

**TEXAS HIGHER EDUCATION and EARLY CHILDHOOD EDUCATION PARTNERSHIP PROJECT:
PREPARING HIGHLY EFFECTIVE PROFESSIONALS IN EARLY CHILDHOOD**



FUNDING AVAILABLE from the Children's Learning Institute (CLI)

Please refer all questions in writing to the CLI:

e-Mail: sonya.coffey@uth.tmc.edu

Fax: 713-500-3820

**Attn: Sonya Coffey, Project Manager
Higher Education Project (HEP)
Children's Learning Institute
7000 Fannin St., Suite 1920-7
Houston, Texas 77030**

Request for Application

Application Guidelines

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General Instructions

Follow these general instructions in filling out the application:

- Enter your organization name on every page of this application.
- An ID code will be assigned by CLI for all submitted applications. Use this code on all amended applications and financial/programmatic reports required by this application.
- Applicants may not in any case; however, exceed any specified page limit or alter the format of the application.
- Staple each copy of the application in the top left corner. Do not bind the application; place it in notebooks or folders.
- You are not required to reproduce the instructions and submit them with the application. The complete RFA and instructions for components will be incorporated by reference into the Notice of Grant Award (NOGA). Retain a copy of the RFA for this purpose in the event of selection to receive a grant.
- Applications are to be submitted single side only. Instructions for completing the individual application begins on page 9. Study these instructions carefully so that you submit accurate and complete information. Applications not submitted properly or printed front and back will not be reviewed or considered for funding. Any pages that exceed the specified page limitation on the narrative will be removed from the application for the purpose of reviewing and scoring competitive grant applications. (Limit to the space provided using a font size no smaller than 9-point Arial or Verdana.)
- Pay particular attention to the project requirements. The submitting of an application by applicant indicates acceptance of all requirements described.
- When formulating the budget, remember that all costs must be reasonable and necessary for the operation of the program. Clear, concise, relevant descriptions of all budgeted items will help CLI approve the application in a timely manner.

Definitions applicable to this application are as follows:

- **Agency:** the Children's Learning Institute (CLI)
- **Applicant /Lead Agency:** the entity eligible to apply for funds offered in this application. If the application is approved, applicant shall mean grantee/contractor.
- **Application:** the package submitted by the applicant composed of forms and narratives.

Fiscal Guidelines

Financial Management

Be sure to follow these guidelines for coordination of financial management:

- The applicant's financial management system records must adequately identify the funding source and use of funds and must contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (expenditures), income, and interest.
- CLI reserves the right to conduct a pre-award or post-award audit to determine if a grantee maintains a proper financial management system and to deny or terminate the award if it is determined that the grantee does not maintain a proper financial management system.
- Ensure adequate accountability of state and federal funds.

Use of Funds/Reasonable and Necessary Costs

Funds requested must be only for those items that are reasonable and necessary for accomplishing the objectives of the program and for implementing activities as described in the application. All costs must be budgeted in the approved application to be eligible to be charged to the grant.

Definitions of Reasonable and Necessary Costs

In general the budget must evidence the following:

- Projects costs are reasonable.
- The amount requested would realistically be expected to have an impact on the stated needs.
- The expected outcomes are sufficient to justify the amounts requested. All expenditures are pertinent to and appropriate for the objectives and activities stated.

Background and Research Information

Since 1990, the Texas Head Start State Collaboration Office (THSSCO) has advocated the need for the professionalism of early childhood education providers. The THSSCO Task Force is an active group comprised of representatives from higher education, Head Start, child care, Prekindergarten programs, parents, agency staff, private trainers, and family life educators. Currently based in the Children's Learning Institute at the University of Texas Health Science Center at Houston, THSSCO continues to support statewide professional development efforts. Nationally, the number of jobs in early childhood education is expected to increase through the year 2012 as the average growth in the number of school-age children is increasing and many openings will occur as current teachers retire (Texas Workforce Commission, 2006). To meet

the critical demands of this ever changing workforce, individuals entering into the early care profession need professional development. Typically, career paths for early childhood educators are often confusing and expensive. In many instances, the professional development provided does not lead to a credential or degree. Research from CLI projects including Interagency Education Research initiative (IERI) and the Texas Early Education Model (TEEM) showed that key components of professional development with mentoring, progress monitoring with immediate feedback and intentional activities strengthened children's social and emotional development and cognitive skills. As a result, programs are still needed to address effective learning experiences that earn credit hours and that will transfer across systems toward the next degree level.

Therefore, the Children's Learning Institute has developed a project to facilitate increased participation in professional development opportunities by early childhood education professionals.

Application Information

Request for Application

This is a request for interested parties to apply for a higher education articulation project that facilitates and implements an increased participation in professional development by early childhood educators. These individuals are seeking completion of a Child Development Associates (CDA) and/ or an associate degree. **This project is a competitive grant process.**

Important Note: The Texas Higher Education Partnership Project RFA will be implemented during the 2009-2010 school year(s). Applicants should plan for a starting date of no earlier than March 1, 2010, and an ending date of no later than August 31, 2010. The number of projects funded will depend on the number of applications for funding received and the amount awarded to applicants selected for funding.

The CLI in conjunction with the Texas Head Start State Collaborative Office (THSSCO) has designed a project that supports the development of a coordinated plan for early childhood education professionals participating in the project to receive appropriate college credit.

Project Purpose and Goals

The purpose of this request for application (RFA) is to solicit grant applications from institutions of higher education that are willing to:

- Develop a coordinated plan, articulation, between an institution of higher learning in child development or early childhood education areas with early childhood education programs and classroom teachers,
- Implement the plan within their communities,

- Support early childhood education professionals to continue course work toward earning a degree after the grant period ends, and
- Support early childhood education professionals in the planning and implementation of best practices including cognitive instruction for young children.

The CLI will support grantees in implementation of this project with a variety of services and financial support to increase professional development for early childhood educators.

Eligible Applicants

This RFA is for applicants eligible to provide early childhood education accredited training programs, universities and community colleges. Applicants will identify, within their communities, non-degreed early childhood education professionals and their classrooms to participate in the project. CLI prefers these professionals to be employees involved in early childhood education services; such as Head Start and/or licensed child care facilities. However, beginning early childhood professionals without employment are also eligible if an educational practicum/laboratory experience can be arranged so that students participating are given opportunities to practice methodologies and instruction learned in professional development.

Note: Priority will be given to employees of licensed child care facilities that serve low income, subsidized children.

Applicants' Conference Call/Technical Assistance

Prospective applicants will be provided an opportunity to receive general and clarifying information from the CLI about the scope of this RFA. This Applicant's Conference Call will be the single opportunity, in a group setting, to ask clarifying questions of CLI personnel to assist potential applicants in clarifying their understanding of the scope and nature of the work required in this application. The conference will be open to all potential applicants, and all questions asked and answered will be in the presence of all attending.

Date of Applicants' Conference	Time	Call in Number	Code
January 29, 2010	10:00 a.m. CST	1-866-410-8857	555544#

Request for Additional information

To ensure that no prospective applicant may obtain a competitive advantage because of acquisition of information unknown to other prospective applicants, any additional information that is different from or in addition to information provided in the RFA or at the Applicants' Conference will be provided only in response to written inquiries. A copy of all such inquiries and the written answers will be posted on the CLI website in the form of Frequently Asked Questions (FAQ) at <http://www.childrenslearninginstitute.org>

If you do not have access to the internet, you may obtain a copy of the FAQ or additional/clarifying information by contacting:

Sonya Coffey, HEP Project Manager
Children's Learning Institute
7000 Fannin St., Suite 1920-7
Houston, Texas 77030
E-mail: sonya.coffey@uth.tmc.edu
Fax: 713-500-3820

Application Due Date

To be eligible to be considered for funding, five complete copies of the application must be received by CLI on or before 5:00pm CST **Friday, February 26, 2010** according to the application submission procedures in the General and Fiscal Guidelines. Applications not received by the deadline time and date are ineligible for review and will be returned to the applicant. In establishing the time and date of the receipt, the review committee will solely rely on the time/date stamp of the CLI.

Project Period

Plan for a project starting date no earlier than March 1, 2010 and an ending date of no later than August 31, 2010 for year 1. This is a two year grant spanning across 2009 -2010 and 2010-2011 academic years. The grant will not be extended beyond August 31, 2011 for any circumstances. Obligation of funds for activities and services conducted shall occur within these dates. All goods and all services must be provided or delivered in time to substantially benefit the current grant period and in no case after the ending date of the grant. In most instances, goods or services delivered near the end of the grant period are viewed by CLI as not necessary to accomplish the objectives of the current grant program, and CLI may disallow the expenditures. **Year two participation will be contingent on completion of year one requirements and available funding.**

Project Dates/Timelines

Date	Description
March 1, 2010	Project Begins
March - May	Recruitment of teachers Registration for college course Progress Monitoring devices and licenses ordered Teachscape licenses set up ,if eCIRCLE is selected as course
May - August 2010	Course implemented Mentoring Begins
August 2010	Year 2 Mentoring and additional college course begins

January–May 2011	Mentoring and final course is completed
August 31, 2011	Project Ends

Project Requirements

The grant is intended to serve as an opportunity for the development of a seamless articulation between two year community/ junior colleges and four year institutions. Applicants must explain all articulations between each institution. Articulations must be developed to include all courses selected for this grant. Sustainability is a key component with this grant. Applicants are asked to explain the continuation of the articulation once grant funding is exhausted.

Note: Articulation is defined as the transfer of participants’ professional development credentials, courses, credits, degrees, etc. from one program or institution to another, ideally without the loss of credits.

Applicants must address each of the requirements identified below in order to be considered for funding.

1. **Grant College Credit:** The applicant will ensure that credit hours are awarded by:
 - Describing the type of degree track and course numbers for college credits within a degree program and the number of credits.
 - Selecting courses that contain content relating to early behavioral/social, literacy and early mathematics development for young children. CLI has made available an online professional development course for use and/or to supplement course work. Please see appendix B, page 20 of 33 for a course description of eCIRCLE.
 - Describing how this training opportunity is applied toward an associate of applied science child development degree or Child Development Associates (CDA) certificate.
 - Describing how the articulation for college credit will transfer from community and junior colleges to four year colleges and universities.
 - Describing the collaboration between colleges and universities to grant credit for students who completed an early childhood professions or child care and guidance management and services program in high school.

Note: The course should be designed to include a 2 hour, twice a month visit by the facilitator mentor to either a child care/Head Start work site or a practicum/laboratory placement site for each participant.

2. **Recruitment and Retention:** The applicant must ensure a plan to recruit and retain at least 20 child care/ Head Start teachers per facilitator by:
 - Discussing the equitable access and participation for teachers from a variety of backgrounds.
 - Explaining and listing teacher educational plans for graduation.
 - Discussing retention plans for keeping teachers enrolled and advancing toward a degree program.

3. Evaluation plan: The applicant must ensure development of an evaluation plan that demonstrates:

- how to increase the quality of early childhood training offered.
- how to increase the number of child care professionals receiving training.
- how to increase the applicable core knowledge and skills of early childhood educators.

Note: CLI will select a random sampling of 10 % of participating teachers across the state to undergo the Teacher Behavior Rating Scale observations conducted by CLI observers. All data collected is protected through FERPA guidelines. Grantees must ensure that all teacher participants are notified and agree to this evaluation of the project.

4. Personnel: The applicant must ensure recruitment of appropriate individuals and provide office space with equipment (including computer, telephone, fax and internet access and cell phone) for the following positions:

- Project Coordinator (faculty member of the higher education institution or other employee)
- Project Facilitator-Mentor for every 20 teachers mentored (eCIRCLE facilitator or instructor for course selected and mentor for participating teachers)

5. Communications: The applicant must ensure open communications by:

- Planning and implementing regular communication between all entities.
- Ensuring successful monitoring of the project with CLI throughout the duration of the project including identification of potential problems or obstacles.

6. Reports, evaluation and information submission: The applicant must ensure that it will submit all information and reports requested by CLI.

7. Documentation: The applicant must provide the following documentation:

- Memorandum of Understanding between the Grantee and the Children's Learning Institute. (See MOU in Appendix A)
- Resume(s) of identified personnel to serve as Project Coordinator. Resume(s) for possible new hire or identified personnel for Project Facilitator-Mentor
- Support for technology including implementation of progress monitoring
- Identification of possible classroom locations, indicating operating/sponsoring entity, along with Letters of Commitment to participate for the length of the grant (see Appendix for LOC samples.) It is the grantee's responsibility to ensure and confirm that child care operators involved in the project are currently in good standing with the Department of Family and Protective Services (DFPS) and have no current outstanding corrective or adverse action or have not had a corrective or adverse action from DFPS within the last two years. Please include all state license numbers in the application.
- Letter of Commitment from institutions to provide office space and project-related amenities (telephone, furniture, computer with Internet access and cell phone) for

- project staff. (See sample in Appendix).
 - Summary of background and history as an administrator of early childhood education programs and grants. Organizational histories, brochures, list of early childhood education programs and grants, etc. are acceptable.
 - Documentation of tax exempt status.
- 8. Curriculum and Instruction:** The applicant must ensure that proposed courses are aligned to support the implementation of the Texas Prekindergarten Guidelines.
- 9. Materials:** The applicant must ensure that each teacher receives a school readiness and a start up kit for the duration of the grant. Applicants agree to support mentors and teachers in the integration of classroom materials as instructional materials.
- 10. Progress Monitoring with Feedback:** The applicant must :
- Ensure and support administrators and teacher’s attendance of all required trainings.
 - Ensure and support teacher’s monitoring children’s progress across the grant period at specified time points as outlined in the grant for both Phase I CIRCLE- Phonological Awareness Language and Literacy System plus Math (CPALLS+) and Phase II (Observables):
 - Beginning of the Year (BOY)
 - Middle of the Year (MOY)
 - End of the Year (EOY)
- 11. Early Childhood Practicum:** The applicant must provide a plan describing how participants not employed in an early childhood setting will complete assignments that correlate to classroom teaching practice.

Project Monitoring

The Children’s Learning Institute will ensure the project’s success by:

- Providing project management support including:
 - Monitoring/feedback sessions via conference calls
 - Site visits
- Reimbursing stipends for Project Coordinators and teachers
- Reimbursing Project Mentor/Facilitator salary
- Purchasing and securing progress monitoring license, hardware, software and materials

Project Funding

The CLI plans to fund approximately 10 projects over the duration of the grant. Grantees will NOT need to manage their own budgets in relation to this project. **Funding will not be directly disbursed to grantees** but will come in the following manner:

The CLI will fund:

- One Project Coordinator stipend of \$1,500 year 1, \$4500 year 2
- One full time Project Facilitator/Mentor up to \$66,950/year **including fringe benefits.** This position will be staffed through the grantees hiring process or as an UT employee. (Responsibilities include two - 2 hour a month visits by the facilitator mentor to either a child care/Head Start work site or a practicum/laboratory placement site for each participant and facilitation of the courses.)
- Teacher stipend of \$100 per credit hour of designated available courses (up to \$2000 for the duration of the grant)
- Office supplies \$500 per mentor per year with documentation receipts
- Preschool Early Language and Literacy CIRCLE manual for each teacher
- School Readiness Kit and start up materials kit in English or Spanish (depending on language of instruction)
- Progress monitoring license, hardware, software and training eCIRCLE license for teachers and facilitator/mentor, if selected
- In accordance with the state mileage imbursement rate, Project Facilitator-Mentor will receive, currently, \$.50 cents per mile to teachers' classrooms.

Project funding in the second year will be based on satisfactory progress toward first year objectives and activities.

Limitation on Administrative Expenditures

The project will not cover administrative expenses unless there is a special exception agreed to in writing by the Children's Learning Institute. We recommend that applicants explore ways of providing additional administrative support as needed.

Note: Responses in this part are limited to no more than 10, front side only, pages with a font size no smaller than nine-point Arial or Verdana.

Criteria Application Review

	Criteria	Points
1.	The proposed project is appropriate to and will successfully address the needs of the population or other identified needs.	(10)
2.	The strength of the plan to award college credit to the population is supported and will meet the professional needs of those individuals in the early childhood workforce.	(10)
3.	The proposed project institution is commitment and experienced in working with early childhood education professionals.	(5)
4.	The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements.	(10)
5.	The proposed project is appropriate to and will successfully address the needs of the population or other identified needs.	(5)
6.	The design of the selected course reflects up-to-date knowledge from scientifically based research and effective practice.	(5)
7.	Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants.	(10)
8.	Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the project.	(10)
9.	The articulation for transferability of college credit between two-year and four-year institutions of higher education is clearly stated.	(10)
10.	The evaluation plan includes the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project.	(10)
12.	The application is organized and completed according to instructions.	(5)
14.	The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the proposed project.	(5)
15.	The application is organized and completed according to instructions.	(5)
16.	Total	(100)

Submitting the Application

Note: For Your Use Only

Do not forward this checklist with the application!

Please check your application for each of the following:

General Application Preparation

- Application is not bound or placed in a notebook or folder.
- No cover page or other divider pages were placed in the application.
- Narrative explaining project requirements is 20 pages or less.

Required Number of Copies

- The required number of copies (5) of the completed application is enclosed.
- Facsimile transmissions (FAX) of applications or any pages in the application will not be accepted under any circumstances.

Signatures

- At least three copies of the submitted five applications submitted must have an original signature of the person authorized to bind the applicant in a contract.

Letter of Commitment

- From Lead Agency to develop and implement all requirements of the grant.
- Between Lead Agency and partnerships(Title 1 Prekindergarten, Head Start, and Child Care) to detail roles and responsibilities of all entities including equal decision-making shared across agencies, eligibility criteria for children to be aligned, strategies and commitments for management of staff, program calendars, food services, supplies and materials.

Identification of Classrooms

- Identification of classroom locations indicating operating/sponsoring entity

Confirmation of child care in good standing

- The applicant is responsible for ensuring that child care partners are in good standing with the Department of Family and Protective Services (DFPS) and have no outstanding corrective or adverse action or have not had a corrective or adverse action from DFPS within the last 12 months. Please include all state license numbers in this application

Fiscal Viability

- Documentation of fiscal viability of partnering entities (i.e., most recent audit report/analysis)

Resumes of Personnel

- Possible or current hires for the positions of Project Coordinator and Project Facilitator/Mentor

Processing of Applications

Receipt of Applications

To be eligible for consideration for participation, the required number of complete applications must be received at the Children's Learning Institute on **February 26, 2010 by 5:00CST**.

Texas Higher Education Project (HEP)

Mailing/Delivery Address:

**Attn: Sonya Coffey, Project Manager
Higher Ed Project
Children's Learning Institute
7000 Fannin St., Suite 1920-7
Houston, TX 77030**

Review of Applications

A committee convened by CLI will review applications and complete a Criteria Application Review Sheet. Copies of applications not selected will be destroyed within forty five (45) days of NOGA.

Notification of Awards

The CLI will notify those grantees selected to participate in the project by telephone and email the week of **March 1, 2010**. The Children's Learning Institute will also notify each applicant in writing of the selection or non selection for participating in this project. Following this, grantees will be asked to provide further documentation of a Memorandum of Understanding with community partners.

III. Institution Responsibilities:

A. Responsibilities of Two Year College:

1. Must recruit, enroll and serve eligible early childhood teachers entering the work force.
2. Designate a Project Coordinator and /or Mentor dedicated to the project and responsible for the day to day operations of the project.
3. Align college courses with standards and objectives similar to eCIRCLE, if eCIRCLE is not the selected course.
4. Ensure that all participating teachers have signed a Commitment Letter of Participation and that all child care center directors have agreed and signed a Commitment Letter of Participation.
5. Support and encourage teachers to apply information learned in course work to classroom situations with children.
6. Develop an educational degree plan for each participating teacher.
7. Ensure that all information is submitted as requested by the Children's Learning Institute (CLI).

B. Responsibilities of the Children's Learning Institute:

1. Funding for Project Coordinator Mentor/Project Mentor stipend
2. Funding for teacher stipend \$500 / year 1 (\$1500/ year 2) upon completion of the college courses.
3. Reimbursement of office supplies up to \$2000 with documentation
4. Funding for progress monitoring, hardware, software, and license for each teacher and each student.
5. Reimbursement of mileage for Project Coordinator Mentor/ Project Mentor.
6. Funding for eCIRCLE license for teacher and facilitator if chosen for course work.

IV.

Nothing herein shall be deemed to constitute a waiver of any immunity or affirmative defense, which may be asserted by TYC on CLI as to any claim of any third party, however, the parties do waive immunity to any claim of the other party seeking enforcement of this agreement pursuant to law.

V.

Nothing herein shall be construed in any manner, to create a cause of action for the benefits of any person not a party to this agreement, or to create any rights for the benefit of any person not a party to this agreement not otherwise existing at law.

VI.

All notices required or permitted under this agreement may be given to a party personally or by mail, addressed to such party at the address stated below or to such other address as one party may from time to time notify the other in writing. Any notice so given shall be deemed received when deposited in the United States mail so addressed with postage prepaid.

VII.

This agreement will be for a term of 18 months with annual review by both parties.

VIII.

Any supplement, modification nor waiver of any provision of this Agreement must be in writing and signed by authorized representatives of both parties.

IX.

If any portion of this Agreement is found to be invalid or unenforceable, the parties agree that the remaining portions shall remain in effect. The parties further agree that in event such portion is an essential part of this Agreement; they will immediately begin negotiations for a replacement.

X.

The waiver by either party of any breach of this Agreement by the other party in a particular instance will not operate as a waiver of subsequent breaches of the same or different kind. The failure of either party to exercise any rights under this Agreement in a particular instance will not operate as a waiver of the party's right to exercise the same or different rights in subsequent instances.

XI.

This Agreement will be construed in accordance with and governed by the laws of the State of Texas. Venue of any legal action or proceeding will be in Academia County, Texas or the United States District Court for the Northern District of Texas, City Division.

XII.

Any legal action brought by one party against the other with respect to this Agreement must begin within the statutory times period after the course of such legal action arises.

IN WITNESS WHERE OF, the board of Education of Two Year College, acting by its President or representative, as duly authorized, and the Children’s Learning Institute acting by its authorized representative, have set their signatures as shown below.

Two Year College

By: _____
President

Children’s Learning Institute

By: _____
DMO

APPROVED AS TO FORM AND LEGALITY:*

By: _____
Attorney

*The review of this document was conducted solely from the legal perspective of Two Year College (TYC). The approval of this document was offered solely for the benefit of the TYC. Other parties should not rely on this approval, and should seek review and approval by their own respective attorney (s).

STATE OF TEXAS
COUNTY OF HARRIS

BEFORE ME, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared Joseph B. Jones, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that the same was the act of the Children's Learning Institute and that he executed the same as the act of the said the Children's Learning Institute for the purposes and consideration therein expressed and in the capacity herein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this _____ day of _____, 2009.

Notary Public in and for the State of Texas

STATE OF TEXAS
COUNTY OF ACADEMIA

BEFORE ME, the undersigned authority, a Notary Public in and for the State of Texas on this day personally appeared Sue Smith, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that the same was the act of Two Year College for the purpose and consideration therein expressed and in the capacity herein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this _____ day of _____, 2009.

Notary Public in and for the State of Texas

APPENDIX B

DESCRIPTION OF eCIRCLE course and progress monitoring

For applicants interested in selecting eCIRCLE as the Professional Development Course, the following description is offered.

eCIRCLE

- Scientific web-based professional development training that will help teachers boost young children's school readiness and improve the professional standing of the state's early education workforce. These ten, in-depth online courses include: video-based case studies of classroom practice, text highlighting the latest research findings, activities designed to help teachers apply what they are learning in their classrooms, and rich professional discussion.

Progress Monitoring

All teachers will use the latest technologies to monitor children's progress. CPALLS+ has been demonstrated to be scientifically valid and can easily be used to inform instruction. All teachers will receive hardware, software, licenses, training and access to an assessment platform to use for child progress monitoring. The CLI will pay for the hardware, software, licenses, and training materials.

- Hardware, license and software : \$300 per teacher
- License: \$10.50 per child
- Assessment manual: \$55 per teacher
- Reference guide: \$35

APPENDIX C

SAMPLE

eCIRCLE Professional Development Program
Teachscape Online Program
CDEC 1356.102 Emergent Literacy for Early Childhood
Syllabus

Facilitator/Mentor: Franny Facilitator

Spring 2008

Office: 213 A, Happy Land Building

Office Hours: posted by office door

Office Phone: 123-456-7890

E-mail: Franny.Facilitator@mycampus.edu

Fax: 123-123-1234

My Campus Closing: 123-311-4111

Address: My Campus College, Hwy. 432, City, TX 77777

Interactive Learning Centers

Helpful Open Lab Information

Campus	Hours	Phone Numbers
Central	Mon - Fri: 7 AM – 9:30 PM Sat: 7:45 AM – 4:30 PM Sun: Closed	123-456-7654 ext. 307 or 308

COURSE DESCRIPTION

Course Description: An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based, integrated curriculum.

STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

A. The student will demonstrate knowledge of:

1. The theoretical and research foundations of effective classroom management and literacy instruction for pre-kindergarten children including:
 - How classroom environments influence learning and development
 - The importances of creating a “sound-rich environment” in which children can experience, manipulate, and play with sounds.
 - The importance of vocabulary development and its connection to early literacy: increased vocabulary, higher level of listening comprehension, word recognition, and reading comprehension abilities
 - The structure of read alouds and their role in language development. How read alouds assist in children's development of print and book awareness.

- The role of alphabetic knowledge in reading success.
 - How listening and speaking support children's development of both receptive and expressive language skills
 - The stage of children's writing development, from scribbling to conventional writing.
2. Building and sustaining classroom environments that is playful and purposeful.
 3. Interacting with children and how to scaffold their learning with warmth and support.
 4. Respecting children as individuals and setting classroom goals, activities and routines accordingly.
 5. Stimulating and challenging children without overwhelming them.
 6. Balancing the need for direct instruction with child-centered and child-directed activities.
 7. Taking advantage of opportunities for language and cognitive stimulation across the school day.

B. The student will demonstrate competence in the following areas:

1. Planning classroom content and concepts in advance according to children's specific needs and learning styles.
2. Implementing teaching styles and classroom environments that provide young children with the opportunity to listen, speak, and communicate with each other and with adults
3. Implementing effective teaching strategies that help children develop early literacy skills, concepts and ideas such as:
 - Designing classroom spaces, centers and activities that are meaningful and purposeful
 - Implementing effective strategies for developing children's phonological awareness
 - Introducing techniques for introducing children to new vocabulary, creating a language-rich environment, integrating vocabulary-building activities into every aspect of the school day
 - Designing classroom environments that support read alouds and implementing specific teaching techniques to be used before, during, and after read alouds such as: pacing, interest- and excitement-building techniques, character development, and expectations setting
 - Focusing on name activities, letter-sound correspondence activities, early word recognition activities, the letter wall and alphabet books, this course covers effective ways of introducing children to letters.
 - Teaching styles and classroom environments that provide young children with the opportunity to listen, speak, and communicate with each other and with adults.

4. Making purposeful and thoughtful book selections based on various criteria (e.g., child assessments, themes, content, and center activities).
5. Leading learning center activities that build on specific lessons.
6. Assessing both their teaching and the children's learning both formally and informally.
7. Examining various teaching practices
8. Setting learning objectives and goals based on children's specific needs and learning styles.

COURSE REQUIREMENTS

Participation in all online activities is crucial to success in this course. Participants must adhere to time line to obtain full credit. It is imperative that you login to your online class at least 2 out of 7 days each week. Each time that a student does not log in 2 out of 7 days a week, the student will be sent a warning email by the instructor.

Exams:

50 Percent

Mid-Term Exam

Final Exam

- The mid-term and final exams will be comprehensive and cover all the material up to the mid-term and all the course material for the final exam.

Assignments

40 Percent

- This portion of your grade will be based on the completion of assignments.

Class Participation-Activities & attendance

10 Percent

- This portion of your grade will be based on your active participation in course discussions. Criteria for grading discussions includes:
 - Quality of your responses to discussion prompts and questions
 - Timeliness of participation
 - Quality and number of responses to others' postings

GRADING CRITERIA:

Grading Determination:	Range	Grade
50% Exams (2)	100-90	A
40% *Assignments	89-80	B
<u>10%</u> Activities, attendance	79-70	C
	69-60	D
100% Total	below 60	F

Lab assignments:

1. Phonological awareness: Select and demonstrate with children an activity that promotes phonological awareness (see CIRCLE manual for guidelines).
2. Written Expression: Create portfolios-one for every child. (see page 105 for guidelines)
3. Language Development: Demonstrate a daily news practice in classroom with children.
4. Read Aloud & Print and Book: Select a literature with children and demonstrate a READ ALOUD with children using a read aloud chart, a KWL; theme web, Venn diagram, story map or a graph.
5. Letter Knowledge: Prepare and implement a letter wall and demonstrate practices in classroom with children (see page 204 for guidelines)
A rubric for grading each assignment will be provided.

LAB assignments Information:

1. During the semester you will be responsible for 5 lab assignments. You are required to spend a minimum of 3 hours of daily cognitive instruction using a state adopted/approved curriculum. School readiness materials and the CIRCLE framework.
2. The student will provide language and literacy experiences for young children at the work site or MCC Lab.
3. Lab assignments may only be done at a school where the student is currently employed.

**Child Care College
Technology and Workforce Division
TECA 1311 Educating Young Children
Instructional Syllabus**

I. COURSE DESCRIPTION: *(as stated in the bulletin, including necessary pre-requisite courses, credit hours)*

Three hours credit. An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Course includes 30 hours of field experiences. Three lab hours must be conducted weekly for ten assigned weeks.

INTENDED AUDIENCE: Freshman/Sophomore

INSTRUCTOR

Name: Milly Mentor

Office Location: ECE 156

Office Hours: By Appointment

Phone: (102) 303-5040

E-mail Address: mmentor@childcarecollege.org

II. INTENDED STUDENT OUTCOMES:

A. Core Competencies – (Basic Intellectual Competencies)

1. Reading: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

2. Writing: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

3. Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

4. Listening: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

5. Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

6. Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated

students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available. (*The Texas Higher Education Coordinating Board. ("Report of Subcommittee on Core Curriculum", March 1, 1989).*)

B. Exemplary Objectives – (*Found in the Texas Higher Education Coordinating Board Document. Titled: CORE CURRICULUM: ASSUMPTIONS AND DEFINING CHARACTERISTICS Dated: April 1998*)

Not applicable for courses in the Technology and Workforce Development Division.

C. Course Objectives – (*common to all sections*)

The student will:

1. define developmentally appropriate practices;
2. describe the process of child-centered curriculum development;
3. develop guidelines for creating developmentally appropriate indoor and outdoor learning environments;
4. apply an understanding of the teacher roles in early childhood classrooms;
5. prepare a developmentally appropriate schedule including routines and transitions; and
6. select, plan, implement and evaluate developmentally appropriate learning experiences for children.

D. Course Objectives - (*Lab Component*)

The student will:

1. Analyze the effects of the teacher's experience, education, and teaching style on the development of young children.
2. Demonstrate knowledge of the state minimum standards governing early childhood care and education facilities and programs.
3. Explain the concept of developmentally appropriate practice and describe examples of such practice.

PLEASE NOTE: Child and Family Development admission criteria (as stated in AC catalog) must be met by the assigned date.

Students are expected to abide by the Lab Contract while a student at Angelina College.

III. ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES:

A. Assessments for the Core Intellectual Competencies –

1. Reading – Reading skills will be measured through the student's demonstrated ability to read and understand assigned course material, and class discussions of course content.
2. Writing – Writing skills will be measured through the student's successful completion of assigned written assignments such as in- and out- of – class exercises and research-based projects.
3. Speaking – Speaking will be assessed through the student's successful completion of class discussions, and /or oral presentation of at least one assignment, exercise or project in a clear, coherent manner.
4. Listening – Listening skills will be assessed through the students' demonstrated ability to analyze and interpret course material presented by spoken communication.
5. Critical Thinking – Critical thinking will be measured by the student's ability to work through situations presented in case scenario/case study problems, and by assessing material in assigned exercises used to determine the needs of all participants involved. In addition, class

discussion, presentations, and projects will be assessed for the application of critical thought processes.

6. Computer Literacy – Computer Literacy will be assessed by the students' successful preparation and submission of at least one research – based assignment during the course prepared on a computer using a word processing program.

**B. Assessments for the Exemplary Objectives Specific to the Course –
N/A**

C. Assessments for Objectives Specific to the Course –

The student will:

1. Evaluate society's attitudes toward early childhood care and education by investigating current literature and responding to this literature individually or in small groups.
2. Understand the effects of historical figures and events on the early childhood care and education movement by successfully completing assigned exercises and/or by correctly answering embedded test questions.
3. Demonstrate knowledge of the state minimum standards governing early childhood care, the educational facilities and the programs by doing a center analysis project.
4. Analyze an early childhood program in regard to its quality by doing a center analysis project.
5. Determine the characteristics of strong management and personnel in a child care environment by participating in case study evaluations.
6. Explain the concept of developmentally appropriate practice and describe examples of such practice by participating in case study evaluation and creating developmentally appropriate classroom materials (symbol charts/song cards).

D. Assessments for Objectives Specific to the Lab Experience –

The student will:

1. Analyze the effects of the teacher's experience, education, and teaching style on the development of young children by interviewing classroom teachers and observing their interaction with children.
2. Demonstrate knowledge of the state minimum standards governing early childhood care and education facilities and programs by evaluating the lab center site and identifying its compliance with state minimum standards.
3. Explain the concept of developmentally appropriate practice and describe examples of such practice by observing the lab site classroom set up (learning centers), teacher interactions, and facilities.

**E. Assessments for the Objectives of the Course as determined by the Instructor –
N/A**

IV. INSTRUCTIONAL PROCEDURES:

Approximately 50% of the course will consist of lectures, including in-class critical thinking exercises

Approximately 20% of the course will consist of lectures, including in-class critical thinking exercises

Approximately 10% of the course will consist of out of class assignments

Approximately 10% of the course will consist of a creative research project prepared by the student

Approximately 10% of the course will consist of tests and quizzes

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks, Materials and Equipment –

- Gordon, A.M.& Browne, K.W. (2004) *Beginnings and beyond* (Sixth edition). Delmar, New York.
- Educating the Young Child Lab Packet (from CCC bookstore)
- Smock/Lanyard for lab observations (from CCC bookstore)
- CCC Student ID
- Child and Family Development admission criteria (as stated in CCC catalog) must be met by the assigned date.
- Lab observations must be completed at designated lab sites. Please refer to the Lab Contract for further details.

B. Assignments – *(Appropriate due dates, schedules, deadlines) See Instructor's attached schedule for course assignments and dates.*

C. Course Policies – (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.)

Academic Assistance – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Karen Bowser, Room 208 of the Student Center. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Bowser will assist you with the necessary information to do so.

Attendance – Class attendance is vital to success in this course and is expected from all students. Class will begin on time. Students are encouraged to be punctual out of courtesy for others, but also to ensure that they will not miss important announcements or be late for a quiz, test, or special activity. In addition, all assignments and projects will be due at the beginning of the class. Habitual lateness or absences will affect the student's participation grade.

Additional Specific Requirements for this Course –

Make-up Work – Students who miss class are responsible for turning in assignments or making up work before the beginning of the next class. Failure to do so may result in a grade penalty of ten (10) points per calendar day late. Students are responsible for obtaining class notes and assignments.

Late Assignments – All assignments must be turned in before or on the due date given in the syllabus or by the instructor. Ten (10) points will be deducted for each calendar day late.

Instructor Conferences – All students are encouraged to take time to meet individually with the instructor during the course. Every effort will be made to respond to individual needs. If at any time you feel that you are having problems related to the course, visit with the instructor as soon as possible. Likewise, the instructor may request a meeting with you outside of class time if necessary. Many problems can be resolved easily if properly addressed.

Laboratory/Observation Work – This course requires the student to spend three (3) hours per week in a childcare center and/ or educational setting for laboratory. Students will need to assign and arrange their laboratory hours with Milly Mentor - Lab Coordinator. Milly Mentor must be

notified by the end of the second week in writing the place you will be doing your laboratory experience, the director or mentor teacher, the hours and days per week. Every effort will be made to help students meet their individual needs. Students will be required to follow all laboratory requirements and regulations during this lab assignment.

VI. COURSE CONTENT:

A. Content/ Topics - (as required by the individual Instructor)

Educating the Young Child (TECA 1311) is introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Chapters 1-15 are covered in the textbook and students are exposed to relevant literature as well to evaluate current trends in early childhood education.

B. Additional Content

This course has a 30 hour lab component which must be completed as three (3) hours per week for an assigned 10 week period in a long semester and seven and one-half (7.5) hours a week for four (4) weeks in a summer session. Students are expected to complete the designated assignment(s) and turn them in accordingly as assigned. Please refer to the Lab Contract for further details regarding the lab instructions.

VII. EVALUATION AND GRADING:

A. Grading Criteria Students will be evaluated in both the classroom and laboratory setting. The following evaluation activities will be used to produce a course grade:

1. Midterm Exam	100
2. Final Exam	100
3. Classroom Participation	100
4. Creative Project	100
5. Laboratory Assignments/Evaluations	100
Possible Total Points	500

PLEASE NOTE:

Less than 30 completed lab hours will result in a grade of "F" in the course. NO EXCEPTIONS. Failure to complete all major assignments (midterm, final, creative project) will result in a grade of "F" in the course. NO EXCEPTIONS.

B. Determination of Grade

Course Grade will be awarded on basis of:

- A = 450-500 possible points
- B = 449-400 possible points
- C = 399-350 possible points
- D = 349- 300 possible points
- F = Below 300 possible points

VIII. SYLLABUS MODIFICATION:

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.

APPENDIX D

SAMPLE LETTER OF COMMITMENT FROM INSTITUTION TO PROVIDE OFFICE SPACE

DATE

Dear Ms. Coffey:

(INSTITUTION NAME) hereby verifies that we agree to provide office space and project-related amenities (phone, furniture, computer with Internet access, office supplies, etc.) for project staff in working with the Children's Learning Institute on the TEXAS HIGHER EDUCATION & EARLY CHILDHOOD EDUCATION PARTNERSHIP PROJECT.

We look forward to working on this project.

Sincerely,

SIGNATURE

NAME

TITLE

TEACHER LETTER OF COMMITMENT

Note: This is for eCIRCLE. Applicant should develop and submit a similar Letter of Commitment if another college course program is chosen.

Institution Name _____

TEXAS HIGHER EDUCATION & EARLY CHILDHOOD EDUCATION PARTNERSHIP PROJECT
2009-2011
Teacher Letter of Commitment

I, _____, as the Teacher at _____
(school/center)

working with _____ (Institution of Higher Education name), am committed to support children’s necessary learning experiences and agree to:

- Create a positive climate that supports children’s social and emotional development.
- Provide a minimum of 3 hours of daily cognitive instruction using a state adopted/approved curriculum, school readiness materials, and the CIRCLE framework.
- Design the classroom to reflect the requirements of the Environmental Checklist.
- Create and implement weekly lesson plans that reflect the curriculum and a minimum of 3 hours of daily cognitive instruction.
- Attend all required trainings and meetings.
- Attend a minimum of 80% of eCIRCLE professional development classes or selected college course.
- Actively participate in eCIRCLE online posting and complete eCIRCLE homework assignments or assignments from college course as required.
- Collaborate with assigned mentor during regular visits (4 hours per month).
- Implement mentor tips and directions from the Glows & Grows and reflective follow-up visits.
- Complete all required CPALLS+ progress monitoring by established deadlines.
- Provide daily small group instruction based on web reports.
- Engage parents in planned activities to promote children’s school readiness.

Signature of Teacher Date

Signature of Project Facilitator-Mentor Date

SAMPLE LETTER OF COMMITMENT TO PARTICIPATE IN THE TEXAS HIGHER EDUCATION & EARLY CHILDHOOD EDUCATION PARTNERSHIP PROJECT FROM DIRECTORS

Dear Ms. Coffey,

As (PRINCIPAL/DIRECTOR NAME) of (CENTER/SCHOOL NAME) I hereby verify that I intend and agree that if selected to be in the **TEXAS HIGHER EDUCATION PARTNERSHIP PROJECT** in conjunction with (Institution of Higher Education), I will provide (give number) of classrooms. I agree to allow and support the following aspects of the project.

- Meet with teachers to review all components of the project
- Agree for selected teachers to participate in the college course
- Require that lesson plans reflect a minimum of 3 hours of cognitive instruction
- Ensure that teachers complete progress monitoring assessments during scheduled timeframes
- Allow project staff to visit participating classrooms as outlined by the project
- Meet with assigned project staff regularly throughout the year to ensure effective implementation by the project
- Encourage teachers to implement what they are learning in the college courses in their classroom (e.g., classroom management, phonological awareness, language development, written expression, etc.)

I look forward to working on this project.

Sincerely,

Signature

Name

Title