The Child Development Laboratories

MICHIGAN STATE UNIVERSITY

2016-2017
Annual Report

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The Child Development Laboratories

OVERVIEW

The Michigan State University Child Development Laboratories (CDL) are operated in East Lansing’s Central School and Haslett’s Wilkshire Early Childhood Center by the Department of Human Development and Family Studies, College of Social Science. The Child Development Laboratories continue to maintain their National Association for the Education of Young Children (NAEYC) Accreditation. This is done through annual self-study submission and NAEYC site visit evaluation every 5 years. The ten program standards of NAEYC Accreditation are Relationships, Curriculum, Teaching, Assessment of Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment as well as Leadership and Management. Continued accreditation demonstrates the high quality of the CDLs in meeting national standards of excellence in an early childhood setting.

The State of Michigan launched its tiered quality rating system in 2011. Great Start to Quality rates licensed childcare, with 5 stars being the highest rating. Categories include Staff Qualifications & Professional Development, Family and Community Partnerships, Administration and Management, Environment, and Curriculum and Instruction. Both sites have participated in the quality rating process with Haslett maintaining a 5-star rating. The East Lansing campus has a 4-star rating. In fall of 2017, both sites will be up for reevaluation.

The Child Development Laboratories have been serving the University and community since 1927, 90 years. It serves a three-prong mission: teacher training, research, and outreach. The CDL is a model for exemplary teacher training. Research at the CDL has added to the body of knowledge in child development and informed practitioners in the field. The modeling of research to practice enhances the teacher training model with continued high outcomes for students. The Child Development Laboratories continue to disseminate information about best practices in the field of early childhood care and education through outreach activities. It is a vehicle for the dissemination of best practice in the field of early childhood education. Master level Head Teachers work with adult learners: students, parents and practitioners in the field.
2016-17 CDL Enrollment by Funding Source (East Lansing and Haslett Locations)

2016-17 Haslett CDL Enrollment by Funding Source
Note: Classroom age ranges, class numbers and adult: child ratios may be modified to meet the needs of the CDL.

Each of the Child Development Laboratories sites provides a different experience for HDFS students. Our East Lansing site houses a full day program in classrooms infant through three years old. In May of 2017, we eliminated our half day programming at the East Lansing site as the children in the half day four-year old program aged out and headed to kindergarten. Our classrooms serving infants, toddlers and three-year olds enroll children in full day programming only. Children enrolled at our East Lansing site are funded through private tuition. We have one space for MSU Spartan Kids grant. University students, at both the undergraduate and graduate levels, gain experience working with children ages birth through 5 years. Starting fall of 2017 we will have full day programming only in East Lansing.
Haslett CDL

Note: Classroom age ranges, class numbers and adult: child ratios may be modified to meet the needs of the CDL.

The Haslett site has been in operation since the fall of 2005. We operate three morning and three afternoon half day sessions, also offering breakfast club and afterschool programming for families. We provide lunch for the 30 children enrolled through Head Start funding. Our Haslett campus is a collaborative model with Haslett Public Schools and Capital Area Community Services Head Start. Children are funded in this program through private tuition, Great Start Readiness Program (State of Michigan’s At-Risk 4-year old program), Head Start and Haslett Public School Early Childhood Special Education. Our four-year old classrooms serve children enrolled through these funding options. Our three-year old classroom serves children funded through Head Start, Early Childhood Special Education and family tuition. University students gain experience working with staff from Head Start and Special Education staff such as a Special Education Teacher Consultant, Speech and Language Pathologist, Physical Therapist, Occupational Therapist and School Psychologist.
TEACHER TRAINING

Students in MSU Child Development Laboratories have the experience and mentoring of Master level teachers with degrees in the field of Child Development and Early Childhood Education. The interwoven experience of lecture and lab courses continues to produce high quality candidates in the field of early care and education. The model is one of reflective teaching practice. This reflective model helps students understand and internalize their practice. It produces high quality teacher practitioners. Graduates of the program are sought after during the hiring process in school districts across the state. Child Development students have surpassed the state average on the Michigan Tests for Teaching Certification (MTTC) since 2001. Students in the program are rotated between the East Lansing and Haslett sites to give them experience in working in different models. The CDL has developed Independent Study options to support students with an interest in administration in early childhood to hone their skills to be ready to take on the responsibilities of those positions. As the Michigan Department of Education moved to the curriculum change related to the Early Childhood Special Education endorsement, the collaboration with Head Start, Haslett Public Schools and the Early Learning Institute sets our students apart with the experience they gain working with children with special needs and from low income families with identified risk factors. Skills demonstrated by University students in their lab placements are immediately transferrable to their careers.

HDFS Student Use of the CDL

HDFS Undergraduate Student Use of the CDL

<table>
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<th>HDFS course</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
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<td>22</td>
<td>0</td>
<td>22</td>
</tr>
</tbody>
</table>

|                |          |             |             | 534   |

HDFS course participation in the CDLs:
HDFS 211: 1 Lab observation and volunteer opportunity
HDFS 320: Lab practicum 4 hours per week for 1 semester
HDFS 321: Lab practicum 4 hours per week for 1 semester
HDFS 322: Lab observation/participation in classroom
HDFS 421: Lab observations
HDFS 424: Semester long student teaching practicum, 5 half days a week for 1 semester
HDFS 449: Lab observations
University Use of the CDL

In support of authentic learning experiences, instructors across the University utilize the CDL. MSU courses to use the CDL in the past year include:

College of Education
- Teacher Education 250, Human Diversity, Power, and Opportunity in Social Institutions
- Kinesiology 360, Physical Growth and Motor Behavior
- Counseling and Educational Psychology 449, Behavior Management in Special Education
- Counseling and Educational Psychology 880, Cognitive Assessment

College of Medicine
- Pediatric Residents Child Observations

College of Nursing
- NUR 324, Health Promotion I
- NUR 334, Health Promotion II

College of Social Science
- HDFS 145, The Individual, Marriage and the Family
- HDFS 449, Children and Youth with Special Needs and Their Families
- HDFS 825, Families and Children with Special Needs
- HDFS 821, Early Prevention and Intervention Birth to Five
- HDFS 827, Language and Literacy Development from Infancy to Formal Schooling

Other College and University use:
- Lansing Community College, CHDV 215, Infant/Toddler Program Development
- Henry Ford Community College, PHY 253 Lifespan Development

Donna Moyer, Instructor, College of Nursing

Students of the MSU College of Nursing complete two courses in health promotion. A partnership between the MSU Child Development Lab (CDL) and MSU College of Nursing began in 2015, to give nursing students an opportunity to work with well children in a community setting. Sixteen nursing students spend 30 to 40 hours each semester in classrooms at each of the CDL sites. Nursing students learn to assess healthy growth and development, practice communication techniques, and consider issues of children’s health and wellness. That knowledge provides a foundation for their future work with children in both primary and acute healthcare settings. With expert guidance and feedback from teaching professionals, nursing students complete a group project in an effort to reduce health risk and promote wellness among children at the CDL. Children, parents, families, teachers, and staff offer a supportive learning environment for the MSU nursing students. The nursing students return to the CDL their understanding and passion for promoting children’s health. A model of interdisciplinary collaboration – in support of that goal – is found at the CDL.
Connecting HDFS Faculty and the CDL

The Child Development Laboratories continue to have a strong, integrated relationship with faculty. Formal meetings twice a year are used to review curriculum alignment across the Child Development major and across core courses. CDL faculty serve as guest lecturers in courses and support experiential learning for students, enhancing their skills and dispositions.

HDFS professors Holly Brophy-Herb and Claire Vallotton, graduate students and CDL infant and toddler teachers Marisa Diaz, Katherine Ealy, Amanda Campbell, Kimmy Schmid, Jennifer Davis, and Denise Graham collaborated on revising the MSU Children’s Curriculum for infants and toddlers. The curriculum will include a parent component, assessment component and teacher training supports. Graduate students in HDFS have participated in the curriculum development. Undergraduate students doing their student teaching have piloted the curriculum.

RESEARCH at the CDL

A central mission of the Child Development Laboratories is to generate new knowledge regarding child development and early childhood education while training future scholars in the field. The CDLs work to support research experiences for faculty, graduate students and undergraduates in several ways including training opportunities provided to students, presentations and publications utilizing data collected at the CDLs and research groups working within the labs. The CDLs actively work to include undergraduate and graduate students in collecting and utilizing data collected at the CDLs. Students who work at the CDLs learn how to interact with children in a classroom, to use assessments with children, to score and enter data using a number of data management programs, to code data, and to formulate their own research questions. The CDLs have provided several research teams with letters of support for grants that would utilize the site. The opportunities afforded researchers through the CDLs are of highest importance, as they foster scholarship at all levels of the research process. The Early Language and Literacy Investigations Laboratory (ELLI) utilized the CDL to train its research assistants in preparation for interacting with children and filming authentic literacy activities.

Title of Study: Characterizing Preschoolers' School Day Activity: Development of a Novel Methodology

Investigator: Kimberly Clevenger

Unit: Department of Kinesiology

Purpose: To determine what parts of the classroom or playground are associated with the physical activity levels of preschoolers during the school day.
Title of Study: Effects of Peer Mediated Video Modeling on Social Interactions in an Inclusive Preschool Classroom for Children with Autism Spectrum Disorder
Investigator: Ana Duenas, Josh Plavnick
Unit: Counseling Education Psychology and Special Education, Early Learning Institute
Purpose: Assess the effectiveness of a packaged intervention combining PMI and video modeling on measures of social interaction between children with ASD and their typically developing peers.

Title of Study: Sensor Technology Study
Investigator: Sarah Douglas
Unit: Human Development and Family Studies
Purpose: To examine the practicality and effectiveness of wearable sensor technology in the measurement of child social behaviors (i.e., voice, movement, proximity), and validate sensor technology with observational data collected via video and using LENA technology (wearable software that provides data about the language environment).
University Research Assistants: 4

Title of Study: Understanding Peer Interactions with Children with Autism Spectrum Disorder During Play in the Inclusive Preschool Classroom
Investigator: Sophia D’Agostino
Unit: Human Development and Family Studies
Purpose: To understand the interactions (prompted and unprompted) and perceptions of typical peers with children with autism included during play time.

Title of Study: Training Preschoolers to Initiate Bids for Play With Students with Autism Spectrum Disorder Using Video Modeling
Investigator: Ana Duenas, Sophia D’Agostino, Josh Plavnick
Unit: Counseling Education Psychology and Special Education, Human Development and Family Studies, Early Learning Institute
Purpose: To train typically developing students to initiate bids for play with peers with autism spectrum disorder in the inclusive classroom to decrease adult prompting.
University Research Assistants: 2

Title of Study: Improving Writing Resources and Interactions in Teaching Environments (iWRITE)
Investigator: Hope Gerde
Unit: Human Development and Family Studies
Purpose: To create a professional development program feature online learning modules containing content about best practices for early writing instruction, video exemplars to
illustrate these practices, and practice-based assignments to promote Head Start teachers to put into practice what they are learning in the modules.

University Research Assistants: 6

Title of Study: Development of the Inventory of Phonological Awareness using Alternative Responses (IPAAR)
Investigator: Lori Skibbe
Unit: Human Development and Family Studies
Purpose: To develop a new computerized adaptive test of phonological awareness that can meet the individualized needs of children with speech production difficulties.
University Research Assistants: 20+

Title of Study: Increasing Joint Attention Skills During Shared Book Experiences for Young Children with Autism Spectrum Disorder
Investigator: Sophia D’Agostino
Unit: Human Development and Family Studies, Early Learning Institute
Purpose: To investigate the effects of a shared book intervention utilizing visual supports paired with behavior modification techniques (i.e., echoic prompts, reinforcement, and transfer trials) on the joint attention skills of young children with autism.

Title of Study: Toddler-5 Study of Early Development (T5)
Investigator: Holly Brophy-Herb
Unit: Human Development and Family Studies
Purpose: To critically examine proposed self-regulation and emotion-related parenting domains and relations between domains in toddlers aged 18-36 months.
University Research Assistants: 20

Title of Study: Understanding and Acceptance of Autism Spectrum Disorders by Preschool Children
Investigator: Marisa Fisher
Unit: Counseling Education Psychology and Special Education
Purpose: To examine how preschool children without disabilities interact with and think about children with autism spectrum disorders who are in their classroom.
University Research Assistants: 2

Title of Study: Improving Writing Resources and Interactions in Teaching Environments (iWRITE) Professional Development
Investigator: Hope Gerde
Unit: Human Development and Family Studies
**Purpose:** The goal of the iWRITE project is to develop and examine the feasibility of a professional development program for Head Start teachers focused on promoting early writing in the classroom.

**University Research Assistants:** 6

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**Title of Study:** Development of the Inventory of Phonological Awareness using Alternative Responses (IPAAR)

**Investigator:** Lori Skibbe

**Unit:** Human Development and Family Studies

**Purpose:** To develop a new computerized adaptive test of phonological awareness that can meet the individualized needs of children with speech production difficulties.

**University Research Assistants:** 5

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**Title of Study:** Longitudinal Study of the Narrative Assessment Protocol (NAP)

**Investigator:** Ryan Bowles

**Unit:** Human Development and Family Studies

**Purpose:** Develop a comprehensive and brief assessment of young children’s overall language skills, which will ultimately be available to early childhood professionals for free on the web.

**University Research Assistants:** 3

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**Title of Study:** Hearts & Minds on Babies

**Investigator:** Drs. Claire Vallaton and Holly Brophy-Herb

**Unit:** Human Development and Family Studies

**Purpose:** To develop measures and data collection protocols and training for a research team to collect data (1) in infant and toddler classrooms using a standardized protocol, and (2) with families of infants and toddlers. This is in preparation for a teacher-family intervention study titled Hearts and Minds on Babies in Early Head Starts in Michigan. The full study aims to support caregivers (parents, teachers) of infants and toddlers to develop emotionally supportive relationships with children by understanding and accepting children’s attachment-related behaviors, and their own reactions to children.

**University Research Assistants:** 11

**Training outreach using videos:** 12 from MSU and Wayne State

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In addition, the following research occurred within the Early Learning Institute housed in the Child Development Laboratories:

**Title of Study:** Picture Activity Schedule

**Investigator:** Matt Brodhead
Unit: Counseling Education Psychology and Special Education, Human Development and Family Studies, Early Learning Institute

Purpose: To investigate the use of embedded videos to teach the use of picture activity schedules to young children with autism.

Title of Study: Analyzing Behavior Technician Rotation

Investigator: Erica Weber

Unit: Early Learning Institute

Purpose: To analyze the effects of behavior technician rotation on procedural integrity of programs ran with young children with autism spectrum disorder in the early intensive behavior intervention classroom.

OUTREACH

The Child Development Laboratories are active in outreach. Administration and teaching staff sponsor and participate in national, state and local conferences. We offer tours of our programs with accompanying workshops. Administrators and staff take an active role in early childhood committees at the state and local level, including active participation in state and local Association for the Education of Young Children (AEYC).

Tours of the CDL, Haslett site, to learn more about successful inclusion include:

- Allendale Public Schools

Tours of the CDL, East Lansing site, include:

- MSU Extension, tour of the CDL by extension instructors
- Quality Improvement Consultants with Great Start to Quality, Ann Arbor Resource Center
- TEACH Rwanda

Committees and Workgroups served by CDL faculty:

- Association for the Education of Young Children
  - Michigan Association for the Education of Young Children (Position: Secretary, Affiliate Representative, President-elect)
  - Central Michigan Association for the Education of Young Children (Positions: Vice President, Affiliate Representative, MSU Representative)
International Outreach

Summer 2017 marked the 7th student group from Chang Gung University of Science and Technology (CGUST), Taoyuan, Taiwan, participating in a month-long workshop.

Students participated in CDL classrooms in the morning, attended early childhood workshops in the afternoons and cultural events on weekends. In addition, the CDL hosted its first International Workshop with students from National Taipei University of Health and Nursing, Taipei, Taiwan. Workshops are designed by CDL faculty. The International Workshop with CGUST was developed by Wan Hsuan Lin. In May of 2017, Wan Hsuan Lin and Laurie Linscott spent two weeks in Taiwan. During the first week they presented a series of classes at Ken Shun University. Week two they did orientation for the student groups from Chang Gung University of Science and Technology and National Taipei University of Health and Nursing.
International Faculty

The Child Development Laboratories hosted many faculty from around the world this past year. Focus of tours and observations relate to teacher training, approaches to early childhood education, outreach, inclusion and family engagement.

In support of the College of Education’s Global Education Cohort Program, the CDL hosted a visiting group of students from Beijing Normal University. Students, and their professors, spend time at the CDL learning about our teacher training model, programming for young children and research.

Other international faculty to tour the CDL include:

Dr. Liu Yujuan, Associate Professor, Research Center for Psychology and Special Education National Institute of Education Sciences of China

Dr. Yuan Jinxia, Associate Professor, Early Childhood Education, School of Education Science, Nanjing Normal University, Nanjing, China

Professor Da-Li Chang, faculty from Kun Shan University, Tainan, Taiwan toured the CDL, along with child development majors from their school to learn about early childhood care and education in the United States.
Professors Maregesi Machumu and Perpetua Urió, Dar Es Salaam College of Education, Tanzania, toured the CDL with College of Education doctoral student Bethany Wilinski, in support of the Department of Teacher Education collaboration with the Tanzania Partnership Project.

Jan Brown and Bill Whipple, from Teach Rwanda, an INGO in Rwanda, toured the CDL with Laura Apol from the College of Education. In her early career, Jan was a photographer for NAEYC. She was delighted, as she toured the hallways of the CDL, to find posters of photographs she had taken.
CDL Faculty Presentations for July 2016-June 2017

International

May 2017, Laurie Linscott, Co-chair of Child-Adult Communication conference session, VI International Conference: Early Childhood Care and Education, Moscow, Russia

May 2017 Wan Hsuan Lin, Laurie Linscott, Child Development Workshops, Kun Shan University, Tainan, Taiwan
Topics included: Creativity, Block Play, Transforming the Classroom, Inclusion, Cultural Competence, Family Engagement, Assessment, Creative Movement, Literacy in Early Childhood, Infant & Toddler Curriculum

May 2017, Wan Hsuan Lin, Laurie Linscott, Child Development Laboratories Orientation, Chang Gung University of Science and Technology, Taoyuan City, Taiwan

May 2017, Wan Hsuan Lin, Child Development Laboratories Orientation, National Taipei University, New Taipei City, Taiwan

State and Local

April 2017, Lillian McFarlin, Playground Interactions, MiAEYC Early Childhood Conference, Grand Rapids, Michigan

April 2017, Ashley Tafoya, Lillian McFarlin, Journey of Empowerment, MiAEYC Early Childhood Conference, Grand Rapids, Michigan

April 2017, Sally Mowers and Brittany Roulo, If you Fill a Teacher’s Basket, MiAEYC Early Childhood Conference, Grand Rapids, Michigan

February 2017, Nora Thompson, What’s It All About?: An Introduction to the Reggio Emilia Approach to Early Childhood Education, Coming Together for Children, Lansing, MI


February 2017, Marisa Diaz, Kimmy McAuley *A Response to the Myth, “Your job is easy. You just play all day.”* Coming Together for Children, Lansing, MI


**Professional Development Opportunities for CDL Staff**

In addition to ongoing, in-house staff development, different CDL staff participated in the following conferences:

November 2016, MiAEYC Infant & Toddler conference

February 2017, MiAEYC Professional Development Institute

February 2017, CMAEYC Coming Together for Children conference

April 2017, MiAEYC Early Childhood Conference

June 2017, NAEYC Professional Development Institute, San Francisco, CA
COLLABORATIONS and CAMPUS SUPPORTS

Early Learning Institute

September 2015 saw the launch of the Early Learning Institute, housed in the Child Development Laboratories, East Lansing.

The Early Learning Institute was developed by Dr. Joshua Plavnick, a Doctoral Level Board Certified Behavior Analyst (BCBA-D), and Laurie Linscott, M. A. and Director of the Child Development Laboratories.

The Early Learning Institute was started to meet the early intervention needs of children with autism spectrum disorders (ASD) in Mid-Michigan and to provide “hands-on” training for service providers across a range of disciplines to implement evidence-based practices with children with ASD and their families. The Institute is a training site for students and trainees at all levels (undergraduate, graduate, and post-doctoral) and across many human service fields including applied behavior analysis, child development, psychology, and special education. The Early Learning Institute is an interdisciplinary collaboration between the Department of Human Development and Family Studies in the College of Social Science and the Department of Counseling, Educational Psychology, and Special Education in the College of Education,

MSU Grandparents University

CDL Faculty Lillian McFarlin led the planning and facilitation of a successful Grandparents University session. She involved child development majors in the development of the experience. They worked with the GU participants, teaching them how to teach young children activities in STEM. Grandparents University participants learned how to teach science experiments to preschoolers and then held a Science Fair for the preschoolers enrolled at the CDL.

MSU 5th Annual Science Festival

The Child Development Laboratories were invited to participate in the 5th Annual MSU Science Festival. For the first time, the Science Festival included an Early Childhood Zone located in Morrill Hall Atrium. CDL faculty and student teachers developed interactive science activities for children and their families. They presented these on Saturday and Sunday, April 5 & 6. This effort was spearheaded by Sally Mowers who also sits on the planning board of the MSU Science Festival.
MSU Museum

The CDL continued its collaboration with the MSU Museum in the development of interactive, developmentally appropriate science and culture experiences for young children. Dr. Denice Blair, Co-Manager of the Museum Education Team, initiated the collaboration. She has provided transportation for children from the CDL, Haslett campus, to be able to participate in the backpack experience. The project involves using exhibits at the museum to create young child/family friendly activities for an interactive visitor experience, SEAL (Successfully Engaging All Learners) - Tots program. Head Teachers from both the East Lansing and Haslett campus participated.

MSU Broad Art Museum

Sally Mowers, working with the Deputy Director, Curator of Architect and Design, and Education Director of the Broad, continues to collaborate to bring modern art experiences to young children in a hands-on, meaningful way. This included walking field trips to the Broad, tours of different exhibits, and participation in art experiences, both at the Broad and the CDL. It culminated in an exhibit at the MSU Federal Credit Union Main Headquarters.

Summer Research Opportunities Program

The Child Development Laboratories continues to be a tour site for the Graduate School’s Summer Research Opportunities Program. The purpose of the program is to increase the number of domestic undergraduates who pursue graduate careers in research. Faculty from the CDL and HDFS do a presentation on the program and research opportunities.

MSU 4-H Exploration Days

June 21-23, 2017, the Child Development Laboratories hosted three half day sessions for the MSU 4-H Exploration Days. These included Care for Kids, Keeping Kids Engaged and Having Fun, and A Career Caring for Kids. MSU Child Development majors at the CDL met with participants and told about their education and career opportunities. Lillian McFarlin facilitated this experience for the participants.
FACILITIES UPDATES

A number of facility updates were completed during the 2016-2017 academic year.

**Window Treatments**
With the window blinds at Central School being approximately 30 years old, we initiated replacement of the blinds, starting on our first floor in the classrooms serving infants and toddlers. Teachers have responded positively noting how much easier it is for children to fall asleep. The cost of this was $12,500.

**Video Observation System, East Lansing**
The video observation system in East Lansing is used to support child and teacher observation, college student lab placement observation and feedback, research and staff development. Working in coordination with MSU IT, ICOMM, and Haivision, we launched the new video system. Fall of 2014 we worked out the bugs of the new system. Recording now occurs on a newly installed server given the PC based system. The server allows for significantly expanded recording time and editing. In addition, the PC based system will offer the potential opportunity for the CDL to move forward on the cutting-edge of live classroom streaming for educational observation and research purposes.

**Anticipated Facilities Upgrades for 2016-2017**

**Video Recording Equipment in Haslett**
The equipment in Haslett is 10 years old. We have been able to maintain the equipment through repairs using ICOMM. It is anticipated that in the near future we will need to look at upgrading the equipment at the Haslett site.

**Observation Booths in East Lansing**
With the new video equipment and listening stations functional, the goal will be to remove the listening vents in each classroom and replace with solid panels.

**Window Treatments**
With the replacement of the window treatments on the first floor, we look forward to doing the same on the second floor. *Estimated cost: $13,500*