that certain experiences are major risk factors for the leading causes of illness and death as well as poor quality of life in the United States. It is critical to understand how some of the worst health and social problems in our nation can arise as a consequence of adverse childhood experiences. Realizing these connections is likely to improve efforts towards prevention and recovery.

#### Related Measures

##### **M 5: Project LAUNCH Collaboration**

A member of the ECL staff will serve as a council member for Project LAUNCH. This individual will attend monthly meetings, events, and conferences as facilitated by the Project LAUNCH council.

The attendance of meetings, events, and conferences attended will be documented.

The number of ACEs presentation will be documented.

Source of Evidence: Activity volume

##### **Target:**

80% of Project Launch meetings, events, or conferences will be attended by an ECL staff member.

2 ACEs presentations will be conducted annually

**Finding (2015-2016) - Target: Met**

Dr. Sciaraffa served as a member of the Project LAUNCH council. She attended 80% of Project LAUNCH meetings, events, and conferences. Evidence is documented on file with the Project LAUNCH sign in sheets.

## **Analysis Questions and Analysis Answers**

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**How were assessment results shared and evaluated within the unit?**

Assessment results were reported to both the CAFS program director and the Department Chair. Assessment results were also made available to the Dean of the College of Liberal Arts.

**Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

Yes, the UL CAFS Early Childhood Lab school made connections with other units across campus and served as an experiential learning site for the College of Education, Communicative Disorders, Psychology, and Renewable Resources. Over 200 UL students (undergraduate and graduate) were served in an academic, experiential learning capacity by the UL CAFS Early Childhood Lab School.

The partnership between the UL CAFS Early Childhood Lab school and the College of Education, Gifted and Talented program, has impacted the UL CAFS EC Lab school budget by supplanting summer cleaning fees to the College of Education.

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

The lesson learned is that the UL CAFS Early Childhood Lab school continues to be an integral unit at UL by providing experiential learning opportunities to not only Child & Family Studies, but to other units through out the UL campus.

We will continue to seek out connections to academic units to facilitate more opportunities for experiential learning for UL students.

Research at the UL CAFS Early Childhood Lab could be enhanced by the addition of a video camera system, which would allow researchers with footage without physically spending time at the building. This would also allow the UL CAFS Early Childhood Lab to truly be a "state of the art" facility on par with the other buildings in the UL Research Park.