

**Wake County SmartStart  
Activity Description  
Substitute Support in Child Care Settings**

**I. Activity Title:** Substitute Support in Child Care Settings

**II. Activity Codes;**                    a) PSC – 3106                    b) PBIS ID – EDU10

**III. Brief Activity Description/Abstract:**

A Substitute Coordinator will manage the availability of qualified substitutes to provide consistent care for young children in regulated child care centers and homes when their regularly scheduled child care providers are absent. Teachers pursuing college-level credit-bearing early education or related course work and participating in a scholarship program, such as T.E.A.C.H, will be the highest priority to receive substitute services. For those in this group, the activity will cover the costs for substitute services not covered by T.E.A.C.H or any other program. Teachers pursuing college level courses but not participating in T.E.A.C.H may still participate, but will be a lower priority for services and will be encouraged to pursue scholarship funding. Costs for the substitutes will be covered by the activity, if there are no other funding sources available. The second priority of this activity will be to provide coverage for professional trainings/workshops; third priority will be coverage for absences due to illness, maternity leave, vacation, and vacancies. Costs for both second and third priorities will be based upon star rating (the higher rated the facility, the lower the fee). Activity staff will verify enrollment and participation in all course work and trainings before payment for services.

**IV. PBIS Minimum or High Performing Standard(s) Addressed by This Activity:**

- 30% of teachers have at least a 2-year degree in Early Childhood Education or its equivalent (OR) 60% of teachers complete at least 6 semester credit hours in an Early Childhood Education or its equivalent from an accredited institution of higher education every 12 months.

**V. Full Description of This Activity:**

Need: Forty-eight percent (126 of 265) of child care centers and 77% (252 of 328) of family child care homes in Wake County are regulated or licensed with fewer than four stars (NC Division of Child Development, January 2005), indicating a strong need to improve child care quality. Child care provider education is one of the three areas contributing to the star license levels of child care facilities in North Carolina. This project will address the need to increase the education levels of the child care work force, which will enhance the ability of child care facilities to obtain higher star license levels. This project will provide consistent, quality care for young children when their typical child care providers are absent from their classrooms while pursuing professional development activities, including early childhood classes, training opportunities, and quality

enhancement activities. This project also will provide consistent, quality substitute coverage for absences due to illness, maternity leave, vacation, and position vacancies.

Population: Teachers pursuing college-level credit-bearing early education or related course work and participating in a scholarship program, such as T.E.A.C.H, will be the highest priority to receive substitute services. For those in this group, the activity will cover the costs for substitute services not covered by T.E.A.C.H or any other program. Teachers pursuing college level courses but not participating in T.E.A.C.H will be a lower priority for services and will be encouraged to pursue scholarship funding but may still participate. Costs for the substitutes will be covered by the activity, if there are no other funding sources available.

The second priority of this activity will be to provide substitute coverage for professional trainings and workshops; third priority will be coverage for absences due to illness, maternity leave, vacation, and position vacancies. Costs for both second and third priorities will be based upon the star rating of the facility (the higher rated the facility, the lower the fee).

*Note that directors and/or owners of participating child care centers and family child care homes will sign a contract agreeing to program policies and procedures before substitute services will be provided.*

- Substitute requests for *professional development purposes* will be filled according to the following priorities: (1) so that child care providers can attend for-credit early childhood classes; and (2) so that child care providers can participate in training and technical assistance opportunities available through quality enhancement programs, the Supporting Children's Transition to Kindergarten program, the More at Four Pre-Kindergarten Program or other community programs.
- Substitute requests for *absences due to illness, maternity leave, vacation, and position vacancies* will be filled according to the following priorities: (1) facilities serving children receiving child care subsidy; and (2) facilities offering paid sick leave to employees. . There will be a fee charged to facilities that use substitutes for this purpose; the fee will be based upon the star rating of the facility – the higher the rating, the lower the fee.

Services: ***All services will be culturally competent and diverse*** (see definitions for clarification).

This activity will provide the following services:

- Recruitment, screening, training, supervision, and evaluation of all available substitutes (including assistance with problems and ensuring substitute services are being used in the intended ways).
- Facilitated scheduling and use of substitutes in child care centers and family child care homes. The activity will make every effort to provide continuity in assignment of substitutes, especially in family care homes.

- First priority – The activity will provide **consistent** substitutes to support child care providers in child care centers and family child care homes to pursue professional college-level credit-bearing early childhood education or related classes and who are receiving scholarship assistance, such as T.E.A.C.H. For those in this group, the activity will cover the costs for substitute services not covered by T.E.A.C.H or any other program. Teachers pursuing college level courses but not participating in T.E.A.C.H will be a lower priority for services and will be encouraged to pursue scholarship funding but may still participate. Costs for the substitutes, in this case, will be covered by the activity if there are no other funding sources available.
- Second Priority - The activity will provide substitutes to support child care providers in child care centers and family child care homes to pursue early childhood professional development training opportunities. Costs will be billed to the providers center or family care home and will be based upon the star rating of the facility (the higher rated the facility, the lower the fee).
- Third priority - The activity will provide substitutes to support staff absences due to illness, maternity leave, vacation, etc. This service is to be used on a limited basis, at a maximum of two eight-week periods per facility per fiscal year. As noted above, there will be a fee charged to facilities that use substitutes for this purpose; the fee will be based upon the star rating of the facility – the higher the rating, the lower the fee.

Direct Service Staff:

- Full-time substitutes will be culturally competent in serving the diverse populations of young children found in child care settings. They will have minimum qualifications of an Associate’s degree in Early Childhood Education with at least two years of experience working in regulated child care settings or equivalent combination of education and experience.
- Substitute staff will be covered by liability insurance of the employing agency.

Location: Services will be delivered on-site in regulated child care centers and family child care homes.

Intensity: The service will be provided as needed. Intensity therefore will be highly variable.

Collaboration:

- This project will collaborate with staff from professional development activities working with child care providers to provide substitute coverage for staff while they are pursuing professional development activities.
- This project will collaborate with staff from quality enhancement and related activities working with child care centers and family child care homes to provide substitute coverage for child care providers with whom consultants at those facilities work.

## **VI. Background Information:**

Amount of Smart Start money allocated to this activity:

FY 01-02: **\$111,523**

FY 02-03: **\$203,226**

FY 03-04: **\$211,875**

FY 04-05: **\$175,102**

### **Projected Outputs: (Numbers/Counts):**

- 60-100 child care centers/homes receive substitute services
- 40-70 child care providers in centers/homes receive substitute services to pursue courses for college credit
- 40- 70 child care providers in centers/homes receive substitute services for non-credit professional development purposes
- 800-1400 substitute placements provided for staff to take courses for college credit
- 100-200 substitute placements provided for non credit professional development purposes

## **VII. Projected Outcomes:**

- By June 30, 2006, 20% of child care providers receiving a substitute to pursue courses for college credit will obtain an Associate's degree in Early Childhood Education.
- By June 30, 2006, 70% of all child care providers receiving a substitute to pursue courses for college credit will complete at least 6 semester credit hours in Early Childhood Education.
- By June 30, 2006, the teacher turnover rate in centers using substitutes will be less than 20% for the year.