



**Smart Start of Mecklenburg County  
Request for Funding FY08-09**

**Activity Title**

Early Childhood Teacher Education: Developmental Coursework and Summer Institute
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**Agency/Organization Applying for Funding**

Name of Agency/Organization: Central Piedmont Community College		
Mailing Address: P.O. Box 35009, Charlotte, NC 28235-5009		
Physical Address: 1201 Elizabeth Avenue, Charlotte, North Carolina 28204		
E-mail: <a href="mailto:Lisa.Godwin@cpcc.edu">Lisa.Godwin@cpcc.edu</a>	Phone: (704)330-4765	Fax: (704)330-4770
Type of Organization: College	<input type="checkbox"/> Private non-profit 501c3 <input checked="" type="checkbox"/> Public <input type="checkbox"/> For Profit	
Federal Tax ID: 56-0797174	Agency Fiscal Year: July 1 <sup>st</sup> – June 30th	

**Contract Administrator Information**

Name of Person Authorized to Administer Contract/Title: Lisa Godwin, Instructor, Nursing, Human Services and Early Childhood Education Division		
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**Contract Signer Information**

Name of Person Authorized to Sign Contract/Title: Dr. P. Anthony Zeiss, President		
Authorizing Agency/Organization: Central Piedmont Community College		
Address: P.O. Box 35009		
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**Finance Contact Information**

Name of Finance Person/Title: Tracy Pham, Director of Grants and Contracts Accounting		
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<b>Smart Start Funds Requested</b>	<b>\$81,055.00</b>		
Contract Signer Signature:		Title: President	Date:

**I. Full Activity Description (FAD):** *After reading this section, the reader should have knowledge of the activity and how it will operate. Assume the reader has little familiarity with the activity and answer as completely and in as much detail as possible. Please be sure to address all of the following using either narrative style or specifically answering the questions:*

**A. Grants:** Yes      No  
 Does this activity contain grants of any kind or incentives to participants (budget lines 45, 46, and 47) ?       X  
 What is being given to participants?  
If you have checked yes, describe in detail.

**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:**

Central Piedmont Community College (CPCC) requests funds to support activities that will address two critical needs in the early childhood workforce: the need to improve the math, English and reading skills for early childhood professionals pursuing Early Childhood education (Activity 1: Developmental Coursework); and the need to increase access to Early Childhood courses (Activity 2: Summer Institute).

Developmental Coursework: CPCC will offer a second year of the contextualized, developmental coursework series of seven courses that were developed in 2007 with Smart Start support. The seven contextualized courses developed by CPCC faculty are designed to improve the math, English and reading skills of Early Childhood Education students and present traditional content (math, English and reading) in the context of the Early Childhood workplace using real world examples to reinforce learning. The 2005 study “The Educational Status of Childcare Professionals in Mecklenburg County” reported that more than 50% of these students encountered serious challenges in college-level English, reading and math coursework. Student responses to the survey conducted for the study indicated that passing these required courses is a significant stumbling block, often preventing them from completing their education and earning the AAS degree. This activity will provide a combination of seven courses to over 120 students in FY 2008-2009.

Summer Institute: CPCC will develop and implement a Summer Institute in 2009, providing access to eight core early childhood classes. These courses will be taught by part-time faculty both online and in a traditional classroom format. The Summer Institute is a direct response to the lack of Early Childhood education courses offered during the summer months. All CPCC faculty contracts are issued for ten months, which reduces the number of courses that can be offered in the summer. Students have expressed an interest in summer enrollment, and the shortage of classes can be a barrier in their academic goals. The eight courses, which are normally only available in the spring and fall, will be taught by part-time faculty both online and in a traditional classroom format at one or more of CPCC’s six campuses.

The specific services to be offered and requested support:

Developmental Coursework: -

- A part-time Early Childhood Program Coordinator will be hired for a total of 560 hours throughout the grant period. This individual will support the Developmental Coursework component of this project by acting as a liaison to faculty members, facilitating recruitment and registration, and overseeing general program coordination. The Program Coordinator will oversee the important processes of recruiting participants, determining eligibility for participation, and assisting with the application process.
- A series of seven contextualized reading, English and math courses will be offered to Early Childhood students exclusively in the fall 2008 and spring 2009 semesters. (Courses available include English 080, English 090, Reading 080, Reading 090, Math 050, Math 060 and Math 070). The sections will enroll a maximum of 22 Early Childhood students each and will be taught by part-time developmental reading, English and math faculty. Enrollment will be limited to activity participants and will not be open to other CPCC students. The courses will integrate content and reading materials – teaching the subjects in the context of Early Childhood education.
- Two part-time tutors to assist with English/reading and math coursework will be available to students enrolled in the developmental sections for ten hours weekly during the fall and spring semesters. The tutors will 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.
- A part-time (15 hours per week for 38 weeks) laboratory assistant will be hired position for the fall 2008 and spring 2009 semesters. The lab assistant helps to maintain and inventory the materials used to support the developmental courses (books and manipulatives were purchased to support reading, English and math concepts taught in the developmental courses; these are stored in the laboratory classrooms and are maintained and inventoried by the lab assistant).

Summer Institute -

- A Summer Coordinator will be hired to support the Summer Institute from the beginning of the Summer Session in May 2009 through June 30, 2009, (a six-week period). This position will work for twelve hours per week to supervise the part-time faculty and provide advisory support to students in the summer. A summer coordinator position is critical in that there are no full-time instructors or program chairs available during the summer.
- Eight additional part-time faculty positions during the Summer Institute will teach eight additional sections of early childhood courses in either face-to-face format or online.

### **Capacity to Provide Services:**

CPCC is the only community college in Mecklenburg County. The College has been educating the early childhood workforce for more than 30 years, and its Early Childhood AAS Program is accredited by the National Association for the Education of Young Children.

CPCC's Early Childhood program prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Coursework includes child growth and development; curriculum development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students who complete Early Childhood coursework will have the knowledge to create environments that are healthy, respectful, supportive and challenging for all children; design and implement developmentally effective curriculum that addresses all domains of learning; support and empower all children, families and communities through trusting and respectful reciprocal

relationships; use authentic assessment responsibly to make informed decisions to guide all children's learning; and communicate effectively using standard written and verbal skills.

CPCC accomplishes its mission as a leader in workforce development by providing career-focused educational programs and services which are academically, geographically, and financially accessible. The Smart Start activities funded within this grant will help CPCC further this mission.

**Population to be Served:**

**Activity 1: Developmental Coursework**

The proposed activities will serve early childhood professionals already working with children ages 0 to 5 in licensed facilities in Mecklenburg County.

Individuals accepted into Developmental Coursework must meet the following criteria:

- Successful completion of early childhood coursework beyond EDU 119 at CPCC
- Declaration that they are working toward an Associate in Applied Science degree in Early Childhood Education at CPCC
- Enrollment eligibility for developmental reading, English, and math courses as identified by placement test scores taken upon entrance to the college,
- Recruitment/referral from CPCC's early childhood faculty, Smart Start Higher Education Advisor, or staff from other Smart Start funded activities
- Current full-time employment in a licensed child care facility in Mecklenburg County working with children 0-5 years of age.

**Activity 2: Summer Institute**

The proposed activities will serve all individuals interested in pursuing Early Childhood Education.

**Positions paid for by Smart Start Funds:**

The funds requested from Smart Start will support a part-time Early Childhood Program Coordinator, eight part-time instructors, two part-time tutors, and a part-time lab assistant for the Developmental Coursework component. The staffing proposed for the Summer Institute includes a part-time Summer Coordinator and eight part-time Early Childhood instructors.

CPCC will seek highly qualified candidates to fill staff and faculty positions for the Early Childhood Education department and all staff and instructors supported by Smart Start will meet the minimum requirements for employment at CPCC. Early Childhood instructors are required to have a master's degree in early childhood or a related field. Instructors of developmental courses are required to hold a bachelor's degree with a specialization in the discipline area (some will have a master's degree). A bachelor's degree is the minimum requirement for the Early Childhood Program and Summer Coordinator position and the lab assistant will need to have earned a high school credential and completed at least 18 semester credit hours in Early Childhood (including one Early Childhood lab class), though an associate's degree is preferred.

**Effective Practices:**

The proposed activities address effective practices in the following ways:

- The activities utilize Smart Start's Higher Education Advisor as a resource for providers to assist them enrolling in remedial courses that will help them become more successful in completing college-level coursework.
- The activities address students in need of remedial courses, and the eligibility requirements for participation (enrollment as an Early Childhood degree candidate) ensure that the student is eligible for scholarship funding through federal scholarship and TEACH funding.

- The activities utilize multiple delivery strategies (courses offered evenings, weekends, and online) for both developmental courses and early childhood courses.

**D.** If it is similar to other services in the county please explain how this service will enhance, expand or work with the service currently offered. (*Reminder – duplication/supplantation of services is not approvable: i.e. paying for a Medicaid eligible well child visit*)

CPCC’s use of contextualization has proven highly successful with native and non-native English speakers enrolled in career and vocational training programs. Using this approach in remedial courses targeted to Early Childhood curriculum students distinguishes the services of CPCC from other institutions in the county that offer remedial reading, English and math courses of study.

There is no other community college in the county that offers the courses available in the Early Childhood department. The University of North Carolina at Charlotte offers similar courses leading to a bachelor’s degree in child and family development. The quality of CPCC’s program and achievement of our students has led to a UNCC and CPCC articulation agreement between the two departments.

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

**E.** Describe how this activity will collaborate with other Smart Start funded activities and with other organizations/agencies addressing similar community needs.

Smart Start’s Higher Education Advisor will provide guidance and support to the teachers participating in Developmental Coursework to help ensure their academic success. In addition, the education specialists and trainers of Child Care Resource Inc. will assist CPCC by identifying program participants and supporting those participants who are also enrolled in CCRI’s higher education activities. The Early Childhood department at CPCC will continue to collaborate with Child Care Resources Inc. to provide classes and instructors for their Smart Start activities with an education component.

**II. Program and Data Evaluation**

**A. Projected Outputs (Numbers/Counts) for the upcoming FY:**

List one output on each line of the following chart (insert lines as needed). Complete each column on the chart with the required information.

<b>Output</b>	<b>Goal as of 6/30/09</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>
Children ages of 0-5 served via developmental courses	750	Child care center capacity numbers	Grant Manager/ Program Coordinator	In Grant Manager’s office
Centers/homes served in developmental courses	20	Survey of students in classes by instructors	Grant Manager/ Program Coordinator	In Grant Manager’s office

Teachers served in developmental courses (unduplicated count; most teachers will complete 2 or more courses)	80	Official course rosters	Grant manager/Program Coordinator	In Grant Manager's office
Course seats created in developmental courses	175	Official course rosters	Grant manager/Program Coordinator	In Grant Manager's office
Children ages 0-5 served via Early Childhood courses	750	Center capacity numbers	Grant Manager/ Program Coordinator	In Grant Manager's office
Centers/homes served in Early Childhood Courses	50	Survey of students in classes by instructors	Grant Manager/ Program Coordinator	In Grant Manager's office
Teachers served in Early Childhood courses (unduplicated count; many teachers will complete 2 courses)	80	Official course rosters	Grant manager/Program Coordinator	In Grant Manager's office
Course seats created in Early Childhood courses	120	Official course rosters	Grant manager/Program Coordinator	In Grant Manager's office
Teachers served in lab courses (unduplicated count; some teachers will complete 2 or more courses)	60	Official course rosters	Grant manager/Program Coordinator	In Grant Manager's office

## B. DOCUMENTED NEED and OUTCOMES

**Describe the NEED(s) to be addressed by this activity:** *(Remember to use recent local needs data. State and/or national data may also be included, all preferably less than 5 years old whenever possible.)*

The proposed activities address two critical needs in the early childhood workforce: the need to improve the math, English and reading skills of individuals pursuing Early Childhood education (Activity 1: Developmental Coursework); and the need to increase access to Early Childhood courses and formal education opportunities for incumbent workers (Activity 2: Summer Institute).

The key to the success of students in Early Childhood studies is directly related to their proficiency in the basic skills of math, reading and English. The 2005 Mecklenburg Partnership for Children study entitled "The Education Status of Childcare Workers in Mecklenburg County" analyzed the levels of Early Childhood students' scores on placement tests in English, reading and math during the fall of 2004. Nearly 57% 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. These numbers indicate a very critical need for one or more developmental courses to prepare students for the college level English and math courses required for the degree.

The same 2005 Mecklenburg Partnership for Children study also identified barriers perceived by child care professionals in 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?" two of the top

six answers included “more classes offered at convenient times,” and “assistance with child care.” This grant will assist students in overcoming these barriers through the Summer Institute. Course offerings at more convenient times and varied locations make class attendance easier, and the online offerings reduce the need for child care.

The proposed activities also respond to recent changes in the minimal education requirements of Early Childhood workers. During the 2005 North Carolina legislative session, House Bill 707 was passed, which will result in more rigorous education requirements for Early Childhood workers. By 2008, 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). This greater emphasis on educational attainment will require that incumbent workers of licensed programs have increased access to formal education opportunities in order to maintain the current star rating of their employer.

Also, as a result of a recent curriculum improvement project (CIP) by the NCCCS, it is anticipated that a student’s minimum reading and writing proficiency level to enroll in all Early Childhood courses will increase. This change in the degree requirement will result in an increased demand for developmental coursework and tutoring for Early Childhood students.

### Actual and Projected OUTCOMES

#### Prior Outcomes –FY06-07

Projected Outcome	Actual Outcome	How did the actual outcome compare with the projected outcome?			What factors explain why the actual outcomes exceeded or did not meet the projected outcomes?
		Exceeded	Met	Did Not Meet	
Four new developmental courses worth four semester credit hours in English, math, and reading will be ready for instruction in fall 2007	Four courses were developed		X		
When direct teaching staff enroll in for-credit courses, 75% of teaching staff earn, at least, 3 semester credit hours in Early Childhood or Early Childhood related courses with a 2.0 grade point average	82% of participants earned at least 3 semester credit hours in Early Childhood and related classes with a 2.0 grade point average	X			Success was defined as the number of students passing in the class divided by the total number of students listed on the final grade sheet.

#### Current Outcomes – FY07-08

Projected Outcome	How do you anticipate the actual outcomes will compare to the projected outcomes at the end of this FY?			What factors explain why the actual outcomes may exceed or may not meet the projected outcomes?
	Exceed	Meet	Will Not Meet	
Three additional developmental courses worth four semester credit hours in English, math, and reading will be ready for instruction in spring 2008		X		
When direct teaching staff enroll in for-credit courses, 75% of teaching staff earn, at least, 3 semester credit hours in Early Childhood or Early Childhood related courses with a 2.0 grade point average.		X		

#### Projected Outcomes –FY08-09

Activity 1 – 75% of Early Childhood students completing developmental courses will pass with a C or better (60 students).
Activity 2 – 75% of Early Childhood students completing Early Childhood courses will pass with a C or better (60 students).

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

A. Line Item Budget: *See line item budget form (Excel)*

B. Budget Narrative: *Please provide detailed explanations of each line item.*

C. Separate from the budget narrative, provide explanation for an increase/decrease of 10% or more in any given line item from the previous year's budget (only applies to activities requesting continuing funding).

**SMART START FUNDS**

Line Item Number	Line Item Title and Description	Line Item Amount
11	1 part-time Early Childhood Program Coordinator position. \$45/hr x 560 hrs = \$25,200 + 8.37% benefits (\$2109) = \$27,309	\$27,309
11	4 part-time faculty to teach developmental English, reading, and math. (Fall 2008 semester) 4 x \$36.09/hr x 5 s.c.h. x 16 weeks = \$11,549 + 8.37% benefits (\$967) = \$12,516	\$12,516
11	4 part-time faculty to teach developmental English, reading, and math. (Spring 2009 semester) 4 x \$36.09/hr x 5 s.c.h. x 16 weeks = \$11,549 + 8.37% benefits (\$967) = \$12,516	\$12,516
11	2 Part-time Tutor positions (one for math and one for English and reading) 2 x \$12.98/hr x 8 hours/week x 32 weeks (2 semesters) = \$6646 + 8.37% benefits (\$556) = \$7202	\$7,202
11	Lab Assistant I position. 15 hrs/week x \$9.61/hr x 38 weeks = \$5478 + 8.37% benefits (\$459) = \$5937	\$5,937
11	1 Summer Coordinator position. 12 hrs/week x \$45/hr x 6 weeks = \$3240 + 8.37% benefits (\$271) = \$3511	\$3,511
11	8 Early Childhood courses for Summer Institute taught by part-time faculty. 8 x 6 s.c.h. x 6 weeks x \$36.09/hr = \$10,394 + 8.37% benefits (\$870) = \$11,264	\$11,264
15	Classroom Supplies for Developmental Courses (chart tablets, markers, etc.) \$100/class x 8 Classes = \$800.	\$800
	<b>TOTAL</b>	<b>\$81,055</b>

**IN KIND/CASH MATCH** (*Must equal at least 10% of the projected budget*)

Line Item Number	Line Item Title and Description	Line Item Amount
27	Inkind 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 20 students x 156 s.c.h. x \$30. = \$93,600	\$93,600
	<b>TOTAL</b>	<b>\$93,600</b>

**IV. Contract Activity Description (CAD), 200 words maximum:**

This section will be used in developing service contracts. Write the CAD after you complete the full activity description (FAD). The following information must be addressed when writing the CAD:

- What service will be provided
- Who will receive the service
- What staff will Smart Start fund (must match the budget narrative)
- How will the service be delivered
- Where will the service be delivered
- When will the service be delivered
- Be written in the future tense
- Spell out all acronyms and abbreviations when first used within the CAD
- Be written in paragraph form (no bullet or numbered lists)

The *Early Childhood Teacher Education: Developmental Coursework and Summer Institute* at Central Piedmont Community College (CPCC) will provide a part-time coordinator and eight part-time faculty members from the divisions of Early Childhood Education, math, English and reading to teach developmental courses (four semester credit hours per course) in English, math and reading. Faculty will incorporate a “contextualized” approach that integrates Early Childhood curriculum concepts with primary subject areas (math, reading and English) to enhance students’ learning of basic educational concepts. Prior to the fall 2008 semester and continuing throughout the grant period, the coordinator will focus on recruiting Early Childhood professionals in Mecklenburg County who demonstrate a commitment to pursuing a degree and a need for developmental coursework. The activity will provide four courses each in the fall and spring semesters. The activity also will provide two part-time tutors, one in English/reading and one in math; and a part-time (15 hours/week) lab assistant. Additionally, the grant will fund a Summer Institute, including a part-time (12 hours/week) Summer Coordinator and eight summer classes at varying times, days, and campuses, including online classes. Eligible students for the Summer Institute include any interested individuals seeking early childhood credits.