

PODER Emma Bilingual ECE Shared Services Cooperative & Network

FY2021 Early Childhood Grants

CIMA-Compañeros Inmigrantes de las Montañas en Accion

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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*

PODER Emma Bilingual ECE Shared Services Cooperative & Network

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?

\$46,956.00

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.

PODER Emma Community Ownership began in 2016 after receiving a Tipping Point grant to focus on small business development in the Emma community. In 2017, PODER Emma was awarded an Isaac Coleman grant, and the focus amplified to housing and worker cooperative development, including the creation of a network of 3 mobile home cooperatives, 1 real estate cooperative, and 5 worker-owned businesses. PODER Emma provides technical assistance community's first early childhood education cooperative, Preescolar La Bugambilia, LLC, supporting this viable business model that can grow to scale and be replicated.

PODER Emma, while being relatively new, was born out of over a decade of community organizing and cultural work in Emma. Cooperatives of PODER Emma commit to participating in a peer network, and receive training and support on cooperative development as well as meeting space, grant administration, and evaluation support. This provides the infrastructure and expertise needed to support this grassroots ECE project.

Our Emma Early Childhood Educators project received Buncombe County ECE funding last year to great success. Our initial interest meeting was attended by 18 people. Through a partnership with Buncombe Partnership for Children (BPFC), we were able to provide interpretation in Spanish and English so that 24 people were able to access sections of the BPFC Early Childhood Teacher Workforce Training. Over the course of 6 weeks, these providers learned vital information and skills. In response to this overwhelming participation, BCPFC has coordinated with Blue Ridge Community College to offer EDU119 in Spanish, and has created an ongoing Spanish-specific workforce development training.

With last year's funding, we also established and coordinated monthly meetings of a Bilingual ECE Providers Professional Learning Community. The group has determined that a shared services model will help them to more effectively provide high quality care and curriculum.

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?

Research shows that Spanish language ECE increases literacy levels for children in K-4. "As children continue to develop language and literacy skills in their first language, those skills provide a scaffold for developing those same skills in their second language" (Durgunoglu, Nagy, & Hancin-Bhatt). Though many children in our community speak Spanish in the home (see People Served below), there are only a handful of affordable spots for dual language or Spanish immersion ECE. Furthermore, research also shows that culturally relevant educational practices can most effectively support children experiencing poverty, trauma, and the effects of racism and xenophobia. These factors put Spanish-speaking children at a disadvantage.

Our county has early childhood educators who can offer the linguistically and culturally relevant education for children that can most effectively support the transition from home to public school. However, these providers lack the coordination of resources related to professional and business development. They

have to be both highly skilled and reflective educators and at the same time business managers, property managers, cooks, and janitors, etc. Most cost modeling does not predict small centers and homes to be viable as isolated businesses. There is also limited access to support for bilingual curriculum creation and implementation.

These are issues our project will address.

National organizations such as Opportunities Exchange have shown how shared services models have helped networks of homes or small centers develop higher quality care for children and families by building a stronger team of professionals with improved services, working conditions, and fiscal stability.

After identifying needs and possible solutions, our Bilingual ECE Learning Community has started to take steps towards developing a shared services cooperative and network for sustainable, higher quality care.

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?

Our project is stewarding the creation of a Bilingual ECE Shared Services Cooperative (ECE SSC) as well as a larger Bilingual Early Childhood Educators Network. The overall purpose is to ensure high quality and continuous increased capacity of Spanish speaking ECE license exempt providers in the Erwin School District, a historically unserved area of Buncombe County, and to sustain a cooperative within a larger network.

Established models show that a sustainable shared services network takes strong vision, long-term planning, collaborative leadership and attention to coordination, structure, and business training. This guides our project plan, which includes:

Implementation Phases 2020-2021

Ongoing Professional Development

Cooperative and Network members will have access to quarterly trainings to address shared professional development needs. ECE SSC members will have access to ongoing business development through PODER Emma, who has successfully created 2 cooperative networks working with regional experts. Providers will co-construct a bilingual shared resource library, modeled after the Early Learning Center library.

Phase 1: July

Enrollment/Orientation

ECE SSC and network members will formalize their roles, rights and responsibilities.

Phase 2: August - October

Shared Curriculum, Training, and Materials

Cooperative members will receive training in curriculum development, as well as visits from PODER staff for support in curriculum implementation. They will receive shared thematic materials addressing the 5 areas of Early Childhood Development and business coaching with PODER Emma.

Phase 3: October - March

Addition of Enrichment Teachers to Ongoing Shared Services

Visiting enrichment teachers will receive training and then provide ongoing enrichment through physical education, literacy, arts, culture.

Phase 4: March - June

Feasibility of Other Shared Services

Study feasibility of additional shared services (i.e. assessment, commercial kitchen, etc.).

People Served*

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

At Emma Elementary, which reflects the demographics of our key focus area (the Erwin district), 49% of students are Hispanic, and 99% qualify for free or reduced lunch. This project will serve bilingual and Spanish speaking ECE providers who provide care for Spanish speaking toddlers and preschoolers from primarily low income families in Erwin and also in other areas of Buncombe County. By supporting the capacity and quality of these providers' programs, we support the children and families they serve, ensuring these children have more access to higher quality ECE curriculum.

The providers we serve face language barriers that limit access training and licensing, and financial barriers as a small business. They also lack access to culturally and linguistically competent curriculum and tools to provide comprehensive preschool instruction for bilingual and Spanish speaking children.

Many of the children these providers serve are from working families who do not have access to the subsidy system. Their parents do not have the economic or cultural resources to pay privately and are unable to find other options. As a result, many of these children end up not receiving any early childhood education, and then are not prepared for kindergarten upon entering Buncombe County Schools.

Our project will increase professionalization and capacity of bilingual and Spanish speaking providers in our community. In doing so, more Spanish speaking children and families in the Erwin School District and elsewhere in Buncombe County will be able to access high quality care that is affordable and offered in settings where families feel safe and where they can most fully participate in their child's education.

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

This project will contribute to the continued professionalization of bilingual and Spanish speaking ECE providers to ensure that more Spanish speaking children have access to high quality, culturally relevant early childhood education.

The Bilingual ECE SSC will extensively support up to 6 bilingual providers who care for children on a consistent basis. The wider Bilingual ECE Network will support an additional 5 or more drop-in and occasional providers as well as other bilingual and Spanish speakers who have been through the BPFC Workforce Training program. The project will increase access to student and family centered professional development. Through our partnership with BPFC, 1-2 members will gain competency in certain areas and be able to teach other Spanish speaking caregivers and families in ways that are culturally competent.

Cooperative members will have access to time, materials, and technical assistance to build culturally relevant curriculum and resources. They will also collaborate with visiting teachers, and as a result preschool age children will have more extensive access to enrichment activities and resources.

Through these activities PODER Emma will be able to increase the quality of care for over 24 children who will be cared for by cooperative members as well as increase the overall quality of activities in the wider network. In some cases, this will shift children's experience from basic babysitting/daycare to curriculum-based education that can lead to overall kindergarten readiness. Children also will benefit from building a healthy self-image that is enhanced by learning from educators who share their cultural, linguistic, ethnic, and racial identities.

In addition, through PODER Emma's cooperative training, providers will have support for technical aspects of their businesses. This will increase the stability of their centers while decreasing logistical challenges that distract from providing care and education.

Evaluation*

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

The evaluation process will include tracking of the following measures, with success being indicated by meeting these goals:

- * 80% of bilingual home providers who participate in the shared services cooperative will demonstrate increased capacity in creating engaging bilingual and Spanish based curriculum across 4 areas of child development (social/emotional, physical, cognitive and language). This will be measured by a self assessment completed 3 times a year.

- * 20 thematic boxes will be created and catalogued in the shared resources library.

- * Participants will report a 30% increase in literacy related activities in childcare settings after the creation and implementation of bilingual thematic boxes as measured by pre- and post- survey data.

- * 2 enrichment teachers will demonstrate increased capacity in planning developmentally appropriate enrichment lessons. This will be measured by lessons and activities created, and participant reflections.

- * Pre- and post- surveys will demonstrate that 75% of participants in professional development demonstrate increased skills in each theme or area of study.

- * 1-2 network providers will offer peer trainings in 1 area of professional development.

- * We will solicit ongoing qualitative feedback from the members of the Cooperative and Network to evaluate if their business goals are being met through Poder Emma's cooperative training and networking and will be adapted accordingly.

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?

PODER Emma believes in partnering with communities confronting oppression and marginalization to create equity. We build lasting and intentional relationships grounded in the daily experiences and resilience

of our communities. We believe that grassroots communities have the wisdom and experience to direct their future, and we practice this belief by letting PODER Emma be guided by full participation of our members.

We create equitable gathering spaces where all people are treated with dignity and respect. This means multilingual communication, providing food and childcare, meeting at flexible times, and offering transportation when possible.

We implement principles of popular education, where we build collective analysis of issues facing our communities. We engage community members to become researchers of their own social context in order to identify the most-felt needs and issues. Based on these identified needs and issues, community members define an action plan to address them.

As referenced above, this approach has led us to supporting the vision of providers who want to develop a Bilingual Early Childhood Educators Shared Services Cooperative and network. The network coordinator we want to hire is a Latinx immigrant and a member of the community.

By creating a cooperative and network to increase access to quality early childhood education for Spanish speaking children, this project will help address the inequity of the academic achievement/opportunity gap in the schools. Studies show that, “When English learners reach and then stay on grade-level achievement in their mother tongue, as they become increasingly academically proficient in English (their second language), they typically test above grade level in both languages” (International Literacy Association Leadership Brief, 2019).

Collaboration*

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

Colaborativa La Milpa - After 2 years of meeting and planning, this collaboration, of which PODER Emma is a member, has been officially formed. The other members are Compañeros Inmigrantes de las Montañas en Acción (CIMA), Nuestro Centro, Retoño Hñähñú, and Radio Emma. With the establishment of La Milpa, CIMA is transitioning out of the role of fiscal sponsor for PODER Emma, and La Milpa will provide fiscal sponsorship and administrative backbone for members.

Buncombe County Partnership for Children (BPFC) - Our partnership with BCPC last year led them to create classes for Spanish speaking early childhood educators in our community. We will continue this partnership, which will include mutually developing culturally competent workshops to support the ECE SSC and network.

Cenzontle LLC - worker-owned cooperative which provides simultaneous interpretation and translation services for this project at a non-profit discounted rate.

Wake Forest Law Clinic - provides ongoing legal technical assistance.

Rural Support Partners - offers resources and expertise gained from creating networks of collaboratives across Appalachia.

Industrial Commons - provides technical support and shared training which draws on 20 years of experience with successful cooperatives and cooperative networks.

Colorful Pages Coalition - coordinates fundraising to purchase children’s books with authors and characters of color, including books in Spanish. They are interested in providing books for members of the shared services network.

Early Learning Center at Children & Family Resource Center, Hendersonville, NC - provides a model of a shared resource library

Other supportive partners include: Seeds of Hope Childcare Cooperative - a program of Center for Participatory Change (CPC), Emma Elementary School, Evolve Early Learning Center, Western Women's Business Center, the Fund for Democratic Communities, Carolina Common Enterprise, Popular Education Consultants, the Tzedek Fellowship.

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

As indicated in the attached budget form, the following expenses will be fully or partially covered by County funds:

- Personnel
- Travel/Training
- Technology
- Curriculum/Assessments
- Nutrition
- Supplies/Materials
- Rent/Occupancy/Utilities
- Printing/Marketing/Website/Postage
- Childcare (for meetings and trainings)
- Interpretation
- Visiting teachers

Other sources of revenue are unrestricted grants from Castelloe Family Foundation and Seed Commons. This revenue is confirmed.

Sustainability*

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

Our plan to make this project an ongoing effort involves several strategies, including membership fees, grant funding, fee for service, cooperative-specific funding, and to-be-determined ideas generated by network member creativity.

Membership fees

Many shared services networks are sustained by membership contributions to the network. PODER Emma will continue to work towards this type of self-sustainability, while pursuing other local and national funding sources as the model develops.

Grant funding

As mentioned above, PODER Emma is now a member of Colaborativa La Milpa, a recently formalized collaborative which is providing administrative and capacity building support, including the services of a grant writer. This greatly increases the likelihood of securing additional grant funding for the Bilingual ECE SSC and Network.

Fee for service

We have potential fee for service offerings that can be a source of revenue. For example, trainings for the greater community on topics such as cultural competency and Spanish literacy.

Cooperative funders

With PODER Emma providing the technical support needed to build the necessary infrastructure of the Bilingual ECE SSC, the cooperative will become eligible to access regional and nationwide funding available specifically for cooperatives.

Member creativity

As a project that centers bilingual providers, we trust that additional strategies for sustainability and ongoing success will be generated by the members of the Cooperative and Network.

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?

Our Bilingual ECE Learning Community members are very eager to establish a Cooperative and Network, and have started working towards this goal. PODER Emma is committed to supporting their vision, and would adjust our project plan, timeline, and budget were we to receive partial funding. Partial funding would allow us to start the work while seeking additional funding support. Children will benefit from any progress we make, though a more limited project will get limited results.

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.

For years 2 and 3, PODER Emma would request funding at the same level, to ensure sustainable growth that allows us to invest in our community's capacity without growing too quickly. Multi-year funding would allow the Cooperative and Network to undertake long-term strategic planning for their efforts, rather than being limited to a series of short term plans. Additionally, it could allow members to plan for kindergarten readiness. It would enable us to move from feasibility studies around additional shared services to actual implementation.

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?

Across the county, many low-income children are cared for outside of the subsidy system, and/or within license exempt homes. These children need and deserve access to high quality early childhood education, and this model can be shared countywide for others to learn from. An integral part of our work is documenting lessons learned in a way facilitates replication and scalability. It is critical to ensure that all children in the county receive high quality education and care, which means investing in all providers.

Other

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

PODER Emma is uniquely positioned to provide technical assistance to the development of a shared services cooperative due to our leadership and participation in local, regional, and national cooperative development networks. We have already successfully incubated 2 other cooperative networks which provide support to housing cooperatives and worker cooperatives. As you will see in the budget, we have other funds to help support that technical assistance. We are asking the County to help us support the professionalization of bilingual providers and the development of Early Childhood curriculum to ensure more children in Buncombe County have access to high quality curriculum but in culturally and linguistically competent ways in their first 2000 days of life.

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: PODER Emma (fiscal sponsor CIMA)	
Project Name: Bilingual ECE Shared Services Network & Collective	
Grant Amount Requested: \$46,956.00	

FY2021 Proposed Project Revenue	Amount	Notes
Proposed Buncombe County Early Childhood Grant	\$ 46,956.00	
Castelloe Family Foundation	\$ 5,200.00	
Seed Commons	\$ 4,550.00	
List other sources:		
List other sources:		
List other sources:		
List other sources:		
List other sources:		
Total	\$ 56,706.00	

FY2021 Proposed Project Expenses	Proposed Grant	Other Funds	Total	Notes
Personnel	\$ 20,800.00	\$ 5,200.00	\$ 26,000.00	
Travel/Training	\$ 1,500.00	\$ 2,850.00	\$ 4,350.00	
Technology	\$ 500.00		\$ 500.00	
Curriculum/Assessments	\$ 2,500.00		\$ 2,500.00	
Licensing/Dues			\$ -	
Nutrition	\$ 1,200.00		\$ 1,200.00	
Transportation			\$ -	
Supplies/Materials	\$ 500.00	\$ 166.67	\$ 666.67	
Building Maintenance/Repair			\$ -	
Rent/Occupancy/Utilities	\$ 600.00		\$ 600.00	
Furniture			\$ -	
Playground/Outdoor space			\$ -	
Printing/Marketing/Website/Postage	\$ 500.00		\$ 500.00	
Admin Expenses (Legal, Accounting, Insurance, etc.)			\$ 2,236.00	
Other (please list in comments section)	\$ 16,620.00	\$ 1,533.33	\$ 18,153.33	
Total			\$ 56,706.00	

Overall Organization Budget	Amount	Notes
FY2019 Actual Year-End Revenue	\$ 151,119.15	
FY2019 Actual Year-End Expenses	\$ 110,989.96	
FY2020 Adopted Budget Amount	\$ 267,770.00	
FY2021 Proposed Budget Amount	\$ 321,300.00	

Comments:
 Other =
 Childcare \$2206.67
 Interpretation \$4606.66
 Visiting teachers \$11,340

Organization Name:	CIMA-Compañeros Inmigrantes de las Montañas en Accion	Project Name:	PODER Emma Bilingual ECE Shared Services Cooperative & Network
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COVID-19 Response:

Response to Committee Questions:

If I'm reading this correctly, the requested amount from the ECE Fund does not equal the amount of expenses to be paid from those funds. That discrepancy should be remedied.

There was a mistake in filling out the form, where we included our Admin Expenses in the "Total" column of the budget, but left it out of the Proposed Grant column. Corrected budget attached as a PDF and .xlsx.

How many children will be served?

30 - 35

What is the "ECE license exempt providers" as shown in the Project section, first paragraph?

ECE license exempt providers are early childhood education providers who are exempt from needing a license. Examples include those who provide care for four hours or less a day (such as half-day preschool and after school care), who offer short-term programs such as summer camps, or who care for 2 children who are unrelated to them. As the committee knows, across the county, many low-income children are cared for outside of the subsidy system, and/or within license exempt homes. These children need and deserve access to high quality early childhood education. Our project is to coordinate a shared services network where providers access curricula and learn methods for improving children's education. We also want to continue to provide a support system for bilingual or Spanish-speaking providers to be able to meet their professional development goals and seek out other ECE employment opportunities and/or to gain a license. For example, 1/3 of the providers in our network are currently in the BPFC workforce program and are completing the EDU 119 course. However, there are still many barriers economically, culturally, and linguistically for them to actually be able to work at or open a center or FCCH, thus our project seeks to provide a carefully planned network of support for these early childhood educators in a variety of spaces where they could teach children. Our overarching goal is increasing the quality of care for all children in our county.