

Preschool Pyramid Model Coach - Strengthening teacher practices for social emotional learning.

FY2021 Early Childhood Grants

Asheville City Schools

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Application Form

INSTRUCTIONS

Buncombe County requests proposals for community based projects to enhance outcomes for young children and their families in our community. Grants made through the Early Childhood Education and Development Fund will be focused on access to quality early childhood care and education.

Please refer to the Grant Guidelines published on the Early Childhood Grants website at buncombecounty.org/grants for complete information about the grant program, including: Purpose; Funding; Eligibility; Timeline; Grant writing workshop; Review process; Awards; and more.

Applications are due by 5:00 pm on February 14, 2020.

BASIC INFORMATION

BASIC INFORMATION – Before completing the application, please tell us a little about the request.

Project Name*

Preschool Pyramid Model Coach - Strengthening teacher practices for social emotional learning.

Strategy*

Recognizing that some projects will use more than one strategy, select the strategy that most closely applies to this project:

Supporting capacity and/or quality for existing programs

Funding Request*

How much funding is this project requesting for FY2021?

\$102,083.75

Grant Guidelines*

Have you read and understand the information presented in the FY2021 Grant Guidelines for Early Childhood Grants (Grant Guidelines)?

If no, please contact County staff to request assistance: Rachael Nygaard, (828) 250-6536 or rachael.nygaard@buncombecounty.org.

Yes

APPLICATION

APPLICATION QUESTIONS – Responses to these questions will be scored by the grant committee. Each question is worth 10% of the final score.

Organization*

Give a brief history, including date of founding, focus, services, and record of success.

Founded in 1887, Asheville City Schools (ACS) serves 4,310 students in grades PK-12 with 220 children enrolled in preschool. The district's vision is to empower and engage every child to learn, discover and thrive and the mission is to create learning environments that ensure excellence with equity for all students. ACS has 10 schools: 6 elementary schools, 2 middle schools and 2 high schools. Demographically the district serves 50% boys and 50% girls, while 37% are minority students and 63% are non-minority. The graduation rate is 90.7% with 75% of our schools meeting or exceeding growth in 2018-2019.

Asheville City Schools Preschool Program (ACSP) opened at the current location at 441 Haywood Road in 1992 with a total of 8 classrooms. In 1993, the program secured a AA license for child care. The demographics of ACSP are similar to ACS as a whole; however, our program design focuses specifically on serving children who qualify for needs-based and subsidized programs (e.g., Head Start, NC Pre-K and Child Care Subsidy). As the demographics of Asheville have changed in recent years, we have seen the same shift in our program demographics. Historically, 80% or more of Preschoolers have met or exceeded widely held developmental expectations each year.

The mission of ACSP is to prepare children to reach their full potential through developmentally appropriate and family-guided education. Currently, the program is serving 220 children across ACS at 4 elementary sites. Demographically, we serve 46% girls and 54% boys, while 37% are minority students and 63% are non-minority. Initiatives for this school year include Storytelling/Story Acting grounded in research-based work by Vivian Paley and Culturally Responsive Education (CRE). Funding sources for the 2019-2020 school year include: NC PreK (74 children), Head Start (55 children), Developmental Day (6 children), Child Care Subsidy (15 children), Scholarships (26 children) and Tuition (95 children).

Need for the Project*

What is the main issue this project is established to address? What data or qualitative factors/stories are available to show that need?

Snyder, Hemmeter, & Fox (2015) identified, "coaching as a promising job-embedded professional development strategy to support implementation of quality teaching practices." In October 2019, Buncombe Partnership for Children presented The State of Early Childhood Education in Buncombe County to the Buncombe County Early Childhood Committee. During this report it was stated that one of the greatest challenges for teachers is the increase in children exhibiting social, emotional, and behavioral challenges. Early Childhood Educators state there is a lack of teacher training to support children who have experienced adverse childhood experiences. Thus, teachers are leaving the field. At ACSP, we are seeing the increase of children exhibiting social, emotional, and behavioral challenges.

Our program design and priorities cultivate a system that responds to the needs of families, such as those impacted by trauma, poverty and addiction. NC Preschool Pyramid Model (PPM) promotes strategies to help teaching staff build positive relationships with children by creating supportive learning environments, teaching children to understand and express their emotions, and use problem solving skills. According to the

National Center for Pyramid Model Innovations (ChallengingBehavior.org), “recent studies have shown that Practice-Based Coaching, when used with fidelity, is associated with desired changes in practitioners’ use of PPM. The evidence indicates that change in practitioner practice is related to positive changes in children’s social skills and challenging behavior.” ACSP uses a coaching model in order to support teachers to reach fidelity in PPM practices.

Project*

Explain the project and how it will work. Include the overall purpose and any models or evidence-based practices that will be included. What specific activities and milestones are included in the project plan?

This project proposes that ACSP hire a full-time social-emotional coach who will support 8 preschool classrooms within ACSP and Buncombe County. Coaching sessions will consist of a 2-hour observation with a 1-hour debrief. In order to reach fidelity within an 18-month period, the Office of Early Learning (OEL) suggests completing coaching sessions every two weeks. The coach will also provide PPM training for early childhood professionals throughout Buncombe County through a collaboration with Buncombe Partnership for Children and OEL.

Along with the PPM training, the coach will receive training in Conscious Discipline by attending the Conscious Discipline Institute. Conscious Discipline is a comprehensive, trauma informed, evidence-based, social emotional self-regulation program. It is designed to teach effective social emotional skills and embeds resiliency into the school culture as a way to counteract stress and trauma that are so prevalent in our society. This will allow early childhood classrooms throughout Buncombe County to be supported, giving teachers access to evidence-based strategies for children displaying social, emotional, and behavior challenges.

Currently ACSP has 3 trained coaches and 1 person receiving coaching training in PPM. On average, it takes 18 months for a classroom teacher to reach fidelity on PPM strategies by participating in at least 16 hands-on coaching sessions throughout the school year. All ACSP staff have received Conscious Discipline training through the Conscious Discipline 10-session online-course. While we have the knowledge and training, a coach will support and strengthen our practices as well as provide outreach to the county. Leadership team staff and trained coaches have been sharing their expertise and resources with community partners such as Family Preservation Specialists, The Sunshine Project, and local NC PreK providers as well as Asheville City Schools staff serving grades K-12.

People Served*

Who will be served by this project? Include demographics for children and families served, workforce, and/or any other relevant groups.

This project will focus on supporting early childhood professionals by increasing fidelity in the use of evidence based social-emotional practices for early childhood professionals at Asheville City Schools Preschool Program and throughout Buncombe County. Overall, this will support children, families, and early childhood professionals throughout the county and increase the quality of early childhood education within Buncombe County. According to Buncombe Partnership for Children’s State of Early Childhood presentation in October 2019, there are 4230 children receiving care in Buncombe County with 769 teachers serving these children. While we cannot guarantee to reach every teacher in the county, we have the opportunity to reach a majority of them by collaborating with Buncombe Partnership for Children

Results*

What results do you hope to achieve with this project? Be specific about how much impact the project will have in line with the goals of the fund, and how many people will be served.

For projects requesting funding for slots, also please include:

- Total new slots created
- Total slots maintained
- # of Subsidy slots created
- # of Subsidy slots maintained
- # of teachers/staff positions created
- # of teachers/staff positions maintained

The overall goal of this project is to increase early childhood professionals' knowledge and skills in implementing evidence-based social emotional strategies in the classroom. By doing this, teachers will build a school family that is supportive of all children. Children will gain social-emotional and self-regulation skills which are essential for academic success. In addition, the coach will serve 8 preschool teachers to coach them to fidelity using the NC Preschool Pyramid Model. By serving these teachers, there is a potential to impact at least 144 children across Buncombe county depending on class sizes.

Furthermore, Mellott and Ferro (2019) stated, "The most reliable predictors of teacher retention related to school or program climate are quality of relationships, quality of leadership, and order and discipline within the school." Preschool Pyramid Model supports these improved experiences within schools by establishing clear expectations, teaching and reinforcing expectations, and providing a clear process.

Evaluation*

How will you know you have succeeded? Explain the project evaluation process, including specific measures that will be tracked.

Through the support of the Office of Early Learning, the NC Preschool Pyramid Model Online System is available to PPM coaches, teachers, and leadership team members. This system allows LEAs to develop an implementation plan and monitor the success of the plan along with the Office of Early Learning. Fidelity using the PPM strategies is measured using the Teacher Pyramid Observation Tool (TPOT) that is conducted three times a year until fidelity is met. In order to meet fidelity, teachers must score 80% or higher on the tool. The tool measures key practices such as, teachers engage in supportive conversations with children, providing directions, teaching behavior expectations, and teaching friendship skills. Once teachers meet fidelity, a maintenance TPOT is administered each year for three consecutive years. In addition, children's developmental progress is monitored 3 times per year to ensure teaching practices and support resources are responsive to needs and that children are meeting and/or exceeding widely-held expectations as outlined by the North Carolina Foundations of Early Learning and Development.

Equity*

Describe your approach to racial and socio-economic equity, both inside and outside the organization. What are some specific examples of practices that are in place or to be put in place with this project?

ACS prioritizes ensuring excellence with equity for all children and has developed a district-wide equity plan for the current school year. Goals for the 2020-2021 school year will be added. ACSP is fully engaged in

the equity work and ensures all classrooms are representational and equitable to the extent possible. The NC Preschool Pyramid model and Conscious Discipline are evidence-based and support ALL children. These models support strategies to build a connected school family along with self-regulation skills in all children. All ASCP classrooms are fully inclusive settings for children who qualify for Exceptional Children's services along with maintaining heterogeneous classrooms based on gender, race, funding source, and initial developmental screening. Finally, ACSP does not suspend or expel children but rather uses these evidence-based practices to support ALL children within the classroom environment.

As part of the Every Student Succeeds Act, school districts who receive Title I funds are required to coordinate with early childhood programs. In order to assist with a seamless transition to Kindergarten, the coach can provide training and technical assistance to Asheville City Schools teachers in grades K-12 to support implementation of evidence-based practices.

Collaboration*

List any formal and/or supportive partners. Describe their roles in the project. How will they make it stronger?

ACSP partners with the Office of Early Learning through The NC Department of Instruction for implementation of PPM. This partnership allows us to apply for funding to support classrooms receiving coaching support along with receiving technical assistance from a Regional Coach. Unused funds from The Office Of Early Learning can be carried over each year.

ACSP will also partner with Buncombe Partnership for Children. This collaboration will include training of Early Childhood Professionals throughout Buncombe County. The coach will be available to provide training at no cost to Buncombe Partnership for Children and will collaborate with Child Care Resource and Referral to support classrooms within Buncombe County.

Budget*

Download a copy of the budget form [HERE](#). Complete the form, and upload it using the button below.

Explain how grant funds will be used, specifically what type of expenses will be covered by County funds. Describe other sources of revenue, including type of funding, source, restrictions and status.

FY21_ECE_Grant_Budget_Form SEL.xlsx

The request includes projected cost for salary and benefits for one certified (Birth - Kindergarten or Early Childhood Education) 11 month employee, training including travel, laptop, Conscious Discipline Digital Resources, supplies and materials, office furniture, and family engagement activities. The summer month will be used to attend training and prepare for the upcoming school year. ACSP will continue to partner with the Office of Early Learning to maintain current funding to cover coaches training and travel.

Sustainability*

How will the project continue to succeed after the funding of the grant? Explain your plan for making this an ongoing effort.

Through a partnership with Buncombe Partnership for Children, the goal is to train one of the Child Care Resources staff as a coach who will be able to coach early childhood professionals on evidence-based social-emotional practices. This will allow for two trained coaches to support ACSP and Buncombe County with the

hope of adding more coaches in the future. Together these two coaches can coach early childhood professionals throughout Buncombe County.

OPTIONAL INFORMATION

OPTIONAL INFORMATION – This information will not impact grant scoring but will be helpful to the committee.

Partial Funding

If the project were to be offered a grant for partial funding, what factors would need to be considered?

For partial funding things to consider include the salary, training and travel for the coach.

Multi-Year Funding

If you would like this project to be considered for multi-year funding (up to 3 years), what amounts would you request for years 2 and 3? What milestones would this funding allow you to accomplish? Explain why more years are needed to accomplish goals.

In order for this project to be successful, the coach will need to serve for at least three years. In year 2 and 3, the important components are the salary and benefits, digital resources, travel, and supplies.

Resource Support

How can Buncombe County support your organization with this project and in strengthening your work (related to equity, scale, or impact)?

Scale-up

What is your vision for how the strategies from this project could contribute to a significant scale-up the overall system to collectively address the child care crisis?

This project has been a vision for us for many years as we have struggled to coach classrooms to fidelity due to staff turnover. This coach would give us stability in turnover and allow them to focus solely on coaching classrooms to fidelity. We have included classrooms from other areas of the county as well to reach a broader span. On average, it takes 18 months to coach a classroom to fidelity.

Other

Is there anything else that you want the committee to know?

letter of support.pdf

Attached is a letter of support.

File Attachment Summary

Applicant File Uploads

- FY21_ECE_Grant_Budget_Form SEL.xlsx
- letter of support.pdf

Early Childhood Education and Development Fund

Proposed FY2021 Project Budget (July 1, 2020 - June 30, 2021)

Organization Name:	Asheville City Schools Preschool Program
Project Name:	Preschool Pyramid Model Coach
Grant Amount Requested:	102,083.75

FY2021 Proposed Project Revenue	Amount	Notes
Proposed Buncombe County Early Childhood Grant	\$ 102,083.75	
Office of Early Learning for PPM	\$ 9,656.00	
List other sources:		
List other sources:		
List other sources:		
List other sources:		
List other sources:		
List other sources:		
Total	\$ 111,739.75	

FY2021 Proposed Project Expenses	Proposed Grant	Other Funds	Total	Notes
Personnel	\$ 89,133.75		\$ 89,133.75	1 certified position at 11 months
Travel/Training	\$ 9,000.00		\$ 9,000.00	Conscious Discipline and PPM Trainings including travel
Technology	\$ 1,000.00		\$ 1,000.00	Laptop
Curriculum/Assessments	\$ 1,200.00		\$ 1,200.00	Conscious Discipline Digital Resources
Licensing/Dues			\$ -	
Nutrition			\$ -	
Transportation			\$ -	
Supplies/Materials	\$ 500.00		\$ 500.00	Social Emotional Supplies and consumables
Building Maintenance/Repair			\$ -	
Rent/Occupancy/Utilities			\$ -	
Furniture	\$ 800.00		\$ 800.00	Office Furniture
Playground/Outdoor space			\$ -	
Printing/Marketing/Website/Postage			\$ -	
Admin Expenses (Legal, Accounting, Insurance, etc.)			\$ -	
Other (please list in comments section)	\$ 450.00		\$ 450.00	Family Engagement Activities
Total			\$ 102,083.75	

Overall Organization Budget	Amount	Notes
FY2019 Actual Year-End Revenue		
FY2019 Actual Year-End Expenses		
FY2020 Adopted Budget Amount		
FY2021 Proposed Budget Amount		



2019-2020 Officers

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Buncombe County Schools

Carmen Ybarra
Just Economics

Executive Director
Amy Barry

February 13, 2020

To Whom It May Concern,

I am pleased to write this letter of support for Asheville City School's Preschool Pyramid Model Project application to the Buncombe County Early Childhood Education & Development Fund committee. Buncombe Partnership for Children (BPFC) has a long history of partnering with Asheville City Schools working in collaboration to develop programs, leverage funding and providing training.

Currently we are partners in the NC Pre-Kindergarten Program, Kaleidoscope Play and Learn Groups, and sit at shared tables focused on childhood issues including the Asheville Buncombe Preschool Planning Collaborative, the Local Interagency Coordinating Council and the ACEs Learning Collaborative. ACS has a deep commitment to addressing issues related to racial equity and to that end send a large contingent of early educators to Racial Equity Institute trainings including the training recently hosted by BPFC.

We know first-hand the need for providing training on children's social emotional health and strategies for providing developmentally appropriate support for children struggling with social, emotional and behavioral challenges. We heard the concerns and direct requests for additional teacher training and support from a large group of stakeholders who attended a feedback session hosted by BPFC as well as from our NC Pre-K providers and the NC Pre-K Advisory Council, in addition to BPFC's Child Care Resources team of Early Childhood Program Consultants who work directly with teachers.

Teachers who feel prepared and confident are better able to be emotionally available to children, provide support and an inclusive environment, and teach and care for children nurturing their skills and happiness. ACS's training approach will be mutually beneficial as our Child Care Resources staff will be included in the training resulting in additional trainers allowing us to reach many more educators in the community.

Please consider the benefit this program will have not just for ACS teachers, families and children, but for the broader ECE community.

Sincerely,

A handwritten signature in black ink that reads "Amy C. Barry". The signature is written in a cursive, flowing style.

Amy C. Barry, MSW
Executive Director



Supporting Children's First 2,000 Days

2229 Riverside Drive, Asheville, NC 28804 | 828.285.9333 | www.BuncombePFC.org

Organization Name:	Asheville City Schools	Project Name:	Preschool Pyramid Model Coach - Strengthening teacher practices for social emotional learning.
COVID-19 Response:			
Currently, our program is closed as we follow Asheville City Schools. In regards to both of our applications, nothing has changed and we are moving forward with planning for next year.			
Response to Committee Questions:			
<ul style="list-style-type: none"> I'd like additional information about the collaboration with BCPF in year 1 and how trainings will be offered to teachers at other programs - how many trainings, how many teachers, how many children will be impacted? At this point, it is difficult to put an exact number of teachers and children. Through the partnership with BCPF, training can be held at no cost for any teacher in an early childhood program and/or family child care home. The coach will be able to serve 8 teachers/classrooms in order to coach them to fidelity which will impact an average of 144 children. By partnering with BPFC, a second coach can be trained to support additional classrooms. In addition to this additional coach, supplemental training can be offered to all child care providers in Buncombe County. I'd also like additional information about the Sustainability Plan - "Through a partnership with Buncombe Partnership for Children, the goal is to train one of the Child Care Resources staff as a coach who will be able to coach early childhood professionals on evidence-based social-emotional practices. This will allow for two trained coaches to support ACSP and Buncombe County with the hope of adding more coaches in the future. Together these two coaches can coach early childhood professionals throughout Buncombe County." - Which programs will the two coaches serve and what are the estimates for the number of teachers who would be trained/coaches and the number of children who would be impacted as a result? See the answer above. This question is addressed above. It's unclear of the exact number at this point. It's not clear how the position will survive when the grant funding expires. The school district is committed to a one-year contract for this person. We will continue to seek out additional grant funding for this position. As a high quality early childhood program, we know the need for social-emotional support is needed in our community. Could you break out what is salary? What is benefits? And would this person be on permanent staff at BCPFC or is that an additional person? This person would be a staff member with ACS starting on a one-year contract. This contract will be revisited each year. Salary is based on the state teacher scale as this person will be a certified teacher. They will be placed on the teacher scale based on certification and years of experience. Benefits = Annual supplement 9-16% of salary depending on years of experience with ACS/FICA 7.65%/Retirement 19.44%/HOSP \$6036 per year. Please clarify the budget expense items: you show how the grant funds will be used but not how the Office of Early Learning \$9,000 + will be used. The Office of Early Learning gives our program an average of \$9000/year to support our current NC Preschool Pyramid Plan. This money is used to provide training and support for current and new coaches (including travel), supplies and materials for parent engagement, and supplies and materials (for new classrooms who are being coached). 			