

Sustaining ECE Professionals through Recruitment and Training

FY2021 Early Childhood Grants

Asheville Jewish Community Center

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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*

Sustaining ECE Professionals through Recruitment and Training

Strategy*

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

Implementing workforce development strategies to recruit and retain qualified teachers

Funding Request*

How much funding is this project requesting for FY2021?

\$18,550.00

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.

The Asheville Jewish Community Center was founded in 1920 in reaction to local, national, and international antisemitism, and to fill the need for the Jewish community to have a place for social and cultural programming. In its early years, the JCC held dances, fashion shows, bingo games, children's programming, and more. The JCC's first swimming pool was built in 1954, along with sports fields and playground equipment. A day camp was established in the early 1950s and Shalom daycare began in the 1960s. The organization constructed a new building to meet programming needs in 1994. The building was expanded in 2018 and a new year-round aquatics facility was built. The organization continues to serve the Jewish and wider community to this day.

Shalom Children's Center's mission is to raise each child to form a community of peace. Shalom programming begins in infancy, with the youngest enrolled children as young as 6 weeks old, and continues through pre-k. We serve 145 children each year, with 130 enrolled on any given day. We employ 33 ECE teaching professionals, a program coordinator, and a program director. Our record of success is evidenced by our ongoing five-star license status, as well as by the fact that the program has been rated the #1 daycare and/or preschool in the Mountain Xpress's Best Of WNC poll for 24 consecutive years -- since the formation of the categories.

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?

We are experiencing challenges arising from the crisis of a lack of qualified Early Childhood Educators in our community. When lead teacher, teacher, and floater teacher positions open at Shalom, it regularly takes 3-4 months to appropriately fill the position. It is no longer sufficient to post the job on job boards, or even to recruit through word-of-mouth. As a result of this challenge, we often have to rotate teachers into new classrooms to meet immediate staffing needs, which is not ideal for continuity of care for the children. We are also hiring less experienced teachers. For these new educators, we are providing on-the-job training and requiring outside coursework, but they are less prepared to step into leadership roles in the classroom as quickly as we may need.

In speaking with Buncombe Partnership for Children and directors from other centers, we recognize that this challenge plagues the entire Early Childhood Education community in our area. While we recognize that we are not alone, we are also committed to working towards a solution for our own center and for the community at-large.

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 has two separate elements:

1) Retention Through Teacher Education:

We will fund 20 professional development hours and CPR/1st Aid re-certification annually for teachers, participation in national fellowships and conferences for Early Childhood Education leaders, and workshops with therapists/consultants for teachers. These educational opportunities equip teachers to be more successful and confident in the classroom, ultimately impacting job satisfaction and retention.

We will also participate in TEACH, a scholarship program for teachers. We typically have 3-5 teachers participate each semester in this program that shares the cost of teachers' tuition, books, and paid time off to attend classes. This benefit allows teachers to improve their salaries and WAGE\$ supplements, positively impacting income, promotability, and retention.

2) Recruitment through a Leaders in Training (LIT) Program:

We will continue a LIT program for rising 9th-10th grade students, primarily partnering with and recruiting from the Asheville City Schools AVID program. The LIT program provides a first professional training experience in which LITs assist educators and engage with children. In addition to these hands-on learning experiences, LITs receive leadership and workplace skills training. LITs earn a weekly stipend, enabling students to participate when home finances may be limiting.

With support from this grant, Shalom would expand the LIT program to develop the next generation of Early Childhood Education professionals. A "Senior LIT" program for rising 11th and 12th grade students who are taking classes in Early Childhood Development at AB Tech would provide students with hands-on experience in the classroom, mentorship from classroom teachers, and a larger stipend for increased responsibility. When these students graduate from high school with their ECE credentials, they will fill the pipeline for qualified Early Childhood Educators at Shalom and other centers.

People Served*

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

1) The Retention Through Teacher Education phase will serve Shalom teachers. Current teacher demographics: 27% identify as Jewish, 25% identify as People of Color, and 18% identify as LGBTQIA+. Household income levels for teachers vary: lead teachers and teachers earn a Living Wage, but floating teachers and substitute teachers at Shalom do not yet earn a Living Wage.

2) The Recruitment Through a LIT Program phase will serve rising 9th, 11th, and 12th grade high school students (rising 10th grade LITs work in our summer camp, not at Shalom). Last summer's LIT demographics were: 22% identified as People of Color, 9% identified as Latinx, and 4% identified as Asian. Because we would recruit Senior LIT from past LIT participants and continue recruiting through the AVID program, we anticipate these demographics to be similar in the extended program for older students.

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

Results we are committed to achieving with this project include:

- 1) Maintain an average teaching staff of 24-27 Early Childhood Educators at Shalom at any given time.
- 2) Provide 30 teacher training hours and contribute to TEACH for 3-5 teachers annually.
- 3) Provide programming to 24 LITs annually
- 4) Provide programming to 15 Senior LITs annually, preparing them to enter the Early Childhood Education field as qualified, ECE credentialed teachers upon high school graduation.

Evaluation*

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

We will know that we have succeeded if the following are accomplished:

- 1) We maintain an average teaching staff of 24-27 Early Childhood Educators at Shalom at any given time, as is measured through employee management software
- 2) We provide 30 teacher training hours, tracked in annual compliance requirements from NC State ECE Licensing Board, and support 3-5 educators participating in ECE-relevant college courses sponsored by the JCC and TEACH, tracked through Childcare Services Association contracts.
- 3) 24 LITs complete a three-week summer session (or more) at Shalom, as is measured through employee management software
- 4) 15 Senior LITs complete a three-week summer session (or more) at Shalom, as is measured through employee management software

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?

Equity is of utmost importance at the Asheville JCC. The following are specific examples of practices in place to embrace diversity in thoughtful and purposeful ways:

* Our staff receives regular training on diversity, equity, and inclusion (most recently for Shalom Early Childhood Education staff in December 2019)

* A special anti-oppression audit and internal Migvan (Hebrew for "colorful") Diversity Task Force examined diversity, equity, and inclusion organization-wide and presented recommendations to the board that are now being implemented

* A team of four board, front-line staff, and leadership staff participated in a five-month Equity Learning Circle with the Mandel-Rodis Fund

The Migvan Task Force's action plan for an inclusive JCC states, "The Asheville JCC is committed to creating inclusive spaces. All are welcome to be part of our community and to participate in JCC programs and events regardless of religion, belief system, race, national or ethnic origin, appearance, language spoken, gender identity, sexual orientation, age, marital status, or disability. We strive to foster inclusion, compassion, dialogue and understanding among all people with a goal of ending bias and discrimination in any form. In order to create a highly inclusive and welcoming environment at the Asheville JCC, the Migvan Task Force has identified several areas of focus. Our goal is to fully realize the intention of our inclusion statement, while also proudly celebrating and sharing our Jewish identity, culture, and values."

Collaboration*

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

Buncombe Partnership for Children offers ongoing professional development training for existing early childhood professionals. They also offer quality enhancement consultants who will come into our classrooms, do observations, offer support, and make recommendations for classroom improvements. The Asheville JCC pays Buncombe Partnership for Children for educator trainings, and Buncombe Partnership for Children provides the consultants free-of-charge. Additionally, Buncombe Partnership for Children is an overall resource of information for our early childhood educators and leadership team, including quarterly lunch-and-learns.

The Asheville City Schools AVID program serves as an initiative for at-risk youth to encounter leadership opportunities in the community. By collaborating with the AVID program, we build relationships with high school students who many not otherwise be engaged with the JCC. We provide ongoing leadership training to help students build marketable skills before they join the workforce. This collaboration has provided a bridge between the JCC and the larger community through the shared vision of enhancing leadership in Asheville youth.

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.xlsx
 \$7,000 will be allocated to teacher education
 \$1,200 will fund TEACH for 3-5 Shalom educators each semester
 \$3,600 will provide \$50 per week for a three-week session to 24 rising 9th grade LIT participants
 \$6,750 will provide \$150 per week for a three-week session to 15 rising 11th and 12th grade Senior LIT participants

Sustainability*

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

The Asheville JCC has been in existence for 80 years, and Shalom Children's Center for over 50 years. We have a proven record of fiscal resilience, relying on a wide range of program fees, philanthropic contributions from individuals, and grants from local and national sources. We anticipate continuing the project's success after the funding of the grant end through these three revenue sources.

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?

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.

If we were to be granted multi-year funding, we would want to expand the Senior LIT program over time (by five participants each year) and continue support for teacher retention through training.

Year 2 request would be \$20,800

Year 3 request would be \$23,050

Resource Support

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

Buncombe County can support this project by disseminating information about Shalom's new Senior LIT program, should it be funded to launch, in an effort to recruit diverse and energetic participants to enter the field of Early Childhood Education.

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?

By retaining Early Childhood Education teachers through training and support, and by recruiting Early Childhood Education teachers through a LIT program, the Asheville JCC and Shalom will contribute to the overall availability of educators in the field. We will slow the attrition rate from the field while also building a pipeline of new educators. Our goal is to positively impact this critically important professional field, making it easier for all centers in Buncombe County to recruit and hire a qualified and professional teaching staff.

Other

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

Because of the Asheville JCC's Shalom Children's Center's reputation as a leader in the field of Early Childhood Education in Buncombe County, we believe that it is our responsibility to model treating educators as professionals. By implementing these strategies, we hope that others will learn from our model and implement similar strategies tailored to meet their own centers' needs, ultimately counteracting our community's child care crisis.

File Attachment Summary

Applicant File Uploads

- FY21_ECE_Grant_Budget_Form.xlsx

Early Childhood Education and Development Fund

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

Organization Name:	Asheville Jewish Community Center
Project Name:	Sustaining ECE Professionals through Recruitment and Training
Grant Amount Requested:	\$18,550.00

FY2021 Proposed Project Revenue	Amount	Notes
Proposed Buncombe County Early Childhood Grant	\$ 18,550.00	
List other sources: Program Tuition Revenue	\$ 51,617.00	
List other sources: Individual Donors	\$ 500.00	
List other sources:		
List other sources:		
List other sources:		
List other sources:		
List other sources:		
Total	\$ 70,667.00	

FY2021 Proposed Project Expenses	Proposed Grant	Other Funds	Total	Notes
Personnel	\$ 10,350.00	\$ 1,800.00	\$ 12,150.00	LIT and Senior LIT Stipends plus a portion of the teacher mentor salaries
Travel/Training	\$ 8,200.00	\$ -	\$ 8,200.00	Teacher education and TEACH supplements
Technology	\$ -	\$ -	\$ -	
Curriculum/Assessments	\$ -	\$ -	\$ -	
Licensing/Dues	\$ -	\$ 900.00	\$ 900.00	
Nutrition	\$ -	\$ -	\$ -	
Transportation	\$ -	\$ -	\$ -	
Supplies/Materials	\$ -	\$ -	\$ -	
Building Maintenance/Repair	\$ -	\$ -	\$ -	
Rent/Occupancy/Utilities	\$ -	\$ 33,267.00	\$ 33,267.00	
Furniture	\$ -	\$ -	\$ -	
Playground/Outdoor space	\$ -	\$ -	\$ -	
Printing/Marketing/Website/Postage	\$ -	\$ 200.00	\$ 200.00	
Admin Expenses (Legal, Accounting, Insurance, etc.)	\$ -	\$ 15,950.00	\$ 15,950.00	
Other (please list in comments section)			\$ -	
Total			\$ 70,667.00	

Overall Organization Budget	Amount	Notes
FY2019 Actual Year-End Revenue	\$ 1,930,792.00	
FY2019 Actual Year-End Expenses	\$ 1,965,206.00	2019 FY was an 8-month year due to a change in the JCC's fiscal year cycle
FY2020 Adopted Budget Amount	\$ 2,795,464.00	Fiscal Year 2019/20
FY2021 Proposed Budget Amount	n/a	Undeveloped

Organization Name:	Asheville Jewish Community Center	Project Name:	Sustaining ECE Professionals thru Recruitment & Training
COVID-19 Response:			
<p>Our application had two different elements: 1) supporting current ECE professionals through training and 2) recruiting new ECE professionals through the development of a senior “Leaders in Training” program. Our plans for element one have not changed at all as a result of COVID-19. Implementation for element two could change if we are not able to open over the summer, but even if that were the case, we would simply delay the program until we were able to open, should the work be funded.</p>			
Response to Committee Questions:			
<p>Committee had no follow up questions for the applicant</p>			