Partnership for Excellence in Early Childhood Education
- A Gateway to B.A. and B-K

FY2021 Early Childhood Grants

Warren Wilson College
Dr. Lynn Morton
PO Box 9000
Asheville, North Carolina 28815-9000
0: 828-771-2000

Maura Davis
maura.davis@warren-wilson.edu
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*
Partnership for Excellence in Early Childhood Education - A Gateway to B.A. and B-K

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?
$380,240.00

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.

Warren Wilson College is a private, 4-year college, whose unique approach to education and personal growth is based on the triad of academics, work, and service to the community. Warren Wilson is known for its pioneering work in community engagement and long tradition of social justice and inclusion.

In response to County Commissioners’ strategic initiative, Warren Wilson College, along with Verner Center for Early Learning, Owen High School, Buncombe County Schools and A-B Tech, entered into the Partnership for Excellence in Early Childhood Education (PEECE) Project. Warren Wilson College has served as the lead institution to attain the following goals:

• Increase the number of highly qualified early childhood professionals by providing a clear avenue to obtain a 4-year degree. Three students are working towards obtaining a B.A. in psychology, with an emphasis in early childhood education. They are expected to graduate in December of 2020 and in the Spring of 2021.

• Establish a pipeline for developing high quality professionals in the field of early childhood education, by offering foundational early childhood courses taught through A-B Tech at Owen High School. To date twenty one students have completed college level coursework: Introduction to Early Childhood Education, Child Development I, and Child Development II. As of December 2019, A-B Tech decided it was no longer feasible for them to participate in the PEECE Project.

• Increase the quality of training of early childhood professionals through a Mentor Teacher and apprenticeship program. A Mentor Teacher at Verner worked closely with the Owen students to support their classroom experiences and interactions with the children at Verner, and support the completion course assignments. In addition, the MT currently provides outreach, training and mentoring to all Verner teachers, and will be working with the staff of Children and Friends in Black Mountain to support their expansion.

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?

Buncombe County continues to face a significant shortage of highly trained and qualified early childhood education teachers to work in a variety of care and education settings. The well documented teacher shortage contributes to challenges in increasing availability and access to early childhood classrooms, and is known to have significant long term impact on children and families in our community.

Findings from, “Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation” (2015) also suggest young children receive great benefit from having teachers who are well educated. One of the primary recommendations from the report is make strong efforts to hold a bachelor’s degree as the minimum qualification requirement for all lead teachers in early childhood education settings. This standard would likely contribute to improving the quality of professional practice, stabilize the workforce, and achieve greater consistency in the learning experiences and ultimately optimize outcomes for children (p.438). The
The aforementioned outcomes are all consistent with the goals put forth by the Buncombe County Commissioners.

The primary purpose of our project is to continue the work started in the pilot Partnership for Excellence in Early Childhood Excellence (PEECE) Project.

- Increase the number of highly qualified early childhood teaching professionals by providing a clear pathway for obtaining a 4-year degree at Warren Wilson College
- Establish a pipeline for developing high quality professionals in the field of early childhood education by offering early childhood classes at Owen High School.
- Increase the quality of training of early childhood professionals by strengthening and sharing a mentor teacher model, currently in use at Verner, with Owen High students and area care providers.
- Establish and support a clear pathway to post baccalaureate Birth-Kindergarten licensure at Brevard College.

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?

The Partnership for Excellence in Early Childhood Education Project (PEECE) is an ongoing collaboration between Warren Wilson College, Verner Center for Early Learning, Owen High School, and Buncombe County Schools. New to the partnership is Brevard College, supporting the community need for Birth-Kindergarten licensure. The collaboration offers a direct response to the strategic priorities and supports the education and training of early childhood educators from the high school to post baccalaureate levels, with all parts being implemented simultaneously.

Warren Wilson College will provide:
- the Pathways Partner and faculty to outreach and complete educational planning to identify clear pathways to attain a Bachelor of Arts or when appropriate, B-K licensure

Brevard College will:
- accept a BA with a minimum 2.75 GPA.
- develop an academic plan will determined length of program, estimated to be 2 semesters: one semester of coursework and one semester of supervised teaching at current place of employment.

Verner will provide a site for students to learn high quality early childhood education practices in action. The Mentor Teacher will be responsible for:
- providing students, staff and area care providers constructive feedback and support to learn and grow skills.
- build on the strengths and enhancing areas of needed improvement, utilizing a growth mindset in the mentoring relationship
- Provide reflective supervision

Research suggests effective teachers are not born; they are made (Transforming, 2015). Mentor support is critical in expanding a teacher’s capacity to apply what they have learned in formal coursework, trainings, or workshops to their teaching practice.
Owen High School and Buncombe County Schools will be responsible for providing the Early Childhood Education (CTE) coursework including, Parenting and Child Development and Early Childhood Education I and II at Owen High, with Verner as the hands on training site.

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

Given that this project will serve the early care and education workforce, it is most appropriate to reference the recent Workforce Study (2018) for demographic information.

- The majority (98%) of the workforce identify as women. Our program is of course open to all individuals regardless of gender identity.
- Respondents indicated the median age for Directors to be 49 years, and the median age for teachers at 36 years. Age of the participants in the PEECE Project is not a factor.
- Approximately 28% of the 277 early educators responding to the survey identified as a person of color, (e.g. Asian, Black, Bi-Racial, Native American, and Latinx). All are welcome and encouraged to participate.
- Approximately 44% of the workforce earns less than $30,000 per year.

During outreach with area care providers, many reported anecdotally that returning to school to obtain a bachelor’s degree would not significantly increase their earnings. It is important to note several studies suggest the opposite to be true, and these factors will be shared in outreach.

- The Workforce study (2018) suggests individuals who held a bachelor’s degree tended to earn $2.75 more per hour.
- Hershbein, Kearney, & Pardue, (2020) report that when individuals working in lower paying jobs (e.g., childcare), completed bachelor’s and associate degrees, the degree supported an increase in long term economic security and reduced the likelihood that a person lived in poverty or near poverty.
- Wehby, Kaestner, Lyu, and Dave, (2020) found that an $1 increase in the minimum wage of a parent was associated with the increased probability their child would be in excellent health. There was a corresponding decrease of 25-40% of a child missing school days due to an illness. Healthy children mean a healthy workforce, and this relationship was found to be particularly strong for children between the ages of birth and aged 5.

**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
Within a finite timeline of 3 years we seek to:
- Graduate the three currently enrolled PEECE students in December of 2020, and May of 2021.
- Evaluate if any seek to complete their B-K licensure.
- The Pathways Partner and Warren Wilson faculty will provide outreach and educational planning for area care providers.

We will implement more systematic and formal outreach procedures to document the educators with whom we have met for outreach and educational planning.
- In year 1, we will focus on the larger centers that have stronger institutional supports for their teachers.
- In year 2, we will focus on smaller centers and family home care providers. The year will allow us to increase the diversity in the delivery of course offerings, to provide greater flexibility for staff in smaller centers or family home care providers to take classes.
- We will recruit 7 additional participants to begin classwork towards a BA or B-K Licensure in the fall of 2020. Based upon outreach, we will identify the cohort numbers for year 2 and 3.
- In the fall of 2020, we will begin offering Parenting and Child Guidance at Owen High School. In the spring of 2020, Early Childhood Education I will start. Fall of 2021, students will take Early Childhood II, which includes an internship which makes up 50% of instructional time. The mentor teacher from Verner will provide supports to all interns.

Over the summer of 2020, faculty of Warren Wilson and Brevard will evaluate Warren Wilson coursework and integrate edTPA Performance Standards. edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need to be successful in teacher licensure programs. Integrating these requirements into our coursework will allow for a more seamless transition to complete post baccalaureate B-K licensure.

**Evaluation**

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

We know we will be successful by reducing the five barriers to professional learning identified in Transforming the Workforce (2015)

1. A lack of time to pursue professional learning
2. A lack of funds to pay for professional learning
3. A lack of professional community, especially in settings outside of schools systems-an isolated feeling that is present especially in early childhood settings outside of school systems, particularly small organizations.
4. Staff turnover and the need to constantly retrain
5. A lack of professional learning activities, especially in rural and resource constrained areas for special training.

In outreach completed with area early childhood educators, the above ring true. It is also of interest to note many individuals seem overwhelmed by the prospect of returning to school. With the addition of our part-time Pathways Partner, we will be able to meet individually with area educators, accurately assess any potential barriers and create an education plan that best meets the individual’s needs. We also believe that the Pathways Partner and Mentor Teacher from Verner will support the development of a more robust learning community. When individuals face challenges they will have known mentor teachers and fellow cohort members to turn to for support. We also seeking to offer convenient and alternative course delivery methods to address the time factor. Most importantly, our program seeks to reduce the aforementioned financial barriers by providing significant scholarships. The cost of attending Warren Wilson will remain at @ $1,500 per year.
We will collect more formal outreach information. We will also assess course grades, term and cumulative GPA, and seek qualitative information to assess overall satisfaction with returning to school. In addition, we will see to evaluate the participants persistence in school and degree of job satisfaction, to assess the benefits of the Pathways Partner and Mentor Teacher.

**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?

It is critically important for children to see themselves in the faces of their care providers, therefore we will continually strive to create educational opportunities for individuals from varied races and socio-economic backgrounds. It is imperative that participants in the PEECE program gain a deep understanding about equity and diversity in order to best serve the children and families of Buncombe County. Part of the current program requirements for the PEECE students at Warren Wilson is to take Culturally Competent Educators-EDU 3150. The students also enroll in in Building Bridges in Asheville as part of course requirements. Recently, Buncombe Partnership for Children sponsored a Racial Equity Institute. The focus of the institute was on historical and institutional racism, and impact in the present day. Attending the institute was a profoundly powerful experience, and it would likely support a center director or teacher in practicing anti-racism. Attending the Racial Equity Institute will become a program requirement for participants in PEECE Program at Warren Wilson.

A primary purpose of the PEECE Program is to offer scholarships to return to school at a significantly reduced cost. The financial support provided should ideally reduce a barrier for any interested party who may not have the financial means available to return to complete either a B.A or post baccalaureate B.K. at Brevard College.

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

Warren Wilson College has a long standing partnership with Verner. Unique lab-school experiences allow our students to gain knowledge and teaching skills through an apprenticeship model, with teachers providing ongoing mentoring and support.

In our pilot, we successfully partnered with Owen High School, Buncombe County Schools and A-B Tech to create similar apprenticeship experiences and mentoring opportunities for students from Owen. Twenty one students successfully completed coursework that allows them to obtain employment in area childcare facilities.

Although A-B Tech is not continuing in our partnership, Warren Wilson, Verner, Owen High and Buncombe County Schools are excited to move forward to provide support for Owen High to offer Career and Technical Education classes (CTE): Parenting and Child Development, Early Childhood Education I, and Early Childhood Education II, through Buncombe County Schools.

Owen students will continue to come to Verner, where under the guidance of the Mentor Teacher, they will gain experience in providing education and care for young children in classroom settings. In the event that in the future Owen High is chosen to have an early childhood center on their campus, they will already be offering the coursework. In addition, their students will have a strong foundation in direct teaching experiences from their work at Verner, which models high quality childcare practices.
Joining our collaboration is Brevard College. Brevard recently established a Birth-Kindergarten licensure program. This partnership opens the “Gateway to B-K”, and will allow two smaller schools to pool resources to begin creating innovative course work and programming to meet the needs of students, wanting to obtain a post baccalaureate B-K licensure. We will work together to provide course programming that allows students to obtain licensure in the most timely manner possible.

**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 (2).xlsx

The bulk of the funding requested is put towards educating and training 10 highly qualified teachers to work with young children in Buncombe County. Monies continue to go towards tuition scholarships, student fees, medical insurance for uninsured students, textbook stipends, and Equity and Diversity training.

The creation of a part-time Pathways Partner will be a new part time position to provide outreach to area care providers to discuss educational pathways and to guide individuals in their education decision making. Anecdotally the current PEECE students and others interviewed indicated it can feel overwhelming and scary to think about applying to school. Very few centers have the support to assist an individual in navigating how to returning to school. A pathways partner will meet with potential candidates individually to gain an understanding of their current education status and support them in their application process.

In addition, the other major request for funds are also allocated to create the Career and Technical Educator position for Owen High School. It was suggested we allocate $70,000 for salary and benefits.

**Sustainability***

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

Warren Wilson continues to explore the viability of creating a B-K licensure program. In June, our new Vice President for Academic Affairs will start and has a background in Experiential Education, what we do best at Warren Wilson and what has been demonstrated in our pilot program. Over the coming months, we will have a better sense of our capacity to scale up a local B-K licensure program.

Recently the Presidents of several local private colleges met to discuss how the schools can begin to work together. In our communication with Brevard College, there is a growing sense of excitement about the potential of pooling our resource to to create unique programming. We are exploring a variety of ways to maximize both programs potential to reach a variety of students from surrounding counties, who are interested in early childhood education. For example, we are looking at how we might be able to create a faculty share. If a Warren Wilson faculty has expertise in teaching coursework in Exceptional Children in the Early Childhood Setting, would it be feasible for that faculty member to teach students from WWC and Brevard College, in a centralized location, so as to meet the educational needs of students from both colleges.

Strengthening this type of innovative collaboration would likely make us stronger candidates to apply for a larger grant initiatives such as the one created by the Educator Investment Collaborative. The Collaborative is a group of national ECE-focused funders who seek to ensure that every young child has access to high-quality ECE programs led by well-prepared and appropriately compensated teachers. The collaborative
recently put out a call for proposals for a limited number of two-year grants to fund interdisciplinary partnerships to innovate transformation of early childhood education (ECE) lead teacher preparation programs. Our goal is to be prepared to write for larger grant opportunities as we move forward in growing local options.

**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?

All the component parts of the PEECE Project would maintain as written.

- Owen High would still receive funding to support a Career and Technical Education teacher to offer 5 sections of the three early childhood courses identified earlier
- Owen students would continue to have high quality mentoring and hands on learning experiences at Verner.
- The Mentor Teacher from Verner would continue to support Owen High Students, Verner staff and early childhood staff from the surrounding community.
- If multi-year funding is not available, we would not hire an additional Mentor Teacher to provide outreach to a broader group of care providers.

Warren Wilson will continue to offer scholarships to support participants in attaining a bachelor’s degree. Brevard will continue to receive support to provide scholarships to complete course work and supervision towards B-K licensure. We would likely need to scale back on the number of scholarships offered to students. Given that the expressed community need is for professionals with B-K licensure, those students who currently hold a bachelor’s degree would be prioritized to begin the post baccalaureate degree. We could also prioritize students who express commitment to obtaining their bachelor’s degree and going on for B-K licensure.

**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.

We would like to be considered for multi year funding as it would lend to stronger programmatic continuity.

Students who start in the fall will complete their BA or BK in year 3, if they are able to maintain a course load of 12 credit hours. Multi year funding allows us to provide scholarships toward completion of either or both the BA or B-K degree. There would likely be an adjustment to tuition at approximately 4%.

At this point there would not be a any significant changes to monies requested for staffing.

We would continue to request monies to support staffing the CTE position at Owen High until the point when Owen has a early childhood center of their own on campus, and Buncombe County Schools take over support.
Resource Support
How can Buncombe County support your organization with this project and in strengthening your work (related to equity, scale, or impact)?

It has been our experience in piloting this project that the support from Buncombe County has been amazing. The only aspect that may be helpful is to have quarterly or biannual meetings of the programs/agencies/projects receiving funding so as to gain a deeper understanding of how these programs/agencies/projects intersect and strengthen the community serving young children and families. For example, at a “social gathering”, I could learn about the new program serving children who have experienced trauma. I would be able to reach out to see if the program could be a potential internship site for students enrolled in the PEECE Project. Conversely, the program director could learn about the PEECE Project and connect their newly hired staff member who moved from out of state, and needs to finish their bachelor’s degree to WWC.

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?

The pilot has informed several next steps in training highly qualified early educators. We have learned many of the barriers and challenges that the workforce confronts when considering returning to school. For example, most educators want to maintain employment as they are unable to return to school full time. Taking a full time course load of 16 credit hours is extremely challenging, as students are juggling full time employment, school work and family commitments. We continue to modify the programming to best meet the needs of our current and future students.

The project has also served as an example of a private/public partnership to address a significant community need and also clarify the funding required to offer students a high quality four-year degree program with applied experiences through an apprenticeship model. Moving forward it is our goal to:

- Continue to create multiple clear pathways for current teachers to move forward in their educational attainment.
- Based on the needs identified by the Pathways Partner, create strong course content and deliver it in convenient and flexible ways (e.g., hybrid, synchronous and asynchronous online learning, weekend coursework, late afternoon or evening course meetings, two-week intensive, summer institutes, courses on site at centralized location, faculty comes to you, and faculty share between WWC and Brevard).
- Offer the childcare community strong models of mentorship work. Expand mentorship using a growth mindset orientation.
- Mentorship and leadership support to grow each participants capacity to work collaboratively with fellow students, co-workers, and families.
- Support participants in understanding trauma, trauma resiliency, and resources for resiliency
- Educate and train participants in emotionally responsive teaching practices to improve their capacity to serve.
- Support strong anti-racist practices to help reduce the achievement gap
Other
Is there anything else that you want the committee to know?

The opportunity to pilot the PEECE Project has been a privilege. We would like to thank the County Commissioners (XXXX - on the, or and the?) the Early Childhood and Development Committee for their encouragement and support.
File Attachment Summary

Applicant File Uploads

- FY21_ECE_Grant_Budget_Form (2).xlsx
### Early Childhood Education and Development Fund

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

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<th>Warren Wilson College</th>
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<td>Partnership for Excellence in Early Childhood Education-Gateway to BA and B-K</td>
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<td>Grant Amount Requested:</td>
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#### FY2021 Proposed Project Revenue

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#### FY2021 Proposed Project Expenses

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#### Overall Organization Budget

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<td>FY2021 Proposed Budget Amount</td>
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