

# NORTH CAROLINA PARTNERSHIP FOR CHILDREN

## Smart Start Format for Activities

Partnership Name: Mecklenburg Partnership for Children      Submission Date: 3/22/2007  
 Activity Title: **Developmental Coursework-Early Childhood Education**

**I. Activity begun in FY: 2006-2007**

Reason for submission to NCPC:

New Activity

Revised continuing activity, no scope change  
*(minimal expansion or deletion of currently approved components )*

NCPC 3 year request

Revised continuing activity, scope change  
*(components added or deleted that change intent of original activity approval)*

**II. Activity Codes:    A) PBIS ID –EDU10    B) PSC - 3105**

**III. Full Activity Description**

**A. Grants:**

Yes      No

Does this activity contain grants of any kind or incentives to participants? What is being given to participants? If you have checked yes, describe in detail.

X

To support students in their remedial coursework, this activity will fund substitutes at child care facilities that employ the early childhood program participants, allowing students to attend classes that are only held during the day (the time that full-time faculty primarily teach). Funds for substitutes ensures that early childcare professionals have access to these classes and removes the additional burden of attending classes after work, which may create transportation and child care issues for the majority of our students - and early childhood professionals who are parents themselves.

For each teacher enrolled in remedial coursework, the child care facility may be reimbursed at a rate up to \$10/hr. for each of the 32 classes offered during the fall and spring semesters. Smart Start will reimburse facilities for three hours for each class and one hour for a post-class tutoring session. Facilities may seek reimbursement twice during the semester, after eight weeks and at the end of the semester.

Smart Start staff will develop a monitoring system to ensure that a child care facility be reimbursed for a substitute only under the following conditions:

- the classroom teacher attended the remedial class and/or tutoring session
- the substitute meets State licensing guidelines
- the substitute was paid specifically for the time that the classroom teacher was out of the facility
- the reimbursement rate (up to \$10/hr.) did not exceed the actual amount paid to the substitute
- the teacher passed the class (applies to the end-of-semester payment only)

Smart Start staff will obtain documentation as follows to verify that each of these conditions have been met prior to reimbursing a child care facility for a substitute:

- CPCC will submit attendance sheets for each remedial class and tutoring session to document which teachers attended class/tutoring on that particular day
- Child care facilities will submit paperwork to document that each substitute meets State licensing guidelines
- Child care facilities will submit payroll records to document the name of the substitute, hourly rate, hours worked and that this individual was paid specifically for covering the participating teacher’s classroom on that specific day. Records must show that the substitute was not a full-time employee whose salary was already covered by the facility.
- CPCC will submit grades to verify class success

Smart Start will maintain a database that lists each participating teacher and whether that teacher’s facility is eligible to receive substitute reimbursement for each of the 32 classes per semester. For example, Mary attends 14 of the first 16 math classes and four tutoring sessions as documented by CPCC. Her center used a part-time teacher (who meets licensing guidelines) to cover her classroom at a rate of \$9/hr. (verified by the center’s payroll records). The center will receive reimbursement for (3 hours per class x 14 classes) + (1 hour per tutoring session x 4 sessions) x \$9/hr. = \$414.

**B. Medicaid Reimbursement:**

Is any portion of this activity Medicaid reimbursable?                       X  
If you have checked yes, describe in detail.

**C. Description of Services:**

**Specific Services:**

Smart Start of Mecklenburg County is requesting funds to support a new, multi-year program (April 07-June 07 and July 07 – June 08) that addresses the critical need in the child care industry for remedial coursework to support Early Childhood Education students and practitioners - a stated priority of the North Carolina Partnership for Children. The proposed program, Developmental Coursework – Early Childhood Education, will address the academic needs of early childhood education students to improve their math English and reading skills. Currently, more than 50 % of these students encounter serious challenges in college-level English, reading and math coursework (*The Educational Status of Childcare Professionals in Mecklenburg County*, 2005). Student responses to the survey indicated that passing these required courses remains one of the primary stumbling blocks for students, often preventing them from completing their education and earning the AAS degree.

Smart Start proposes to contract with Central Piedmont Community College (CPCC) to address this need by funding faculty members from the divisions of Early Childhood Education, math, English and reading to co-develop and co-teach coursework to provide remediation in these essential subject areas for early childhood students. Using content from the Early Childhood curriculum, the faculty from Early Childhood, math, English and reading faculty will begin by developing seven courses of developmental English, Reading and Math (English 080, English 090, Reading 080, Reading 090, Math 050, Math 060 and Math 070). This integrated approach called “contextualization” is a research proven approach whereby Early Childhood curriculum concepts and content will be woven into the primary subject areas supporting the students’ learning and re-learning of the basic building blocks of their education. Planning and development of these courses will begin in April 2007 and continue through December 2007. Teaching will begin in fall 2007 semester and continue through the spring 2008 semester.

The Early Childhood Faculty Coordinator for this grant as well as English, reading, and math faculty will be given an overload assignment of five semester credit hours (sch) during the

second short session of spring semester 2007 in order to provide eight weeks to develop the first four contextualized remediation courses ( ENG 080, RED 080, MAT 050, MAT 060). These courses will then be taught in the fall semester of 2007. CPCC Institutional funds will be used to cover the costs related to the three weeks in March of 2007 that are part of the second short session of Spring 07. Smart Start funds will be used to pay for the five weeks of the second short session from April 2007 through May 2007.

In the fall semester of 2007, the Early Childhood Faculty Coordinator will again work with the English, reading, and math faculty to develop the last three remedial courses: English 090, Reading 090, and Math 070. These courses will be taught in the spring semester of 2008.

The use of full-time faculty as co-program developers and instructors is essential to the success of this program, in that it ensures the highest quality instruction for students – it also provides a solid foundation for the implementation and continuation of this model program. Strategies for remediation and “contextualization” of coursework are a top priority for CPCC, and the College has been recognized as a national leader in this method of remediation. This program has the potential to serve as a model for remedial course development across the college and for Smart Start sites across the State.

Academic support for students in English and math will have a tremendous impact on the early childhood professional. Early childhood professionals who demonstrate proficiency in math and English are a significant asset to the children and their employer. Many directors of childcare centers feel that this skill development has benefits to the students enrolled at the center in that this learning translates to more effective instruction in the classroom.

To further support students, funds are requested to pay for substitutes at child care facilities that employ the early childhood program participants, allowing students to attend classes/tutoring sessions that are only held during the day (the time that full-time faculty primarily teach). Funds for substitutes ensures that early childcare professionals have access to these classes and removes the additional burden of attending classes after work, which may create transportation and child care issues for the majority of our students - and early childhood professionals who are parents themselves.

The specific services to be offered include:

- Early Childhood, developmental reading, developmental English and developmental math faculty will develop and plan for seven courses of developmental English, reading and math using Early Childhood content and materials as the basis for the courses.
- Four sections of developmental reading, English and math courses will be offered to Early Childhood students exclusively in the fall 2007 semester and spring 2008 semester. (fall 2007: English 080, reading 080, math 050, and math 060. spring 2008: English 090, reading 090, math 060, and math 070). The sections will have 22 Early Childhood students each and will be taught by developmental reading, English and math full-time faculty at the West Campus location. Enrollment will be limited to activity participants and will not be open to other CPCC students. The courses will use content and reading materials relevant to Early Childhood education. An Early Childhood Education faculty member will be given release time to work on this project as a liaison to the other faculty members and as an advisor and recruiter for the students involved.
- Two Part-time tutors, one in English and one in math will be available to students in the above sections on four days a week (Monday through Thursday) for two hours. The tutors will work in the same classrooms where developmental classes are held and will be available for the two hours following each class to assist students either

individually or in a group depending on student demand. Tutors will also accept referrals from instructors for students who may need extra support.

- The child care facility employing students in the four developmental sections will be offered pay for substitute teachers so that the students will be able to leave their teaching duties to attend class/tutoring sessions during the day time hours.

### **Population to be Served:**

This activity will serve early childhood professionals working with children ages 0 to 5 in licensed facilities in Mecklenburg County who are accepted into the program by meeting the following requirements for participation:

- successful completion of early childhood coursework beyond EDU 119 at CPCC
- declaration that they are working toward an Associate of Applied Science degree in Early Childhood Education at CPCC
- eligibility for developmental reading, English, and math courses as identified by placement test scores taken upon entrance to the college,
- referral from CPCC's early childhood faculty, Smart Start Higher Education Advisor, or staff from other Smart Start funded activities

### **Smart Start-funded Staff:**

Smart Start will contract with CPCC for the following staff:

- A coordinator for the developmental courses in English, reading and math will be identified from the full-time Early Childhood faculty and provided five hours of overload time for spring 2007, five sch of release time for fall 2007, and three hours of release time for spring 2008 semesters. Her responsibilities are to develop and plan the courses with the English, reading, and math faculty, to coordinate with Early Childhood faculty advisors to identify students whose placement test scores make them eligible for each course, and to advise students during the courses, provide referral to tutors, and support the faculty with any needs. A part-time instructor will teach a five sch course for fall 2007 semester and a three sch course for the spring 2008 semester to release this full-time faculty member.
- Full-time developmental faculty in English, reading and math will teach the developmental courses, English 080, English 090, Reading 080, Reading 090, Math 050, Math 060 and Math 070. These are all of the developmental courses that any student would need before taking college-level English and math courses required for the associate degree. Each of these courses is five hours of contact time each week. The courses would be offered on Monday and Wednesdays from 12:30 to 3:00 and on Tuesdays and Thursdays from 12:30 to 3:00. They will be held on the West Campus, as that is the location for the Early Childhood department and where most students are most comfortable taking classes. These developmental course faculty will be paid for overtime at the part-time rate during spring 2007 semester for development of the courses. Part-time faculty will be hired to provide the full-time faculty members release time of five hours for development and teaching of the developmental courses in fall 2007 and spring 2008 semesters.
- Two part-time tutors, one for English and one for math, will be selected by the instructors with help from the Division directors. They will not necessarily have a degree, but will be mature individuals who are very comfortable with the material being presented in the classes. They may even be former students that the instructors have had in class and know to be qualified in this area.

The following development and teaching schedule will be used:

Spring 2007 – Development of English 080, Reading 080, Math 050 and Math 060

Fall 2007 – Teaching of English 080, Reading 080, Math 050, and Math 060.

Development of English 090, Reading 090, and Math 070

Fall 2008 – Teaching of English 090, Reading 090, Math 060, and Math 070

Therefore, the overload and release time for these faculty will total spring 2007 = 20 semester credit hours of Overload (4 courses at 5 hours each); fall 2007 = 35 semester credit hours (7 courses at 5 hours each); and spring 2008 = 20 semester credit hours (4 courses at 5 hours each).

Smart Start staff, funded outside of this activity, will manage and monitor the substitute component as described in Section A.

**Effective Practices:**

This activity will follow the following best practice guidelines for substitutes:

- Efficiency – each child care facility will recruit and employ its own substitutes and will be reimbursed by Smart Start twice per semester based on submission of required paperwork to document that the substitute was utilized in the appropriate classroom and was paid specifically for their time in that classroom. Facilities will receive their reimbursement only when all required paperwork has been submitted and approved by Smart Start staff.
- Education backgrounds – substitutes will meet minimum licensing requirements and will possess the North Carolina Early Childhood Credential or its equivalent if they are substituting for a lead teacher.
- Benefit – substitutes will enable students to leave their teaching duties to attend class during the day time hours.

**Similar Services:**

There is no other community college in the county that offers this approach of contextualized courses to meet the needs of Early Childhood students. The University of North Carolina at Charlotte offers similar courses leading to a bachelor’s degree in Child and Family Development. Central Piedmont Community College and the University of North Carolina at Charlotte have an articulation agreement between the two departments that provides for transfer credit of 64 semester credit hours of required courses for the A.A.S. degree at CPCC toward the bachelor’s degree at UNC-C.

All courses that are proposed for funding by Smart Start are in addition to the regular course offerings by the Early Childhood department. No existing courses would be supplanted by Smart Start funded classes.

- D.** As described above, this activity represents a major, innovative collaboration between a Smart Start Partnership and three departments from the local community college (Early Childhood, English and Math). Smart Start’s Higher Education Advisor will also be involved by providing guidance and support to the participating teachers to help ensure their academic success. In addition, Child Care Resource Inc.’s education specialists and trainers will assist this activity by identifying program participants and supporting those participants who are also enrolled in CCRI’s higher education activities.

**IV. Program and Data Evaluation**

**A. Projected Outputs (Numbers/Counts) for the upcoming FY: April 1, 07 – June 30, 07**

List one output per line	What documents will be used to measure output?	Who will be responsible for documentation?	Where will documentation be filed?
4 new developmental courses will be developed	Course Syllabi	Program Coordinator	In Program Coordinator’s office

**Projected Outputs (Numbers/Counts) for the upcoming FY: July1, 07- June 30, 08**

<b>List one output per line</b>	<b>What documents will be used to measure output?</b>	<b>Who will be responsible for documentation?</b>	<b>Where will documentation be filed?</b>
1000 children ages of 0-5 will be served	Center capacity numbers	Program Coordinator	In Program Coordinator's office
30 centers/homes will be served	Survey of students in classes by instructors	Program Coordinator	In Program Coordinator's office
100 teachers will be served (unduplicated count; most teachers will complete 2 or more courses)	Official course rosters	Program Coordinator	In Program Coordinator's office
175 course seats created	Official course rosters	Program Coordinator	In Program Coordinator's office

**B. DOCUMENTED NEED and OUTCOMES**

<p><b>Describe the NEED(s) to be addressed by this activity:</b></p> <p>During the 2005 North Carolina Legislative session, House Bill 707 was passed which will result in changes to North Carolina's five-star rated license for child care facilities and family child care homes. Ratings of 2 to 5 stars will be based on two components (Program Standards and Staff Education) rather than the current three components (Program Standards, Staff Education and Compliance History). These changes will require that licensed programs increase the education of their staff in order to maintain their current star rating. Centers have until January 2008 to complete these requirements.</p> <p>The 2005 Smart Start-funded study conducted for the Mecklenburg Partnership for Children titled "The Educational Status of Childcare Professionals in Mecklenburg County" provided data about the barriers that keep child care professionals from attending college. When students were asked "What one thing would realistically be the most helpful in encouraging you to take college-level courses in early childhood education?" three of their top six answers were for "more classes offered at convenient times," "assistance with child care," and "lessening of general education requirements that were not Early Childhood courses."</p> <p>The same study analyzed the levels of Early Childhood students' scores on placement tests in English, reading and math during the fall of 2004. 56.5% of students taking the English placement test scored below the level of placement in college courses; 63.3% of students' reading placement test scores were below college level; and 86.4% of math placement scores placed students below college level math. This indicates a very obvious need for students already in our program working toward the degree who need one or more developmental courses to prepare them for the college level English and math courses required for the degree.</p> <p>A survey of the division directors of the math and English departments indicated that the development and teaching of these innovative courses should be taught by full-time developmental English, reading and math faculty to ensure the best instruction and development of the highest caliber course materials. The time for the classes was set at 12:30 to 3:00 on two days a week so that the faculty would have time to teach a class at another campus and then get to West Campus for these classes. It has long been established that the Early Childhood students have difficulty leaving their child care facility during the day to come to a campus for classes. Funds for substitute teachers are requested in this proposal to assist centers in allowing their teachers to leave for up to four hours on two days a week.</p>
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**Actual and projected OUTCOMES identified for this activity for the upcoming FY:**

**Outcomes – Previous FY not applicable/new activity**

**Projected Outcomes – Upcoming FY April 2007-June 2007**

Four new developmental courses worth four semester credit hours in English, math, and reading will be ready for instruction in Fall 2007
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**Projected Outcomes – Upcoming FY 2007-2008**

Three additional developmental courses worth four semester credit hours in English, math, and reading will be ready for instruction in Spring 2008
When direct teaching staff enroll in for-credit courses, 75% of teaching staff (131) earn, at least, three semester credit hours in Early Childhood or early childhood related courses with a 2.0 grade point average.

**V. Projected Line Item Budget AND Narrative:**

A. See attached budget form.

**B. Budget Narrative for April 1, 2007 – June 30, 2007**

**SMART START FUNDS**

Line Item Number	Line Item Title and Description	Line Item Amount
Line 12	Overload Salaries for 5 faculty based on Part-time Pay Rate for 5 weeks of short session. 5 faculty x \$34.37/hr. x 10 s.c.h./ week x 5 weeks. = \$8593. x 8.37% (\$719.) = \$9312.	\$9312.

**IN KIND/CASH MATCH**

Line Item Number	Line Item Title and Description	Line Item Amount
Line 12	Payment to develop 5 courses (4 credit/5 contact) for 3 weeks at part-time rate: 5 x \$2612. x 3 weeks = \$4898. x 23% benefits (\$1126.) = \$6024. Faculty who will develop coursework includes: Nadine Gordon (Eng.), Lisa Foley (Reading), Mary Ann Bradham (Math). The Early Childhood faculties are TBD.	\$6024.

**B. Budget Narrative for July 1, 2007 to June 30, 2008:**

**SMART START FUNDS**

Line Item Number	Line Item Title and Description	Line Item Amount
Line 12	Release time for 1 Early Childhood faculty for 8 s.c.h. for 2 semesters Paid at the part-time rate of \$34.37./hour x 8 s.c.h. X 16 weeks = \$4400. + 8.37% benefits (\$368.) = \$4768.	\$4768.
Line 12 continued	Release time for Developmental English, Reading, and Math faculty to develop 3 new courses. Paid at the part-time rate of \$34.37/hr. x 5 s.c.h. x 3 courses x 16 weeks = \$8249. x 8.37% (\$691.) = \$8940.	\$8940.
Line 12 continued	Release time for Developmental English, Reading, and Math faculty for teaching new courses. 8 faculty x \$34.37/ hr. x 5 s.c.h. x 16 weeks = \$21,997. + 8.37% benefits (\$1841.) = \$23,838.	\$23,838.
Line 12 continued	2 Part-time Tutor positions (one for Math and one for Eng. and Reading) 2 x \$10./hour x 8 hours/week x 32 weeks (2 semesters) = \$5120 + 8.37% benefits (\$429.) = \$5,549.	\$5549.
Line 15	Classroom Supplies (Chart paper tablets, Markers, etc.) \$100./class x 8 Classes = \$800.	\$800.
Line 33	Books and Reference Materials for Early Childhood Content. These materials and books would be retained in the Early Childhood department and used for later classes. \$200. x 5 classes = \$1000.	\$1000.
Line 46	Pay for substitutes for teachers to leave childcare classrooms = \$10./hr. x an average of 6 hours/week x 16 weeks x 80 students x 2 semesters = \$153,600.	\$153,600

**IN KIND/CASH MATCH**

Line 27	Matching from CPCC. This is supported by the college's <i>Uniform Charge for Access to Classroom Space by Public and Private Higher Education Institutions</i> formula for classroom space = Average number of students x semester credit hours x \$30. = Room charge 22 students x 40 s.c.h. x \$30. = \$26,400.	\$26,400.
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**VI. FY2006-07 Contract Activity Description (CAD), 200 words maximum:**

Smart Start of Mecklenburg County will contract with Central Piedmont Community College (CPCC) to fund a part-time coordinator and up to four faculty members from the divisions of Early Childhood Education, math, English and reading to co-develop four courses (four semester credit hours per course) of developmental English, Reading and Math (English 080, Reading 080, Math 050 and Math 060). The faculty will utilize an integrated approach called “contextualization” whereby Early Childhood curriculum concepts and content will be woven into the primary subject areas supporting the students’ learning and re-learning of the basic building blocks of their education. Planning and development of these courses will begin in April 2007 and continue through June 2007. Teaching will begin in fall 2007 semester and continue through the spring 2008 semester.

**FY2007-08 Contract Activity Description (CAD), 200 words maximum:**

Smart Start of Mecklenburg County will contract with Central Piedmont Community College (CPCC) to fund a part-time coordinator and up to four faculty members from the divisions of Early Childhood Education, math, English and reading to co-develop and teach developmental courses (four semester credit hours per course) in English, math and reading. The faculty will utilize an integrated approach called “contextualization” whereby Early Childhood curriculum concepts and content will be woven into the primary subject areas supporting the students’ learning and re-learning of the basic building blocks of their education. During the fall 2007 semester, the college will offer four sections (English 080, reading 080, math 050, and math 060) and will develop three additional sections (English 090, reading 090 and math 070). During the spring 2008 semester the College will offer four sections (English 090, reading 090 math 060 and math 070). The activity will provide two part-time tutors, one in English and one in math, as well as grants to pay facilities for substitutes while teaching staff are in class/tutoring sessions. Substitute reimbursement will be managed by Smart Start staff funded outside this activity. Classes will be taught at CPCC’s West Campus during daytime hours.