



MASSACHUSETTS  
Department of  
Higher Education

**RFP for Bridges to College  
grants  
Deadline: August 31,  
2015**

**COVER PAGE—do not exceed one page**

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|--|---|
| <b>Program Name:</b> Project for Early Childhood Education Credentialing<br><br><b>Program Partners (if applicable):</b>   | <b>Communities Served (list specific target cities/towns):</b><br><br>City of Lowell and Middlesex County   |
| <b>Authorizing Agent:</b><br><br><b>Name:</b> <u>Dr. James Mabry</u><br><br><b>Title:</b> <u>President</u><br><br><b>Telephone:</b> <u>978-656-3100</u><br><br><b>Fax:</b> <u>978-452-5545</u><br><br><b>E-mail:</b> <u>MabryJ@middlesex.mass.edu</u>  | <b>Organization/Institution:</b> _____<br><u>Middlesex Community College</u><br><br><b>Mailing Address</b> _____<br><u>33 Kearney Square</u><br><br><u>Lowell, MA 01852</u> |
| <b>Total Bridges to College (BTC) Funds Requested (check all that apply):</b> Applicants are welcome to apply for one, or more than one funding level. Those applying for more than one level should make clear in their application how program activities would be scaled at larger funding levels.<br><br><input checked="" type="checkbox"/> \$79,000 <input type="checkbox"/> \$118,000 |   |
| <b>Current Program Annual Budget (without BTC funding):</b> \$ 16,640 (tuition and fees)   |   |
| <b>Description of Primary Population to be Served:</b><br>The project will serve 60 low-income, in-home child care providers, predominately female, 32% Latino, 14% Asian, 11% African American and 43% other.   |   |

I certify that the information reported herein is accurate and complete.

Authorized Agent Signature: James C. Mabry  
James C. Mabry, President

Date: 8/31/15

## I. ABSTRACT

Write a **one-page (or less) abstract** that describes the following: (a) organization and communities proposed to be served, (b) principal objectives, (c) target population (e.g., ethnicity, gender, socio-economic status, educational/workforce levels), including projected number of individuals to be served; and (d) proposed project activities and services to increase adult college access to and success in higher education.

Middlesex Community College's (MCC) *Project for Early Childhood Education Credentialing Expansion* will expand a successful 18 month credentialing preparation project in FY14-15 that enrolled 30 low-income, adult learners in the Greater Lowell area of diverse ethnicities who had little previous education to earn their Child Development Associate (CDA) title to enroll an additional 60 students. In addition to three college level courses that serve as credential preparation for the CDA, students will receive intensive supports, guidance, and tuition waivers and also meet with an Academic Coach and have access a bilingual Advisor. An online Entrepreneurship in Small Business Management course for child care workers will be developed and offered to enrollees to further their skill set and enable participants to be more professional in their current role as an in-home day care provider and/or as a staff person at a day care center or service agency. Enrollees pursuing four additional courses will attain Early Childhood Education (ECE) Certification which will encourage retention and are stackable towards an Associate's and Bachelor's Degree in ECE. Attaining the CDA certification will further enhance students' employability at higher wages and/or in schools or organizations with benefited positions. With an historic pass rate of 100% for the CDA, MCC will attract more learners interested in ECE as a career and the increase in tuition paying students will help to sustain the program. Principal Objectives include enrolling 60 low-income, underrepresented adult learners in MCC ECE courses, connecting them to academic coaching, bilingual advising for academic and career planning, financial aid applications for future college work, and/or CDA certification completion. Our target population will be a total of 60 unduplicated students, with demographics similar to FY15: predominately female, 32% Latino, 20% Asian, 11% African American, 30% Caucasian and 7% multi-racial or other.

## II. PROJECT NARRATIVE

Need for the project: According to recent Census Bureau reports, Lowell has 9,245 children under the age of five residing in the city. Though this age range is almost 10% of the population, there are fewer than 350 licensed day care providers available. Early childhood care is in demand as economic factors contribute to the need for parents to work (median income in Lowell -\$49,452 - is 75% of the state average). Research supports that developmentally appropriate early childhood programs produce short and long term positive effects on children's cognitive and social development.<sup>1</sup> The Bureau of Labor Statistics has projected that the employment of childcare workers will grow 14% from 2012 to 2022. In addition, the BLS has projected higher demand for childcare program directors or administrators, with an anticipated growth rate of 17% in the same time frame. Home day care providers enrolling in courses to prepare for certification as a Child Development Associate (CDA) will be able to start on a career path which includes higher paying, benefitted employment in day care centers, Head Start Programs, and schools, not only as childcare workers but also in higher-demand roles such as teachers, directors and administrators. Academic courses completed are stackable toward an AA degree in Early Childhood Education (ECE) and transferable to four year institutions.

Overview: Middlesex Community College's (MCC) *Project for Early Childhood Education Credentialing Expansion* will build on a successful 18 month credentialing preparation project that enrolled 30 low-income, adult learners of diverse ethnicities who had little previous education but enjoyed a 100% pass rate to earn their CDA title. Students enrolled in three courses, received intensive supports, guidance, and tuition waivers and also met with advisors to advance to the test for a CDA credential. MCC's FY16 project will offer the same incentives but expand to 60 enrollees, include an online business course and align participants into a career path for an Early Childhood Education Certificate when they complete four additional credit courses. The online enrichment course will be for business start-up methodologies and practices to enable participants to be more professional in their current role as an in-home day care provider and/or as a staff person at a day care center or service agency. This additional education will seek to enhance the business practices of these minority run businesses. With exposure to both business and academic principles, students will be better able to navigate the

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<sup>1</sup> National Association for the Education of Young Children (NAEYC).org

career pathway and MCC anticipates enrollment in the four additional courses for ECE Certification. Attaining the CDA certification will further enhance students' employability at higher wages and/or in schools or organizations with benefited positions. With pass rates at or near 100% for the CDA, MCC will attract more learners interested in ECE as a career and the increase in tuition paying students will help to sustain the program. This grant will build capacity for MCC to enroll more low-income, underrepresented adult learners into this college-level program, as well as engage and retain them in meaningful course work, support them in gaining a basic credential, and prepare them for employment in a high demand field.

Project Objectives include: 1.) Enroll 60 low-income, underrepresented adult learners in MCC ECE courses (Intro to Education, Child Growth and Development, Health and Safety/Nutrition in ECE) connected to academic coaching, bilingual advising for academic and career planning, financial aid applications for future college work, and/or CDA certification completion; 2.) Develop an online Entrepreneurship in Small Business Management course for child care providers and provide tuition free for up to 10 enrollees; 3.) Guide the 60 students completing the coursework to take credentialing exam via the Council for Professional Recognition {recognized by the National Association for the Education of Young Children (NAEYC)}; 4.) Enroll 30 students in the additional four courses at MCC to earn their Early Childhood Education Certificate to be eligible for additional career opportunities; and 5.) Advise students in regard to employment opportunities, workplace readiness, and assist with job applications as well as academic transfer to further education where applicable.

Major Project Activities: Recruiting participants will take place through reviewing current student profiles and course inquiries, bilingual outreach to the community, child care centers, parent organizations and child care provider lists (meets priorities of project expansion/reach and increased involvement of the target adult population). Enrolling 60 students into the ECE Project and offering student supports and bilingual advising will aid retention and engender success (meets priorities of preparing, obtaining and acquiring necessary skills and postsecondary credentials). Preparing students for CDA credential testing and continued academic enrollment for ECE certification will encourage students to continue their postsecondary education (meets priorities of attainment of skills to compete in the workforce).

Target Population: The project will serve a total of 60 unduplicated students. Demographics are based on FY15

enrollment numbers:

| Category               |                           | Number | Percent |
|------------------------|---------------------------|--------|---------|
| Age                    | 21-25                     | 6      | 10%     |
|                        | 26-40                     | 46     | 77%     |
|                        | 41 and above              | 8      | 13%     |
| Ethnicity              | Asian                     | 12     | 20%     |
|                        | Latino                    | 20     | 32%     |
|                        | African-American          | 7      | 11%     |
|                        | Other                     | 21     | 35%     |
| Gender                 | Male                      | 2      | 3%      |
|                        | Female                    | 58     | 97%     |
| Socio/Economic         | Low Income                | 50     | 83%     |
|                        | Middle Income             | 10     | 17%     |
| High School Completion | Diploma or GED            | 60     | 100%    |
| Workforce Status       | Unemployed                | 20     | 33%     |
|                        | In-home day care provider | 40     | 66%     |
| Total Students         |                           | 60     |         |

Previous experience with adult learner college transition: Over the past five years, 53% of MCC students (average 5,142) have been aged 22 or over, with 4% over 50 years of age. In 2013, 91% of all students sought a degree or completion of a certificate. MCC has been successful in enrolling students in a variety of college transition programs. The average annual numbers are: Prepare to Attend College: 40, 86.9% completion rate; Adult Learning Center Links program: 20 new students, 84% persisting to college; previous CDA preparation program related to the ECE Project, 28 students aged 35 to 55 years old enrolled in FY15, 26 signed up for online CDA testing, 100% pass rate.

Use of Funds for Scale Up: Funding will be used to add hours of Academic Coaching, Bilingual Advising, book vouchers, workshop supplies, online course development, tuition and fee support for additional students. Funding for outreach, recruitment, bilingual advising, new course development and enrollment support of new students will scale up our program and double its size. The grant will not replace existing program funds.

Sustainability: As described earlier, ECE is a high demand field of employment. We enroll 497 students with declared ECE majors annually. Scaling up this project and publicizing our 100% pass rate by those completing the CDA credential, MCC will be able to attract more tuition paying students as well as suburban in-home day care providers seeking personal and professional improvement. Tuition and fee paying students will sustain the program once it is expanded.

### III. Expected Impact and Project Evaluation

The *Project for Early Childhood Education Credentialing* offers a cohort model and provides students with a supportive environment which has proved very successful. Students are introduced to college level courses they will put to immediate professional enrichment use as they prepare to attain a credential necessary for employment advancement. Students become immersed in the college culture, learn the structure of the courses, and the schedule of testing and assessments. The Academic Coach and advisors assist students navigating the incorporation of study time, reading and other required activities which will support their in-class knowledge acquisition. Focusing on courses which supplement their everyday work skills has a positive effect on their learning, has broad impact on their personal and professional life, and sets them on a journey to want to enroll in more college courses and instills a desire to succeed as a student.

The cohort learning experience is very important for adult learners, who benefit from being able to share with others experiencing similar challenges. A number of adult learning strategies and principles will be used, including culturally responsive teaching that involves creating a favorable disposition toward the learning experience through offering challenging and engaging learning experiences that include the learner's perspectives and values. The program includes intensive academic support to ensure student success, even if they come into the program unprepared for college level work. This approach will effectively prepare a student for transition to college for both short term enrollment towards attaining a credential and long term for degree procurement.

Evaluation of the project to determine impact and measurement towards goals and objectives will be done through a formative and summative process. Quantitative outcome data that will be collected to support evaluation will include the number of students enrolling in the Project, completing classes, taking CDA credentialing assessment, pass rate for CDA credentialing, enrolling in additional courses, number of courses taken towards ECE Certification or ECE Associate's Degree, completing financial aid forms and meeting with an MCC advisors, and developing a comprehensive career plan. Qualitative input will be obtained from students through surveys and/or focus groups to determine ways in which the courses and services met their needs and ways in which these could be enhanced. Data will be collected for each cohort

session and used to revise and enhance the next session’s offerings. All students will be registered in Banner, our intra-college student documentation system. This will support additional long-term linear outcome data collection related to GPA, retention, and completion which will contribute further to evaluating the impact of the program on students. Judy Hogan, Dean of Business, Education and Public Services, will oversee collection and review of data to determine obtainment of objectives and will compile cumulative and summative reports.

**IV. Implementation plan**

MCC Dean of Business, Education and Public Service Judy Hogan will oversee the project expansion. She reports to Provost and Vice President Philip Sisson. Dean Hogan will manage the Academic Coach, Bilingual Advisor and work with instructors to structure academic courses for the project and accommodate the expansion. She and Assistant Dean, Michelle Bloomer, will oversee recruitment and enrollment of students, compile project outcome data, and report to DHE and other stakeholders, such as MCC administration and community groups invested in ECE. The Academic Coach (Maureen Goulet, ME) and the Bilingual Advisor (to be hired) will coordinate all student orientation activities, provide case management and workshops, and facilitate student access to services such as tutoring, career planning and financial aid.

| <b>IMPLEMENTATION PLAN</b>   |  |  |  |  |
|--|--|--|--|--|
| <b>Activities/Services [Actions]</b>   | <b>Current Benchmark Data</b>              | <b>Anticipated Outcome [Results]</b>                   | <b>Total Anticipated Beneficiaries</b>             | <b>Timeline (when you will implement activity)</b>           |
| Develop online Entrepreneurship in Small Business Management course designed for child care business owner | Current course to be modified              | New course is tailored for Project students            | Online business course available for academic year | Sept. – October 2015   |
| Offer two additional cohort sessions for CDA Credential expansion  | Two sessions, FY14-15, 28 enrolled         | FY16, 60 additional students enrolled                  | 60 grant supported , 90 total                      | Session I begins November 1,; Session II, begins February 15 |
| Recruit students for participation   | 30 current ECE students at MCC seeking CDA | 60 recruited from child care provider and agency lists | 60 grant supported, 90 total                       | Sept. 2015 – Jan 2016  |
| Enroll 60 additional students in Project CDA Expansion   | 30 enrolled in FY14-15                     | 60 new students enrolled, 90 total                     | 60 grant supported , 90 total                      | Sept. 2015 – Jan 2016  |

|  |   |   |  |                            |
|--|---|---|--|----------------------------|
| Offer online Entrepreneurship in Small Business Management course for child care business owners | 0 offered   | 10 Project participants sign up for online course                   | 10   | January, 2016 -- June 2016 |
| Offer Academic Coaching and case management to participants                                      | MCC offers to all students, 28 in project available in FY16 | 60 additional use Coaching and case managementq6                    | 60 grant supported, 90 total                         | Oct 2015-June 2016         |
| Guide 60 grant supported and a minimum 30 others to CDA credentialing process                    | 26 earned CDA, 100% pass rate                               | 60 additional pursue CDA credential, 100% pass rate                 | 60 additional pursue CDA credential                  | Dec 2015 – July 2016       |
| Encourage cohort members to pursue ECE Certification or Assoc. Degree                            | 30 exposed to recruitment to pursue degree, Certification   | 100% of enrollees in department exposed to recruitment efforts      | 30 students enroll in one of four additional courses | June 2016                  |
| Career Planning and advising, financial aid assistance and other student support provided        | 30 exposed to information availability                      | 100% of enrollees in department exposed to information availability | 60 grant supported, 90 total                         | Oct 2015-Aug 2016          |
| Evaluation and Reporting   | 28 students tracked and evaluated for impact                | 100% of enrollees tracked and evaluated for impact                  | 60 grant supported, 90 total                         | Oct 2015-Aug 2016          |

**V. Budget and Narrative**

Please complete the following table with a breakdown of the requested funding from the DHE. Please provide a *Budget Narrative* that includes calculations and breakdowns of budget amounts, description of budget items and describes any materials. Provide a detailed explanation of any contracted services that are included.

|   | Total Requested Funds | Budget Narrative  |
|---|-----------------------|---|
| 1) Salaries:                                    |                       |   |
| Administrator Salaries                          |                       |   |
| Staff Salaries:<br>Instructional & Professional | 36,140                | <u>Bridges Academic Coach</u> for mentoring, tutoring, and academic workshops to support student entering college courses, \$27.80/hr x 22 hrs x 40 wks = 20,126; <u>Bridges Bilingual Advisor</u> , to support college and career planning, financial advising, and enrollment in ECE certificate \$27.80/hr x 18 hrs/wk x 32 wks = 16,014 |
| 2) Fringe Benefits                              | 982                   |   |
| 4) Supplies and Materials                       | 11,508                | Book vouchers for 60 students @ \$100/ea \$6,000; \$3,508, food for workshops, planning session and events; \$2,000, Marketing and Outreach materials   |
| 5) Subcontracts                                 |                       |   |
| 6) Consultants                                  |                       |   |
| 7) Other Costs:                                 |                       |   |
| Development of online course                    | 1,500                 | Stipend for online credit course development; Business - Intro to Entrepreneurship  |
| CDA credit courses                              | 21,870                | 2 cohorts of 3 credit courses for CDA; instructor rate of \$3,573/course x 3 and \$3,717/course x 3 as per established instructor rates   |
| 8) Tuition and Fees for Students                | 7,000                 | \$700/course online tuition & fees (including \$100 technology fee) x 10 students who additionally take online business, entrepreneurship course  |
| 9) Equipment                                    |                       |   |
| <b>TOTALS</b>                                   | 79,000                |   |

## **VI. Attachments**

- **Bio for Personnel –**

Judy Hogan was appointed Dean of Business, Education and Public Service in 2011 and has been with Middlesex Community College in various capacities since 1994. As Dean, she is responsible for program development and implementation, including grants, and supervision of faculty and department chairs. Dean Hogan has many years of experience in collaborative programming with Lowell Public Schools as well as many local businesses and organizations. She has served on the MCC Academic Standards and Curriculum Committees and has led technology based delivery of educational programming. Dean Hogan has managed several Northeast Regional Readiness Center grants, and MCC's NAEYC accredited Early Childhood Education programs serving over 500 students each semester.

Michelle Bloomer has been the Assistant Dean of Education and Public Service at Middlesex Community College since 2011. In this capacity, she oversees the Education Department including the Early Childhood and Elementary Education programs. She led the design and implementation of the previous CDA preparation courses and accompanying support resources, achieving the goal of providing college access to family day care providers in the Lowell area. Michelle oversaw the successful accreditation of the Early Childhood Education Department by the National Association for the Education of Young Children (NAEYC) accreditation in the past year. She also coordinated efforts with the Lowell Public Schools to encourage paraprofessionals to begin their higher education degree at Middlesex Community College by taking advantage of grant funding through the Office of Student Assistance in Massachusetts. For the last ten years, she has been teaching in the Criminal Justice Department at Middlesex Community College. Michelle has a Bachelor's of Arts and Sciences in Economics from Boston College and a Juris Doctor from Suffolk University Law School.

Maureen Goulet has a Masters in Early Childhood Education and has been teaching in the Early Childhood Education Department for the past 18 years. Maureen's dedication and knowledge was instrumental in the success of students that enrolled in the CDA preparation courses. She taught some of the courses, tutored and coached students through the CDA preparation process.